

**EXPLORING ENGLISH EDUCATION STUDENTS' INTEREST IN
BECOMING TEACHERS THROUGH THE *ASISTENSI MENGAJAR*
PROGRAM**

THESIS

Submitted to

State Islamic University of Syekh Wasil Kediri

In Partial Fulfillment of the Requirements

For Degree of *Sarjana* (S.Pd) in English Language Education



By:

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STATE ISLAMIC UNIVERSITY OF SYEKH WASIL KEDIRI**

2025

COVER

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2025**

DECLARATION OF AUTHENCITY

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I hereby declare that the thesis I wrote with the title "EXPLORING ENGLISH EDUCATION STUDENTS' INTEREST IN BECOMING TEACHERS THROUGH THE *ASISTENSI MENGAJAR* PROGRAM" is my own and it has been generated by me as result of my original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree of qualification of this or any other university or institute of higher education. Due to this fact, I am the only person responsible for the thesis if here is any subjection or claim from others.

Kediri, 22th December 2025

The Researcher



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APPROVAL PAGE

This is to certify that The *Sarjana's* Thesis of Aqsha Bin Saimon has been approved by the Thesis advisor for further approval by the board examiner

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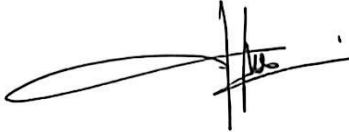
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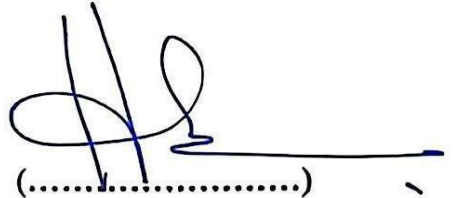


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MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

“So which of the favors of your Lord will you deny?.”

(Qur'an, Ar-Rahman [55]:13)

*“Every blessing is a reminder that you are never forgotten, recognize them, and
let hope guide your steps.”*

DEDICATION

All praise and gratitude belong to Allah SWT for all that has been bestowed upon me, including sustenance, guidance, and the straight path, as well as the strength to complete this thesis. This thesis is dedicated to

1. My parents, my father Saimon bin Yunus and my mother Darlizah binti Yusuf. Thank you for the trust you have placed in me to pursue higher education, for all the love and prayers you have given, and for always supporting every choice of your child. Everything is incredibly precious to me. All the knowledge I have gained is dedicated entirely to you.
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ABSTRACT

Saimon, Aqsha Bin (2025). *Exploring English Education Students' Interest In Becoming Teachers Through The Asistensi Mengajar Program.* Department of English Language Education. Faculty of Tarbiyah. State Islamic University (UIN) Syekh Wasil Kediri. Advisor: (I). Prof. Dr. Fathor Rasyid, M. Pd. and (II) Mohammad Muhyiddin, M.Pd.

Keywords: *Students' Interest, Asistensi Mengajar, Becoming Teachers*

The *Asistensi Mengajar* program is one of the Merdeka Belajar Kampus Merdeka (MBKM) activities that provides English Education students with real teaching experience in schools. Through this program, students engage directly in classroom instruction, manage learning activities, and interact with teachers and students, allowing them to develop a deeper understanding of the teaching profession. Considering the essential role of teachers in the educational process, this study aims to investigate how such experiences influence students' interest in becoming teachers after participating in the *Asistensi Mengajar* program.

This study aims to explore English Education students' perceptions of their interest in becoming teachers after joining the *Asistensi Mengajar* program, as well as to identify the personal experiences and challenges that influence their interest in pursuing a teaching career and to examine how the program contributes to their reflections and aspirations as prospective educators. This research employed a descriptive qualitative design involving twelve informants from the English Education Study Program at UIN Syekh Wasil Kediri, selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using the Miles and Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing.

The findings reveal that the *Asistensi Mengajar* program enhances students' interest in becoming teachers. Students who previously had no intention to teach, as well as those with initial interest, experienced increased motivation after gaining direct teaching experience. Challenges such as classroom management, material preparation, nervousness during initial teaching, and limited school facilities encouraged them to strengthen their pedagogical and communication skills. Real classroom experiences, guidance from mentor teachers, and emotional satisfaction when students understood the material helped reinforce their desire to pursue teaching as a career. Meanwhile, a small number of participants whose interest did not increase viewed the program as a reflective opportunity to assess their suitability for the teaching profession. Overall, the *Asistensi Mengajar* program enabled students to develop a more realistic, confident, and mature perspective on teaching as a potential career path.

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