

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the research findings and offers recommendations based on the study. The conclusions summarize the key insights related to students' perceptions, experiences, challenges, reflections, and career aspirations following their participation in the *Asistensi Mengajar* Program.

A. Conclusion

Based on the qualitative research employing a phenomenological approach conducted with 12 informants from the English Education (Tadris Bahasa Inggris) Study Program at UIN Syech Wasil Kediri, selected through purposive sampling, several key findings were identified. According to the interview data regarding students' perceptions of their interest in becoming teachers through the *Asistensi Mengajar* program (MBKM), it can be concluded that: First, variations in students' interest levels were observed. Students who previously had no intention of becoming teachers, as well as those who already showed some inclination, experienced an increase in motivation after participating in the *Asistensi Mengajar* program. Through direct teaching experiences and field engagement, students gained a clearer understanding of the teaching profession, which gradually strengthened their interest in becoming educators. This development is reflected in the informants' statements indicating that throughout the program, new motivation emerged and their desire to pursue a teaching career grew stronger. Their enthusiasm during

classroom teaching, active involvement in program activities, and the practical experiences that complemented their theoretical knowledge served as significant factors contributing to this heightened interest.

Second, in developing an interest in becoming a teacher, students participating in the *Asistensi Mengajar* program encounter a variety of challenges that influence their motivation. These challenges consist of both positive and negative contributing factors. Based on interview findings, students involved in the *Asistensi Mengajar* program faced several obstacles that, indirectly, encouraged a growing interest in the teaching profession. Difficulties such as managing the classroom, designing appropriate learning materials, overcoming nervousness during their initial teaching attempts, and handling students with diverse characteristics motivated them to further develop their pedagogical and communication skills. Limited school facilities and the demanding administrative workload helped students understand the realities of the teaching profession, fostering a sense of responsibility and resilience. Although these challenges initially created pressure, real-world teaching experiences, guidance from mentor teachers, and the emotional satisfaction of seeing students understand the lesson ultimately strengthened their intrinsic motivation. Students reported gaining valuable teaching experience, acquiring essential preparation for their future career, and developing greater confidence in their ability to become competent teachers.

Third, based on the findings of this study, students' perspectives on their future career as teachers indicate that the *Asistensi Mengajar* program has helped them develop a more realistic understanding of the educational field.

Most participants whose interest increased view the teaching profession as a meaningful and viable career choice. Their direct classroom experiences provided them with greater self-confidence and a deeper awareness of the teacher's role not only in delivering lessons, but also in guiding, motivating, and interacting with students of diverse backgrounds. These experiences allowed them to form a more mature outlook on their future as prospective educators and encouraged them to further improve their pedagogical competencies. Meanwhile, for participants whose interest remained low or declined, the program served as a reflective space to reassess their suitability for the demands of the teaching profession. Although not all participants intend to pursue a career in education, the *Asistensi Mengajar* program still offered valuable contributions by helping them determine a career path aligned with their abilities, interests, and individual readiness.

B. Suggestion

Based on the findings of this study, the researcher proposes several recommendations as follows:

1. Students are encouraged to fully utilize various programs provided by the government and the university as a means to foster their interest in becoming teachers and to gain learning experiences beyond the campus environment.
2. Lecturers and the MBKM implementation team are expected to strengthen their collaboration with government institutions through programs such as

MBKM in order to enhance students' motivation in both the learning process and teaching practice.

3. Research on interest in becoming a teacher through the *Asistensi Mengajar* program is expected to serve as a reference and foundation for future researchers to expand and deepen the study within a broader and more comprehensive context.