

The Effect of the Teaching Campus (*Kampus Mengajar*) Program and School Field Experience 1 (SFE1) on the Development of Pedagogical Competence in Students

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Abstract

Pedagogical competence is essential for prospective teachers to support effective teaching and learning processes. This study aims to examine the effect of the Teaching Campus (*Kampus Mengajar*) program and School Field Experience 1 (SFE 1) on students' pedagogical competence. The research employed a posttest-only control group design involving 40 education students, divided equally into experimental (*Teaching Campus* + SFE 1) and control (SFE 1 only) groups. Data was collected through pedagogical competence tests and questionnaires, then analyzed using an independent samples t-test and multiple linear regression. The findings show that both the *Teaching Campus* program and School Field Experience 1 have significant simultaneous and partial effects on students' pedagogical competence. Participants in both programs demonstrated higher competence levels than those in SFE 1 alone. These results highlight the value of integrating practical field experiences into teacher education to better prepare future educators.

INTRODUCTION

Preparing prospective teachers with strong pedagogical competence requires not only theoretical knowledge but also adequate practical experience. However, a persistent issue in teacher education programs is the lack of hands-on teaching practice among student teachers. Many education students struggle to apply pedagogical theories in real classroom settings due to limited exposure to authentic teaching environments. This gap between theory and practice poses challenges for developing essential teaching competencies, including instructional planning, classroom management, and student engagement.

Several initiatives have been introduced in Indonesia to address this concern, including the School Field Experience (SFE) 1 and the *Teaching Campus* (*Kampus Mengajar*) program. While previous research has shown that each of these programs can individually improve pedagogical competence, studies tend to evaluate them in isolation. Few have explored how participation in both programs may provide complementary benefits for prospective teachers.

This research seeks to fill this gap by examining the combined effects of SFE 1 and the Teaching Campus program on the pedagogical competence of education students. By comparing students who participate in both programs with those who only participate in SFE 1, this study aims to determine whether the integration of these two practical experiences yields a greater impact on pedagogical development.

Strengthening qualified and competent human resources (HR) can be done through the implementation of a quality education system (Muzaini & Fadhilah, 2023). Quality education is not only about transferring knowledge from teachers to students but is a comprehensive activity or process that prepares students with the knowledge, skills, and essential principles to interact in society. Creating quality education is closely related to the quality of a teacher. Teachers play an important role in creating a quality education system (Ubogu, 2020).

Students majoring in education are expected to contribute to a better quality of education in Indonesia (Sulastri et al., 2020). As prospective teachers, they have the potential to bring positive change to the world of education. Therefore, during their studies, education students are equipped with various knowledge and strong pedagogical competencies. They learn various learning theories and methods.

The quality of learning outcomes is not only influenced by patterns, structure, schools, and curriculum content, but more by the ability of educators or teachers in the process of teaching and guiding students (Kusmawan et al., 2025). Teachers who have better competence will be able to manage the classroom according to the needs of the class. This is expected to produce an optimal learning process. Learning objectives can be achieved through an effective and supportive learning environment (Tjahjadi & Seleky, 2022). Therefore, it is very important for teachers to develop their competencies.

There are four competencies or abilities that a teacher must possess, namely professional, personality, social, and pedagogical competencies (Nabila, 2016). Professional competence requires teachers to master the subject matter broadly and deeply, so they can guide students to achieve the expected competency standards. A professional teacher is not only required to be skilled in the material to be delivered but also able to choose the proper methods and is committed to continuously developing their professional abilities (Karim et al., 2021). The personality competence of a teacher relates to the character they must possess, with the expectation of being a good role model for students. This competence also includes having a stable personality, which means behaving in accordance with applicable social norms or rules (Sutrisna & Artajaya, 2022). In addition, an authoritative personality is also essential for a teacher to be a respected figure.

Furthermore, a teacher's social competence includes skills in communicating and interacting with students, parents, and the surrounding community. This includes acting fairly and without discrimination based on factors such as religion, ethnicity, physical condition, gender, and social status (Mustofa, 2020). Competence in the pedagogical field includes the teacher's ability to manage teaching and learning activities and to interact with students. There are seven aspects included in pedagogical competence, namely curriculum development, educative learning, learning theories and principles of learning, communication methods, student characteristics, student potential development, and learning assessment and evaluation (Anandha & Susanto, 2023).

Higher education institutions that produce prospective teacher graduates have a responsibility to prepare teacher candidates who meet the needs of the times (Adawiyah & Putrawangsa, 2019). This responsibility can be pursued by designing a relevant curriculum that meets the needs of the times and provides opportunities and experiences for students to carry out structured and guided teaching practices. It is hoped that these higher education institutions

can produce qualified and professional teachers or graduates so that they can meet the needs in overcoming educational problems in Indonesia.

The Minister of Education and Culture (Mendikbud) announced the *Freedom to Learn Independent Campus* (Merdeka Belajar Kampus Merdeka /MBKM) policy in early 2020. This policy is a development of the Merdeka Belajar (*Freedom to learn*) concept, which provides educational institutions with the flexibility to optimally explore the potential and abilities of students (Mustagfiroh, 2020). Therefore, formulating a curriculum that places SFE as a course in the Faculty of Pedagogy and Psychology aims to provide students with a complete and meaningful experience. It is also hoped that students can gain a deeper understanding and the skills needed to face the challenges and responsibilities in the world of education (Sinaga et al., 2024).

As written in Permendikbud (Regulation of the Minister of Education and Culture) No. 3 of 2020 Article 15 paragraph 1, MBKM activities can be practiced both inside and outside the academic space. These eight programs include teaching campus, student exchange, research, internships or work practices, humanitarian projects, independent studies, entrepreneurship, and village development or Thematic KKN (Meke et al., 2021). The MBKM program is in demand by students because it offers various activities that are beneficial in their self-development. These activities are designed to fulfill goals and desires in maximizing their potential (Maulana et al., 2022).

Teaching Campus is an initiative aimed at prospective teacher students, designed to provide practical experience that can enhance various competencies required in the teaching profession (Manulu & Hidayati, 2023). This program allows students to engage in learning activities outside the campus for 16 weeks or one semester, focusing on developing their abilities to address educational issues through collaboration with schools and teachers. Additionally, the program serves as a platform for students to develop innovations in the learning process and create creative, active, innovative, and enjoyable learning strategies and models (Sofiatun, 2023).

Education students today face a problem of a lack of practical teaching experience. This certainly impacts their difficulty in applying the educational theories they have learned during their studies. The Kampus Mengajar program and School Field Experience are good first steps for education students in preparing to become qualified teachers (Awaliyahputri, 2020).

The SFE program is aimed at students enrolled in undergraduate education programs. This SFE program has a course weight of 1 credit for SFE 1 and 3 credits for SFE 2. SFE 1 plays an important role in preparing students to become qualified and professional teachers. By equipping them with knowledge, skills, and experience, SFE prepares them to face the challenges and responsibilities in the educational environment (Khoiriyah et al., 2025). In addition, the Teaching Campus program also equips students with three key elements in becoming teachers, including curriculum understanding, learning media development, and teaching skills (Hervany et al., 2022). Curriculum understanding is the foundation for designing learning that is appropriate to the goals and needs of the class. In designing a lesson, technology-oriented learning media development is needed. The existence of technology can create attractive and interactive learning media.

Both programs are important in improving the pedagogical competence of education students. Evaluation of these programs is necessary to determine their effectiveness in achieving goals. Systematic and continuous evaluation of the Teaching Campus program and SFE 1 is very important to ensure that these programs provide maximum benefits for education students in improving their pedagogical competence (Pratiwi et al., 2024).

Research conducted by [Anandha & Susanto \(2023\)](#) shows that participation in the Teaching Campus program significantly contributes to the improvement of pedagogical competence, including the ability to plan, implement, and evaluate the learning process. This is supported by research from [Lubis \(2022\)](#). The findings from this study indicate that the Teaching Campus program has a significant influence in preparing Accounting Education students UMSU class of 2018-2019 to support becoming professional teachers. Another study by [Hervany et al. \(2022\)](#) also found that the SFE 2 program has a positive and significant influence on improving pedagogical competence.

RESEARCH METHODS

The methods described in this section are scientific in nature and should enable the reader to repeat (reproduce) the experiment the researcher carried out. For established methods, it can be explained by picking references. Methods that have been published must be indicated with appropriate references in the bibliography section. If there are relevant modifications, these should also be described. When writing formulas and equations, use an equation accompanied by a number as in the formula (1).

The research design applied is an experiment with a Posttest-Only Control Group Design model. According to [Yurisma et al. \(2022\)](#), the posttest-only control group design is a type of experimental research design in which samples are randomly selected, where the first group receives treatment (experimental) and the second group receives no treatment (control). This study chose this design because it aims to measure the effect of the treatment of the independent variable on the dependent variable after the treatment is carried out. The use of this research design is by the problem formulation, which focuses on the influence of the program on students' pedagogical competence, thus explaining the impact of the application of these programs on students' pedagogical competence.

Through the posttest conducted after the completion of the programs, researchers can obtain more valid data regarding the level of pedagogical competence achieved by students who have participated in the Teaching Campus and School Field Experience 1 programs. This measurement can reveal the final impact of the program implementation, which is the primary focus of this research.

This research design divides students into two groups based on their participation in the Teaching Campus. The group participating in both programs is designated as the experimental group, while the group only participating in SFE 1 is designated as the control group. The control group serves as a reference for comparing the results from the experimental group. This study aims to compare the results between the two groups to determine whether there is a significant difference in their pedagogical competence. The effect of the treatment is $O_1:O_2$. (Sugiyono, 2013). The research desain is illustrated in [Table 1](#).

Table 1. Research Design

Group	Treatment	Posttest
Experimental	X_1	O_1
Control	X_2	O_2

The research population in this study includes all students who have participated in the Teaching Campus and SFE 1 activities. Given the limited population size, this study involves all members of the population to obtain more comprehensive data. Research involving all subjects in a population can be carried out when the number of subjects is limited. In other words, researchers can collect data from all members of the population. The experimental and

control groups each consist of 20 students from the same 5 study programs, resulting in a total of 40 student research subjects.

The instrument used in this research is a test consisting of multiple-choice questions. This test instrument is used to measure the variable of students' pedagogical competence, with each question representing an indicator of pedagogical competence. The use of a test instrument in this study is based on the need to measure pedagogical competence objectively and measurably, to determine the level of mastery of students' pedagogical competence after participating in both programs.

Furthermore, the use of the test instrument aims to compare the effectiveness of students who have participated in both programs and to determine which group is more effective in improving students' pedagogical competence. This study uses a test instrument with pre-defined answers (multiple choice) to measure students' pedagogical competence. The test questions are structured based on the reference indicators of competence listed in the Regulation of the Minister of National Education (Permendiknas) Number 16 of 2007, ensuring that the research results are reliable.

In addition to the test, the next instrument in this research is a survey, which will be implemented by distributing questionnaires via Google Forms. These questionnaires will be analyzed and described to obtain answers to the statement items. The questionnaires are created based on indicators from the independent and dependent variables. For the Teaching Campus variable, the source is the Teaching Campus Generation 5 guidebook; for the SFE 1 variable, the source is the 2023 Uniwara SFE Guidebook; and for the Pedagogical Competence variable, the source is government regulation number 16 of 2007, which specifically regulates the educational qualifications and abilities that every teacher in Indonesia must possess.

The inclusion criteria for research participants were: (1) students currently enrolled in the undergraduate education program at PGRI Wiranegara University; (2) students who had completed both the Teaching Campus and SFE 1 programs for the experimental group, or only SFE 1 for the control group; and (3) students who consented to participate in the study. The exclusion criteria included: (1) students who did not complete the full duration of either program, and (2) students who submitted incomplete test or questionnaire responses.

RESULTS AND DISCUSSION

The results section reports the research findings data. Use a histogram or graph or table to describe the findings data. Each should be given a brief and informative title, serial number and referred to in the text by number. Each illustration is given an explanation and interpretation or conclusion of the data in the image or table.

The discussion is a very important part, containing an in-depth discussion of the findings and the researcher's interpretation of the findings, through an explanation of what are the main findings based on the data obtained, why it happened or what factors played a role in the findings. In this section, the findings are compared with previous research and relevant theories, accompanied by an explanation or interpretation of why the same or different results were obtained.

The Teaching Campus program encourages students to actively support teachers, especially in efforts to improve student literacy and numeracy. Through this program, students can implement the pedagogical knowledge and skills they have acquired, while also developing soft skills and increasing their concern for education in Indonesia. In addition, they gain valuable teaching experience. Meanwhile SFE 1 is a mandatory program for students of the Faculty of Pedagogy and Psychology. This program facilitates students in improving their

ability to design effective learning, develop professionalism as educators, and build positive interactions with students, parents, and teachers. Thus, SFE 1 also offers real and relevant teaching experience.

Table 2. Independent Samples T-Test Hypothesis Testing Result

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Pedagogical Competence Test Results for Students	Equal variances assumed	5,759	38	0,000
	Equal variances not assumed	5,759	33,693	0,000

Based on the analysis of Table 2, the t-test value for the experimental group is higher than that of the control group, with $5.759 > 2.024$. Additionally, the Sig. (2-tailed) value obtained is also less than the established threshold of 0.05, as it is $0.000 < 0.05$. This finding indicates the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1), meaning the average score of the experimental group is higher than the average score of the control group. The comparison between these two averages demonstrates that the combination of both programs, namely Teaching Campus and SFE 1, as implemented in the experimental group, significantly improves students' pedagogical competence compared to the control group, which only participated in the SFE 1 program.

The test results indicate that the level of pedagogical competence of students in the experimental group, who participated in the Teaching Campus program, is significantly higher than that of students in the control group, who did not participate in the program. This is evident from the t-statistic, which is greater than the t-table value ($5.759 > 2.024$), and the significance value, which is less than 0.05 (0.000). These findings indicate that the Teaching Campus program is effective in improving students' pedagogical competence. Multiple studies show the effectiveness of that program in different areas, such as increasing students' learning motivation and improving teacher and student performance. The program's effectiveness can be attributed to students' active involvement in supporting teachers and implementing their pedagogical knowledge and skills.

Several important factors influence the improvement of pedagogical competence in education students. Firstly, direct teaching experience in schools for 16 weeks or one semester allows students to apply the pedagogical theories they have learned in real-world practice, thus deepening their understanding of pedagogical concepts and honing their teaching skills. Activities like peer teaching and MBKM can also improve pedagogical competence. Secondly, guidance from experienced mentor teachers plays a significant role in enhancing students' teaching skills. These mentors can provide valuable input on teaching methods that suit students' learning needs, creating a more effective learning environment. Additionally, collaboration with school staff, including principals, provides students with opportunities to learn from practical experiences in facing the challenges of the education world, which in turn enhances their professionalism as prospective teachers. Finally, support from the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) is crucial for the program's effectiveness. This support includes providing students with briefings on good practices in learning, curriculum implementation, classroom management, learning strategies, and literacy and numeracy movements.

Research conducted by Nugraha (2022) found that the implementation of the Teaching

Campus program contributes to the enhancement of students' capabilities. By providing adequate training, real teaching experience, and opportunities to interact with various stakeholders in the school environment, this program has successfully equipped students with the competencies needed to become qualified teachers.

Furthermore, research by [Hasanuddin \(2022\)](#) supports these findings. The results of his research indicate that students' perception of the role of the Teaching Campus program in improving pedagogical competence is in the high category. They believe that this program plays an important role in training and developing pedagogical competence. The Teaching Campus program is a part of the MBKM policy from the Ministry of Education, Culture, Research, and Technology. The program gives students a chance to use their skills and knowledge to help students in primary and secondary education. It also allows students to develop 21st-century skills like analytical thinking, problem-solving, leadership, teamwork, creativity, innovation, and interpersonal communication.

DISCUSSION

The findings from this research indicate that the combination of the Teaching Campus and SFE 1 programs has a significant impact on improving the pedagogical competence of prospective teacher students compared to participating in only one program. The broader and deeper teaching experience, gained from the combination of both programs, gives students a better understanding of learning theory and practice. Thus, students are better prepared and more capable of facing challenges in the world of education. The different focuses between the two programs, direct practice in Teaching Campus and pedagogical theory in SFE 1, complement each other and make positive contributions to the development of student competence. This research indicates that theory and practice in teacher education are essential for creating qualified prospective teachers.

As researched by [Octavianingrum \(2020\)](#), a teacher's ability to manage learning is very important to achieve learning objectives. Teachers who possess strong pedagogical skills can create a conducive learning environment so that students are more motivated and active in learning.

The control group in the research consisted of students who only participated in the SFE 1 program, so they only gained experience related to pedagogical theory. The results of the Independent Samples T-Test showed a significant difference between the level of pedagogical competence of students in the experimental group and the control group. This indicates that the Teaching Campus program has a positive impact on students' pedagogical competence, even though they have already participated in the SFE 1 program. Students in the experimental group demonstrated a deeper understanding of pedagogical concepts, better teaching skills, and higher confidence when teaching. The Teaching Campus program provides students with real teaching experience. The program also allows students to develop skills such as analytical thinking, problem-solving, leadership, teamwork, creativity, innovation, and interpersonal communication.

The research conducted by [Somantri \(2021\)](#) also supports the findings of this study, indicating that developing teacher competence is very important in the current era to face the millennial generation. By preparing for teacher competence, they will be more ready to face changing times through increased skills and knowledge. [Somantri \(2021\)](#) also stated that mastering pedagogical aspects and understanding pedagogical competence is one way to improve teacher competence so that they can provide the best for their students. The 21st century requires the development of teacher competence to face a generation characterized by advances in science and technology. In the face of the 21st century, teachers are required to

improve their abilities and pedagogical competence.

Table 3. Partial Test Results (T-Test)

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	11,843	10,326		1,147	0,267
	KM	0,559	0,248	0,304	2,256	0,038
	SFE1	1,227	0,216	0,765	5,670	0,000
a. Dependent Variable: Pedagogical Competence						

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The statistical test results in [Table 3](#) prove that participation in the Teaching Campus program makes a real contribution to the development of students' teaching abilities. This means that students who participate in this program experience better improvement in pedagogical competence compared to those who only carry out SFE 1 activities. The t-statistic obtained from the partial test is 2.256, which shows the influence of the program on students' pedagogical competence, with the decision taken based on the t-statistic being greater than the t-table. This indicates a rejection of the null hypothesis. In addition, a significant value of $0.038 < 0.05$ indicates that the results of this test are not due to chance but reflect the real influence of the program.

From a theoretical standpoint, these findings are in line with Bandura's social learning theory, which emphasizes that learning occurs through observation, imitation, and reinforcement. Students in the Teaching Campus program learn not only by doing but also by observing experienced teachers and receiving feedback from mentors. In addition, Piaget's constructivist theory supports the idea that active engagement in real teaching contexts, such as classroom planning, delivering lessons, and student assessment, helps student-teachers construct their pedagogical knowledge through meaningful experience.

The Teaching Campus program has a significant influence on improving the pedagogical competence of prospective teacher students. Through this program, students not only learn educational theory academically but also gain direct experience in applying that theory in a real school environment. This direct teaching experience helps them develop various pedagogical skills, including planning, implementing, and evaluating learning. This provides empirical evidence supporting Albert Bandura's social learning theory. The theory is proven in the context of the Teaching Campus Program, where participating students experience an increase in teaching abilities through the process of observing, imitating, and gaining social support. By observing experienced teachers, students can hone effective teaching skills. Studies show the effectiveness of the Teaching Campus program in increasing students' learning motivation and improving teacher and student performance.

In addition, direct interaction with students and mentors, teachers or supervisors provides opportunities and experiences for students to learn from experts in their fields. Students can observe good teaching practices, receive positive feedback, and build positive relationships with various school stakeholders. This experience not only enhances students' pedagogical competence but also fosters high self-confidence and professionalism. Thus, Teaching Campus program has become an effective platform for producing qualified prospective teachers. The program provides opportunities for prospective teachers to learn directly in the classroom, observe and interact with students, and apply the theories they have learned in college. The

Teaching Campus program gives students a chance to use their skills and knowledge to help students in primary and secondary education. It also allows students to develop skills like analytical thinking, problem-solving, leadership, teamwork, creativity, innovation, and interpersonal communication. Moreover, students can implement the pedagogical knowledge and skills they have acquired, while also developing soft skills and increasing their concern for education in Indonesia.

The Teaching Campus program has proven effective in improving the pedagogical competence of prospective teacher students. Direct experience in real school environments, such as designing innovative learning, managing classrooms, and interacting with students professionally, has significantly contributed to the professional growth of students. The implementation of diverse programs, ranging from curriculum development to extracurricular guidance, further enriches students' learning experiences. Although the program faces challenges such as heavy student workloads and limited school infrastructure, it can continue to be developed and have a positive impact on education with the full support of universities, the involvement of supervising teachers, and student enthusiasm. The findings from this research suggest that the Teaching Campus program is not merely a community service activity, but also a long-term investment in producing qualified teachers.

The Teaching Campus program has a significant long-term impact on participating students. Direct teaching experience in schools not only enhances pedagogical competence but also hones soft skills such as communication, leadership, and problem-solving, which are relevant to the world of work. A broad network and real-world experience in facing challenges in the field prepare students to become graduates ready to contribute. The competencies acquired are also highly relevant to current job needs, which demand creative, adaptive, and collaborative individuals. The Teaching Campus program aims to empower students by helping with learning activities, technology adaptation, and school administration.

The findings of this study reinforce evidence found in previous research the Teaching Campus program is effective in improving students' teaching abilities. The competencies acquired include teaching skills, readiness to teach, the ability to evaluate learning, and communication skills.

Furthermore, research conducted that the Teaching Campus program has an important role in improving and developing teaching competence. This competence includes pedagogical, professional, personal, and social aspects. While participating in the program, students are involved in various activities that help them develop and improve their teaching competence. Although these activities are like the Field Experience Program (PPL), the experiences gained by students through Teaching Campus are more varied. This provides added value that complements students' learning experiences and supports their competence development as prospective teachers. The Teaching Campus program can improve teaching competence through pedagogical competence, professional competence, personality competence, and social competence.

The partial test or t-test on the influence of SFE 1 on Students' Pedagogical Competence resulted in a t-statistic of 5.670 with a significance value of 0.000. This shows very significant results. This means that there is a powerful relationship between participation in the SFE 1 program and the improvement of students' pedagogical competence. Students who participate in SFE 1 achieve several important accomplishments, such as reviewing the curriculum in depth, creating media and learning evaluations with the help of technology, and practicing teaching with the guidance of supervising lecturers. SFE helps pre-service teachers refine their teaching methods, improve classroom management, and develop a deeper understanding of student-centered approaches to teaching, which is crucial in fostering active learning environments.

These three achievements directly contribute to the improvement of students'

pedagogical competence. Pedagogical competence, which includes the ability to design innovative learning, manage classrooms effectively, and provide constructive feedback, is the foundation for a professional teacher. The SFE 1 program is designed to equip prospective teacher students with the necessary pedagogical skills so that they can become qualified educators and create a conducive learning environment for students. Pedagogical skills are a teacher's ability to instruct students and manage their classroom. Teachers build upon these skills throughout their careers to better connect with students and teach material. Examples of these skills include communication, adaptability, collaboration, inclusivity, and compassion. Other pedagogical skills include scanning the classroom, prompting students, and transitioning between tasks.

SFE 1 is the initial step for education students to enter the world of education directly. This program is designed to provide students with practical experience that complements the learning theories they have learned in lectures. All three achievements of the SFE 1 program are also in line with the indicators of pedagogical competence stipulated in the law governing the academic qualifications and competencies that a teacher must possess, which was issued in 2007. Field experience is an essential step in professional preparation. They integrate knowledge and skills from coursework and allow for the development of new skills. Field experiences provide opportunities to observe, practice, and demonstrate competencies. These experiences also lead students towards student teaching.

By thoroughly reviewing the curriculum, prospective teacher students are able to design structured learning objectives that are relevant to the students' stage of development. A good understanding of the curriculum structure also equips them to select appropriate teaching materials and develop systematic lesson plans. This enables students to design effective and student-centered teaching and learning activities. Reviewing the curriculum enables pre-service teachers to understand what they are teaching. Pre-service teachers can also collaborate with mentor teachers to develop activities that support learning.

The ability to design innovative and varied learning media allows prospective teacher students to create a more interactive and engaging learning environment. This can increase students' motivation to learn and their understanding of the concepts taught. In addition, by developing valid and reliable evaluation instruments, students can objectively measure student learning achievement and provide constructive feedback to improve the learning process.

Teaching practice with the guidance of supervisors during SFE 1 provides benefits for prospective teacher students. Students can directly apply various learning strategies in accordance with the theories that have been learned in lectures in real situations in the classroom. This experience helps them understand more deeply how the theory works and how to apply it in a real learning context.

The SFE 1 program has successfully equipped students with fundamental pedagogical skills. Through direct experience in studying the curriculum, students were able to understand the structure and content of effective learning. The creation of learning media further honed this ability. Learning media is designed by considering students' interests, learning styles, and developmental levels to create a more meaningful and effective learning experience. In addition, teaching practice provides opportunities for students to apply learning theory in real practice, thereby increasing their self-confidence and classroom management skills. The effectiveness of this program can be seen from the increased competence of students in designing learning, choosing appropriate methods, and managing the classroom.

However, several factors can hinder the success of this program. One of them is limited time and resources at partner schools. In addition, differences in student characteristics and diverse classroom conditions can also be a challenge for students. On the other hand, the support of supervisors, teachers, and adequate school facilities can be a supporting factor for the success of the program.

The long-term impact of the SFE 1 program is not only felt by students who become teachers, but also by those who choose other fields. Experience in designing learning and interacting with students can improve communication skills, problem-solving, and teamwork. These skills are beneficial in various professions, both in education and in other sectors. In addition, a deep understanding of the learning process can also help students develop personally.

Overall, the SFE 1 Program is an important step in preparing prospective teachers. The program not only equips participants with technical skills but also develops the social and emotional competencies needed in the world of work. However, there is a need for continuous evaluation and improvement to ensure that this program remains relevant and effective in answering future educational challenges.

The SFE program at FKIP UNTAN has proven to be very effective in improving students' pedagogical competence, with an overall result of 81.10%, which is very satisfactory.

In addition, research shows that SFE has successfully equipped students with the skills needed to become professional and work-ready teachers.

Table 4. Simultaneous Test Results (Test F)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	248,054	2	124,027	18,974	.000 ^b
	Residual	111,124	17	6,537		
	Total	359,178	19			
a. Dependent Variable: Pedagogical Competence						
b. Predictors: (Constant), SFE1, KM						

Table 4 shows a Fcal value of 18.974 and a significance value of 0.000, which shows that there is a simultaneous significant influence between the Teaching Campus program and School Field Introduction 1 (SFE 1) on the improvement of student pedagogical competence. The much higher Fcal value compared to the Ftable indicates that there is a significant difference between the regression model that includes the Teaching Campus variable and the model without the independent variable. This means that the addition of the Teaching Campus variable and SFE 1 to the model together makes a significant contribution in explaining the variability of student pedagogical competencies. In addition, the significant value of 0.000 indicates that the probability of obtaining this result by chance is very small. In other words, these results are not the result of chance but reflect the real influence of the two programs on the pedagogical competence of students.

Both programs have complementary roles, both the Teaching Campus and the Introduction to the School Field 1 (SFE 1) make a significant contribution in improving student pedagogical competence. Both complement each other in providing experiences and learning that lead to unity. The Teaching Campus is a program that provides teaching experience to schools that are lacking in literacy and numeracy levels. Students will be faced with various challenges and student diversity. This has an impact so that students are more adaptive and flexible in applying the knowledge they have learned. Meanwhile, the School Field Introduction 1 (SFE 1) program is more focused on the initial steps before students go directly to the placement school. Students will get more structured experience in planning, implementing, and evaluating learning.

The Campus Teaching and School Field Introduction 1 (SFE 1) program has a different focus but complements each other in developing the competencies of prospective teachers. The

Teaching Campus places more emphasis on the development of social, emotional, and cultural aspects. Students can interact directly with relevant parties, so they can understand the broader social context and develop empathy. On the other hand, the Introduction to School Field 1 (SFE 1) is more focused on pedagogical technical aspects, such as learning planning, classroom management, and evaluation. This program provides hands-on experience in applying learning theories in a real school environment.

The experience gained from these two programs complements each other and provides a more real picture of the world of education. The Teaching Campus provides a rich field experience of diversity and challenges, preparing students to deal with a variety of situations outside the classroom. Meanwhile, Introduction to School Field 1 (SFE 1) provides a more structured experience and focuses on developing specific teaching skills. The combination of these two experiences allows students to develop a broader understanding and experience of the role of a teacher. The Teaching Campus develops social and emotional aspects, while the Introduction to School Field 1 (SFE 1) focuses on pedagogical skills. The combination of the two programs prepares prospective teachers to face the world of education.

The results of this study agree with Piaget's constructivist learning theory. By providing opportunities for students to be actively involved in the teaching and learning process, both through the Teaching Campus Program and SFE 1, this study shows that hands-on experience is the key to building knowledge. This concept supports Piaget's view that individuals actively build their understanding through interaction with the surrounding environment.

CONCLUSION

The research findings significantly support the hypothesis that the Teaching Campus program and SFE 1 have a positive impact on improving students' pedagogical competence. Direct experience in classroom teaching, which is at the heart of both programs, has made a significant contribution to equipping students with essential pedagogical skills. Through the Teaching Campus program, students not only gain theoretical knowledge about learning but also can apply that knowledge in a real-world context in schools. Meanwhile, SFE 1 provides a deeper opportunity for students to develop skills in planning learning, managing classrooms, and assessing student learning outcomes. The combination of theory and practice in both programs has created a strong synergy in improving students' pedagogical competence. In addition, support from mentoring teachers, partner schools, and the Ministry of Education has provided ongoing motivation and guidance for students while participating in the program. Thus, it can be concluded that the Teaching Campus and SFE 1 programs are an effective model in preparing competent prospective teachers who are ready to face challenges in the world of education.

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