

## **University Students' Perception of “Asistensi Mengajar” Program on Teaching Career**

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### **Abstract**

*The Asistensi Mengajar (AM) or Teaching Assistance designed to provide students with hands-on teaching experience in schools. Thus, it is preparing university students for future teaching careers. This research aims to assess the interest and readiness of students who participated in the AM program to become teachers after one semester of teaching experience. This research uses a survey research design with a quantitative approach and uses descriptive statistics for data analysis. The research population includes undergraduate English Language Education students of one of the state universities in Malang who have already joined AM during the 2022–2023 even semester, 2023–2024 odd semester, and 2023-2024 even semester; 46 students have participated in and finished the AM program and become the research sample. The result shows that students who participate in the AM program have an interest (32 respondents in the moderate category) and readiness (28 respondents in the high category) in becoming English teachers after graduating from university. The teaching profession remains a popular choice among undergraduate students, particularly in the English Language Education program. In conclusion, the AM program positively influences students' interest and readiness to pursue a teaching career post-graduation. Therefore, it is recommended that the university continue the AM program due to its beneficial impact on fostering students' interest and readiness to become teachers.*

**Keywords:** *Asistensi Mengajar program, interest, teaching assistance, readiness*

### **Introduction**

A teacher must be competent and professional in carrying out the obligations to teach and dedicate to the world of education by following the times to provide learning media that attract students. Therefore, a new forum called Freedom of Learning Independent Campus (*Merdeka Belajar Kampus Merdeka*) is a solution from the government to prepare students to face social, cultural, and world-of-work changes and increasingly sophisticated technological advances. The government prepares learning activity programs

so that students can prepare for what is needed in the world of work later after graduating from college. Broadly, there are eight forms of learning activities (*Bentuk Kegiatan Pembelajaran*) provided by the Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*) in the MBKM program. Based on Permendikbud No. 3 of 2020 Article 15 Paragraph 1, one of the MBKM programs is the Teaching Assistant in Education Unit or *Asistensi Mengajar di Satuan Pendidikan* (Dikti, 2020). Teaching Assistant (*Asistensi Mengajar*), or AM, is a program carried out by students in educational units such as elementary, secondary, and high schools, with a predetermined number of students per school. One semester (around 16 weeks) of the AM program period is divided into four stages of implementation, namely: 1) creation planning of activity; 2) implementations of planning activity; 3) dissemination of activity results; and 4) report writing (Lembaga Pengembangan Pendidikan dan Pembelajaran Universitas Negeri Malang, 2021). Students who take part in AM not only teach in the classroom but also carry out activities such as academic activities, technology adaptation in learning, school administration, non-academic activities, and other activities relevant to course conversion. It is not uncommon for AM students to encounter obstacles and difficulties when carrying out these activities. Several classroom management problems pre-service teachers face when teaching, which include arranging student seating, students who do not obey the rules, students who ignore the pre-service teacher in class, pre-service teachers finding it difficult to understand the character of each student, and difficulty to control the class (Qadri et al., 2022).

One of the objectives of the AM program is to accommodate and provide students with the experience to go directly into the world of education, especially teaching in schools (Sobri et al., 2021). According to Lestari and Arfiandhani (2019), in many cases, students who take teacher training programs are motivated by students' interest in becoming teachers in the future. Renninger and Hidi (2015) state that interest has a double meaning, which refers to a person's psychological state when engaging in a type of content, and interest, which refers to the tendency of cognitive and affective motivation to re-engage with the content over time. From these two meanings, it can be concluded that interest is a psychological condition and motivational message that exists within or is the result of the interaction between a person's characteristics and their environment. This research uses the second meaning: interest results from the interaction between characters and their environment. Thus, there are two factors of interest, namely intrinsic and extrinsic. Intrinsic factors are factors from within (inherent aspects) that can influence, while extrinsic factors are factors from outside (not attached) to these things directly (Bergmark et al., 2018; Sukendar et al., 2018; Tustiawati, 2017). Based on Sukendar et al. (2018), examples of extrinsic factors are the external

environment and the social environment. Besides, the intrinsic factors are emotions, perceptions, and motivations, which contain cognition, emotion, and confirmation elements. Because of that, interest is closely related to desire and the surrounding environment.

Hence, many teacher training programs are offered to students to generate future teachers. Based on that statement, this research states that interest is one thing to consider when choosing the profession people want to achieve. The interest in humans can be an encouragement to do something, for example, choosing a profession caused by an interest in becoming a teacher. This aligns with [Sukendar et al. \(2018\)](#) finding that interest is one of the most important psychological factors affecting a person's progress and success. Based on this statement, supported by the interest of prospective teachers, students in education study programs will be better prepared to become teachers by considering all the needs and obligations that must be carried out when becoming teachers.

In the 21st century, learning is student-centered, and various higher-order thinking skills are applied, such as information technology and project-based learning ([Tyan et al., 2020](#); [Yusro & Kuswandi, 2023](#)). Although students already have experience in teaching when they participate in AM programs in schools, there is still the possibility that they will be fully prepared to become practicing teachers in schools. This is evidenced by research conducted by [Rowan and Townend \(2016\)](#), who used fresh-graduated teachers as participants and found that three specific aspects of teaching that made participants feel less prepared to teach were teaching students with diverse abilities, supporting students with disabilities, and communicating with parents. One of the critical factors in a journey to becoming a successful pre-service teacher is a sense of preparedness and readiness for teaching ([Tutyandari, 2022](#)). According to [Straková \(2015\)](#), readiness for teaching is simply the feeling of being ready for the job, considering all aspects and elements contributing to that feeling during pre-service training. Readiness for teaching means the preparedness of the student's teacher for the teaching profession ([Mohamed et al., 2017](#)). A sense of preparedness is essential for pre-service teachers' professional growth to become excellent teachers ([Tustiawati, 2019](#)). Based on research conducted by [Aryani and Purwana \(2023\)](#), they stated that the research results on field experience practice (PPL) have a significant positive effect on readiness and interest in becoming a teacher in the future. Hence, the novelty of this research is to examine the interest and readiness of students who have participated in the AM program. Thus, this research is based on students' experiences in the AM program at the junior and senior high school levels. During one period of participating in AM, the undergraduate students, especially in the English Language Education (ELE) study program cohort

2019, 2020, and 2021, have learned a lot about education, especially in the school environment, and faced difficulties in carrying out previously prepared lesson plans, which can cause student interest and readiness to increase or decrease. In line with the statement of [Rosmiati et al. \(2022\)](#) that even though students have studied for six semesters in college, many still need to become teachers after graduating.

It is essential to take a teacher training program to ensure that the students have decided to take a career path as teachers ([Lestari & Arfiandhani, 2019](#)). Also, [Tustiawati \(2019\)](#) states that not all prospective teachers will continue to be practicing teachers when they graduate. Because of these statements, it is essential to conduct this research to know prospective students' commitment to making sure they still want to become teachers or not in the future after four years of study at university, especially in education programs as an English Teacher. Therefore, this research is essential to help institutions create or continue AM policies. Based on the data of the MBKM team of one state university in Malang city, especially in the Department of English, for the last three periods, Teaching Campus (*Kampus Mengajar*) participants are more than AM participants. Therefore, it is essential to conduct this research so that institutions know the perceptions of AM students about students' experience of participating in AM to prepare students' interest and readiness to become English teachers. The significance of this research is that it can be used to improve and evaluate the readiness of AM participants, which will be taught in the next period and used by future researchers who want to conduct research related to the AM program.

### **Metode Penelitian**

This research used a survey design to investigate the perceptions of ELE study program students at one of the state universities in Malang after participating in the MBKM AM program in the areas of interest and readiness to become teachers in the future. According to [Creswell \(2002\)](#), survey design presents a quantitative description of a population's trends, attitudes, and opinions or tests the relationship between variables contained in the population by studying a population sample. Therefore, the survey design is suitable for this research because this research wants to know the perceptions and level of students' interest and readiness and to answer the research questions. This aligns with ([Cohen et al., 2018](#)) statement that survey design tests a study's hypothesis or research question.

This research was conducted at one of the state universities in Malang. The population can be defined as a group of individuals that have the same characteristics ([Creswell & Creswell, 2022](#)). This research used a population

from ELE undergraduate students' program study cohorts 2019, 2020, and 2021 who have already joined the AM program. Based on data from the MBKM team, the Department of English for the periods 2022–2023 even semester, 2023–2024 odd semester, and 2023-2024 even semester, fifty-six students have participated in and finished the AM program and become the research population. This research chose all of the population because it wanted the research to be representative. A sample can be defined as a subgroup of the target population that is selected to be able to generalize the target population. The sample of this research used all the population because the population was less than 100 people. However, if the population is more than 100, the sample can be determined as much as 10-15% or 20-25% of the population (Arikunto, 2010). However, the sample who already fulfilled the questionnaire is 46 students.

In this research, the instrument used is an online questionnaire in the form of a Google Form distributed online via WhatsApp messages to participants. Questionnaires were used in this research because the questionnaire is a basic form of survey research besides interview instrument data (Creswell, 2002). There are 32 questions divided into three parts, namely, intrinsic factors, extrinsic factors, and perceptions of student readiness to become a teacher. Items in the questionnaire are adapted from four articles and journal references. Some of the items from the references were modified to suit the research need. Table 1 below is the blueprint for this research instrument.

**Table 1. Blueprint of Research Instrument**

No	Aspect		Indicators
1.	Students' Interest in Becoming a Teacher	a. Intrinsic b. Extrinsic	
2.	Students' Readiness Perception Becoming a Teacher	a. Readiness in pedagogic competence b. Readiness in personality competence c. Readiness in social competence d. Readiness in professional competence e. Overall readiness	

The instrument used in this research consists of statements using positive sentences and statements using reverse coding techniques. The reverse coding statement in this study uses negative sentences. Each statement item on this questionnaire is provided with four options, namely strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). In the positive sentence, option "SA" has a score of 4, option "A" has a score of 3, option "D" has a score of 2, and option "SD" has a score of 1. Meanwhile, the reverse sentence, in addition to using negative sentences, also has a reversed choice option, namely, option "SD" has a score of 4, option "D" has a score of 3, option "A" has a score of 2, and option "SA" has a score of 1. When using reversed items and direct items together, the responses (option) for reversed items must be recorded to get the total scale score.

The instruments in this research have previously been tested on students participating in the MBKM Kampus Mengajar period 2022/2023 even semester and the period 2023-2024 odd semester with ten students of the English Language Education study program class of 2020. The try-out was carried out after the validity test from two experts, namely two lecturers in the Department of English in one of the state universities in Malang. The purpose of the try-out is to see whether the instructions and items in the questionnaire can be understood well by respondents or need help understanding. Setyowati et al. (2024) explain that the try-out of the questionnaire was carried out to check the clarity of instructions, layout, and items and check words that could cause misunderstanding. The students who participated in the trial had almost the same background as the target population and research sample, namely MBKM participants. Although different programs, both are teaching programs that are direct to schools. Another reason is that the research population is below 100 people, the alternative solution is to use students participating in the MBKM Kampus Mengajar (Teaching Campus) program as trial respondents, not to reduce the population for the research sample.

This research did not use students who participated in the AM program in the period before the 2022–2023 academic year for the try-out because most of the students had graduated from the university and also because the period between participating in the AM program and this research was considered too long, so it is possible that it could lead to answers that are less convincing or less effective for the research questionnaire. The try-out results were then analyzed using Cronbach's alpha IBM SPSS 25 version to test the reliability of the questionnaire items. The results of the Cronbach Alpha calculation have a reliability value of 0.709, which shows consistency in this sample. From the results of the validity and reliability tests, it can be concluded that although several items on this questionnaire use reverse coding techniques, this research instrument can be used to collect the data.

The questionnaire contains closed-ended questions. A Likert type scale with four points is chosen to ask participants to indicate how much participants agree or disagree with the statements provided. According to Beglar and Nemoto (2014), the Likert scale is a psychometric scale with many categories chosen by respondents to indicate opinions, attitudes, or feelings about a particular problem. Each statement item has four options, namely: strongly agree (SA), agree (A), disagree(D), and strongly disagree (SD). Six statement items use the reverse coding technique. Hopefully, the sample can fill out the questionnaire carefully and seriously. The data would be analyzed using descriptive statistics in Excel and SPSS.

**Table 2:** Formula to Determine the Interval of Research Sample Categories

Category	Interval
Low	$X < (\text{Mean} - \text{Standard Deviation})$
Medium	$\text{Low} < X < (\text{Mean} + \text{Standard Deviation})$
High	$X > (\text{Mean} + \text{Standard Deviation})$

The formula to calculate and determine the categories of the research sample is in Table 2. For example, the highest score for each option is 4, and the lowest is 1. The maximum score ( $X_{\max}$ ) is 128 ( $32 \times 4$ ), and the lowest ( $X_{\min}$ ) is 32 ( $32 \times 1$ ). This research categorized the respondents into 3 categories: low, moderate, and high. Therefore, the range of the data is  $128 - 32 = 96$ . A typical curve consists of 6 standard deviations. So, each standard deviation of the value is  $96 : 6 = 16$ . Thus, the calculation to determine the mean is  $(32 + 128) : 2 = 80$ . To simplify descriptive analysis and interpret data in findings sections, this research combines the strongly agree and agree options to become the "agree" category and the strongly disagree and strongly disagree options to become the "disagree" category. The data would be analyzed using descriptive statistics in Excel and SPSS.

## Result and Discussion

### Interest in Becoming a Teacher

This research aims to answer the research question about what is ELE's students' interest and readiness to become teachers in the future after joining the AM program. There are three subsections to explain this research's result: intrinsic factors, extrinsic factors, and readiness.

### Intrinsic Factors

There are 7 item statements in the intrinsic factors. Seven statements consist of 3 positive and 4 reversed (negative) statements. The result of the questionnaire's item is provided below.

**Table 3.** *Result of Intrinsic Factors*

No.	Statement	Low	F	Moderate	F	High	F
1.	Teaching is my dream job, so I am interested to be an English teacher after graduating from university.	2,17%	1	86,96%	40	10,87%	5
2.	I do not enjoy teaching in the class.	4,35%	2	76,09%	35	19,57%	9
3.	I am unhappy to teach the teenager.	0,00%	0	78,26%	36	21,74%	10
4.	When I teach, there are feelings that I hope I can share the knowledge that I gained in university with my students in the class.	4,35%	2	50,00%	23	45,65%	21
5.	I like working in the education field, especially in school as a teacher.	4,35%	2	86,96%	40	8,70%	4
6.	I feel that teaching is the kind of job that did not fits my personality.	8,70%	4	89,13%	41	2,17%	1
7.	I feel that teaching is a job that does not suits my abilities.	4,35%	2	86,96%	40	8,70%	4

Based on the result of the 7 statements several items gained unexpected responses from respondents but mostly gained positive responses from respondents. Regarding the tables above, most respondents agree that teaching is the respondents' dream job, so the respondents are interested in becoming teachers after graduating from university. This is supported by the result that shows some of the respondents feel happy and enjoy when they are teaching in the class. Regarding the calculation based on the result of options provided, more than half of the respondents (31 students) disagreed that being



a teacher is a job that does not match the respondent's personality, so it can be interpreted that the respondents feel that a teacher's job matches their personality. This is in line with the results of statement number 7, which states that 33 students disagree that teaching is a job that does not match their abilities. The respondents argue that the job of being a teacher matches the respondents' abilities. This is because the AM pre-service teacher program is only assigned to teach English subjects. This differs from one of the MBKM programs, the Kampus Mengajar, which teaches all subjects in the classroom.

#### 4.1.2 Extrinsic

There are 12 statements to explore the extrinsic factors of interest. Twelve statements are divided into two types, namely 10 positive statements and two reversed (negative) statements. Below is the data that was found for extrinsic factors.

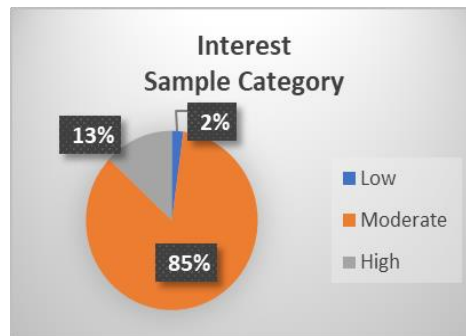
**Table 4.** Result of Extrinsic factors

No.	Statement	Low	F	Modera te	F	High	F
1.	The job of being a teacher has a salary that I want.	23,91%	11	76,09%	35	0,00%	0
2.	Working as a teacher has working hours that suit my desire.	4,35%	2	95,65%	44	0,00%	0
3.	I want to be a teacher because working as a teacher has more days off than other government-related jobs.	8,70%	4	80,43%	37	10,87%	5
4.	I am interested in being a teacher because teachers are considered to have a high social status in society.	13,04%	6	82,61%	38	4,35%	2
5.	Being a teacher can make a high social contribution as an educator.	4,35%	2	67,39%	31	28,26%	13
6	I find it difficult to find job vacancies to become an English teacher.	2,17%	1	95,65%	44	2,17%	1
7.	I want to be a teacher because it has good career prospects (the opportunity for	4,35%	2	91,30%	42	4,35%	2

	career advancement).						
8.	I want to be a teacher because it offers a good career path (a series of work experiences that can help you grow and get closer to your main goal).	2,17%	1	95,65%	44	2,17%	1
9.	My family did not supports me to be an English teacher.	2,17%	1	60,87%	28	36,96%	17
10.	I want to be a teacher because one of my family members works as a teacher too.	21,74%	10	67,39%	31	10,87%	5
11.	I want to be a teacher because I want to implement the techniques that my role model (inspirational teacher) uses when teaching.	8,70%	4	80,43%	37	10,87%	5
12.	I am interested become a teacher because the teaching environment is very low on competitive issues.	13,04%	6	84,78%	39	2,17%	1

Out of 12 statements, three statements gain negative responses. Based on the tables above, statements related to extrinsic factors gain positive responses from the respondents. Items about working hours, job vacancy, career path, support from family, and inspirational role models gained positive perceptions from respondents. Thus, a few items gain unexpected responses, such as most respondents disagreeing with the teacher's salary. Also, most respondents want to implement the techniques from their role models. The salary is given once in the AM program, but in another program, such as Kampus Mengajar, the pre-service teacher was paid every month in one semester. Half of them choose to agree that teaching has good career prospects and paths.

Based on Table 2 to determine the frequency, the paragraph that discusses interest (consist intrinsic and extrinsic) factors above can be concluded in the figure below.



**Figure 1.** Total of Interest Sample Category

Figure 1 above shows that one respondent has a low interest in intrinsic factors because the value is under 38. As many as 85% respondents or 39 respondents are moderately interested in intrinsic factors because the value is more than 38 but under 57. As many as 13% respondents or 6 respondents are highly interested in becoming a teacher after graduating from university and have a value of 57 or more. Almost all the respondents are in the moderate interest category in becoming a teacher, even though there are some factors that they still disagree with the feedback on becoming a teacher.

The respondents seem to have a pretty high interest in intrinsic factors that arise within themselves to become a teacher, such as in becoming a teacher, interest in becoming a teacher, enjoying teaching in the classroom and interacting with teenage students, sharing knowledge, and suit their personalities and abilities. This is in line with the findings from previous research that potential ability and academic qualifications can affect respondents' interest in becoming teachers as a future profession, as well as the opinion that teaching English is fun, which is the motive for respondents to have the motivation to become teachers in the future (Lestari & Arfiandhani, 2019). The ability to teach can be improved by gaining more experience, especially teaching directly in schools. This is evidenced in the interview results from the previous research of Lomi and Mbato (2021), which found that confidence arises when participating in teaching practice. Thus, interest from within will increase when the students have experience and try directly in practicing teaching training such as the AM program. The interest in becoming an English teacher after graduating from university may surface during or after participating in the AM program or similar programs.

This section also has two types of sentences: positive and reversed (negative). Indicators used are salary issues, working hours, career prospects, support from family members, and the work environment. Based on the findings obtained on extrinsic factors, out of 12 questionnaire items, four received negative perceptions from the respondents. The teacher's salary is unsuitable

for the respondents and does not match their expected salary. Moreover, the salary of honorary teachers does not suit the teachers' workload. Supported by the research results from [Apriliyani and Meilani \(2021\)](#), the system salary of honorary teachers must be improved because it is ineffective. The teacher salary or compensation system can be improved through allowances, basic salaries, and facilities that are more adequate and suitable for teachers' workload. This is also in line with the results of research from [Lomi and Mbato \(2021\)](#) that teachers must wait about 3-5 months to get their salaries and facilities with limited access to the workplace. In the AM, a fee or reward was given once at the end of the semester; it differs from the Kampus Mengajar program, which was given every month while they joined the program. This is one of the reasons why KM programs are in high demand and have become an unexpected finding in this research.

Although the teaching profession is considered to have a high social status in society, this research found that many respondents disagreed that they were interested in becoming a teacher because of social status, but rather because a teacher has a high contribution as a teacher. It is considered a high contribution because a teacher is considered to have a very high level of responsibility and pressure from society ([Lomi & Mbato, 2021](#)). Moreover, more than half of the respondents felt that the work environment for teachers was also highly competitive. This is similar to [Lomi and Mbato \(2021\)](#) who found that 45.5% of respondents thought entry into teacher education was less competitive. This means that 54.5% of the respondents thought competitive issues were high in the teacher education environment. This can be based on economic factors, and many people want to become civil servants (Pegawai Negeri Sipil) so that their lives are economically secure.

### Readiness to Become A Teacher

There are 13 statements in the readiness section. All statements in the readiness section are positive; there is no reversed statement. Table 5 below provides the result of the readiness statement item.

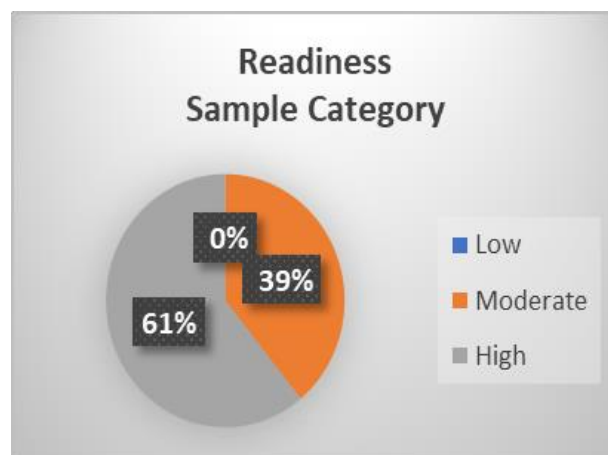
**Table 5.** *Result of Readiness Factors*

No.	Statement	Low	F	Moderate	F	High	F
1.	I feel that I can develop lesson plans for students according to grade level.	2,17%	1	93,48%	43	4,35%	2
2.	I feel that I can develop interesting learning media for students according to		0		40		6

	grade level.							
3.	I can assess and evaluate students' learning outcomes.	0,00%	0	95,65%	44	4,35%	2	
4.	I feel that I can be a facilitator for students to connect their creativity and knowledge.	0,00%	0	91,30%	42	8,70%	4	
5.	I always provide opportunities for students to communicate freely and directly about learning materials.	0,00%	0	73,91%	34	26,09%	12	
6.	I feel that I have been able to convey and master the learning materials that I will teach.	0,00%	0	89,13%	41	10,87%	5	
7.	I feel that I can be a good role model for students in class.	4,35%	2	84,78%	39	10,87%	5	
8.	I feel that I can build good relationships with students at the school that I teach.	0,00%	0	67,39%	31	32,61%	15	
9.	I feel that I can build a good relationship with the parents of the students.	4,35%	2	86,96%	40	8,70%	4	
10.	I feel that I can build a good relationship with fellow teachers at the school.	0,00%	0	84,78%	39	15,22%	7	
11.	Overall, I am ready to be a competent English teacher.	2,17%	1	84,78%	39	13,04%	6	
12.	I am ready to dedicate myself as a teacher for better education.	2,17%	1	84,78%	39	13,04%	6	
13.	Teaching internship experience helps me to become a better teacher in the future.	0,00%	0	67,39%	31	32,61%	15	

In this subsection, 13 statements consist of the following indicators: pedagogic competence, personality competence, social competence, professional competence, and overall readiness. Based on the study's results, it was found that most respondents had a high sense of readiness to become English teachers in secondary and high schools. The participants not only gained new knowledge from the experience of participating in teaching assistance, but before joining the teaching assistant, the respondents were

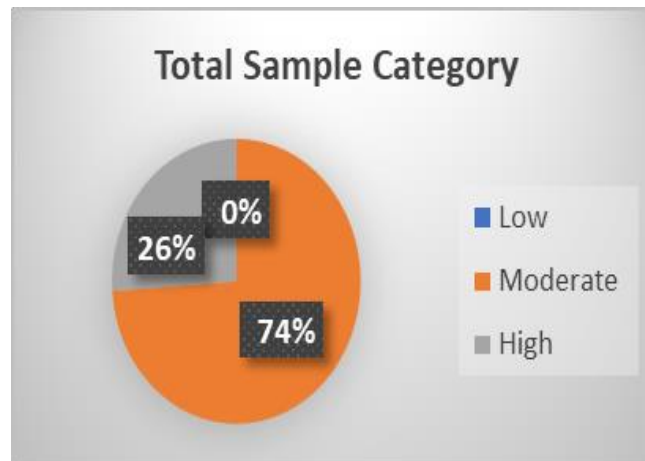
students who gained knowledge in lectures for six semesters about the teaching-learning theory and knowledge. Thus, their sense of readiness increased even more when they gained new experiences and knowledge from the AM program. The expected result is that most AM participants feel ready to dedicate themselves to becoming better English teachers. The results have proven that most of them are ready to become English teachers.



**Figure 2.** *Readiness Sample Category*

Figure 2 illustrates a positive trend. There are no respondents in the low readiness category. A substantial number, 39% respondents or 18 respondents fall in the moderate category, with a value exceeding 26 but under 39. However, the most encouraging finding is that 28 respondents are in the high readiness category, with a value of 39 or more. This indicates that the AM program helps in providing new teaching experiences and shaping a positive perspective among pre-service teachers, preparing them for their role as English educators in real schools.

The calculated total interest and readiness value shows that the questionnaire result's minimum value is 66 and the maximum value is 106. Below is the figure showing the total interest and readiness results, which are divided into three categories: low, moderate, and high.



**Figure 3.** *Category of Sample*

Based on Figure 3 above, it can be concluded that no student has low interest and readiness to become a teacher because, based on a calculation using the formula Table 2, it means that there are no students who got a value under 64. For the moderate category, 74% respondents or 34 students have good interests and readiness to become teachers in the future. The range for the moderate category is between 65 to 96. In the high category, 12 students have high interests and readiness to become teachers after joining the AM program. The value for the high category is 96 or more.

In the readiness section, all questionnaire items had highly positive responses from respondents, starting with pedagogic, personality, social, and professional competence. Almost all respondents perceived that they are ready to become teachers in the pedagogic competence aspect, such as developing lesson plans, learning media, and evaluating student learning outcomes. In addition to these things, pre-service teachers must also learn how to be facilitators for students by connecting their creativity with knowledge. Because each student has a different background, it does not guarantee that one student with another student has a different learning style. This is where the role of the teacher is crucial in creating a learning style and learning medium that suits students' needs in the classroom. This is because pedagogic competence is the ability that teachers must possess to manage and optimize student abilities in the classroom (Makorohim et al., 2022). A teacher must gradually master the use of technology to create practical and fun learning media. Therefore, the quality of human resources can be improved by the active role of a teacher as an educator. The students believe that they gained experience and knowledge after joining the AM.

A teacher is expected to have this form of professional competence. Providing freedom of communication will give the impression of sharing knowledge between teachers and students or students and students. The role

of the teacher is also crucial in mastering the learning material being taught. This will give the impression that pre-service teachers master the teaching materials and appear more ready to become teachers. Professional competence is the ability of prospective teachers to master knowledge and technology broadly while still following the rules and programs of the education unit that have been set (Makorohim et al., 2022). This is also supported by the opinion of (Shidiq et al., 2022; Yusro et al., 2023) that professionalism is related to the ability and expertise of a teacher in their field, with the hope that the knowledge conveyed by the teacher is not wrong because this knowledge will be carried to a higher level. In addition to sharing knowledge, the attitude and character of a teacher are the most critical factors in providing good examples and role models for students. In line with the opinion of Makorohim et al. (2022), personal competence is essential for a teacher because the teacher will be imitated by their students. In addition to religious values, discipline towards time and applicable rules are crucial in showing students good role models. The last competency is social competence. In addition to being a good role model, a teacher is also expected to be able to socialize well, whether with students, fellow teachers, or parents. It is proven by the findings of this research that almost all respondents agreed that they were ready to build good relationships with students, fellow teachers, or even parents. This is supported by Julita (2021) opinion that social competence is an ability a teacher must have because teachers can influence the social atmosphere at school. If social competence is good, then the school atmosphere will also improve.

## **Conclusion**

This research concludes that there are three categories in the interest and readiness section. In the interest factors, 2% of respondents were in the low category, 85% were in the moderate category, and 13% were in the high category. The result of readiness factors is almost the same: 0% of respondents were in the low category, 39% were in the moderate category, and 61% were in the high category. The final results, combined with the interest and readiness questionnaire results, show that 0% of respondents were in the low category, 74% were in the moderate category, and 26% were in the high category. In summary, the students who participate in the AM program are interested and ready to become English teachers after graduating from university. However, some statement items, such as the salary, still obtain negative results in implementing interest. The teaching profession is still high among undergraduate students, especially in the English Language Education study program.



The limitation of this research is the number of respondents below 100 people (with 3 MBKM periods). In the data collection process, the information obtained is only from online questionnaires, which do not show the most profound opinions of respondents. This is because this research only wants to know the level of interest and readiness of students who participate in the AM program to become English teachers in the future. Every research project has drawbacks, such as time constraints and several other factors. Therefore, the recommendation for future researchers is to develop this research to be even better at providing benefits and more complete information to a broader population. Maybe in the future, researchers can compare the implementation or the impact of two programs, such as *Asistensi Mengajar* and *Kampus Mengajar* or discuss about the AM participants who did not want to be a teacher after graduating from university. Also, this research expected that the university would consider continuing the program because the research results showed positive responses from respondents.

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