Journal of Applied Linguistics (ALTICS)
https://www.e-journal.unper.ac.id/index.php/ALTICS
ISSN 2721-995X (Printed)
ISSN 2721-0316 (Online)
Vol 7, No 1 (2025), pp.1-17

The Influence of Kampus Mengajar Program in Forming Pedagogical Competence of Undergraduate English Education Students

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Abstract

Undergraduate students today have greater opportunities to gain practical experience in professional settings through 'Merdeka Belajar Kampus Merdeka' (MBKM) programs, one of which is Kampus Mengajar. This study aims to determine the extent to which participating in the Kampus Mengajar program influences the pedagogic competence of undergraduate English education students. This study uses a quantitative survey approach with a cross-sectional design. A questionnaire consisting of 20 items was used as the research instrument. Employing the snowball sampling technique, this study obtained 60 participants from 20 universities across Indonesia who met the population criteria. To analyze and describe the data, this study used SPSS ver 25. The findings show that there is a significant influence from participation in Kampus Mengajar in forming pedagogic competence, as demonstrated by a mean score of 83.38 out of a maximum of 100. The results also suggest that the ability to manage a safe and comfortable learning environment, with an average score of 25.37 out of 30 at maximum, is the most significantly impacted aspect of pedagogic competence influenced by participation in Kampus Mengajar. Further research is necessary to explore other dimensions of pedagogic competence and to verify these findings with larger and more diverse samples.

Keywords: Pedagogic competence, Kampus Mengajar, English Education.

INTRODUCTION

In Indonesia, the educational policy in higher education has undergone significant dynamics in recent years. The 'Freedom to Learn, Independent Campus' or Merdeka Belajar Kampus Merdeka (MBKM) policy in 2020 marked the beginning of this transformation. This has created new developments in the field of educational policy and curriculum. Several programs of MBKM have been introduced and implemented as the years follow and are still undergoing. These include, Magang Bersertifikat, Studi Independen, Kampus Mengajar or Teaching Campus, Indonesian

International Student Mobility Awards (IISMA), Pertukaran Mahasiswa Merdeka, Membangun Desa (KKN Tematik), Proyek Kemanusiaan, Riset atau Penelitian, and Wirausaha. These various programs provide opportunities for undergraduate students to take courses outside the curriculum for 1 semester and to study outside the college for 1 semester. These programs also aim to facilitate students to have a significant impact, especially for future career preparedness by ensuring that students are aware of and experience the changes outside the campus during their academic pursuit and have the opportunity to apply science to real-world problems.

As many as 144.000 undergraduate students who took a part in Kampus Mengajar program from batch 1 to 7 had contributed significant impacts in the field of education. This numbers make this program as the second most participated MBKM program following Certified Internship & Independent Study. Through this program, students are able to practice teaching, work with teachers and establish ways and means of teaching that are innovative. The objective of the program is that undergraduate students can increase their creativity and innovative ideas in designing the learning model, method, strategy, and technique with the cooperation of experienced teachers. This fits well with the common goal of building up pedagogical capital which is the extensive set of preconditions for teaching that provides adequate information and perceptions.

Although the main practice of Kampus Mengajar program is teaching, this program provides equal opportunities for all students majoring in any study program to apply and contribute through this program. However, for the students of the faculty of teacher training and education, this program can be a prominent chance for them to experience the practice of teaching and mind the gap from theory to practice. Education students, who are being trained to become teachers, require comprehensive preparation to ensure they emerge as competent graduates. This preparation involves equipping them with the necessary skills and knowledge to meet the professional standards of pedagogical competence. Pedagogical competence is essential for prospective teachers as it directly impacts the quality of education and student outcomes.

Kampus Mengajar program is designed to enhance the quality of education in Indonesia by improving the teaching capabilities of future educators. Many researchers stated that the future progress of the nation in education depends on the abilities and commitment of student teachers. It means these individuals are supposed to become educators, instructors, and even moral leaders guiding students and forming their academic and ethical perspectives. This is because they will be

required to pass down knowledge, moral, and cognitive competencies to their learners. The performance of these would-be educators will determine the quality and even the rate of growth and development of this society and even its level of innovation.

Teachers have central role in process of achieving educational goals set within the framework of schools. Teachers are the backbone of the educational system as they are the key people who directly interact with the students in the teaching-learning process. With the responsibilities of enhancing student interest, designing the curriculum, and evaluating students' learning, they are supposed to maintain a positive classroom environment. Learner achievement of educational goals and objectives like literacy, and critical thinking, as well as being ready to take on future challenges, greatly relies on the teachers and their teaching roles.

To facilitate students to meet these educational goals, teachers should possess the highest competencies in the different dimensions, one of which is pedagogical competence. Pedagogic competence means that teachers can deliver concepts and conduct the process of learning proficiently. Therefore, the role of a teacher does not stop at being informative, explaining something, demonstrating something, or even just motivating the students, being an exemplary figure, being visionary, and planning as far ahead as the students (Ismail et al., 2018). However, only when these competencies are in unison can educators meet their obligations and foretell the achievement of education excellence.

The term 'pedagogy' is deeply interconnected with teaching and learning activities. The Oxford English Dictionary defines pedagogy as "The art, occupation, or practice of teaching. Also: the theory or principles of education; a method of teaching based on such a theory" (Oxford University Press, 2023). Murphy (1996) redefines pedagogy as an art, emphasizing that it involves the interactions between teachers, students, the learning environment, and learning tasks. This definition highlights that pedagogy encompasses not only the techniques and strategies used by educators but also the underlying educational theories that guide and shape these practices. According to the Cambridge Dictionary (n.d.), competence is defined as the ability to do something well. Hager & Gonczi (1996) define competence as the integration of knowledge, abilities, skills, and attitudes displayed in the context of realistic professional tasks of an appropriate level of generality. Pedagogic competence, therefore, is the ability to manage student learning which includes an understanding of students, planning, and implementing learning, evaluating learning

outcomes, and developing students to explore the various potentials they have (Syahrial et al., 2019)

Pedagogical competencies are typically viewed through two distinct lenses: It is understood as the approach to teaching as a set of possible behaviors or competencies that enable the proper performance of teaching tasks or as the baseline standard that professionals must achieve. Suciu & Mâţă (2011) state that pedagogical competence is at times used to refer to a standard legally expected of one for them to effectively perform their duty in the teaching profession. Both of these conceptualizations emphasize the simultaneous concern of practicing skills of teaching and the intellectual exercise of professionalism, thus evidencing the complex nature of pedagogical capability in educational settings.

According to the Ministry of Education and Culture (Kemendikbudristek) regarding Appendix I of the Director General of Teachers and Educational Personnel Regulation Number 2626/B/HK.04.01/2023 on Teacher Competency Models, there are 3 indicators for pedagogical competence: (1) The ability to manage a safe and comfortable learning environment for students; (2) The ability to manage effective student-centered learning; and (3) The ability to manage a student-centered assessment, feedback, and reporting. This latest regulation becomes the set for the basic components of pedagogic competence that teachers in primarily should maintain and future educators generally.

The regulation aligns with one of Kampus Mengajar program's objectives which is to increase creativity and innovation in designing learning models, methods, strategies, and techniques through collaboration with teachers. This goal aligns with the pedagogic competence aspects as to why the primary practice of Kampus Mengajar is teaching. This study is necessary to evaluate the effectiveness of Kampus Mengajar program in fostering essential teaching skills and enhancing students' ability to design and implement effective learning models. Thus, this study addresses two research questions as follows; (1) to what extent does participation in the Kampus Mengajar Program influence the pedagogical competence of undergraduate English education students? And (2) which aspect of pedagogical competence is most influenced by participation in Kampus Mengajar?.

METHOD

Research Methodology

This study uses a quantitative approach with a survey method. Creswell & Creswell (2023) define that a survey design provides a quantitative description of trends, attitudes, and opinions of a population, or tests for associations among variables of a population, by studying a sample of that population. The type of survey design used in this study is the cross-sectional design, thus the data is collected at one point in time (Creswell & Creswell, 2023). The population in this study is undergraduate students majoring in English Education who had participated in Kampus Mengajar program in Indonesia. In this study, the researchers used snowball sampling technique to gather the sample. Through the snowball sampling technique, the researchers obtained 60 sample met the criteria. The sample are from 20 various universities in Indonesia. The participants consist of 10 male and 50 females. As many as 75% participants participated in the program in primary schools, 21% in junior high school, and 4% in senior high school.

Data Analysis Technique

This study used SPSS version 25 to conduct validity test, reliability test, normality test, and descriptive statistics.

Validity Test

The Product Moment Correlation Coefficient (Pearson) is used to test the validity of the research instrument by correlating each instrument with the respondent's answer score values for each variable. The number gained from r-count computation is compared with r-table. The status of valid can be made for an instrument if r-count > r-table, otherwise, the instrument is invalid.

Reliability Test

The reliability test will be conducted following the validity of the instruments used. Valid instruments should be tested with reliability test. This aims to determine whether the instrument used in the research is accurate, stable, or consistent in identifying a particular aspect of an individual. Cronbach's Alpha was used for this test to infer the answer scores ranging from high to low. According to Hoy & Adams (2016), the results of Cronbach's Alpha are consulted with the list of interpretations of the coefficient as follows (Table 1)

Table 1. Interpretation of Reliability Test Coefficient

Coefficient	Reliability
0.800–1.000	Very High
0.600–7.999	High
0.400–0.599	Medium
0.200–0.399	Low
0.000–0.199	Very Low

Normality Test

The normality test was employed in this study to determine whether or not the instruments had a normal distribution. Kolmogorov-Smirnov One-Sample Test is used to determine if the test distribution is normal or not by calculating the significance value. If the significance value < 0.05, the test is considered non-normal. Alternatively, the test distribution is normal if the statistic test value < 1,97.

Descriptive Statistics

Descriptive statistics is used to display the mean, standard deviation, range, minimum, and maximum score of variables, indicators, and items.

Research Variable

Based on the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2023), pedagogical competence, on Teacher Competency Models, is defined as follows: (1) The ability to manage a safe and comfortable learning environment for students; (2) The ability to manage effective student-centered learning; and (3) The ability to manage a student-centered assessment, feedback, and reporting. These indicators are included in Appendix I of the Director General of Teachers and Educational Personnel Regulation Number 2626/B/HK.04.01/2023 on Teacher Competency Models. The aspects of safe and comfortable learning management skills according to The Model of Safe and Comfortable School Management (Puslitjakdikbud, 2020), are; (1) A comfortable, clean, beautiful classroom environment, no noise, fresh air, sufficient lighting, and adequate facilities; (2) Free from bullying, anxiety, and sentiment of tribe, religion, race; (3) Freedom of expression; (4) Safe from theft; (5) A harmonious social relationship between teacher and student, teacher with teacher, student with student, parents, and school citizens.

The second indicator of pedagogical competence is the ability to manage effective student-centered learning. (1) Active participation; (2) Adapting to needs; (3) Autonomy; (4) Relevant skills; (5) Power sharing; and (6) Formative evaluation are the components of Learner-Centered Pedagogy (Bremner et al., 2022). The third indicator of pedagogical competence is the ability to manage a student-centered assessment, feedback, and reporting. Purposeful grade reporting in the student-centered classroom is addressed by Fujiwara (2022) in four parts: (1) jointly establish learning objectives and conditions; (2) formative assessment; (3) summative assessment and reporting; and (4) reflective teaching and learning stage. In addition, The Principle of Good Feedback (Nicol & MacFarlane-Dick, 2006) has two elements of seven: (1) promotes peer and teacher discussion on learning, and (2) aids in defining what constitutes good performance. The blueprint of the research instruments is presented in Table 1 of Appendices.

FINDINGS AND DISCUSSION

Validity

Table 2. The Results of Validity Test Analysis with the Product Moment Formula

No	Indicator	Instruments	Scale Variance if Item Deleted	r-count	r-table	Result
1	The ability to manage a safe and comfortable learning environment.	Item 1	101.983	0.713	0.254	Valid
		Item 2	100.063	0.803	0.254	Valid
		Item 3	103.791	0.640	0.254	Valid
		Item 4	104.444	0.531	0.254	Valid
		Item 5	105.271	0.594	0.254	Valid
		Item 6	101.983	0.718	0.254	Valid
2	The ability to manage effective student-centered learning.	Item 7	102.114	0.727	0.254	Valid
		Item 8	103.870	0.680	0.254	Valid
		Item 9	100.558	0.727	0.254	Valid
		Item 10	101.826	0.697	0.254	Valid
		Item 11	101.474	0.753	0.254	Valid
		Item 12	104.206	0.568	0.254	Valid
		Item 13	101.642	0.784	0.254	Valid
3	The ability to manage a student-centered assessment, feedback, and reporting.	Item 14	102.862	0.696	0.254	Valid
		Item 15	102.107	0.809	0.254	Valid
		Item 16	103.911	0.649	0.254	Valid
		Item 17	102.809	0.753	0.254	Valid
		Item 18	100.812	0.767	0.254	Valid
		Item 19	102.898	0.725	0.254	Valid
		Item 20	102.762	0.675	0.254	Valid

The appropriateness, meaningfulness, accuracy, and utility of the inferences a researcher draws are referred to as validity (Fraenkel & Wallen, 2009). Table 2 demonstrates that all instruments' r-count numbers can be declared valid as no item's r-count < r-table. These were therefore suitable instruments.

Reliability

This study conducted reliability test of 3 indicators belonging to Pedagogic Competence. Reliability test for all items used as research instruments is also carried out. Reliability is defined by Fraenkel & Wallen (2009) as the consistency of answers or scores between administrations of an instrument and between sets of items. A value of $\alpha > 0.60$ indicates that a variable is dependable according to the Cronbach's Alpha statistical test.

Table. 3 Reliability Test of 3 Indicators

Indicators	Cronbach's Alpha	N of Items	Descriptions
The ability to manage a safe and comfortable learning environment.	0.840	6	Very High
The ability to manage effective student-centered learning.	0.865	7	Very High
The ability to manage a student-centered assessment, feedback, and reporting.	0.891	7	Very High

Table. 4 Items Reliability Measurement Scale

Reliability Statistics

Cronbach's Alpha	N of Items
0.945	20

The calculation of the reliability test of the three indicators, as presented in Table 3, obtains an Alpha Cronbach Coefficient of 0.800. This indicates that the instruments of the three indicators have very high consistency/feasibility. In addition, Table 5 shows that an Alpha Cronbach obtained from the calculation of all instruments is 0.945 which is higher than 0.60. This means that the instruments used in this study are reliable and can be used repeatedly.

Normality

Table. 5 Normality Test Result

One-Sample Kolmogorov-Smirnov Test

		Pedagogic Competence
N		60
Normal Parameters[a,b]	Mean	83.38
	Std. Deviation	10.432
Most Extreme Differences	Absolute	.090
	Positive	.056
	Negative	-.090
Test Statistic		.090
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the Kolmogorov-Smirnov table in Table 5, it can be seen that the significance value of 0.200 > 0.05 which means that the instruments were employed in a normal distribution. Alternatively, the statistic test value 0.90 < 1.97 verifies that the instruments were normally distributed.

Descriptive Statistics

Table 6. Descriptive Statistics of Participants' Pedagogic Competence after Participating in Kampus Mengajar Program

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
PEDAGOGIC COMPETENCE	60	60	40	100	83.38	10.432
Valid N (listwise)	60					

According to Table 6, Pedagogic Competence descriptive statistics show a range of scores from 40.00 to 100.00, with a mean of 83.38 and a standard deviation of 10.43. The figure is based on 60 respondents' answers to 20 items. This means that the most scores are evenly distributed around the mean, that is, the central number. The lowest score is 40.00 while the highest one is 100.00. Table 6 displays the pedagogical competence of the participants as affected by Kampus Mengajar,

with an overall average score of 83.38 out of the maximum 100. The number is derived from the responses of 60 respondents on 20 items. This indicates that their Pedagogical Competence was significantly influenced by their involvement in Kampus Mengajar.

Table 7. Frequency of Participants' Pedagogic Competence

PEDAGOGIC COMPETENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	1.7	1.7	1.7
	65	1	1.7	1.7	3.3
	66	1	1.7	1.7	5.0
	67	1	1.7	1.7	6.7
	68	1	1.7	1.7	8.3
	72	1	1.7	1.7	10.0
	73	1	1.7	1.7	11.7
	74	3	5.0	5.0	16.7
	75	3	5.0	5.0	21.7
	76	1	1.7	1.7	23.3
	77	1	1.7	1.7	25.0
	78	2	3.3	3.3	28.3
	80	5	8.3	8.3	36.7
	81	2	3.3	3.3	40.0
	83	3	5.0	5.0	45.0
	84	2	3.3	3.3	48.3
	85	6	10.0	10.0	58.3
	86	1	1.7	1.7	60.0
	87	2	3.3	3.3	63.3
	88	3	5.0	5.0	68.3
	89	2	3.3	3.3	71.7
	90	3	5.0	5.0	76.7
	91	1	1.7	1.7	78.3
	92	3	5.0	5.0	83.3
	93	2	3.3	3.3	86.7
	94	1	1.7	1.7	88.3
	95	1	1.7	1.7	90.0
	98	3	5.0	5.0	95.0

	99	1	1.7	1.7	96.7
	100	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

The frequency in Table 5 shows that most scores rarely occur, as shown, most scores only happen once or occur in small frequency, meaning at a rate of 7% each. Some scores in the list are higher and consequently, they repeat, for instance, the list is 74, 75, 80, 83, 85, 87, 88, 90, 92, and 98. Overall, the score 85 is the most frequent number among the above numbers as it is used 10 times making 10.0% frequency in them.

Table 8. Descriptive Statistics of The Ability to Manage
A Safe and Comfortable Learning Environment

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
ITEM 1	60	3	2	5	4.03	.780
ITEM 2	60	3	2	5	4.18	.813
ITEM 3	60	3	2	5	4.38	.691
ITEM 4	60	3	2	5	3.90	.817
ITEM 5	60	2	3	5	4.43	.621
ITEM 6	60	3	2	5	4.43	.745
THE ABILITY TO MANAGE A SAFE AND COMFORTABLE LEARNING ENVIRONMENT	60	15	15	30	25.37	3.344
Valid N (listwise)	60					

According to the results presented in Table 8, the mean scores of the items measuring the ability to manage a safe and comfortable learning environment varied from 2.14 to 5.00 for each item. In more detail, the mean of item 1 is 4.03 with a standard deviation of 0.780. For item 2, the mean is 4.18 with a standard deviation of 0.813. For item 3, the mean is 4.38 with a standard deviation of 0.691. For item 4, the mean is 4.90 with a standard deviation of 0.817. For item 5, the mean is 4.43 with a standard deviation of 0.621. For item 6, the mean is 4.43 with a standard deviation of 0.745. The overall scores of the ability to manage a safe and comfortable learning environment ranged from 15 to 30 which corresponds to an average 25.37 and standard deviation of 3.344.

In Table 8, the average score of 25.37 gained out of the maximum 30 shows that there is a significant influence of participation in Kampus Mengajar program in forming the ability to manage a safe and comfortable learning environment. The items with the greatest influence are items 5 and 6, which have the highest average mean of 4.43 of the maximum 5. The average score in item 5 indicates that the participant's ability is enhanced regarding building harmonious relationships between teachers and students through Kampus Mengajar program while item 6 average score indicates they can implement the entire aspect of safe and comfortable learning itself. Followed by item 4 with an average of 3.90 which indicates that their involvement encourages their ability to implement measures to ensure students feel safe from theft. As for item 3, with an average score of 4.38, it shows that participants are able to conduct a learning environment where students feel safe to express themselves. Item 2 with an average score of 4.18, shows that participants can create an environment in which students are emotionally secure. Finally, item 1 with a mean score of 4.03 shows that the participants are capable of lining a comfortable classroom that is conducive to learning.

Table 9. Descriptive Statistics of The Ability to Manage Effective Student-Centered Learning

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
ITEM 7	60	4	1	5	4.47	.747
ITEM 8	60	3	2	5	4.40	.669
ITEM 9	60	4	1	5	4.12	.846
ITEM 10	60	3	2	5	3.95	.811
ITEM 11	60	3	2	5	4.05	.746
ITEM 12	60	3	2	5	3.98	.770
ITEM 13	60	3	2	5	4.18	.725
THE ABILITY TO MANAGE AN EFFECTIVE STUDENT-CENTERED LEARNING	60	20	10	30	24.97	3.454
Valid N (listwise)	60					

In Table 9, descriptive statistics are presented for items representing the capacity to manage effective student-centered teaching and learning, where each item scored from 1-5. More

specifically, the mean of item 7 is 4.47 with a standard deviation of 0.747. Item 8 has a mean of 4.40 with a standard deviation of 0.669. Item 9 has a mean of 4-12 with a standard deviation of 0.84. Item 10 has a mean of 3.95 with a standard deviation of 0.811. Item 11 has a mean of 4.05 with a standard deviation of 0.746. Item 12 has a mean of 3.98 with a standard deviation of 0.770. Item 13 has a mean of 24.97 with a standard deviation of 725. The overall ability to manage effective student-centered learning shows a range of scores from 10 to 30, with a mean of 24.97 and a standard deviation of 3.454.

Table 9 shows that participation in Kampus Mengajar program has a significant influence on the ability to organize effective student-centered learning, with an average score of 24 out of a total of 30. Among each item, the most influential is item 7 with an average score of 4.47. This number indicates that Kampus Mengajar plays an important role in improving participants' ability regarding encouraging their students to actively participate in class, as well as involving them in practical work and interactive groups. Item 8 with an average of 4.40 shows that participants can adjust lessons to the student's prior knowledge, skills, and emotional needs. The average score of 4.18 on item 13 suggests that the participants can use a student-centered learning strategy. Item 9 with a mean rating of 4.12 indicates participants' ability in making students independently responsible for their own learning and also in developing their self-study skills. Item 11, with an average of 4.05, suggests participants' ability to empower students in the learning process by creating an emancipated learning environment, among other things by giving them full confidence in decision-making and reducing the hierarchical gap between teachers and students. At item 12, with an average score of 3.98, it indicates that participants can use formative assessment as part of the learning process, including self-assessment and peers. Finally, item 10, with an average score of 3,95 shows that participants have learned to prioritize material that is meaningful to the student's real life as a basis for shaping their skills.

Table 10. Descriptive Statistics of The Ability to Manage
A Student-Centered Assessment, Feedback, and Reporting

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
ITEM 14	60	3	2	5	4.20	.708
ITEM 15	60	3	2	5	4.10	.656

ITEM 16	60	3	2	5	4.00	.736
ITEM 17	60	3	2	5	4.18	.701
ITEM 18	60	4	1	5	4.25	.816
ITEM 19	60	3	2	5	4.05	.723
ITEM 20	60	3	2	5	4.08	.766
THE ABILITY TO MANAGE A STUDENT-CENTERED ASSESSMENT, FEEDBACK, AND REPORTING	60	19	11	30	24.82	3.427
Valid N (listwise)	60					

According to Table 10, the descriptive statistics for the items measuring the ability to manage a student-centered assessment, feedback, and reporting revealed a range of scores from 2 to 5 for each item, except item 18 which ranges from 1 to 5. In more detail, item 14 has a mean of 4.20 with a standard deviation of 0.708. Item 15 shows a standard deviation of 0.656 with a mean of 4.10. Item 16 has a mean score of 4.00 and a standard deviation of 0.736. Item 17 stands with a mean of 4.18, and a standard deviation of 0.701. Item 18 has a mean of 4.25, and a standard deviation of 0.816. Item 19 has a mean of 4.05, and a standard deviation of 0.723 and lastly item 20 which stands at mean score of 4.08 and standard deviation of 0.766. The overall score of the ability to manage a student-centered assessment, feedback, and reporting ranged from 11 to 30 with a mean of 24.82 and a standard deviation of 3.427.

Table 10 shows that there is a significant stake in participation in Kampus Mengajar program to participants' ability in managing a student-centered evaluation, feedback, and reporting with an average score of 24 out of a maximum of 30. The most influential item is item 18, which has the highest average rating of 4.25. On item 18, it indicates that the participants' ability to encourage students reflecting on their own learning and assess their progress has improved. Then item 14, with an average score of 4.20, indicates that participants' ability is also improved in setting learning objectives through Kampus Mengajar program. Followed by item 17, at an average of 4.18 which shows that their participation encourages their abilities in reflecting on teaching practices and students' achievements. Item 15, with an average rating of 4.10, demonstrates that Kampus Mengajar program are capable of encouraging its participants to use formative assessment. On item 20, with a mean score of 4.08, it shows participants are able to apply evaluation, feedback,

and reporting that is focused on the student. Finally, item 16 with an average score of 4.00, shows that Kampus Mengajar can encourage participants to be more skilled at using various assessment criteria to report student progress meaningfully.

Among table 8, table 9, and table 10, table 8 has the highest average score of 25.37 out of a maximum of 30. This suggests that the ability to manage a safe and comfortable learning environment is the most influential pedagogical competence indicator impacted by involvement in Kampus Mengajar program among two other indicators. The second indicator came next, with a mean score of 24.97, and is related to the ability to manage an effective student-centered learning environment. The ability to manage a student-centered evaluation, feedback, and reporting, with a mean score of 24.82 out of a possible 30, is the third indicator of pedagogical competence influenced by involvement in Kampus Mengajar. Besides there is a higher average of values, and the difference in average values of each indicator is not much different, thus all indicators remain significantly influenced by the participation in Kampus Mengajar program.

CONCLUSION

Kampus Mengajar program has made a considerable impact in Indonesia's educational development by creating an opportunity for undergraduate students to teach and develop through an educational contribution. Kampus Mengajar has significantly contributed to improving the competence of undergraduate students. One of the program's objectives corresponds to the regulation of the Minister of Education and Culture on pedagogical competence; (1) The ability to manage a safe and comfortable learning environment for students; (2) The ability to manage effective student-centered learning; and (3) The ability to manage a student-centered assessment, feedback, and reporting. The aims of this research are; (1) to assess the enhancing outcomes of Kampus Mengajar in influencing pedagogic competence among undergraduate students majoring in English education, and (2) to determine which aspect of pedagogical competence is most affected by the program.

This research employed quantitative research with a cross-sectional survey design to assess the pedagogical competence of participants who were undergraduate English Education students involved in Kampus Mengajar program. A sample of 60 participants from 20 universities was achieved through snowball sampling technique. Data collection and data analysis were conducted through the use of SPSS version 25 to determine the validity, reliability, normality, and descriptive

statistics. To determine validity of the research instrument, Pearson's Product Moment Correlation Coefficient was conducted. While to determine reliability, Cronbach's Alpha was conducted. The study focused on three indicators of pedagogical competence in accordance with the regulation set by the Ministry of Education, Culture, Research, and Technology.

The study reveals that Kampus Mengajar program has positively affected participants' pedagogical competence. The mean of the pedagogical competence score is 83.38 out of 100. Other than that, the Descriptive statistics show that there was a positive improvement in the participants' pedagogical competencies through Kampus Mengajar program with a mean of 25.37 for the ability to manage a safe and comfortable learning environment, 24.97 for implementing student-centered learning, and 24.82 for effective student-centered assessment, feedback, and reporting. The indicators of a safe and comfortable learning environment management skills are the most influenced competency. This study recommends further studies to identify other possibilities for analysis of the discussed aspects of pedagogic competence and to replicate the obtained results with more numerous and heterogeneous participants.

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