

## Students' motivation on *Kampus Mengajar* program at English department

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### Abstract

*This research aims to determine the motivation of English education students to become teachers after participating in the Kampus Mengajar program. This research is narrative inquiry research. In this research, researchers conducted interviews with 3 active students at Universitas PGRI Sumatera Barat majoring in English education who had attended Kampus Mengajar. To determine the sampling, the researchers used purposive sampling. Outcome of this research show that of the 3 students who have attended the Kampus Mengajar, there is 1 person who has no desire to become a teacher, and does not have a passion as a teacher, but after participating in Kampus Mengajar program this student is actually motivated to become a teacher. While the other 2 students already have a passion as a teacher and indeed aspire to be a teacher, after participating in Kampus Mengajar they are even more motivated to become teachers. It can be interpreted that motivation is not only present from the internal self but motivation can arise due to external encouragement.*

**Keywords:** *Students' motivation: Kampus Mengajar program;*

### INTRODUCTION

The program of *Kampus Mengajar* is a program that involves students from each campus with various educational backgrounds to support teaching and learning activities in schools, specifically at primary and secondary school levels (Kemdikbud RI, 2020). This program provides opportunity for students to learn and develop outside the lecture class for one semester. *Kampus Mengajar* program is very helpful in advancing education in Indonesia because the presence of student impact and change in teaching methods (Dwi Etika et al., 2021). Programs that are created by the government is expected to benefit both student and school. It is hoped that the Independent Campus can answer the challenges of Higher Education to produce graduates who are in line with the developments of the times, advances in science and technology, demands of the business world and the industrial world, as well as the dynamics of society.

The program of *Kampus Mengajar* is a program that provides space for students to be able to learn not only on campus but are given the opportunity outside campus, namely at school, by becoming teacher partners in the learning process. at the elementary and junior high school education levels (Anwar, 2021). By being involved in

the education world, students can experience the role of a teacher who can motivate education students to become educators or teachers. Motivation is an impulse that influences a person's actions towards a series of behavioral processes taking into account direction, intensity, and persistence in achieving goals. Motivation is arousing, directing, maintaining, consistent with goals (Harahap & Tirtayasa, 2020).

According to Nasrullah et al., (2018), a person's interest in being a teacher is influenced by two internal and external factors. The theory conveyed by Ryan & Deci (2000), also reveals something similar that motivation is split into two, namely intrinsic motivation and extrinsic motivation. Motivation can take the form of psychological symptoms that consciously encourage individuals to act to achieve certain goals or gain satisfaction with their actions (Prihartanta, 2015). It can be summarized that Motivation to become a teacher is a person's interest or inclination based on feelings of liking or enjoying the teacher profession and having a desire to become a teacher which is shown through efforts that can direct a person to achieve the teaching profession.

This research is motivated by findings that researchers obtained on the ground that not all *Kampus Mengajar* students have the motivation to teach even though they come from the education study program. As well as the fact that this program was implemented at the beginning of 2021, there is still little empirical research conducted to the analysis the motivation of English student department who has followed *Kampus Mengajar* program to become a teacher. This research uses the theory by Ryan & Deci (2000), to look at student motivation, both intrinsic motivation and extrinsic motivation which makes students interested in becoming teachers. It is expected that the results of this study will provide knowledge to students who have attended *Kampus Mengajar* or who will take part in *Kampus Mengajar* activities that these activities can provide motivation or encouragement to direct the goal of becoming a teacher. So for students who are majoring in education, *Kampus Mengajar* activities can be a place to hone their skills as teachers.

## METHOD

The research used qualitative research with the narrative inquiry method. Qualitative research is a process that analyzes words to group them into larger understanding meanings, such as codes, categories, or themes (Creswell, 2012). According to Barkhuizen (2022), The branch of qualitative research that is primarily concerned with the stories people tell about their life experiences is referred to as narrative inquiry. The sampling technique that researchers used in this research is purposive sampling. Researchers intentionally select individuals and locations to study or understand a central phenomena. (Creswell, 2012). There were 3 participants in this research. These participants are those who have participated in the *Kampus Mengajar* program.

To collect the data, the researchers retrieved interviews with students who had participated. Interview is a purposeful interaction, usually between two people, focused

on one person trying to get information from another person Creswell (2012). Interviews were conducted information or data accurately, objectively and can be used as complementary information for the interviewer. The type of interview that the researchers used is semi-structured interviews. Semi-structured interviews involve a series of open-ended questions based on the topic areas that researchers want to discuss. After data collection, the researchers analyzed the research data obtained through interviews with thematic analysis.

## RESULTS AND DISCUSSION

This study aimed to determine the motivation of English education students to become teachers after participated in the *Kampus Mengajar* program. The findings of this study have been described based on the interpretation of the recorded interviews of the participants.

### Results

#### *Intrinsic Motivation*

Intrinsic motivation is motivation that comes from within a person to achieve something for self-satisfaction and without being influenced by external rewards. in line with the opinion of Legault (2016), Intrinsic motivation refers to engagement in behavior that is inherently satisfying or enjoyable.

Table 1. Themes and sub-themes of intrinsic motivation

Themes	Sub Themes
Intrinsic Motivation to become a Teacher	Satisfaction
	Individual's Enjoyment of Something
	Personal Interest

#### 1. *Satisfaction*

Satisfaction refers to the pleasure derived from fulfilling internal needs and expectations. According to Vansteenkiste et al. (2006), intrinsic motivation aims at satisfaction, which contributes to psychological well-being and positive adjustment.

Question: Did you feel satisfied while teaching during the *Kampus Mengajar* program?

Responses: The statement from P1 stated that a sense of satisfaction emerged when students understood what was being taught and were enthusiastic about the program provided by the *Kampus mengajar* students. In line with the statement from P3 who stated that self-satisfaction can be felt when what is taught to students can be understood by students. In contrast to statements P1 and P3, P2 expressed satisfaction when what was taught was well received by students.

#### 2. *Individual Enjoyment of Teaching*

Enjoyment is linked to finding pleasure and value in activities. According to Ryan & Deci (2000), intrinsic motivation involves do something because it is inherently fun.

Question: Does the teaching profession feel like your passion, making you enjoy teaching in *Kampus Mengajar*?

Responses: The statement from P<sub>1</sub>, stated that he has a passion as a teacher so that he feels comfortable when teaching. In line with the statement from P<sub>3</sub> who stated that he was also comfortable when teaching when participating in *Kampus Mengajar* activities because he did have a passion as a teacher. In contrast to the statements from P<sub>1</sub> and P<sub>3</sub>, P<sub>2</sub> stated that she did not have a passion for teaching. P<sub>1</sub> and P<sub>3</sub> felt that their passion for teaching contributed to their enjoyment, while P<sub>2</sub>, despite not initially having a passion, found enjoyment and comfort in teaching through the *Kampus Mengajar* experience.

### 3. *Personal Interest*

Personal interest involves a preference or attraction to a specific activity. Nani & Melati (2020) suggest that interest in a profession can be influenced by various factors.

Question: After attending *Kampus Mengajar*, do you have ambitions of becoming a teacher?

Responses: The statement from P<sub>1</sub>, stated that he has a personal interest in becoming a teacher, in line with the statement from P<sub>3</sub> who stated that he became more personally interested in becoming a teacher after participating in the campus teaching program. In contrast to P<sub>1</sub> and P<sub>3</sub>, P<sub>2</sub> who previously did not have a passion as a teacher and did not have aspirations as a teacher, but after participating in *Kampus Mengajar* program they became personally interested to be a teacher. P<sub>1</sub> and P<sub>3</sub> had a pre-existing interest in teaching, which was strengthened by *Kampus Mengajar*. P<sub>2</sub>, initially indifferent, developed an interest in teaching due to the program. In summary, the *Kampus Mengajar* program influenced all participants' motivation to become teachers, either by reinforcing existing interests or sparking new ones.

### *Extrinsic Motivation*

Extrinsic motivation is motivation that arises because of the desire to get rewards or prizes. these rewards or prizes can be in the form of praise, awards, money, or certain goods. In addition, doing an activity with the intention of avoiding punishment is also included in intrinsic motivation. According to Legault (2016), Extrinsic motivation refers to behavioral performance that is fundamentally dependent on achieving results that can be separated from the action itself.

Table 2. Themes and sub-themes of extrinsic motivation

Themes	Sub Themes
Extrinsic Motivation to become a teacher	Getting good grades
	Gain recognition from others
	Get rewards

#### 1. *Getting Good Grades*

Grades reflect progress and achievement. Those motivated to realize their goals strive for high grades as they facilitate their path forward. According to Arshad et al. (2019), extrinsic goals drive individuals to perform tasks for external rewards.

Question: Do you aim for high grades during the *Kampus Mengajar* program to achieve your goal of becoming a teacher?

Responses: The statements of P<sub>1</sub>, P<sub>2</sub> and P<sub>3</sub> stated that they try to do their best to achieve good results. P<sub>1</sub>'s statement that filling in daily, weekly and monthly reports on time is her way of getting high grades. In line with statement P<sub>2</sub> which also stated giving the best, and P<sub>3</sub> also stated that he did his best for good results. All participants emphasize their efforts to achieve good grades, with P<sub>1</sub> and P<sub>2</sub> focusing on doing their best, while P<sub>3</sub> highlights the importance of results for self-satisfaction and achieving their goals.

## **2. Gaining Recognition from Others**

Recognition boosts enthusiasm and self-confidence. According to Adhyaksa et al. (2024), recognition involves appreciating a person's abilities, which helps them feel valued. Academic degrees often bring recognition and respect.

Question: After participating in *Kampus Mengajar*, do you want to become a teacher because it is a respected profession?

Responses: The statements of P<sub>1</sub>, P<sub>2</sub>, and P<sub>3</sub> stated that they both stated that the teaching profession does have a good image in society, as the teacher that must be respected and appreciated. Participants view teaching as a respected profession and express a desire for recognition and respect associated with being a teacher.

## **3. Getting Rewards**

Rewards serve as motivation and appreciation for performance. According to Manulang M. (1996), rewards can include bonuses, recognition, or certificates, and are linked to performance.

Question: After participating in *Kampus Mengajar*, does the potential salary of teachers influence your desire to become one?

Responses: Statements from P<sub>1</sub> and P<sub>2</sub> both did not know the nominal salary of teachers. According to P<sub>1</sub>, the teaching profession has a pension so that it will guarantee life in old age and she decided to become a teacher because of this. Meanwhile for P<sub>2</sub> she heard that the teaching profession has a decent salary so that it makes her interested in becoming a teacher. P<sub>3</sub> has known how much a teacher's salary is after participating in teaching campus activities. P<sub>3</sub> knows the teacher's salary because of conversations with teachers at school, knowing that the teacher's salary has a monthly salary and also a certification salary, P<sub>3</sub> has become more interested in becoming a teacher because of this salary.

The findings in the study are that *Kampus Mengajar* program, have an influence on students' interest in becoming teachers. where of the 3 students who became participants there was 1 participant who did not have the motivation to become a teacher. but after participating in *Kampus Mengajar* program the participant became motivated for becoming a teacher. Participants have an interest in becoming a teacher because they get teaching experience in *Kampus Mengajar* program. it can be concluded that motivation does not only arise from a person's intrinsic, but motivation can arise because of external or extrinsic encouragement. this emphasizes that it is important to have intrinsic and extrinsic motivation to achieve the goal of becoming a teacher or whatever. Through motivation a person will direct their desire to achieve what they

want. If someone does not have the motivation or drive to achieve something then they will have no reason to do so. Hence the need for motivation. Researchers recommend that educational institutions continue to develop various programs that can support student skills to direct students to determine their desires and find their identity. One of the activities is *Kampus Mengajar* with this activity students are given the opportunity to plunge into the world of education and experience being a teacher, so that it can further motivate and provide an overview to students regarding the teacher profession.

### **Discussion**

This study aims to find out the motivation of English education students to become teachers after participating in the *Kampus Mengajar* program. It is found that after participating in these activities' students had the motivation to become a teacher. While internal factors include emotions, perceptions, motivation, knowledge and talents as well as experiences from activities carried out. This is in line with the opinion of Amalia & Pramusinto, (2020) that a person does not have an interest from birth, but interest will grow and develop after a person learns many things in his life. In providing motivation, it can be done by people around or commonly referred to as extrinsic motivation. According to (Ena & Djami, 2021) extrinsic motivation It is so named because the main reason individuals carry out activities is to achieve goals that are outside the learning activity itself, or these goals are not involved in learning activities. Therefore, it can be interpreted that providing extrinsic motivation is beneficial for others to be motivated to obtain or achieve something they want. So it is concluded that not only intrinsic motivation can motivate someone to achieve their goals, but extrinsic motivation can also affect someone's goal to achieve their goals.

### **CONCLUSION**

During *Kampus Mengajar* program, students gain various experiences that they have never had before. There are several processes that participants must go through before participating in this program. In addition, the *Kampus Mengajar* program succeeded in instilling empathy and social sensitivity in students. Students become happy to mingle with teachers and students at school. By participating in this program, have many of influence on students, especially related to student motivation. So it can be concluded that, the entire experience of participants during this program provides many positive benefits, the *Kampus Mengajar* program provides opportunities for them to improve their knowledge, skills, and provide them with various experiences in the world of teaching. Students who take part in this *Kampus Mengajar* program have the motivation to become teachers. After participating in *Kampus Mengajar* program, students who do not have intrinsic motivation to become teachers become motivated because of extrinsic motivation.

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