



A Survey of PJKR UIBU Students' Interest in Pursuing a Teaching Career After Participating in “Kampus Mengajar Program”

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ABSTRACT

This study aimed to examine the career interests of PJKR students at Universitas Insan Budi Utomo after they participated in the Kampus Mengajar program. Using a descriptive quantitative approach, data were collected from 30 respondents through a 9-item questionnaire that covered affective, cognitive, and conative dimensions. The data analysis revealed that 57% of students had a high interest level, 33% had a very high interest level, and 10% had a moderate interest level. Additionally, item-level analysis revealed strong emotional engagement: 96.6% felt proud helping students, and 93.4% enjoyed teaching. Cognitively, 90% understood teacher responsibilities, and 86.7% felt confident in PJOK teaching methods. Conative responses were slightly lower; 83.3% intended to join PPG, and 86.6% planned to apply as PJOK teachers. While affective and cognitive dimensions were highly positive, a slight dip in commitment-related items suggests varying levels of certainty in long-term career plans. These findings highlight the positive impact of experiential learning in fostering teaching interest, especially in physical education.

Keywords: Career Interest, Kampus Mengajar, Experiential Learning, Physical Education

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INTRODUCTION

Education in Indonesia continues to face persistent challenges in ensuring equitable access to quality education, particularly concerning the uneven distribution of qualified teachers. According to the Ministry of Education, skilled educators are predominantly concentrated in urban centers, while rural, remote, and underdeveloped areas, commonly known as 3T regions (tertinggal, terdepan, dan terluar), consistently experience shortages of permanent and professional teaching staff (Holqi et al, 2024). This imbalance in teacher distribution has been widely acknowledged as one of the contributing factors to educational disparities between regions.

To address this issue, the Ministry of Education, Culture, Research, and Technology launched the Merdeka Belajar–Kampus Merdeka (MBKM) policy framework, with one of its flagship initiatives being the Kampus Mengajar (Teaching Campus) program. This program offers university students the opportunity to engage directly in teaching at primary and secondary schools, particularly in under-resourced areas. For Physical Education, Health, and Recreation (PJKR) students, Kampus Mengajar offers a valuable platform to apply their specialized skill sets, including physical endurance, classroom management in dynamic environments, and the ability to deliver active, sport-oriented learning experiences. This alignment allows PJKR students not only to contribute meaningfully to the learning process but also to develop competencies directly relevant to their future roles as physical education teachers (Kolb, 2014).

The Physical Education, Health, and Recreation (PJKR) study program has specific characteristics in preparing future teachers. In addition to pedagogical skills, PJKR students are required to possess physical endurance and competencies in sports education. However, studies have shown that students' interest in pursuing a career as physical education teachers remains low, often due to perceptions of limited career prospects and insufficient professional incentives (Hunter-Johnson, 2015).

Further examination reveals that PJKR graduates tend to perceive the teaching profession as less prestigious compared to alternative careers in sports, such as coaching, fitness training, or sports event management, which are often viewed as more dynamic and financially rewarding (Goh & Scrabis-Fletcher, 2020); (Phillips et al., 2021). Additionally, many students feel that the standardized and bureaucratic nature of formal school environments does not align with their expectations of an active, field-based profession. There is also evidence that some PJKR students lack exposure to role models in the teaching profession, which may further diminish their interest in pursuing this career path (Zhou, 2024).

Data from the Directorate General of Teachers and Education Personnel (GTK 2022) further indicates that only 18% of PJKR graduates register for the Teacher Professional Education (PPG) program, reflecting a critically low inclination toward the teaching profession among these students. This highlights

the urgency to explore whether experiential programs like Kampus Mengajar can shift their career perspectives and increase their interest in becoming physical education teachers.

Previous research highlights that self-efficacy, environmental support, and practical teaching experiences significantly influence students' career interests (Wahjudi, 2021; Brew & Ngman-Wara, 2018). The theory of experiential learning (Kolb, 2014), further supported by Gummelt et al. (2025) and Wright et al. (2014), emphasizes that direct, concrete learning experiences play a crucial role in shaping students' attitudes, values, and career preferences in a meaningful way. Based on this framework, it is essential to examine how the Kampus Mengajar program influences the career interests of PJKR students in choosing teaching as their professional path.

This study aims to analyze the career interests of PJKR students at Universitas Insan Budi Utomo in becoming teachers after participating in the Kampus Mengajar program. The program offers direct, hands-on teaching experiences that are particularly relevant to PJKR students, as it allows them to apply their physical endurance, manage active classroom settings, and deliver sport-based learning sessions in real educational environments. These opportunities are essential in shaping the teaching competencies that PJKR students require, especially in physical education contexts where dynamic interaction and practical engagement are key. The research employs a quantitative approach, utilizing survey methods, with 30 respondents who have completed the program.

METHOD

This research employed a quantitative approach, utilizing a survey method, which is suitable for measuring and analyzing students' tendencies toward specific career interests based on their direct learning experiences. The quantitative design enables the researcher to collect numerical data that can be statistically tested, providing objective and measurable results (Sugiono, 2019). The design of this study was descriptive-quantitative, aiming to describe the career interest level of students in the Physical Education, Health, and Recreation (PJKR) Study Program at Universitas Insan Budi Utomo after they participated in the Kampus Mengajar program. The study was conducted over seven days, from May

10 to May 17, 2025. The data were collected using a closed-ended questionnaire based on a four-point Likert scale as the instrument, constructed according to three core dimensions of career interest: affective, cognitive, and conative (Adi Wijayanto et al).

The population of this study consisted of PJKR students who had participated in at least one phase of the *Kampus Mengajar* program. A purposive sampling technique was employed to select 30 respondents, using the following inclusion criteria: (1) Active enrollment in the PJKR program, and (2) Completion of at least one phase of the *Kampus Mengajar* program. This sampling method was selected due to time constraints and the specific characteristics required from the study population. A sample size of 30 is considered sufficient to support descriptive and inferential statistical analyses in small-scale educational research (Asrulla, Jailani, and Jeka 2023).

The data in this study were collected using a closed-ended questionnaire designed to measure students' career interest based on three core dimensions: affective, cognitive, and conative, adapted from a previous study with a similar aim in a different field (Adi Wijayanto et al). The questionnaire consisted of 9 items, each rated on a 4-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The decision to use a 4-point scale was made to eliminate the possibility of neutral responses, thus encouraging participants to take a more definite stance regarding their career interests. This approach is applied in attitude and intention studies to improve response discrimination and clarity. The three dimensions items are elaborated as follows: a) The affective dimension assessed students' emotional engagement with the teaching profession (e.g., "I enjoy teaching students in a classroom setting"), b) The cognitive dimension measured understanding and perceptions of the teaching profession (e.g., "I understand the responsibilities and challenges of being a physical education teacher"), c) The conative dimension evaluated students' behavioral intentions and motivation to pursue a teaching career (e.g., "I intend to enroll in the Teacher Professional Program (PPG)").

The instrument underwent expert judgment for content validation by one professional in the field of Physical Education, Health, and Recreation. The expert

assessed the clarity of item wording, relevance to the measured constructs, and appropriateness of the Likert scale formulation in the Google Form format. Minor revisions were made based on feedback, particularly regarding word choice and item phrasing, to better align with the intended constructs. The collected data were then analyzed using SPSS version 25. Descriptive statistical techniques were employed to examine students' levels of career interest in teaching after they participated in the Kampus Mengajar program. This analysis involved calculating the mean, standard deviation, and frequency distribution of the total scores. Each student's total score, based on their responses to the 9-item questionnaire using a 4-point Likert scale, ranged from a minimum of 9 to a maximum of 36. To interpret the results, the total scores were categorized into five classification levels: Very Low (9–14), Low (15–20), Moderate (21–26), High (27–31), and Very High (32–36) (see Table 1). These classifications allowed for a clearer understanding of the distribution of respondents' career interest levels. The categorized frequencies and percentages were used to identify trends and provide a descriptive overview of students' career intentions.

Table 1. Career Interest Score Categories

Score Range	Category
9–14	Very Low
15–20	Low
21–26	Moderate
27–31	High
32–36	Very High

RESULTS AND DISCUSSION

This study involved 30 students from the Physical Education, Health, and Recreation (PJKR) Study Program at Universitas Insan Budi Utomo Malang, who had participated in the Kampus Mengajar program during the 2022–2024 cohorts. Each participant completed a 9-item questionnaire measuring career interest across three dimensions: affective, cognitive, and conative, using a 4-point Likert scale. The questionnaire was distributed via Google Forms. The data collection process ran smoothly, with only a few participants needing reminders to submit their responses. After all responses were gathered, the data were analyzed using SPSS version 25.

The descriptive analysis revealed that the average total score for students' career interests was 82.8, with a standard deviation of 4.9. These values indicated that, overall, students showed a relatively high level of interest in pursuing a career in teaching. To interpret the results, total scores were grouped into five levels of career interest: very low, low, moderate, high, and very high. Based on this classification, no respondents were found in the low or very low categories. Three students (10%) were categorized as having moderate interest, while the majority of respondents fell into the higher categories: 17 students (57%) in the high category, and 10 students (33%) in the very high category.

The fact that there were no students categorized as having low or very low career interest could be affected by several factors. One possible reason is self-selection, where students who applied to or completed the Kampus Mengajar program are likely those who already had a moderate to high level of interest in education-related roles. Additionally, the nature of the program itself, which requires commitment and engagement in real teaching experiences, may have discouraged students with little interest in teaching from participating in the first place. This suggests that the participants were not a random group but rather a motivated subset of students, which likely contributed to the absence of lower-interest responses. In addition to the descriptive and quantitative item-level analysis, a deeper understanding of students' responses was also gained.

In the affective dimension, 19 out of 30 respondents (63.3%) strongly agreed and 10 (33.3%) agreed that they felt proud helping students understand physical education, showing a highly positive emotional engagement. Similarly, 17 respondents (56.7%) strongly agreed and 11 (36.7%) agreed that they enjoyed the teaching experience during the Kampus Mengajar program.

In the cognitive dimension, 14 respondents (46.7%) strongly agreed and 13 (43.3%) agreed that they understood the responsibilities of a physical education teacher. A slightly more varied response was observed in the statement about understanding PJOK teaching methods, where 11 (36.7%) strongly agreed, 15 (50%) agreed, and four students (13.3%) expressed disagreement.

As for the conative dimension, which reflects students' intentions, the statement "I intend to enroll in the Teacher Professional Program (PPG)" received strong agreement from 10 students (33.3%) and agreement from 15 students (50%). However, five students (16.7%) disagreed. Similarly, the intent to apply as a PJOK teacher was strongly agreed to by 10 students (33.3%) and agreed to by 16 students (53.3%). This indicates that while emotional and cognitive aspects were overwhelmingly positive, there is still a slight drop in commitment-related items, suggesting some students remain uncertain about long-term career steps. The elaboration is illustrated in Figure 1.

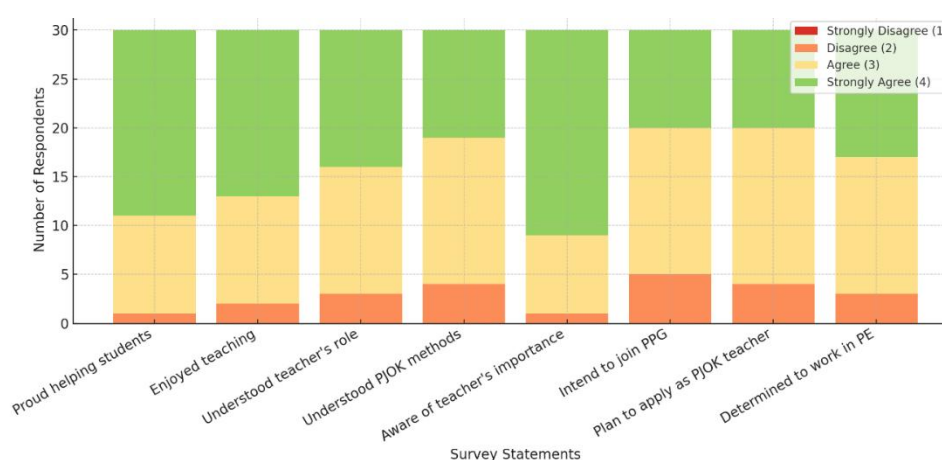


Figure 1. Student Responses per Statement (Career Interest Dimensions)

The results of this study strongly align with Kolb's Experiential Learning Theory (2014), which emphasizes the role of authentic, hands-on learning in fostering more profound understanding and motivation. Through the Kampus Mengajar program, students were exposed to concrete teaching experiences that allowed them to engage emotionally, reflect critically, and envision future professional action. These elements closely correspond to the three dimensions of career interest, namely, affective, cognitive, and conative, which this study explored in detail.

In the affective dimension, students expressed enjoyment and emotional fulfilment from their direct interactions with school children, lesson delivery, and classroom engagement. Items such as "I enjoy teaching students in a classroom setting" received consistently high agreement, suggesting that the emotional rewards of teaching became real and personal through this field-based program. This aligns with the "concrete experience" stage in Kolb's model, where learners

form strong emotional associations with meaningful tasks and activities. The sense of being useful and valued by pupils and teachers during their placement contributed to an increase in intrinsic motivation.

The cognitive dimension was also significantly enriched. Students reported a stronger understanding of what it means to be a teacher, not only in terms of content delivery but also in classroom management, student diversity, and school bureaucracy. The item "I understand the responsibilities and challenges of being a physical education teacher" received high scores, indicating that the experience enabled students to transition from abstract assumptions about teaching to more structured and practical knowledge. These developments correspond with Kolb's reflective observation and abstract conceptualization stages, where students learn by critically processing their experiences and integrating them into their mental frameworks.

The conative dimension, reflecting students' intention and determination to pursue a teaching career, also showed strong outcomes. Many students agreed with statements such as "I intend to enroll in the Teacher Professional Program (PPG)" and "I am motivated to become a PJOK teacher." These responses suggest that the experience was not only informative but also transformative, prompting students to seriously consider and even plan concrete steps toward entering the teaching profession. This dimension aligns with Kolb's active experimentation stage, where learners apply what they have learned to their future goals. These results contrast with earlier research that reported low levels of interest in physical education teaching careers, often citing poor professional recognition and unclear career pathways. The findings of this study suggest that structured experiential programs, such as Kampus Mengajar, can act as a countermeasure to these negative trends. By providing students with supportive and meaningful teaching experiences, such programs can shift perceptions, build professional identity, and encourage more students to pursue education as a career.

Moreover, these findings have important implications for policymakers and institutions. While experiential programs like Kampus Mengajar have shown effectiveness, broader support is needed to sustain their impact. Institutions could consider providing institutional incentives, such as early career mentorship,

scholarships for PPG enrollment, or guaranteed teaching internships for program completers. For governments or education ministries, offering financial or career-based incentives to graduates willing to teach in underserved or rural areas—such as housing support, loan forgiveness, or additional certification—could help address regional disparities in teacher distribution. Curriculum designers in teacher education programs might also consider embedding micro-teaching or school-based assignments earlier in the academic timeline to support affective and conative engagement from the start.

All in all, this study highlighted the value of experiential learning programs, namely Kampus Mengajar, in fostering not only students' professional skills but also their motivation and interest in the teaching profession. These results align with aforementioned research that emphasized how real teaching experiences can promote confidence, reflection, and career commitment among pre-service teachers (Yardley et al., 2012; Gummelt et al., 2025). The high levels of career interest found in this study suggest that the Kampus Mengajar program plays a significant role in shaping the professional aspirations of students, especially in the field of physical education.

CONCLUSIONS

Based on the results of the data analysis and discussion, it was found that the career interest level among PJKR students participating in the Kampus Mengajar program is predominantly classified as high to very high, with 60% in the high category (18 students) and 30% in the very high category (9 students). Only 10% (3 students) were in the moderate category, and none fell into the low or very low categories.

These findings suggest that the experiential exposure provided by the Kampus Mengajar program has a positive influence on students' emotional engagement, comprehension of the teaching profession, and their intention to pursue a teaching career, especially in physical education. Such experiences significantly enhance the attractiveness of the teaching profession among pre-service teachers. Therefore, it is recommended that similar experiential learning interventions continue to be implemented and expanded, particularly in

underserved and 3T (frontier, outermost, and disadvantaged) regions, to cultivate more motivated and competent future PJOK educators.

Future research should explore the long-term impact of such programs. For instance, longitudinal studies can track whether initial interest translates into actual career decisions over time. Additionally, qualitative research could be conducted to gain a deeper understanding of students' personal experiences, challenges, and transformative moments during their participation in the program, providing valuable insights into how such interventions shape their professional identity and commitment.

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