THE INFLUENCE OF THE TEACHING CAMPUS PROGRAM AS AN EFFORT IN PREPARATION TO BECOME A PROFESSIONAL LECTURER IN STUDENTS

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Abstract	This research aims to determine the influence of lecturer competency on English language education students at FKIP Sisingamangaraja XII Tapanuli University. The research method used is descriptive quantitative. Data collection was carried out using population, samples, and sampling techniques. All Class I, II, and III Teaching Campus participants from the 2018-2019 FKIP Sisingamangaraja XII Tapanuli University English Language Education study program are the population of this research. The sample for this research is all participants in the 2018-2019 FKIP Sisingamangaraja XII Tapanuli University English Language Education Teaching Campus program from classes I, II, and III, totaling 33 students. Data and data sources were obtained from lecturers and students of English Language Education, FKIP, Singsingarah XII Tapanuli University. In this research, the researcher's analysis to test this hypothesis uses a simple linear regression test to determine the influence of the independent variables on the respective dependent variables. The results of the research show that the influence of the Campus Teaching Program as an Effort in Preparing to Become a Professional Lecturer on English Language Education Students at FKIP Sisingamangaraja XII Tapanuli University is Adequate Academic Qualifications amounting to 90%, Experience in the Field amounting to 80%, Mastery of Teaching Materials amounting to 58%, Adaptation Ability amounting to 85%, Use of Educational Technology 75%, Coaching and Guidance amounting to 55%, Responsiveness to Students amounting to 95%, Evaluation and Feedback amounting to 65%, Ethics and Professional Attitudes 80%, and Innovation in Teaching amounting to 91%. There is a significant influence of the Independent Learning Campus Teaching Program (MBKM) as an effort to become competent lecturers for English language education students at FKIP Sisingamangaraja XII Tapanuli University with an average score of 80%.
Keywords	Competent Lecturers, MBKM, Students, Universitas Sisingamangaraja XII Tanapuli

INTRODUCTION

Teacher professional competence is a set of abilities that must be possessed by a teacher in order to be able to carry out his teaching duties well. Article 10, paragraph (1) of Law Number 14 of 2005 concerning teachers and lecturers mandates that teachers must have Pedagogic Competence, Personality Competence, Social Competence, and Professional Competence (Dudung, 2018). The four competencies are holistic and constitute a unity that characterizes professional teachers; for the explanation of the four competencies that a teacher must possess, Pedagogic Competence of National Education Standards, the explanation of Article 28 paragraph 3 points that the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Nofriyanti &; Nurhafizah, 2019). Personal Compatibility, National Education standards, explanation of article 28 paragraph 3 point b suggests that the ability of a steady, stable, mature, wise, and authoritative personality becomes an example for students and has a noble character (Tambunan, 2017). Professional Competence, National Education standards, explanation of article 28 paragraph 3 point c suggests that the ability to master learning materials broadly and deeply allows guiding students to meet the competency standards set in the National Education Standards (Madjid Abd, 2016). Social Competence, National Education standards, explanation of article 28 paragraph 3 point d suggests that the ability of teachers as part of the community to communicate and get along effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community (Wulandari, 2021).

That is why the Minister of Education and Culture (Mendikbud) of the Republic of Indonesia, Nadiem Anwar Karim, launched the "Merdeka Belajar" program in the hope of being able to meet educational needs in the era of the Industrial Revolution 4.0 (Hasanah, 2019). This aims to answer the needs of Indonesian education, which is constantly changing following the progress of the times, both internally and externally. It is hoped that education in Indonesia can prepare students to be competitive in the future (Suhartoyo et al., 2018).

Several steps can be taken to become a competent lecturer with a focus on the Master of Interest Studies (MBKM) program and its relevance to online learning activities during COVID-19, namely expanding knowledge and skills by increasing understanding of MBKM, the importance of a cross-disciplinary approach in higher education, deepening knowledge of learning methods and strategies relevant to online learning, such as learning technology, instructional design, learning

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evaluation, and online interaction, participating in training and self-development, establishing connections and collaboration, MBKM-oriented curriculum design, using appropriate learning technology, involving students actively and Evaluation and continuous improvement, which is constantly adapting to changing needs and new technologies that arise in online learning (Syamsuddin et al., 2015).

Kampus Mengajar itself is a program where students are allowed to add experience and develop knowledge outside campus classroom activities to contribute to Elementary School (SD) or Junior High School (SMP) (Chelsya & H., 2000). The form of implementation of the Teaching Campus is that students will collaborate with Lecturers / Teachers in terms of teaching, administration, and technology adaptation in placement schools close to the domicile, which includes 3T (Front, Disadvantaged, and Outermost) areas. The school is a place for students to serve as a school with C accreditation (Kebudayaan, 2014).

According to preliminary research data based on observations, it is known that many English students provide statements that lecturers have ethics and are professionals in carrying out their duties, so researchers are interested in conducting studies to determine the Influence of Lecturer Competence on English Language Education Students of Sisingamangaraja XII Tanapuli University.

The implementation of the Teaching Campus program by the Ministry of Education and Culture in collaboration with Sisingamangaraja XII Tapanuli University to prepare students to take part in the success of this program. The Faculty of Teacher Training and Education, especially English Language Education, is one of the educational units that is obliged to support its students to participate in the Teaching Campus Program. One form of support from the unit is to involve students in the program and monitor all activities running the program. Previously, the Faculty of Teacher Training and Education had prepared direct teaching practices with courses to prepare students to become teacher graduates. Based on the data obtained, it turned out that it was found that students of the Faculty of Teacher Training and Education were very interested in the Teaching Campus program.

There have been several previous research studies related to the research theme, including research that concludes that lecturer competence and the learning process have a significant effect on student satisfaction, meaning that study programs with lecturer competence and good learning processes will be able to increase student satisfaction in the study program. Partially from the two independent variables, lecturer competence significantly influences student satisfaction in the study

program more than the learning process (Sahyar, 2009). The results showed a significant influence between the competence of lecturers and learning facilities on the satisfaction of Economic Education students of FKIP UNS. The magnitude of the influence of lecturer competence variables and learning facilities on student satisfaction was simultaneously obtained from the R-square calculation of 70.4% (Isnaini et al., 2015). The results showed that the competence of lecturers had a significant effect on the learning motivation of students of the University of Muhammadiyah in East Java. The lecturers' professionalism significantly affects the learning motivation of students of the University of Muhammadiyah in East Java. The lecturers' spiritual intelligence does not significantly affect the learning motivation of students of the University of Muhammadiyah in East Java (Hatip et al., 2018). The results showed that the competence of lecturers partially had a significant effect on students' inferential statistical analysis skills. Partial learning motivation also significantly affects students' inferential statistical analysis skills. Thus, lecturer competence and learning motivation simultaneously significantly affect students' inferential statistical analysis skills. The two variables contributed by 62.2%, while the remaining 37.8% was influenced or explained by other factors not discussed in this study (Kadir, 2018). Based on the questionnaire data processing results, the average value of the lecturer's basic competence, learning interest, and learning motivation was 74.59 each, 76.62, and 80.26. Through inferential analysis, significant data was obtained that showed the influence of lecturers' essential competencies on learning interest with a count of 8,207 > a table of 1,653 and the influence of a lecturer's basic competence on learning motivation with a count of 8,831 > a table of 1,653. The research results are expected to be used as a reference for the department to consistently maintain or improve the basic competence of lecturers to strengthen academic values in the classroom learning process (Nardi, 2015).

Some of these studies focus on discussing that lecturer competence has a central role in influencing student satisfaction and achievement, and this influence can be further enhanced by paying attention to other factors such as learning motivation and learning facilities. In the context of higher education, efforts to improve lecturer competence and motivate students can have a positive impact on learning outcomes and the overall student experience. At the same time, the research that will be carried out will focus more on the Influence of the Teaching Campus Program as an Effort in Preparation to Become a Professional Lecturer in English Language Education Students. So, based on the studies conducted, this study aims to determine the Influence of the Teaching Campus Program as an Effort in Preparation to Become a Professional Lecturer in FKIP English Language

Education Students at Sisingamangaraja XII Tapanuli University.

METHOD

The approach used in this study is quantitative. Quantitative research is defined as a research method based on the philosophy of positivism, used to examine specific populations or samples, data collection using research instruments, and quantitative/statistical data analysis to test hypotheticals that have been set. The type of research used in this study is associative research. Associative research is formulating research problems about the relationship between two or more variables (Sugiyono, 2017). The method used in this study was using a survey method, where the author distributed questionnaires for data collection. Population is a generalization area consisting of objects/subjects with specific quantities and characteristics determined by researchers to be studied and then drawn conclusions (Arikunto, 2012). The population in this study is all English Lecturers of Sisingamangaraja XII Tapanuli University and students who take part in the Teaching Campus. Samples and sampling techniques are determined by Simple random sampling. It is said to be straightforward because the sampling of population members is carried out randomly without paying attention to the strata contained in the population. This sampling technique is carried out if the population members are small and considered homogeneous—primary data collection techniques are obtained directly through questionnaires for English Lecturers of Sisingamangaraja XII Tapanuli University. The sample of this study was all participants of the Sisingamangaraja XII Tapanuli University English Language Education Teaching Campus program in 2018-2019 from classes I, II, and III, totaling 33 students. To obtain data and information from lecturers, the authors collected data using the direct contact method when they carried out the teaching and learning process by interviewing respondents face-to-face directly between researchers and respondents through questionnaires that had been distributed. The questionnaire will also be distributed based on specific considerations, namely lecturers who have taught the MBKM curriculum. Researchers conducted interviews with consumers through questionnaires that had been distributed. Likert scales measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. The questionnaire distributed in this study was using the Likert scale.

FINDINGS AND DISCUSSION

Findings

Frequency data is how many items are tested: variable X (Teaching Campus Program and variable Y (competent lecturers). The percentage of the Teaching Campus program for competent lecturers can be seen through the distribution of questionnaires/interviews totaling ten items with respondents of as many as 20 students; for more details, the author explains with answer choices, namely strongly agree, agree, disagree, disagree. The following is a diagram of the frequency of the research instrument from the statement of questionnaire/interview items for English Language Education Students participating in the Teaching Campus Batch IV and V programs:

1. In Teaching Campus Activities, Adequate Academic Qualifications: Competent lecturers should have academic qualifications relevant to the Field taught, such as bachelor's, master's, or doctoral degrees in specific disciplines to become competent lecturers towards English Study Program students in MBKM Activities.
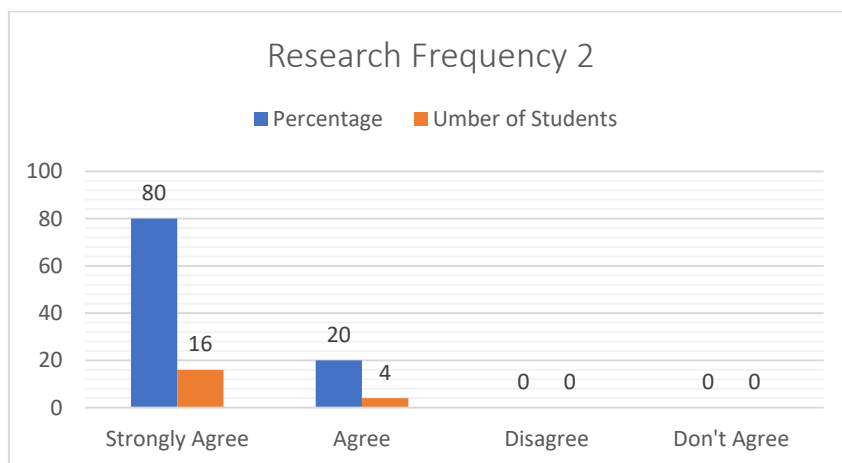
Figure 1. Frequency of Research Instruments Item 1
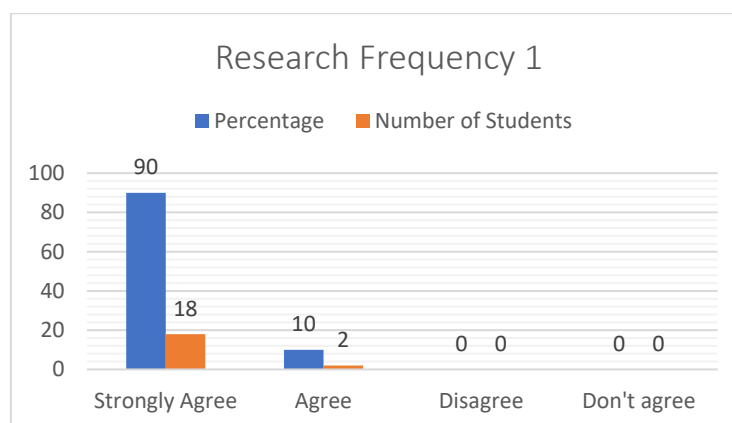
From Figure 1, in the form of instrument frequency data item 1, it can be seen that 90% (18 students) strongly agree and 1.0% (2 students) agree. So in conclusion, based on item 1 on Adequate Academic Qualifications, Competent lecturers should have academic qualifications relevant to the Field taught, such as a bachelor's, master's, or doctoral degree in a particular discipline stated at the highest frequency in alternative answers strongly agreed as many as 18 students (90%).

2. Experience in their Field Practical experience and research in the Field taught help lecturers provide deep insight to students and link theory with practical application to become competent lecturers to English Study Program students in MBKM Activities.
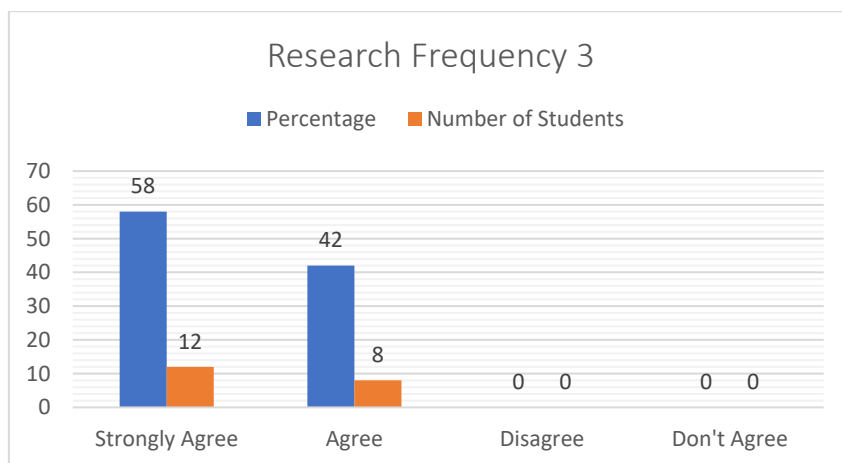
Figure 2. Instrument Frequency Data Item 2

From Figure 2, in the form of instrument frequency data item 2, it can be seen that 80% (16 students) strongly agree and 20% (4 students) agree. So, in conclusion, based on item 2 about practical experience and research in the Field taught helps lecturers provide deep insight to students and relate theory with practical applications in MBKM Activities, which are stated at the highest frequency in alternative answers strongly agree as many as 16 students (80%).

3. Mastery of Teaching Materials: Lecturers must deeply understand the material taught, including the latest developments in the Field, to become competent lecturers for English Study Program students related to MBKM.
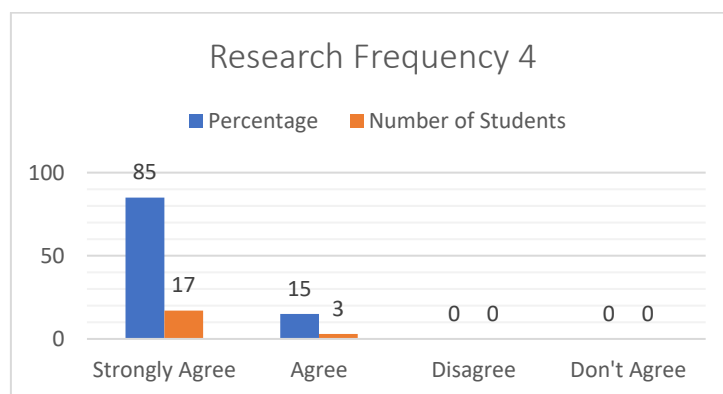
Figure 3. Instrument Frequency Data Item 3

From Figure 3, in the form of instrument frequency data item 3, it can be seen that 58% (12 students) strongly agree and 42% (8 students) agree. So, in conclusion, based on item 3, lecturers must have a deep understanding of the material taught, including the latest developments in the Field related to MBKM, which is stated at the highest frequency in alternative answers strongly agree as many as 12 students (5.8%).

4. Adaptability: Lecturers must be able to adapt teaching methods to different learning styles among students. This can be in the form of using various methods, technologies, and approaches to become competent lecturers for English Study Program students in the MBKM Program.
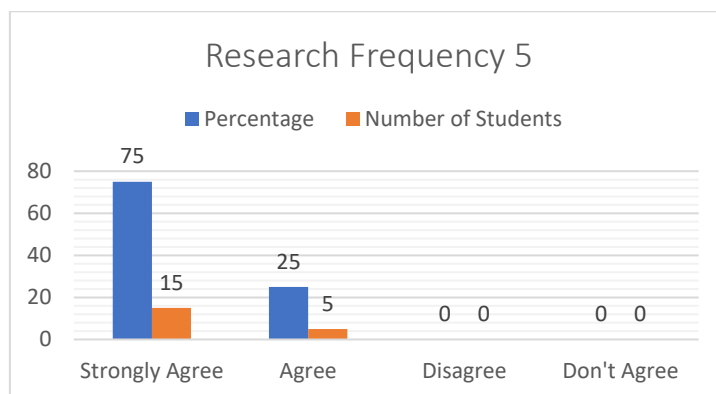
Figure 4. Instrument Frequency Data Item 4

From Figure 4, which is in the form of instrument frequency data item 4, it can be seen that 85% (17 students) strongly agree, and 15% (3 students) agree. So, in conclusion, based on item 4, lecturers must be able to adjust teaching methods to different learning styles among students. This can be in the form of using various methods, technologies, and approaches to become competent lecturers for English Study Program students in the MBKM Program, which is stated at the highest frequency in alternative answers strongly agree as many as 17 students (85%).
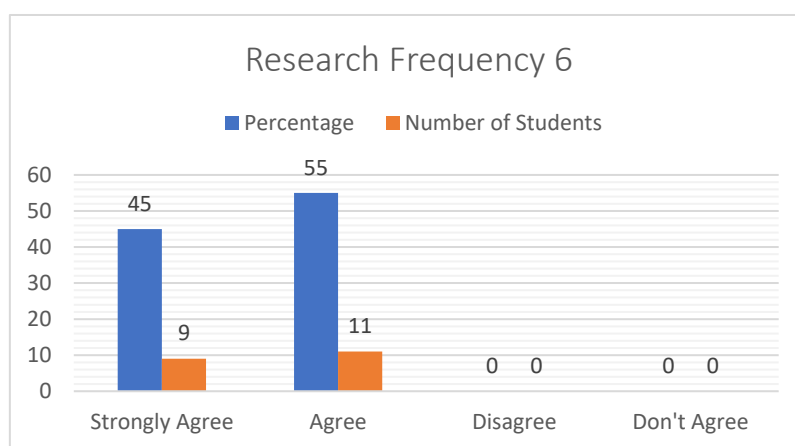
5. Use of Educational Technology: Competent lecturers utilize educational technology, such as online learning platforms, visual aids, and other digital resources, to improve student learning experience in MBKM.

Figure 5. Instrument Frequency Data Item 5

From Figure 5, which is in the form of instrument frequency data item 5, it can be seen that 75% (15 students) strongly agree and 25% (5 students) agree. So in conclusion, based on item 5, lecturers who are competent in utilizing educational technology, such as online learning platforms, visual aids, and other digital resources to improve the student learning experience in MBKM are stated at the highest frequency in alternative answers strongly agree with 15 students (7.5%).

6. Coaching and Guidance: Besides teaching, lecturers must also be ready to provide academic guidance to students regarding assignments, projects, and questions related to courses in MBKM Activities.

Figure 6. Instrument Frequency Data Item 6

From Figure 6, which is in the form of instrument frequency data item 6, it can be seen that 45% (9 students) strongly agree and 55% (11 students) agree. So in conclusion, based on item 6, lecturers who are competent in utilizing educational technology, such as online learning platforms, visual aids, and other digital resources to improve student learning experience in MBKM are stated at the highest frequency in alternative affirmative answers as many as 15 students (5.5%).

7. Responsive to Students: Competent lecturers are ready to respond quickly and effectively to students' questions, inputs, and needs related to MBKM activities.
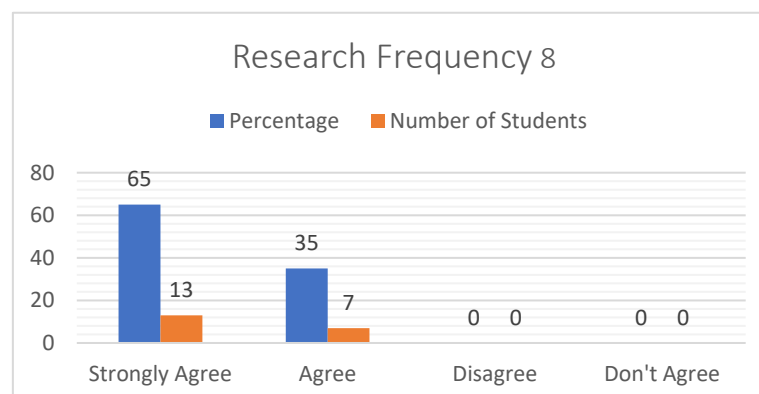
Figure 7. Instrument frequency data item 7
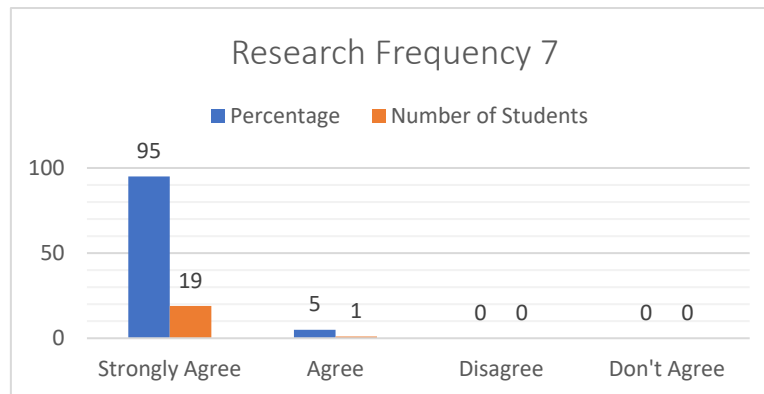
From Figure 7, which is in the form of instrument frequency data item 7, it can be seen that 95% (1, 9 students) strongly agree and 5% (1 student) agree. So, in conclusion, based on item 7, competent lecturers ready to respond to questions, inputs, and student needs quickly and effectively related to MBKM activities were stated at the highest frequency in alternative affirmative answers as many as 19 students (9.5%).

8. Evaluation and Feedback: Competent lecturers provide constructive feedback to students regarding their progress and can conduct objective evaluations of student performance in MBKM activities

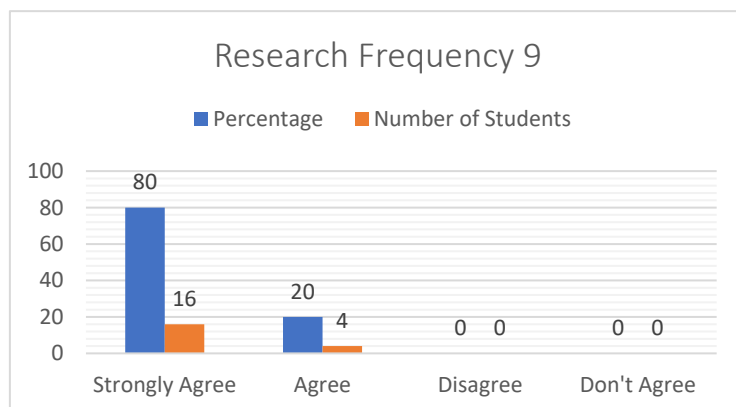**Figure 8.** Instrument Frequency Data Item 8

From Figure 8, which is in the form of instrument frequency data item 8, it can be seen that 65% (1, 3 students) strongly agree and 35% (7 students) agree. So, in conclusion, based on item 8, competent lecturers provide constructive feedback to students regarding

their progress and can objectively evaluate student performance in MBKM activities, which are stated at the highest frequency in alternative affirmative answers for as many as 13 students (6.5%).

9. Professional Ethics and Attitudes: Lecturers must have high professional ethics, including integrity, friendliness, equality, and respect for all students in MBKM activities.
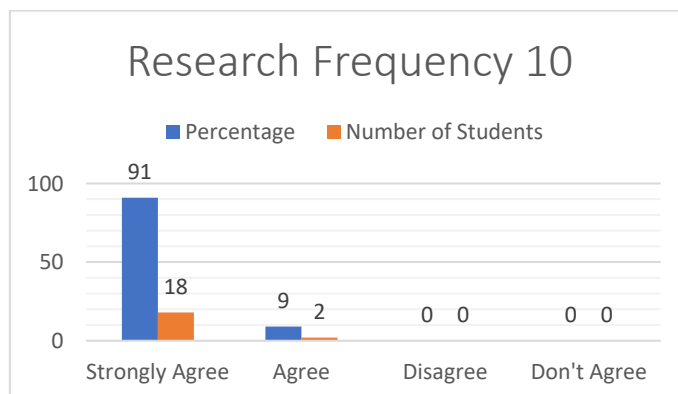
Figure 9. Instrument Frequency Data item 9

From Figure 9, in the form of instrument frequency data item 9, it can be seen that 80% (1, 6 students) strongly agree and 20% (4 students) agree. So, in conclusion, based on item 9, lecturers must have high professional ethics, including integrity, friendliness, equality, and respect for all students in MBKM activities expressed at the highest frequency in alternative affirmative answers as many as 16 students (80%).

10. Innovation in Teaching: Competent lecturers try new teaching approaches and methods to motivate and engage students in learning.

**Figure 10.** Instrument Frequency Data Item 10

From Figure 10, in the form of instrument frequency data item 10, it can be seen that 91% (1, 8 students) strongly agree, and 9% (2 students) agree. So, in conclusion, based on item 10, competent lecturers trying new approaches and teaching methods to motivate and involve students in the learning process were stated at the highest frequency in alternative affirmative answers by as many as 18 students (91%).

Normality Test

The data normality test aims to find out whether free variable v (X) and bound 661 661 ariable v(Y) in a normally distributed regression model. It can be said that this regression model meets traditional requirements if the data spreads around the diagonal line and moves in the same direction as the diagonal line.

Figure 11. Normality Test
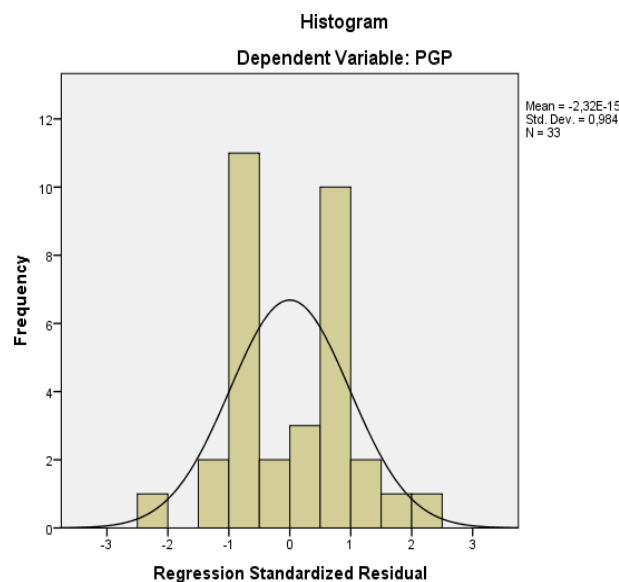
Source: SPSS 23.0 (2022)

Based on Figure 11 above, it is possible to conclude that the data are normally distributed or that the histogram graph depicts a bell-shaped curve with a slight slope to the right. The P-Plot graph also shows that the points have spread around the diagonal line and that the spread is slightly closer to the diagonal line or that the distribution moves 661 variable diagonal line, allowing the authors to conclude that the regression model used in this study is usually distributed.

Figure 12. Normality Test
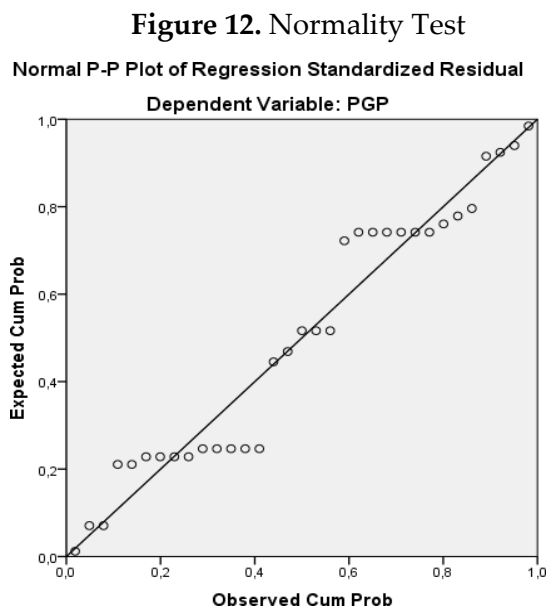
Source: SPSS 23.0 (2022)

Based on Figure 12, it is clear that the regression model is following the assumption stated earlier, namely that the data in this research regression model tends to be expected if it spreads around the diagonal line and moves in the direction of the diagonal line.

Linearity Test

The regression linearity test is used to determine whether the two variables studies have a linear relationship. The significance value can be used to determine the criteria used to determine the relationship between variables. A linear relationship exists between variables if the sig > 0.005 and vice versa. The results of the linearity test using SPSS are as follows:

Table 1. X and Y Linearity Test Results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
PGP * KM	Between Groups	(Combined)	49,768	4	12,442	6,836	,001
		Linearity	41,998	1	41,998	23,076	,000
	Deviation from Linearity		7,769	3	2,590	1,423	,257
	Within Groups		50,960	28	1,820		
	Total		100,727	32			

Source: SPSS 23.0 (2022)

The linearity analysis of the relationship between the Teaching Campus program (X) variables and the Professional Lecturers is presented in the table above (Y). The significance value of the deviation from linearity is 0.257 > 0.005, as shown in the table. This shows that the factors of the Campus Teaching program (X) and the use of Lecturer professional training (Y) have a linear relationship.

Simple Linear Regression Test

The purpose of simple linear regression analysis is to determine the relationship between the independent and dependent variables. Analysis is used to forecast whether the value of an independent variable will rise or fall and to determine whether there is a positive or negative relationship between the independent variable and its dependent variable. The results of multiple linear regression using the SPSS 23 program are shown in the table below.

Y=a+Bx

Information:

Y = Bound variable

X = Free variable

A = intercept value (constant)

B = Directional number or regression coefficient

Table 2. Simple Regression Coefficients Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
Constant	-3,006	8,519		-,353	,727
KM	1,082	,230	,646	4,708	,000

Source: SPSS 23.0 (2022)

A simple linear regression equation can be drawn from the information in Table 2 as follows. In this case, the author explains that when the value of variable X increases by 1%, the value of variable Y will decrease by 1.082%, and when the value of variable X decreases by 1%, the value of the Y variable will increase by 1.082%. This is how a simple linear regression equation, Y = -3.006 + 1.082, interprets the results for each declared value.

Partial Significance Test (T-Test)

Table 3. T-Test Calculation Results

| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
	B	Std. Error	Beta	T	Sig.
Constant	-3,006	8,519		-,353	,727
KM	1,082	,230	,646	4,708	,000

Source: SPSS 23.0 (2022)

Table 3 above contains the results of the t-test calculation at a significance level of 5%. The hypothesis is expressed with a calculated value of 4.708, higher than the t-table of 2.039, and a significance value of t-count = 0.00 0.05. "This program has a positive and meaningful impact. English Language Education students join the program as part of preparation to become professional lecturers.

Discussion

The Influence of the Independent Learning Campus Teaching Program (MBKM) as an Effort to Become a Competent Lecturer in the English Study Program Students in this teaching campus program play a significant role in improving competence, especially pedagogic, personality and social competencies but are still not optimal in improving professional competence in mastering English Courses. This is because this teaching campus program focuses on literacy and numeracy, administration, and technology adaptation and does not hone skills as a prospective English teacher.

In the Pedagogic Competence of National Education Standards, the explanation of article 28, paragraph 3 point states that the ability to manage student learning, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Nofriyanti &; Nurhafizah, 2019). Personal Compatibility, National Education standards, explanation of article 28 paragraph 3 point b suggests that the ability of a steady, stable, mature, wise, and authoritative personality becomes an example for students and has a noble character (Tambunan, 2017). Professional Competence, National Education standards, explanation of article 28 paragraph 3 point c suggests that the ability to master learning materials broadly and deeply allows guiding students to meet the competency standards set in the National Education Standards (Madjid Abd, 2016). Social Competence, National Education standards, explanation of article 28 paragraph 3 point d suggests that the ability of teachers as part of the community to communicate and get along effectively with students, fellow educators,

education staff, parents/guardians of students, and the surrounding community (Wulandari, 2021).

During the implementation of the teaching campus program, there are many benefits obtained by students, including increasing student insight, experience, and creativity in the knowledge transfer process; this is in line with the statement that through the teaching campus program, students will have space for students in the process of transferring knowledge and experience (Setiawan and Sukamto 2021) as for schools, the benefits obtained are to assist schools in completing various learning administrations, technology development and utilization, and so on. This aligns with the statement that the teaching campus assists the school in the teaching process, technology adaptation, and administration (Rahayu Khotimah et al., 2021). The main factor supporting the success of this program is that students are active in developing various potentials that exist, both the potential in students and the potential in the school environment. In addition, good communication between students, teachers, lecturers, and students in schools also has a perfect influence on the success of the campus teaching program.

Competent lecturers have academic qualifications relevant to the Field taught, such as a bachelor's, master's, or doctoral degree in a particular discipline. They have practical experience, and research in the Field helps lecturers provide in-depth insight to students and relate theory to practical applications. Lecturers who have a deep understanding of the material taught, including the latest developments in a particular field, will impact students. Lecturers who can adapt teaching methods to different learning styles among students. This can be in the form of the use of various methods, technologies, and approaches that can provide varied learning. Competent lecturers try new approaches and teaching methods to motivate and involve students in the learning process of Merdeka Belajar Kampus Merdeka.

CONCLUSION

Based on the results of the analysis, it can be concluded that there is a significant influence of the Teaching Campus Program as an effort to become a competent lecturer in students of the Faculty of Teacher Training and Education of the English Language Study Program, Sisingamangaraja XII Tapanuli University with an average result of 80%. Regarding the Influence of the Independent Learning Campus Teaching Program (MBKM) as an Effort to Become a Competent Lecturer in English Study Program Students, it can be concluded that this teaching campus program plays a significant role in improving competence, especially pedagogic, personality, and social

competencies but is still not optimal in improving professional competence in mastering English Courses. This is because this teaching campus program focuses on literacy and numeracy, administration, and technology adaptation and does not hone skills as a prospective English teacher.

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