

BEYOND THE CLASSROOM: CORRELATING FIELD TEACHING PRACTICE IN KAMPUS MENGAJAR WITH PRE-SERVICE TEACHERS' PROFESSIONAL DEVELOPMENT

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ABSTRACT

This study examines the correlation between field teaching practice in the Kampus Mengajar Program and the professional development of pre-service teachers, focusing on pedagogical competence, teaching confidence, and classroom management skills. A quantitative correlational design was employed, involving 26 pre-service teachers who participated in Kampus Mengajar Batch 8 at a teacher education institution in Garut, West Java, Indonesia, selected through total sampling. Data were gathered using a validated and reliable Likert-scale questionnaire comprising 18 items (10 items for Teaching Experience and 8 items for Professional Development) and were analyzed using Pearson Product-Moment correlation with the assistance of SPSS. Both variables were found to be normally distributed (Shapiro-Wilk statistic = .937, $p = .112$), and Teaching Experience was significantly and positively correlated with Professional Development ($r = .571$, $p = .002$), reflecting a moderate relationship in which Teaching Experience accounted for 32.6% of the variance in Professional Development. These findings indicate that pre-service teachers who gain richer field teaching experience through the Kampus Mengajar Program tend to exhibit higher pedagogical competence, greater teaching confidence, and stronger classroom management skills, lending empirical support to Kolb's Experiential Learning Theory as a framework for designing structured, reflection-based, field-oriented teacher education programs.

Keywords: Teaching Experience; Kampus Mengajar; Professional Development; Pre-Service Teacher

A. Introduction

Teacher education plays a strategic role in preparing competent and professional educators who are able to respond to educational change

and the evolving demands of society. Competent and professional teachers are a decisive factor in the success of the learning process and the development of learners (Maullidina,

Mulyani, & Atikah, 2023). Professional teachers are expected not only to master pedagogical and content knowledge, but also to adapt to dynamic educational challenges and to innovate in their instructional practice (Tambunan, Silalahi, & Turnip, 2022). Without qualified and professional teachers, efforts to improve the quality of education cannot proceed optimally (Maulansyah, Febrianty, & Asbari, 2025).

One of the central challenges in teacher education is bridging the gap between theory and practice. Pre-service teachers generally possess adequate theoretical knowledge, yet remain limited in their exposure to authentic teaching experience in real classrooms. Teaching experience is a critical component of pre-service teachers' professional development because it enables them to build pedagogical competence, teaching confidence, and professional identity through direct involvement in instructional practice (Arsyad & Widuhung, 2022).

To address this challenge, the Indonesian government introduced the Merdeka Belajar-Kampus Merdeka (MBKM) policy through

Minister of Education Regulation No. 3 of 2020, which provides students with opportunities to gain meaningful learning experiences outside the classroom through direct engagement with real-world contexts. One of the flagship programs under the MBKM policy is Kampus Mengajar, which specifically involves students—particularly pre-service teachers—in teaching and learning activities at elementary schools, with a focus on strengthening students' literacy and numeracy while simultaneously developing pre-service teachers' professional competence through authentic teaching practice (Ministry of Education, Culture, Research, and Technology, 2023; Yamin, Farmasari, & Zamzam, 2024).

Previous studies on the Kampus Mengajar Program have generally focused on the effect or impact of the program on specific aspects of pre-service teachers' competence, such as pedagogical competence, professional readiness, and teaching readiness, typically using quantitative survey approaches and regression analysis (Yamin et al., 2024; Alboin & Selly, 2025). Some studies have also highlighted implementation challenges, such as limited teaching

duration and uneven institutional support. While these studies offer valuable contributions, they tend to emphasize causal interpretations without sufficiently examining the nature of the relationship between teaching experience and professional development from a correlational standpoint. A research gap therefore remains in the form of quantitative correlational studies that explicitly examine the correlation between field teaching experience in the Kampus Mengajar Program and the professional development of pre-service teachers.

Based on the foregoing, this study was formulated to answer the following question: is there a significant correlation between teaching experience in the Kampus Mengajar Program and the professional development of pre-service teachers, particularly in terms of pedagogical competence, teaching confidence, and classroom management skills? Accordingly, this study aims to examine the correlation between these two variables using a quantitative correlational approach, with the following hypotheses: (Ha) there is a significant correlation between Teaching Experience and the

Professional Development of pre-service teachers, and (H0) there is no significant correlation between the two variables. This study is expected to provide empirical evidence regarding the role of experiential learning in supporting the readiness and professional development of future teachers, while also serving as evaluative input for teacher education institutions and policymakers in strengthening the implementation of the Kampus Mengajar Program.

B. Research Method

This study employed a quantitative approach with a correlational design to examine the relationship between Teaching Experience in the Kampus Mengajar Program (variable X) and the Professional Development of pre-service teachers (variable Y). A correlational design was selected because this study did not aim to test a cause-and-effect relationship, but rather to determine whether variation in Teaching Experience is associated with variation in Professional Development (Fraenkel, Wallen, & Hyun, 2012; Sugiyono, 2020).

The study was conducted at a teacher education institution located in

Garut, West Java, Indonesia. The population of this study comprised all students who had participated in the Kampus Mengajar Program Batch 8 at the institution during one academic semester, totaling 26 students. Given the relatively small population size, the sampling technique used was total sampling, in which the entire population was used as the research sample without reduction or random selection (Sugiyono, 2020).

The research instrument was a closed-ended questionnaire using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), consisting of 18 items developed from theoretical indicators and adapted to the context of the Kampus Mengajar Program. The Teaching Experience variable (X) was measured through 10 items covering the indicators of Teaching Participation, Lesson Planning, Classroom Management, Instructional Delivery, Student Interaction, and Reflective Practice, drawing on Kolb's (1984) Experiential Learning Theory. The Professional Development variable (Y) was measured through 8 items covering the indicators of Pedagogical Competence, Teaching Confidence, Classroom Management Skills,

Professional Readiness, and Professional Growth, drawing on Richards and Farrell (2011).

Data were collected through an online questionnaire distributed via Google Form to all students who participated in Kampus Mengajar Batch 8. Prior to hypothesis testing, the instrument was first tested for validity using Pearson Product-Moment (item-total) correlation, with the criterion $r\text{-count} > r\text{-table}$ (0.388 at $N = 26$, $df = 24$, $\alpha = 0.05$), and for reliability using Cronbach's Alpha with a minimum acceptable threshold of 0.60 (Sugiyono, 2017; Field, 2018).

Data analysis began with descriptive statistics to describe the general tendency of each variable, followed by a normality test using Shapiro-Wilk (as $N = 26 < 50$) to determine the appropriate type of correlation test (Razali & Wah, 2011). If the data were normally distributed, Pearson Product-Moment correlation was used; if not, Spearman's Rank correlation would be applied (Pallant, 2020). The strength of the relationship was interpreted based on Sugiyono's (2017) guidelines: 0.00–0.199 (very weak), 0.20–0.399 (weak), 0.40–0.599 (moderate), 0.60–0.799 (strong), and 0.80–1.000 (very

strong), at a significance level of $\alpha = 0.05$. All statistical analyses were performed using SPSS.

C. Results and Discussion

Prior to hypothesis testing, the validity and reliability of the research instrument were examined to ensure that the questionnaire accurately and consistently measured the intended constructs (Sugiyono, 2017; Creswell, 2014).

Validity testing was conducted on all 18 questionnaire items (10 items

for Variable X and 8 items for Variable Y) using Pearson Product-Moment correlation, with an r-table value of 0.388 ($N = 26$, $df = 24$, $\alpha = 0.05$). The results presented in Tables 1 and 2 show that every item on both variables produced an r-count value exceeding the r-table value, ranging from 0.401 to 0.762 for Variable X and from 0.482 to 0.751 for Variable Y. All items were therefore declared valid and suitable for further analysis.

Table 1. Validity Test Results for Teaching Experience (X)

Item No.	Indicator	r-count	r-table	Decision
1	Teaching Participation	.401	.388	Valid
2	Lesson Planning	.567	.388	Valid
3	Classroom Management	.599	.388	Valid
4	Classroom Management	.482	.388	Valid
5	Instructional Delivery	.664	.388	Valid
6	Instructional Delivery	.628	.388	Valid
7	Student Interaction	.697	.388	Valid
8	Student Interaction	.762	.388	Valid
9	Reflective Practice	.587	.388	Valid
10	Reflective Practice	.740	.388	Valid

Table 2 presents the validity test results for the Professional Development variable (Y). All 8 items

on this variable likewise produced r-count values exceeding 0.388, ranging from 0.482 to 0.751.

Table 2. Validity Test Results for Professional Development (Y)

Item No.	Indicator	r-count	r-table	Decision
11	Pedagogical Competence	.482	.388	Valid
12	Pedagogical Competence	.611	.388	Valid
13	Teaching Confidence	.503	.388	Valid
14	Teaching Confidence	.631	.388	Valid
15	Classroom Management Skills	.726	.388	Valid
16	Professional Readiness	.729	.388	Valid
17	Professional Readiness	.558	.388	Valid
18	Professional Growth	.751	.388	Valid

The reliability test using Cronbach's Alpha produced a coefficient of .902 (Table 3), well above the minimum acceptable threshold of .60 (Field, 2018). According to George and Mallery

(2003), a Cronbach's Alpha value above .90 reflects an excellent level of internal consistency, indicating that the research instrument was both valid and reliable for data collection.

Table 3. Reliability Test Results

Variable	No. of Items	Cronbach's Alpha	Minimum Criterion	Decision
Overall Instrument (X and Y)	18	.902	.60	Reliable

Table 4 presents the descriptive statistics for both research variables.

Table 4. Descriptive Statistics

Variable	N	Min	Max	Mean	Std. Deviation
Teaching Experience (X)	26	33	50	45.50	4.347
Professional Development (Y)	26	25	40	33.00	4.138

The Teaching Experience variable (X) produced a total mean of 45.50 across 10 items, yielding a per-item mean of 4.55, which falls within the very high category (4.20–5.00). This indicates that pre-service teachers who participated in Kampus Mengajar Batch 8 perceived their teaching experience to be at a very high level. The Professional Development variable (Y) produced a total mean of 33.00 across 8 items, yielding a per-item mean of 4.13, which falls within the high category (3.40–4.19). The difference in

category between Variable X (very high) and Variable Y (high) suggests that although pre-service teachers were highly engaged in their teaching experience, the translation of that experience into measurable professional development is also shaped by other factors beyond teaching experience alone.

Before conducting the correlation test, a normality test was performed using Shapiro-Wilk, as the sample size (N = 26) was below 50 (Razali & Wah, 2011).

Table 5. Normality Test Results

Normality Test	Statistic	df	Sig.	Decision
Kolmogorov-Smirnov	.129	26	.200	Normal

Shapiro-Wilk	.937	26	.112	Normal
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As shown in Table 5, the Shapiro-Wilk test produced a statistic of .937 with a significance value of .112 ($> .05$), a result corroborated by the Kolmogorov-Smirnov test with a significance value of .200 ($> .05$). Both results indicate that the data for both variables were normally distributed, statistically justifying the use of

Pearson Product-Moment correlation as a parametric test.

Based on these results, Pearson Product-Moment correlation was conducted to examine the strength and direction of the relationship between Teaching Experience (X) and Professional Development (Y).

Table 6. Pearson Product-Moment Correlation Results
****Correlation is significant at the 0.01 level (2-tailed)**

Variables	r	Sig. (2-tailed)	N	Decision
Teaching Experience (X) – Professional Development (Y)	.571**	.002	26	Significant, moderate

The analysis presented in Table 6 shows a correlation coefficient of $r = .571$ with a significance value of $p = .002$. Based on Sugiyono's (2017) guidelines, this coefficient reflects a moderate positive relationship, meaning that higher levels of teaching experience in the Kampus Mengajar Program are associated with higher levels of professional development. The coefficient of determination (r^2) of $.571^2 = .326$ indicates that Teaching Experience accounts for 32.6% of the variance in Professional Development, while the remaining 67.4% is explained by other factors outside this study, such as mentoring quality, institutional support, and individual reflective capacity (Darling-

Hammond, 2006; Avalos, 2011). As the significance value of $p = .002$ is well below the alpha level of .05, H_0 —which states that there is no significant relationship—is rejected, while H_a —which states that a significant relationship exists—is accepted. It can therefore be concluded that there is a significant positive correlation between Teaching Experience in the Kampus Mengajar Program and the Professional Development of pre-service teachers ($r = .571$, $p = .002$).

This significant positive correlation is consistent with the Experiential Learning Theory proposed by Kolb (1984), which explains that professional competence develops through a four-stage cycle:

concrete experience, reflective observation, abstract conceptualization, and active experimentation. The Kampus Mengajar Program systematically activates all four stages: pre-service teachers engage directly in classroom instruction (concrete experience), reflect on their teaching practice through teaching journals and supervision (reflective observation), construct pedagogical understanding from that experience (abstract conceptualization), and apply refined strategies in subsequent lessons (active experimentation). The moderate—rather than strong—strength of the relationship is consistent with the view of Avalos (2011) and Darling-Hammond (2006) that professional development is a multi-factorial process shaped not only by exposure to real classrooms, but also by mentoring quality, collaborative reflection, and institutional culture—factors that were not fully controlled for in this study, together with the limited sample size ($N = 26$) and the one-semester program duration.

These findings are consistent with Yamin, Farmasari, and Zamzam (2024), who found that participation in

the Kampus Mengajar Program significantly improved pre-service teachers' teaching competence, particularly in classroom management, lesson planning, and instructional delivery, as well as with Alboin and Selly (2025), who reported enhanced pedagogical competence among FKIP pre-service teachers through Kampus Mengajar. With respect to teaching confidence, these findings are reinforced by Bandura's (1997) self-efficacy theory, which explains that self-efficacy develops most strongly through mastery experiences—repeated success in authentic contexts. Consistent with this, Tschannen-Moran and Woolfolk Hoy (2001) demonstrated that teacher self-efficacy is most effectively cultivated through authentic instructional practice supported by mentoring and feedback, conditions that characterize the Kampus Mengajar deployment model. Dwijayanti, Fatoni, and Wardhono (2025) and Syahria et al. (2024) further showed that pre-service English teachers participating in Kampus Mengajar experienced increased confidence and self-efficacy in managing dynamic classroom situations.

With respect to classroom management, these findings are consistent with Richards and Farrell (2011), who argued that classroom management skills can only develop optimally through sustained exposure to real classroom environments rather than through coursework or simulation alone; this view is echoed by Schön's (1987) notion of reflection-on-action, in which practitioners who systematically reflect on classroom events develop the professional artistry needed to respond flexibly to complex instructional situations. Sari, Wahyuni, and Purnama (2024) showed that the collaborative dynamics within Kampus Mengajar—including peer observation, mentor teacher feedback, and shared reflective sessions—substantially contributed to pre-service teachers' ability to manage classrooms effectively. Practically, these findings suggest that teacher education institutions should design Kampus Mengajar involvement as a structured, reflective, and actively mentored experience—for example through pre-deployment briefing, periodic supervision during the program, and guided reflective debriefing after the program ends (Zeichner, 2010)—

while the Ministry of Education, Culture, Research, and Technology should continue to strengthen mentoring support and the equitable distribution of placement quality within the MBKM policy, given that teaching experience currently explains only 32.6% of the variance in pre-service teachers' professional development.

E. Conclusion

Based on the results of the data analysis, it can be concluded that there is a significant positive correlation between Teaching Experience in the Kampus Mengajar Program and the Professional Development of pre-service teachers, at a moderate level ($r = .571$, $p = .002$), with Teaching Experience accounting for 32.6% of the variance in Professional Development. H_0 is therefore rejected and H_a is accepted, meaning that the richer the teaching experience pre-service teachers gain through Kampus Mengajar, the higher the level of pedagogical competence, teaching confidence, and classroom management skills they develop. These findings lend further support to Experiential Learning Theory (Kolb, 1984), which holds that direct experience accompanied by

structured reflection is an important catalyst for pre-service teachers' learning and professional development.

Given that the contribution of Teaching Experience is moderate rather than strong, teacher education institutions are encouraged to design the Kampus Mengajar Program as a more structured experience, accompanied by active mentoring and guided reflection sessions, in order to optimize its impact on pre-service teachers' professional development. Future research is recommended to involve a larger sample drawn from multiple institutions and to consider additional variables such as the quality of mentor-teacher supervision and institutional support, in order to obtain a more comprehensive picture of the factors that influence pre-service teachers' professional development.

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