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The Effect of Interest, Digital Skills, and Campus Teaching Programs on Prospective Teachers' Professional Competence

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Abstract

Purpose: This study aims to demonstrate that interest, digital skills, and the Campus Teaching Program can enhance the professional competence of prospective teachers, equipping them with essential skills for their future teaching careers.
Methodology: This study employed a quantitative method with a correlational design. The sample consisted of 77 students who participated in the Campus Teaching Program, batches 6 and 7.
Results: The results of the analysis show that interest, digital skills, and the Campus Teaching Program have a positive and significant correlation to the professional competence of prospective teachers. A strong interest in becoming a teacher leads to greater enthusiasm for deepening knowledge. Moreover, the Campus Teaching Program offers direct field experience, where prospective teachers are trained to thoroughly understand lesson content, engage positively with students, and apply innovative, technology-integrated teaching methods.
Applications/Originality/Value: This study contributes to the literature on education, particularly in preparing prospective teachers to enhance their professional competence. Furthermore, future research can utilize this data to develop theories, findings, and hypotheses for subsequent investigations.

Introduction

Teachers currently bear a variety of complex responsibilities and face significant challenges in advancing education in Indonesia [1]. They are required not only to master effective subject matter and teaching methods but also to integrate technolo-gy into the learning process, adapt to curriculum changes, and develop students' social and emotional skills [2]. Furthermore, teachers play a crucial role in creating an inclusive and supportive learning environment for all students while continuously adapting to evolving social dynamics and educational policies [3]. According to Kustiyanti (2023), these challenges are exacerbated by various constraints, such as limited resources, regional disparities, and the ongoing need for professional devel-opment through continuous training [4].

The education system in Indonesia emphasizes the importance of teachers as competent and dedicated professionals. Teachers are regarded as the main pillars of the learning process, with a significant responsibility for shaping the character, skills, and knowledge of students [5].The education system seeks to ensure that teachers receive adequate education and training, as well as access to resources and technology that can support their teaching activities.
However, according to Ikhsan and Humaisi (2021), the reality in the field re-veals that teacher-centered learning remains prevalent, often consisting of lec-tures where teachers explain subject content without employing innovative media [6]. This traditional teaching approach frequently fails to provide opportunities for students to engage actively in the learning process, which can diminish their in-volvement and motivation [7]. The limited use of technology and interactive learn-ing media also restricts students' ability to comprehend concepts in depth and con-textually [8]. Consequently, the teaching and learning process becomes monotonous and less effective in fostering critical, creative, and collaborative skills that are es-sential in the modern era.

In practice, many teachers still do not meet the established requirements and standards of professional competency [9]. The results of Uji Kompetensi Guru (UKG) over the past decade indicate that the percentage of teachers meeting profes-sional competency standards has not increased, in 2012, the per-centage of profes-sionally competent teachers was 55.68%. By 2022, this figure fell to only 50.95% [10]. Professional development for teachers must commence while they are still students. According to Damanik et al. (2024), a crucial step in this process is ensur-ing that prospective teachers are adequately prepared before they begin teaching in the classroom [11]. This preparation should include comprehensive, high-quality education and training that focuses not only on mastering subject matter but also on developing pedagogical skills, classroom management, and the effective use of edu-cational technology [12]. Prospective teachers should be provided with opportunities to practice teaching through well-supervised internship or fieldwork programs, al-lowing them to apply the theories they have learned in real-world situations

The Directorate of Learning and Student Affairs, Directorate General of Higher Education, has designed the Merdeka Belajar – Kampus Merdeka (MBKM), which includes innovative initiatives such as the Teaching Campus Program. This program aims to empower students through practical experiences in educational environments, allowing them to apply the theoretical knowledge acquired during lectures in real-world contexts [13]. According to Syukron et al. (2024), this program not only enhances students' pedagogical competence but also enriches their experiences, improves their interpersonal skills, and strengthens their capacity as innovative and adaptive prospective professional educators who can meet education-al challenges [14].

A strong interest in becoming a teacher plays a significant role in enhancing the competence of prospective educators. A deep passion for this profession en-courages them to continue learning, refine their skills, and adapt to the latest technological developments and teaching methods [15]. This interest also motivates pro-spective teachers to actively engage in training and seek practical experiences, thereby better preparing them to confront educational challenges [16].

In today's digital era, teachers are required not only to possess a strong in-terest but also to effectively adopt the latest technology. The integration of technol-ogy in teaching can enhance student participation and motivation while presenting material in a more engaging and interactive manner. According to Kusumawati et al. (2022), teachers who are proficient in technology can help students achieve better academic outcomes while equipping them with essential digital skills for the future [17]. Thus, prospective teachers who adapt to technological advancements can im-prove their professional competence and make substantial contributions to the edu-cational landscape.

Although numerous studies have examined the variables influencing the pro-fessional competence of prospective teachers, there is a notable gap in research describing the impact of the Campus Teaching Program on enhancing their profes-sional competence. Cahayani (2021) found that the Introduction to the School Envi-ronment (PLP) positively influenced the readiness of prospective teacher students at FKIP, Mahadewa Indonesia University in 2020 [18]. This study illustrates that the introduction to the school environment significantly contributes to the preparedness of prospective students for direct engagement in the educational setting. Through this introductory program, prospective teachers gain the opportunity to understand the dynamics and culture of schools, become familiar with various aspects of class-room management, and interact directly with students and school staff. Such experi-ences help them better comprehend the challenges and needs they will encounter when they begin their teaching careers.

Additionally, studies examining the influence of digital interests and skills on enhancing the professional competence of prospective teachers have not been widely conducted. Several existing studies focus more on the impact of micro-teaching courses on improving the professional competence of these educators [19]. For in-stance, a study by Sohibun and Maisaroh (2017) demonstrates that students who participate in microteaching courses experience a significant increase in their pro-fessional competence [20]. As a result, these students become more confident and capable in fulfilling their roles as prospective teachers, exhibiting greater proficien-cy in planning, delivering, and evaluating lessons.

Based on the aforementioned observations, further research is needed to as-sess whether interest influences the enhancement of professional competence among prospective teachers. Additionally, studies are required to analyze the impact of digital skills and campus teaching programs on improving the professional compe-tence of these educators. To address this literature gap, this study can serve as both a conceptual and practical resource for stakeholders, particularly in the development of professional teachers in Indonesia.

Methods

This research employed a quantitative approach with a correlational research design. The population for this study comprised students from all study programs at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Suarakarta (Abbreviation: UMS), who participated in the Campus Teaching Pro-gram, specifically batches 6 and 7, totaling 377 students. Data collection followed the guidelines set forth by Arikunto (2012), which state that if the subject pool is fewer than 100 respondents, all individuals should be included in the research [21]. However, if the subject pool exceeds 100 respondents, 10% to 15% or 20% to 25% should be selected. Consequently, this study sampled 20% of the students from the Faculty of Teacher Training and Education who participated in the Campus Teaching Program, resulting in a final sample size of 75 students.

Data were collected using a closed questionnaire technique, employing a Lik-ert scale with five response options: strongly disagree, disagree, neutral, agree, and strongly agree. The researcher validated the questionnaire items by conducting validity and reliability tests on 30 respondents. This process ensured that the data obtained exhibited high validity and reliability, making it trustworthy for supporting the research findings. Through these validity and reliability tests, the researcher aimed to ascertain whether each questionnaire item accurately measured the variables under investigation.

The questionnaire was structured based on the instrument grid of the variables used in this study, which focused on the influence of interest (X1), digital skills (X2), and the Campus Teaching Program(X3) on enhancing the professional competence of prospective teachers. The indicators for the interest variable, as defined by Yulaini (2018), included (1) Cognition (knowing), (2) Assumptions (feelings), and (3) Conation (will) [22]. The indicators for the digital skills variable,

according to Helsper et al. (2020), encompassed (1) Technical and Operational Skills, (2) Navigation and Information Processing Skills, (3) Communication and Interaction Skills, and (4) Content Development and Production Skills [23]. The Campus Teaching Program variables were derived from the buku pegangan Kemendikbud (2021), which identified (1) Developing Soft Skills, (2) Developing Problem Solving, and (3) Developing Creativity [24]. Furthermore, the indicators for enhancing professional competence, based on Suriani (2020), included (1) Mastering material, structure, concepts, and scientific mindsets to support subjects, (2) Mastering competency standards and basic competencies of subjects, (3) Developing learning materials, (4) Developing sustainable professionalism, and (5) Utilizing information and communication technology for self-development [25]. The results of the validity and reliability tests of the instruments used are presented in Tables 1 and 2.

Table 1. Validity Test

Question Items	r count	r table	Decision
Y.1	0,773	0,361	Valid
Y.2	0,867	0,361	Valid
Y.3	0,867	0,361	Valid
Y.4	0,524	0,361	Valid
Y.5	0,841	0,361	Valid
Y.6	0,790	0,361	Valid
Y.7	0,582	0,361	Valid
X1.1	0,593	0,361	Valid
X1.2	0,685	0,361	Valid
X1.3	0,815	0,361	Valid
X1.4	0,821	0,361	Valid
X1.5	0,681	0,361	Valid
X1.6	0,705	0,361	Valid
X2.1	0,775	0,361	Valid
X2.2	0,805	0,361	Valid
X2.3	0,792	0,361	Valid
X2.4	0,807	0,361	Valid
X2.5	0,853	0,361	Valid
X2.6	0,731	0,361	Valid
X2.7	0,687	0,361	Valid
X3.1	0,787	0,361	Valid
X3.2	0,678	0,361	Valid
X3.3	0,779	0,361	Valid
X3.4	0,795	0,361	Valid
X3.5	0,827	0,361	Valid

Source: Data Processed by Researchers, 2024

Based on the table 1, all question items have a calculated r value greater than the r table (0.361) and a significance level (sig.) of less than 0.05. Therefore, the conclusion is that all question items in variables Y, X1, X2, and X3 are valid and can be utilized as research instruments.

Table 2. Reliability Test

Variable	**Cronbach's Alpha**	**Standard Alpha**	**Decision**

Y(Professional Competence of Prospective Teachers)	0,849	0,6	Reliable
X1 (Interest)	0,795	0,6	Reliable
X2 (Digital Skills)	0,873	0,6	Reliable
X3 (Campus Teaching Program)	0,824	0,6	Reliable

Source: Data Processed by Researchers, 2024

Based on the table 2, variable Y (Professional Competence of Prospective Teachers) shows a Cronbach's Alpha value of 0.849 (>0.6), variable X1 (Interest) has a Cronbach's Alpha value of 0.795 (>0.6), variable X2 (Digital Skills) exhibits a Cronbach's Alpha value of 0.873 (>0.6), and variable X3 (Campus Teaching Program) has a Cronbach's Alpha value of 0.824 (>0.6). Since all variables present a Cronbach's Alpha value greater than 0.6, it can be concluded that Y, X1, X2, and X3 are reliable.

Prerequisite Analysis Test Results

The data analysis techniques were systematically organized according to the requirements. To facilitate the analysis, the collected data was first tested for normality. In this study, the researchers utilized the Normality Test, Multicollinearity Test, and Heteroscedasticity Test. The following are the results of the conducted tests:

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		77
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.60034617
Most Extreme Differences	Absolute	.071
	Positive	.045
	Negative	-.071
Test Statistic		.071
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: Results of data processing IBM SPSS Software Version 27 for Windows

Based on the results of the normality test presented in Table 3, it was determined that the data in this study were normally distributed. This was confirmed by a significance value (Sig.) of 0.200, which was greater than 0.05. Therefore, it could be concluded that the residual values were normally distributed, indicating that the variables met the normality assumption.

Table 4. Multicollinearity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	13.034	1.775		7.343	.000		
	Interest	.234	.080	.318	2.916	.005	.441	2.265
	Digital Skills	.225	.094	.299	2.403	.019	.339	2.949

	Campus Teaching Program	. 245	.111	.253	2.195	.031	.395 2.531

a. Dependent Variable: Professional Competence of Prospective Teachers

Source: Results of data processing IBM SPSS Software Version 27 for Windows

Based on the results of the multicollinearity test presented in Table 4, the tolerance and VIF values of each independent variable met the required criteria. Specifically, variable X1 had a tolerance value of 0.441 (> 0.1), variable X2 had a tolerance value of 0.339 (> 0.1), and variable X3 had a tolerance value of 0.395 (> 0.1). Additionally, the VIF for variable X1 was 2.265 (< 10), the VIF for variable X2 was 2.949 (< 10), and the VIF for variable X3 was 2.531 (< 10). Therefore, it could be concluded that the data did not exhibit multicollinearity.

Table 2. Heteroscedaticity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.705	2.146		1.726	.089
	Interest	-.162	.097	-.281	-1.666	.100
	Digital Skills	.080	.113	.136	.708	.481
	Campus Teaching Program	-.104	.135	-.137	-.768	.445

a. Dependent Variable: Professional Competence of Prospective Teachers

Source: Results of data processing IBM SPSS Software Version 27 for Windows

Based on the results of the heteroscedasticity test presented in Table 5, the interest variable showed a significance value (Sig.) of 0.100 (> 0.05), the digital skills variable had a significance value of 0.481 (> 0.05), and the campus teaching program variable had a significance value of 0.445 (> 0.05). Therefore, it could be concluded that there was no heteroscedasticity in the regression model.

Results and Discussion

The results of the research and data processing are obtained from distributing questionnaires to 77 students from all study programs at the Faculty of Teacher Training and Education, UMS, who participate in the Campus Teaching Program, batches 6 and 7.

Table 6. Multiple Linear Regression Analysis Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	13.034	1.775		7.343	.000
	Interest	.234	.080	.318	2.916	.005
	Digital Skills	.225	.094	.299	2.403	.019
	Campus Teaching Program	.245	.111	.253	2.195	.031

a. Dependent Variable: Professional Competence of Prospective Teachers

Source: Results of data processing IBM SPSS Software Version 27 for Windows

Based on Table 6, the multiple linear regression equation is obtained as follows: Y = 13,127 + 0,243X1 + 0,209X2 + 0,253X3. It can be concluded that the constant value (α) is 13.127, indicating that if the independent variables are set to 0, the value of the dependent variable (professional competence of prospective teachers) is 13.127. The regression

coefficient value for the interest variable is 0.243, which means that the interest variable positively affects the professional competence of prospective teachers; specifically, for every 1% increase in the interest variable, the professional competence of prospective teachers also increases by 0.243. The regression coefficient value for the digital skills variable is 0.209, indicating that this variable also positively influences the professional competence of prospective teachers; for every 1% increase in digital skills, the professional competence of prospective teachers increases by 0.209. Finally, the regression coefficient value for the Campus Teaching Program variable is 0.253, suggesting that this variable positively impacts the professional competence of prospective teachers, with a 1% increase in the Campus Teaching Program leading to an increase of 0.253 in the professional competence of prospective teachers.

Table 7. T-Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	13.034	1.775		7.343	.000
	Interest	.234	.080	.318	2.916	.005
	Digital Skills	.225	.094	.299	2.403	.019
	Campus Teaching Program	.245	.111	.253	2.195	.031

a. Dependent Variable: Professional Competence of Prospective Teachers

Source: Results of data processing IBM SPSS Software Version 27 for Windows

Based on the table 7, the interest variable (X1) shows a t-count value of 2.916 (> t_{table} 1.993) with a significance value of 0.005 (<0.05). Thus, it can be concluded that interest significantly influences the competence of prospective teachers. The results for the digital skills variable (X2) reveal a t-count value of 2.403 (> t_{table} 1.993) with a significance value of 0.019 (<0.05). Therefore, it can be concluded that digital skills have a significant impact on enhancing the competence of prospective teachers. Additionally, the results for the campus teaching program variable (X3) indicate a t-count value of 2.195 (> t_{table} 1.993) with a significance value of 0.031 (<0.05). Consequently, it can be concluded that the campus teaching program significantly influences the competence of prospective teachers.

Table 8. F-Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	312.239	3	104.080	39.034000[b]	
	Residual	194.644	73	2.666		
	Total	506.883	76			

a. Dependent Variable: Professional Competence of Prospective Teachers

b. Predictors: (Constant), Campus Teaching Program, Interest, Digital Skills

Source: Results of data processing IBM SPSS Software Version 27 for Windows

Based on the table 8, the results indicate a calculated F value of 39.034, which is greater than the F_{table} value of 2.73, with a significance value (Sig.) of 0.000, which is less than 0.05. This hypothesis test demonstrates that there is a joint influence of interest, digital skills, and campus teaching programs collectively influence the competence of prospective teachers.

Table 9. Determinant Coefficient Test Results (Adjusted R2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785[a]	.616	.600	1.633

a. Predictors: (Constant), Campus Teaching Program, Interest, Digital Skills

b. Dependent Variable: Professional Competence of Prospective Teachers

Source: Results of data processing IBM SPSS Software Version 27 for Windows

Based on the table 9, the results of the determination coefficient, indicated by the Adjusted R Square, are 0.600 or 60%. This means that the variables of interest, digital skills, and the Campus Teaching Program account for 60% of the variation in the professional competence of prospective teachers. The remaining 40% is explained by other variables not included in this study.

The Effect of Interest on Prospective Teachers' Professional Competence

The results of this study indicate that interest significantly affects the enhancement of professional competence among prospective teachers. Simple linear regression analysis reveals that Y = 13,034 + 0,234X1. This relationship demonstrates that as interest increases, so does the professional competence of prospective teachers, and vice versa. Hypothesis testing confirms a positive and significant influence between interest and the enhancement of professional competence, with a calculated t value of 2.916 (>t_{table} 1.993) and a significance value of 0.005 (<0.05). These findings imply that a stronger interest in becoming a teacher correlates with higher professional competence.

This is consistent with research conducted by Yulianto and Khafid (2016), which shows that increased interest in teaching leads to greater professional competence among prospective teachers [26]. Students with a strong interest in the teaching profession exhibit heightened enthusiasm for deepening their knowledge, refining their pedagogical skills, and actively engaging in various self-development activities, including training, teaching practice, and other preparatory programs. Furthermore, high interest drives them to stay updated with the latest technological advancements and teaching methodologies, ultimately strengthening their professional competence to navigate the evolving landscape of education.

The Effect of Digital Skills on Prospective Teachers' Professional Competence

The results of this study indicate that digital skills significantly affect improving the professional competence of prospective teachers. The simple linear regression analysis yields the equation Y= 13.034+0.225X2, demonstrating that as digital skills increase, the professional competence of prospective teachers also increases, and vice versa. Hypothesis testing shows a positive and significant effect between digital skills and the enhancement of professional competence, with a t-value of 2.403 (> t_{table} 1.993) and a significance value of 0.019 (<0.05). The implications of these findings suggest that the stronger the digital skills possessed, the greater the professional competence of prospective teachers.

These results align with research conducted by Zakiah and Solihah (2022), which indicates that the development of e-learning can significantly enhance professional competence [27]. The use of e-learning encourages students to think creatively and innovatively to address the challenges of modern learning, preparing them to compete in an era of rapid technological advancement. By effectively adapting to and utilizing digital technology, these prospective teachers not only improve their pedagogical skills but also gain a competitive advantage in today's educational landscape. A deep understanding of technology enables them to create more interactive and dynamic learning environments, making them relevant educators ready to meet the profession's demands.

Similar research by Ginting et al. (2023) confirms that teachers with strong digital skills can perform their duties more efficiently and effectively, leading to improved learning quality and enhanced student participation and motivation [28]. These skills empower teachers to use technology appropriately in delivering teaching materials, facilitating more interactive learning, and responding adeptly to the challenges of education in the digital era. Consequently, teachers skilled in digital technology not only fulfill their roles more optimally but also become more adaptive and responsive to changing educational needs, ultimately positively impacting student development and achieving overall educational goals.

From the findings of this study and previous research, it is evident that digital skills have a positive and significant effect on improving the professional competence of prospective teachers.

The Effect of Campus Teaching Programs on Prospective Teachers' Profes-sional Competence

The results of this study indicate that the Campus Teaching Program significantly affects improving the professional Y = 13,034 + 0,245X3, illustrating that as the Campus Teaching Program increases, the professional competence of prospective teachers also increases, and vice versa. Hypothesis testing confirms a positive and significant effect between the Campus Teaching Program and the enhancement of professional competence, with a t-value of 2.195 (> t_{table} 1.993) and a significance value of 0.031 (<0.05). The implications of these findings demonstrate that the stronger the experience gained from the Campus Teaching Program, the greater the increase in the professional competence of prospective teachers.

This aligns with research conducted by Wahyuningsih [2022], which explains that the Campus Teaching Program contributes to the development of students' professional competence by enhancing their understanding of educational dynamics within society (Wahyuningsih, 2022). Through the social interactions that occur during the program, students also develop essential personality and social competencies, which are crucial for effective teaching.

Furthermore, research by Kirana et al. (2024) emphasizes that the Campus Teaching Program plays a pivotal role in enhancing the professional competence of prospective teachers by improving their mastery of subject matter,

communication skills, and effective delivery techniques [30]. By engaging directly in educational settings, prospective teachers learn to understand lesson content in depth, foster positive interactions with students, and apply innovative teaching methods. Overall, this program equips prospective teachers with holistic competencies, preparing them to meet future educational challenges and ultimately enhancing the overall quality of education.

The Effect of Interest, Digital Skills, and Campus Teaching Programs on Prospective Teachers' Professional Competence

The results of the F-test analysis indicate a positive and significant influence between the digital skills variable and the professional competence of prospective teachers. This is evidenced by the calculated F value of 39.034, which exceeds the F_{table} value of 2.73, accompanied by a significance value (Sig.) of 0.000, which is less than 0.05. Thus, it can be concluded that the independent variables exert a simultaneous effect on the dependent variable. This means that interest, digital skills, and the Campus Teaching Program collectively influence the enhancement of professional competence among prospective teachers.

The analysis employs a determination coefficient/R Square of 0.600, indicating that interest, digital skills, and the Campus Teaching Program account for 60% of the variance in professional competence. The remaining 40% is attributed to other variables not included in this study. The 60% determination coefficient reflects the contributions of these three independent variables interest, digital skills, and the Campus Teaching Program in fostering the professional competence of prospective teachers. The findings suggest that as students' interest in becoming teachers and their digital skills increase, so too does their professional competence, particularly among students from the Faculty of Teacher Training and Education at UMS. Additionally, experiences gained outside of formal lectures, particularly through the Campus Teaching Program, further enhance the professional competence of students as they prepare for their roles as educators.

Conclusions

This study shows that interest, digital skills, and participation in the Teaching Campus Program significantly influence the professional competence of prospective teachers. The focus is on factors that encourage prospective teachers to develop higher professional competence, given the increasingly complex demands in today's educational landscape. Based on the analysis results, it is evident that prospective teachers with a strong interest in the profession, solid digital skills, and field experience through the Teaching Campus Program tend to exhibit better professional competence. Thus, this study emphasizes the importance of fostering interest, enhancing digital skills, and offering practical experience for prospective teachers, which collectively strengthen their readiness to become professional educators who are adaptive to technological advancements and educational dynamics.

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