

The Effectiveness of the Campus Teaching Program in Improving the Competence of Prospective Geography Teachers

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Abstract

This study aims to analyze the effectiveness of the Teaching Campus Program in improving four competency aspects of prospective geography teachers, including pedagogical, professional, social, and personality competencies. The background of the study is based on the low competency of teacher education graduates which impacts the quality of education in Indonesia. The study used a descriptive quantitative approach with an ex post facto design. The study population was Geography Education students at Semarang State University who had participated in the Teaching Campus Program, with a sample of 46 students determined through stratified random sampling. Data were obtained through a Likert-scale questionnaire distributed online via Google Form. The results showed that more than 80% of respondents gave a positive assessment of all four competency aspects, thus this program is considered effective in improving the competency of prospective geography teachers. These findings indicate that direct practical experience in partner schools is a contextual learning tool that strengthens students' readiness as competent and character-based educators.

Keywords: Effectiveness, Teaching Campus, Teacher Competence, Prospective Geography Teachers

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1. Introduction

Teacher education is an important foundation in producing professional and qualified teaching staff (Astika et al., 2024). A teacher's success in educating the younger generation depends not only on their mastery of the subject matter, but also on their

pedagogical abilities, personality, and social skills. According to Minister of National Education Regulation No. 16 of 2007, there are four main competencies that a teacher must master: pedagogical, professional, social, and personality. These four competencies contribute to the success of an effective learning process and have an impact on improving the quality of education (Hoesny et al., 2020). In reality, the quality of education in Indonesia still faces significant challenges when compared to developed countries such as Korea, Denmark and Finland (Darmayanti, 2024). International studies such as PISA show low literacy and numeracy skills in Indonesian students. One reason is the suboptimal competency of teacher education graduates, both in mastery of teaching materials and in the ability to build interpersonal relationships (Rahayu & Muhtar, 2022). In addition, teacher performance in the field is often focused on fulfilling administrative demands, thus neglecting the development of their professional competence and potential (Darmayanti, 2024). International studies affirm that teacher preparedness is not solely determined by mastery of academic content, but also by the ability to address the challenges of the twenty-first century. A recent meta-analysis demonstrates that teacher education programs consistently enhance the global competencies of both pre-service and in-service teachers (Zhang et al., 2024). Furthermore, comparative analyses of teacher education practices across countries (Borhan, 2023) underscore the significance of integrating cross-context field experiences as a strategic approach to cultivating internationally adaptive professional teachers.

In the context of geography, geography learning is an interactive process between teachers and various learning components, including objectives, materials, methods, media, and evaluation, aimed at supporting students in understanding geography. Through this process, it is hoped that students will develop a caring attitude, environmental awareness, an understanding of resource utilization, and a tolerance for social and cultural diversity (Kurniawan, 2019). Therefore, teachers are required to be able to bridge academic concepts with the realities of the surrounding environment, as well as teach students spatial skills and ecological awareness. Geography learning requires a contextual, creative, and experience-based approach to make the material easier to understand (Moko & Lukum, 2025). Mastery of these four teacher competencies is crucial for bridging the understanding of geographic concepts with students' local realities. Therefore, prospective geography teachers ideally should be equipped not only with academic knowledge but also with real-world experience to develop strong analytical skills, social empathy, and spatial skills.

In response to the current challenges, the government, through the Ministry of Education, Culture, Research, and Technology, is attempting to address these challenges by launching various educational innovations, one of which is the Teaching Campus Program. Through the Teaching Campus Program, prospective teacher students have the opportunity to develop these four competencies directly in the field. This program not only provides students with the opportunity to hone their pedagogical and professional skills but also trains them in empathy, communication, and concern for the world of primary education. This aligns with research conducted by Zakiya Nasri & Totalia (2024) which showed a significant increase in soft skills such as communication, adaptability, and social awareness. Therefore, the Teaching Campus Program is highly relevant in supporting the improvement of the quality of prospective teachers, particularly in the context of strengthening competencies before they actually enter the workforce as professional.

Theoretically, the Campus Teaching Program is supported by Vygotsky's Constructivism theory, which emphasizes that quality learning is formed through social interaction and real experiences (Pardjono, 2002). This is reinforced by the experiential learning theory proposed by Kolb (1984), which states that effective learning occurs through four stages: concrete experience, reflection, conceptualization, and application. In line with Malewski, Sharma & Phillion (2012) similarly demonstrate that cross-cultural field experiences broaden prospective teachers' awareness of social diversity, thereby strengthening the social and personal dimensions within the teacher competency framework. In the context of geography education, this proves the need for a learning approach that does not only rely on classroom theory, but also emphasizes understanding the region, human-environment interactions, and spatial skills through direct experience. The research findings of Annafia et al. (2023) at Syiah Kuala University demonstrates that the Campus Teaching Program is effective in improving the competency of prospective teachers, in line with the principle of experiential learning, where direct teaching experience contributes to improving teacher competency. This effectiveness is not only reflected in pedagogical aspects but also opens up opportunities for developing more technical professional skills. Research by Purnomo, Juhadi dan Hardati (2021) confirms that technical skills, such as creating geospatial-based learning media, are an essential component of geography teachers' professional competence. These skills will develop optimally through real-world experience, as emphasized in Kolb's experiential learning theory. Although research by Annafia et al. (2023) has demonstrated the effectiveness of the Kampus Mengajar Program in improving teacher competence, and research by Purnomo, Juhadi dan Hardati (2021) highlights the importance of technical skills in supporting professional competence, neither study examined the four aspects of teacher competence in detail. Therefore, this study focuses on comprehensively analyzing these four competency aspects and describing the effectiveness of the Kampus Mengajar Program in shaping the competency quality of prospective teachers. According to minister of National Education Regulation No. 16 of 2007, the framework for four teacher competencies pedagogical, personality, social, and professional is officially established in national regulations, serving as a standard reference for assessing the quality of prospective teachers.

A number of studies on Campus Teaching tend to assess only one aspect of competence (especially pedagogy), so there is still a need for studies that examine all four aspects simultaneously (Selly, 2025). The program evaluation also showed that the effectiveness of the Teaching Campus depended on the implementation design and support of stakeholders, so a comprehensive review of competency outcomes is relevant (Dewi & Retnawati, 2024). Thus, the results of this study are expected to broaden understanding regarding the real contribution of the Campus Teaching Program to the quality of competency of prospective geography teachers at state universities (Yasip & Garenderatna Fatima, 2024). In addition to providing theoretical contributions, the findings of this study are expected to be a practical reference for policy designers and MBKM program managers in developing interventions based on field experience that develop the four competencies in a balanced manner (Meriza et al., 2025).

Based on the background that has been stated, the problems in this study are 1) how is the pedagogical competence of prospective geography teachers after participating in the Teaching Campus Program?; 2) how is the professional competence of prospective geography teachers developed through the Teaching Campus Program?; 3) how is the

social competence; 4) and personality competence of prospective geography teachers obtained from field experience in partner schools through the Teaching Campus Program?; and 5) how is the effectiveness of the Teaching Campus Program in shaping the quality of competence of prospective geography teachers?. In line with these problems, this study aims to analyze the four aspects of competence developed through practical experience in partner schools, and describe the effectiveness of the Teaching Campus Program in improving the quality of competence of prospective geography teachers.

2. Method

This research uses a descriptive quantitative research design with an ex post facto approach (Creswell & Creswell, 2018). This approach was chosen because this study collected data from an existing situation, namely the Campus Teaching Program. However, this approach still has limitations in drawing causal inferences. The findings of this study are more appropriately understood as a depiction of the relationship or tendencies between the effectiveness of the Teaching Campus Program and the improvement of prospective geography teachers' competencies, rather than as definitive evidence of a causal relationship.

The population in this study was geography education students who had participated in the Campus Teaching Program. Because the study population consisted of various non homogeneous cohorts, the sampling technique used was probability sampling with a stratified random sampling method (Sugiyono, 2013). Through this technique, the number of samples was applied proportionally from each class, so that a total sample of 46 students was obtained (Blasius & Brandt, 2010). Although the relatively small sample size of 46 students in this study constitutes a limitation that may affect the proportional representation and the generalizability of the findings, the results still call for further research with larger samples from various universities to strengthen external validity.

This study carries a novel aspect, as it specifically examines the effectiveness of the Teaching Campus Program on all four teacher competencies (pedagogical, professional, social, and personal) among prospective geography teachers, an area rarely addressed in previous research, which generally focused on only one or two competencies. By employing an ex post facto design and a Likert-scale questionnaire, this study is able to capture factual conditions based on participants' experiences while also providing a more contextual analysis of the program's contribution to the development of prospective teachers in Indonesia. Thus, this research offers new contributions in terms of both methodology and substantive insights.

The research was conducted at the main campus of Semarang State University, located in Sekaran, Gunungpati District, Semarang City, Central Java. This study used an instrument based on National Education Ministerial Regulation No. 16 of 2007 and validated by experts in the field of geography education. The instrument validation results showed a validation score of 92%, or in the very good category. In addition, the reliability test of the instrument was conducted using Cronbach's Alpha coefficient, which yielded a value of 0.909, indicating that the instrument is reliable for use in this study (Table 1).

Table 1. Instrument Reliability Results

Cronbach's Alpha	N of Items
.909	12

This study has two main variables: the Campus Teaching Program as the independent variable (X), which is considered to have an influence or effect on other variables. This variable is measured based on student engagement in learning at partner schools. Meanwhile, the dependent variable (Y) is teacher competency, which includes four main aspects: pedagogical, professional, social, and personality competency. Research data was collected using a Likert-scale questionnaire distributed online via a Google Form link to respondents. The questionnaire data were then analyzed using descriptive percentage analysis techniques to describe respondents' answers to each teacher competency indicator.

3. Results and Discussion

A. General Description of Research Location and Subjects

This research was conducted on the main campus of Semarang State University, specifically in the Geography Department, Faculty of Social and Political Sciences. Administratively, the campus is located in Sekaran Village, Gunungpati District, Semarang City, Central Java Province. Its geographical location is at coordinates 7°02'56" to 7°03'50" South Latitude and 110°23'45" to 110°23'55" East Longitude.

Semarang State University (UNNES) is a state university with a strong reputation for producing professional educators. As a conservation university committed to the development of education and science, UNNES offers a variety of excellent study programs, one of which is the Geography Education Study Program under the Faculty of Social and Political Sciences. This study program aims to produce prospective geography teachers who are competent in pedagogical, professional, social, and personal aspects.

Geography Education students from UNNES participated in the Teaching Campus Program launched by the Ministry of Education, Culture, Research, and Technology. This program provides students with the opportunity to directly participate in elementary and secondary schools, supporting literacy and numeracy learning, and developing experiential learning-based teaching skills. Through their involvement in this program, students are expected to hone their teaching competencies while enhancing their sense of professional responsibility and social empathy for the world of education.

In this study, the subjects were students of the Geography Education Study Program at UNNES who had participated in the Teaching Campus Program. A total of 46 students were selected as respondents using probability sampling techniques (stratified random sampling) based on their academic year. Respondents came from various academic years, thus providing a representative picture of the effectiveness of the Teaching Campus Program. The results of the study are then presented based on questionnaire data collected from the respondents. Analysis was conducted to describe the effectiveness of the Teaching Campus Program on four teacher competencies: pedagogical, professional, social, and personality competencies. Data are presented in the form of percentage tables, followed by a discussion linking the findings to contextual learning theory, experiential

learning, and relevant research to strengthen the interpretation of the results (Boimau et al., 2020).

B. Results

1) Analysis of the Competency Quality of Prospective Geography Teachers after participating in the Campus Teaching Program

A) Pedagogical Competence

Pedagogical competence is a teacher's competence in designing, implementing, and evaluating student-centered learning, including an understanding of student characteristics, learning theory, and curriculum development. In the context of geography, the pedagogical competence required by geography teachers refers to the ability to manage student learning, particularly in the context of geography subjects that emphasize understanding space, the environment, and relationships between regions (Permendiknas No.16 of 2007). Pedagogical competence also encompasses teachers' abilities to understand student characteristics, design environment-based learning, and develop interactive and contextual teaching methods. The following is an analysis of the quality of pedagogical competence.

Table 2. Results of pedagogical competency quality analysis

Criteria	Interval	Frequency	Percentage(%)
Very High	16,26 – 20	26	57
High	12,51 – 16,25	15	33
Low	8,76 – 12,50	4	9
Very Low	5 – 8,75	1	2
Total		46	100

Source: Research result (2025)

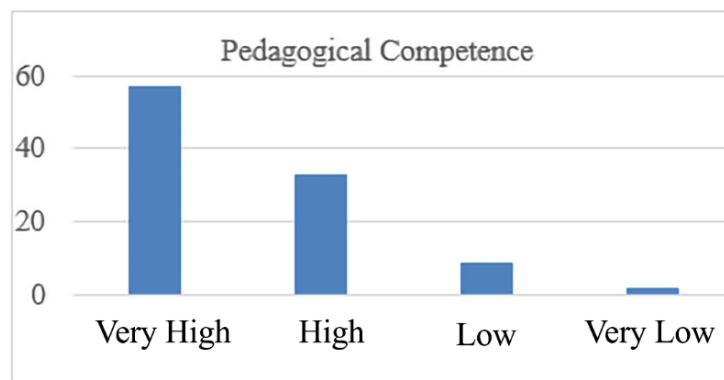


Figure 1. Results of pedagogical competency quality analysis

Based on the results of the data analysis displayed in Table 2 and Figure 1, it is known that the majority of respondents showed pedagogical competence in the Very High category, namely 26 respondents or 57% of the total. Furthermore, there were 15 respondents (33%) who were in the High category, while 4 respondents (9%) were in the Low category, and only 1 respondent (2%) was in the Very Low category. It can be concluded that the pedagogical competence of students after participating in the Campus Teaching Program was in the Very High category.

B) Professional Competence

Minister of National Education Regulation No. 16 of 2007 states that professional competence is a teacher's ability to master subject matter in depth, develop innovative learning strategies, and utilize information and communication technology in learning. This is not much different from teacher professional competence in the context of geography, namely the ability to master subject matter broadly, deeply, and contextually, in accordance with competency standards and geography learning objectives. The results of the analysis of the quality of professional competence can be seen in the following table and figure.

Table 3. Results of professional competency quality analysis

Interval	Criteria	Frequency	Percentage(%)
Very High	16,26 – 20	29	63
High	12,51 – 16,25	16	35
Low	8,76 – 12,50	1	2
Very Low	5 – 8,75	0	0
Total		46	100

Source: Research result (2025)

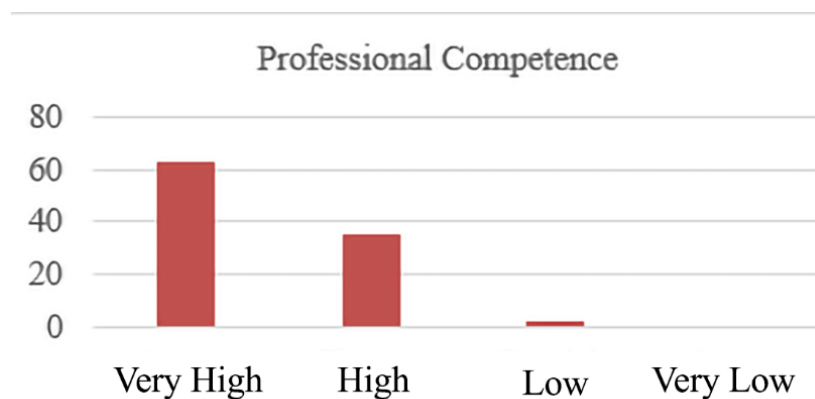


Figure 2. Results of professional competency quality analysis

Based on Table 3 and Figure 2, the data obtained shows that the majority of respondents showed professional competence quality in the Very High category, namely 29 respondents or 63% of the total. A total of 16 respondents (35%) were in the High category, and only 1 respondent (2%) was included in the Low category. And in professional competence, there were no respondents in the Very Low category. From the results of this analysis, it can be concluded that the quality of students' professional competence is in the Very High category.

C) Social Competence

The social competencies required of geography teachers include the ability to interact effectively and empathetically with students, fellow educators, education personnel, parents, and the community, with an emphasis on the context of regional diversity, socio-spatial issues, and concern for the environment and society. The following is an analysis of the quality of professional competencies.

Table 4. Results of analysis of social competence quality

Interval	Criteria	Frequency	Percentage(%)
Very High	16,26 – 20	29	63
High	12,51 – 16,25	13	28
Low	8,76 – 12,50	4	9
Very Low	5 – 8,75	0	0
Total		46	100

Source: Research result (2025)

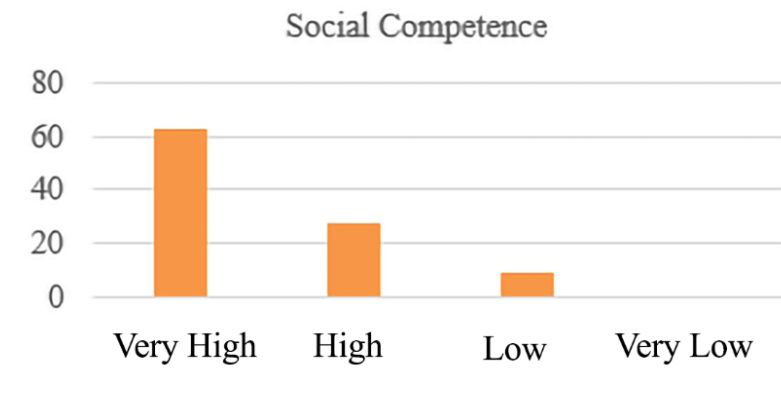


Figure 3. Results of analysis of social competence quality

Based on Table 4 and Figure 3, it is known that as many as 29 respondents or 63% of the total indicate that the majority of respondents are in the Very High category. Furthermore, there are 13 respondents (28%) in the High category, and 4 respondents (9%) are in the Low category. And there are no respondents in the Very Low category. These results indicate that the social competence after participating in the Teaching Campus Program of geography education students is in the Very High category.

D) Personality Competence

The personality competencies required by geography teachers are not fundamentally different from those required for teachers in general. However, in the context of geography, these competencies place a particular emphasis on exemplary behavior in responding to social and environmental phenomena, as well as being role models in fostering spatial awareness and ecological responsibility. The results of the personality competency quality analysis can be seen in the following table and figure.

Table 5. Results of personality competency quality analysis

Interval	Criteria	Frequency	Percentage (%)
Very High	16,26 – 20	29	63
High	12,51 – 16,25	15	33
Low	8,76 – 12,50	2	4
Very Low	5 – 8,75	0	0
Total		46	100

Source: Research result (2025)

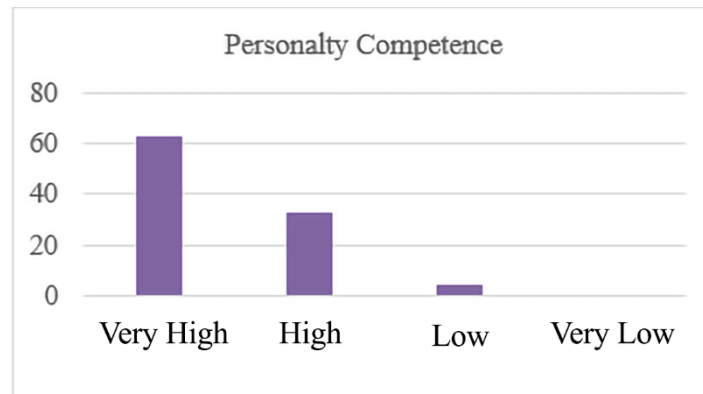


Figure 3. Results of personality competency quality analysis

Based on Table 5 and Figure 4, it can be seen that the majority of respondents demonstrated personality competency in the Very High category, namely 29 respondents or 63%. Meanwhile, 15 respondents (33%) were in the High category, and only 2 respondents (4%) were in the Low category. No respondents demonstrated personality competency in the Very Low category. These results conclude that the personality competency of geography education students after participating in the Teaching Campus Program is in the Very High category.

2) *Description of The Effectiveness of The Campus Teaching Program in Improving The Quality of Competency of Prospective Teachers in The Field of Geography Studies.*

Effectiveness is a measure that indicates the extent to which a program, activity, or process successfully achieves its stated objectives. According to Handoko (2003), effectiveness refers to the level of optimal achievement of desired results. Thus, a program is considered effective if it is able to provide a tangible impact and aligns with previously formulated targets. In the context of this research, effectiveness refers to the extent to which the Campus Teaching Program is able to develop the quality of competency of prospective geography teachers, which encompasses four main aspects: pedagogical, professional, social, and personality competencies.

This section presents the results of the analysis of the program's effectiveness based on data obtained through the distribution of Likert scale questionnaires and the average results of the four competencies of students who have participated in the Kampus Mengajar Program. The data obtained were analyzed descriptively through frequency and percentage distributions, with interpretations based on certain interval categories to assess the level of effectiveness, such as very high, high, low, and very low. The results presented provide an empirical picture of the perceptions and competency achievements of participants, so that they can be used to assess the extent to which this program has succeeded in forming the quality of prospective geography teachers holistically. The results of the analysis of the effectiveness of the Kampus Mengajar Program can be seen in the following table and figure.

Table 6. Results of the analysis of the effectiveness of the campus teaching program

Interval	Criteria	Frequency	Percentage (%)
Very High	66 – 80	30	65
High	51 – 65	13	28

Low	36 – 50	3	7
Very Low	20 - 35	0	0
Total		46	100

Source: Research result (2025)

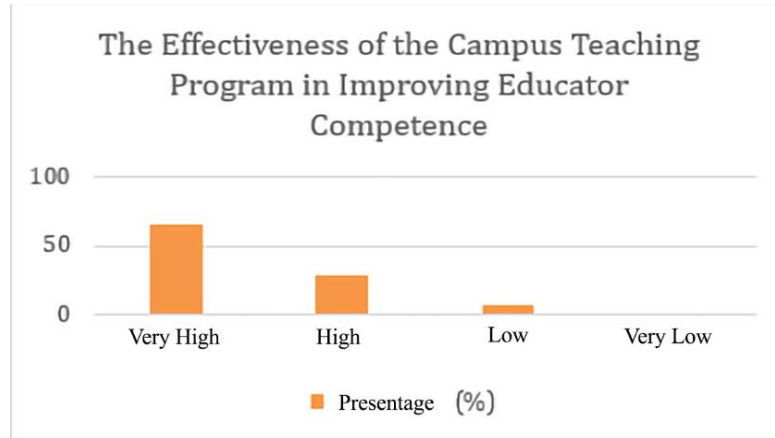


Figure 5. Results of the analysis of the effectiveness of the Campus Teaching Program

Based on Table 6 and Figure 5, the analysis results show that the effectiveness of the Campus Teaching Program for Geography Education students at Semarang State University is mostly in the very high category, at 65%. Meanwhile, 28% are in the high category, 7% are in the low category, and none are in the very low category. Thus, it can be concluded that the effectiveness of this program is dominated by the very high category because it has the highest percentage compared to the other categories.

3) Discussion

Based on the results of data analysis, it is known that the pedagogical competence of prospective geography teachers after participating in the Campus Teaching Program is in the very high category. More specifically, there is 1 student (2%) who showed pedagogical competence in the very low category, and 4 students (9%) were in the low category. Meanwhile, as many as 15 students (33%) were in the high category, and the majority, namely 26 students (57%), were included in the very high category. These results indicate that the Campus Teaching Program helped them improve their pedagogical skills, starting from compiling lesson plans relevant to local content, utilizing the environment as a learning resource, to creating enjoyable interactive learning. These results align with Azisah's(2022) findings in qualitative research conducted through interviews, which demonstrated that the Kampus Mengajar Program plays a significant role in improving students' pedagogical competence. During the program, students actively engage in various activities that reflect key aspects of pedagogical competence, such as understanding student characteristics, designing appropriate learning, creating a conducive learning environment, and conducting regular evaluations of learning outcomes. In other words, the quantitative data showing the dominance of high and very high categories is strongly supported by qualitative evidence that the Kampus Mengajar Program provides space for students to develop pedagogical skills in a concrete and contextual manner in the field. This finding also aligns with the research results of Anandha & Susanto (2023), which showed that the Kampus Mengajar Program significantly influenced the development of pedagogical competence in prospective

teacher students, with a score of 73.2%. This means that the development of students' pedagogical competence is largely influenced by practical field experiences through this program. Through direct involvement in partner schools, students are able to apply learning theories learned in college, practice communication skills, and develop contextual learning approaches that are appropriate to student characteristics (Dwi Cahya et al., 2022). Therefore, it can be concluded that the Kampus Mengajar Program is effective in strengthening the pedagogical competence of prospective Geography teachers because it provides real-world experience that cannot be obtained solely through theoretical learning in the classroom.

Similarly, the results of the analysis of the pedagogical competency quality of prospective geography teachers after participating in the Campus Teaching Program also showed that professional competency was in the very high category. Specifically, one student (2%) had low professional competency. Sixteen students (35%) had high professional competency. The remaining 29 students (63%) had very high professional competency. These results indicate that the Campus Teaching Program helped them master the basic concepts and principles of geography comprehensively, relate subject matter to real-world phenomena, develop teaching materials tailored to the characteristics of their homes, use the internet to search for the latest learning references and teaching materials related to geography, and utilize digital applications to improve personal skills. These findings differ from research by Azisah (2022) which highlighted that the role of the Campus Teaching Program has not been fully maximized in strengthening mastery of the subject matter. This is due to the program's greater focus on literacy, numeracy, administration, and technology adaptation, rather than on deepening the teaching material. However, these findings are consistent with research by Arifah & Wahyuningsih (2022), which emphasized that the Kampus Mengajar Program plays a crucial role in developing the professional competencies of prospective teacher students through direct involvement in lesson planning, the application of active learning methods, and the evaluation of learning outcomes. This program provides students with the opportunity to deeply understand the teaching material, link concepts to real-world phenomena, and develop technological skills relevant to 21st-century learning. Research by Adisti & Sumardjoko (2024) also revealed that student interest significantly influences their readiness to become professional teachers. This suggests that while the Kampus Mengajar Program is effective in improving competency, combining it with high student interest and motivation can yield a more optimal impact. In line with international findings indicating that field practice can accelerate the development of prospective teachers' professional competencies, a study in South Africa found that direct involvement of students in school-based experiences helped them develop both curricular understanding and reflective skills (Boateng & Tatira, 2023). Meanwhile, Baecher's (2021) study on study abroad programs emphasizes that the international dimension of field experiences has the potential to transform teachers' professional identities on a global scale. Thus, the Kampus Mengajar Program can be considered effective in strengthening the professional competencies of prospective Geography teachers, as it integrates mastery of the material with innovative and technology-based skills in line with current educational needs.

The social competence of prospective geography teachers after participating in the Campus Teaching Program was in the very high category. When detailed, two students (4%) had low social competence. Fifteen students (33%) had high social competence.

The remaining 29 students (63%) had very high social competence. These results indicate that the Campus Teaching Program helped them build collaborations with various parties regardless of background, demonstrate concern for the cultural diversity and conditions of their students' regions, adapt to the school's work culture and prevailing norms, and maintain professional ethics in every action and statement within the school environment. These findings reinforce research conducted by Azisah (2022), where the Campus Teaching Program is seen as playing a vital role in shaping students' social competencies. Through this program, students have the opportunity to build effective communication with various parties and are required to be able to adapt to the school environment. This is also in line with research by Arifah & Wahyuningsih (2022) which states that student involvement in the Campus Teaching Program can improve social skills, communication, and the ability to collaborate with various parties. Field practice experiences at partner schools provide opportunities for students to build positive interactions with students, teachers, and the surrounding community, as well as understand the importance of professional ethics in supporting the learning process. Thus, the Campus Teaching Program has proven effective in strengthening the social competencies of prospective Geography teachers, especially in terms of collaboration, empathy, and the ability to adapt to the school's social and cultural environment.

The quality of the personality competency of prospective geography teachers after participating in the Campus Teaching Program also showed a very high category. In detail, it was found that the majority of respondents showed personality competency in the very high category, namely 29 people (63%). Furthermore, 15 people (33%) were in the high category, and only 2 people (4%) showed personality competency in the low category. There were no respondents in the very low category. These results indicate that the majority of geography education students have good personality competency after participating in the Campus Teaching Program. This is measured by indicators of students being able to demonstrate enthusiasm and concern for the surrounding environment, students demonstrating an environmentally friendly lifestyle, students behaving according to school norms, students establishing good relationships at school and students being open to criticism and suggestions for improvement. These findings reinforce previous research by Azisah (2022) which emphasized that the Campus Teaching Program plays a significant role in shaping students' personalities to be stable, independent, and have noble character. This program encourages participants to behave according to applicable norms in the school environment, hones a sense of responsibility, and increases maturity in attitude. Through practical teaching experiences, students also learn to be role models for their students, developing discipline, a positive attitude, and the ability to maintain professional ethics. Thus, the Campus Teaching Program has proven to significantly contribute to developing the personality competencies of prospective geography teachers, making them educators who are not only academically competent but also possess character.

Based on the findings on each competency variable and the average results of the four competencies from the analyzed data, it can be concluded that the effectiveness of the Teaching Campus Program in improving the quality of competency of prospective teachers in the field of geography as a whole is in the very high category. More than 80% (very high & high categories) of respondents gave positive assessments to the four competency aspects, so this program is considered effective in shaping the competency of prospective geography teachers. In more detail, as many as 30 respondents or 65%

assessed the effectiveness of this program in the very high category, followed by 13 respondents (28%) in the high category, 3 respondents (7%) assessed it in the low category, and there were no respondents who assessed the effectiveness of the Teaching Campus Program in the very low category. These results indicate that when prospective teacher students participate in the teaching campus program, it can provide benefits in shaping the quality of teacher competency in students as prospective geography teachers.

Based on students' responses, the Teaching Campus Program is considered effective as it provides prospective teachers with real-world experience in schools while simultaneously sharpening their communication, leadership, empathy, and professionalism skills. The presence of student participants also supported teachers in planning, instruction, and evaluation, as well as bringing renewed motivation to pupils, particularly in disadvantaged schools (3T areas) facing shortages of teaching staff. While the findings highlight the effectiveness of the Teaching Campus Program in enhancing prospective teachers' competencies, respondents also identified several challenges. Some students noted school placements that were not aligned with their field of study, limiting the optimal application of their subject-matter expertise. In addition, the program's strong focus on literacy and numeracy was seen as less relevant for students from certain disciplines, such as Geography Education. Other recurring challenges included administrative burdens, limited school facilities, and difficulties adapting to school culture and student conditions. Moreover, a number of participants reportedly joined the program primarily for incentives or course credit recognition, which reduced their engagement in school activities. Criticism also emerged regarding the limited supervision from Field Supervising Lecturers (DPL) and the lack of program continuity after students completed their assignments. These factors indicate that, although the program is effective in many respects, improvements are needed in management, placement alignment, and mentoring systems to ensure that the program's benefits are more equitable and sustainable.

These findings strengthen the view that student participation in the Teaching Campus Program has a significant impact on the development of professional competency of prospective teachers, especially in the field of geography. Through direct involvement in partner schools, students not only apply educational theories learned in lectures but also gain practical experience, strengthen educational character, and simultaneously improve pedagogical, professional, social, and personality skills. When compared with the study by Annafia et al. (2023) at Syiah Kuala University, the level of effectiveness was found to be in the medium category, with the dominant distribution in the "medium" and "low" levels. This difference is likely influenced by the context of program implementation, such as the conditions of partner schools, the focus of activities, and institutional support. The findings of Selly (2025) at Tribuana Kalabahi University emphasized only the pedagogical aspect, thus failing to provide a comprehensive picture of all four teacher competencies. In contrast, Yasip & Garendieratna Fatima (2024) found that students at Bhinneka PGRI University showed significant improvements in teacher readiness, underscoring the importance of external support from universities in maximizing the benefits of the program. Accordingly, the findings at UNNES are consistent with some results from other universities, yet also demonstrate variations in outcomes depending on the design of implementation and the local context of each higher education institution. However, to optimize the benefits, several concrete steps are required. Universities and program organizers are advised to design more targeted

training modules tailored to students' fields of study, enabling them to integrate academic theory with field practice more effectively. Furthermore, the mentoring system through field supervisors and partner teachers needs to be strengthened not limited to administrative supervision, but extending to continuous professional mentoring. The program's evaluation mechanisms should also be clarified, both through regular monitoring, impact assessments at partner schools, and follow-up actions after the program concludes. In addition, student placement policies should take into account the alignment with students' disciplines so that their academic competencies can be applied optimally. These recommendations are expected to reinforce the practical relevance of the Teaching Campus Program and provide a tangible contribution to improving the quality of prospective teachers in Indonesia.

4. Conclusion

The results of the study indicate that the Campus Teaching Program has proven effective in improving the competency of prospective teachers in the field of Geography. Four competency aspects, namely pedagogical, professional, social, and personality, showed dominant achievements above 80% in the "high" to "very high" categories. This finding confirms that direct student involvement in partner schools contributes significantly to the development of their comprehensive abilities. Nevertheless, improvements in the quality of implementation are still required, particularly with regard to the placement system, mentoring, and the sustainability of the program in target schools.

The findings of this study indicate that the effectiveness of the Teaching Campus Program holds particular relevance for prospective geography teachers. This is because geography education requires mastery of local contexts and the ability to relate spatial concepts to students' real-life experiences. Through direct engagement in partner schools, students had the opportunity to develop spatial literacy, field observation skills, and social sensitivity to environmental and disaster-related issues, which are integral to geography education. In addition, students were able to introduce fundamental geography concepts through literacy, numeracy, and habituation activities, thereby providing added value not always present in other fields of study. These findings suggest that the Teaching Campus Program is not only generally effective, but also strategically significant in strengthening the competencies of prospective geography teachers in a more contextual and applicative manner.

The future implementation of the Teaching Campus Program is recommended to improve several aspects, particularly regarding placement suitability, activity focus, as well as the mentoring system and program sustainability. Furthermore, to optimize its benefits, several concrete steps should be undertaken. First, the development of preparatory modules relevant to students' fields of study is needed to enable a more directed integration of theory with field practice. Second, the mentoring system should be strengthened through the active role of field supervisors and partner teachers as professional mentors. Third, a more systematic evaluation mechanism is required, including regular monitoring, sustainability assessments, and post-assignment follow-up. In addition, student placement policies should take into account disciplinary alignment to ensure that academic competencies can be applied to their fullest potential.

This study is limited by its small sample size, the use of an ex post facto design that does not allow for causal inference, and its focus on short-term impacts. Therefore, future research is recommended to involve a larger number of respondents from various universities and to adopt a longitudinal design in order to assess the long-term impact of the Teaching Campus Program on the professionalism of prospective teachers in the field.

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