



## Students' Perception of The Implementation of *Kampus Mengajar*

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### ABSTRAK

Program MBKM yang dicanangkan tahun 2020 dan dikelola oleh Kementerian Pendidikan dan Kebudayaan antara lain Kampus Mengajar. Siswa memperoleh sikap kreatif, kemampuan kerja tim, dan persiapan kerja melalui program ini, yang bermanfaat bagi lingkungan sekitar. Tujuan dari penelitian ini adalah untuk menganalisis bagaimana perasaan mahasiswa terhadap pengenalan Kampus Mengajar. Desain penelitian ini adalah penelitian deskriptif kualitatif, menggunakan metode kualitatif seperti wawancara dan dokumentasi untuk mengumpulkan data. Para peserta Kampus Mengajar 4 dijadikan sebagai subjek penelitian. Pedoman wawancara virtual adalah alat yang digunakan. Hasil penelitian ini adalah sebagai berikut: 1) Pendapat siswa terhadap program Kampus Mengajar yang berfokus pada literasi, numerasi, dan adaptasi teknologi adalah baik; mereka memahami gagasan, tujuan, dan metode pelaksanaan program; dan telah terjadi peningkatan hasil pembelajaran di seluruh sekolah sasaran, meskipun pada tingkat yang berbeda-beda. 2) Kekurangan yang ditemukan antara lain kurangnya sosialisasi ke sekolah binaan sehingga menyulitkan guru memahami konsep program, serta keterlambatan alokasi biaya hidup, adanya inkonsistensi nominal yang diberitahukan kepada siswa di awal program, dan adanya inkonsistensi dalam sistem konversi mata kuliah universitas.

### ABSTRACT

The 2020-launched MBKM programme, which was managed by the Ministry of Education and Culture, included the Kampus Mengajar. Students gained a creative attitude, teamwork abilities, and work preparation through this programme, which benefited the neighbourhood. The purpose of this study was to analyze how students felt about the introduction of Kampus Mengajar. This study design is qualitative descriptive research, using qualitative methods like interviewing and documenting to gather data. The participants in Kampus Mengajar 4 served as the study's subjects. A virtualized interview guideline is the tool being used. The results of this investigation are as follows: 1) Students' opinions of the Kampus Mengajar programme, which focuses on literacy, numeracy, and technology adaptation, are favourable; they understand the program's ideas, goals, and method of implementation; and there has been an improvement in learning outcomes across all target schools, albeit to varying degrees. 2) The deficiencies found include the lack of socialisation to the target school, which makes it difficult for teachers to understand the program's concept, as well as the delay in allocating living expenses, the existence of nominal inconsistencies that students were informed of at the start of the programme, and the existence of inconsistencies in the university course conversion system.

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## 1. INTRODUCTION

In response, the government implemented a new policy in some universities called the MBKM programme, which was started in 2020 and is overseen by the Ministry of Education and Culture. There's no doubt that both students and teachers can come up with new ideas and improve education quality (Labaika & Purwanto, 2023; Suryaman, 2020; Vhalery et al., 2022). Students will gain a creative mindset, collaborative abilities, and work readiness through this programme, which will be advantageous to both them and the neighbourhood. For the three semesters of off-campus activities, the government has developed nine initiatives. Included in it is Kampus Mengajar (Hendrowati & Faelasofi, 2021; Labaika & Purwanto, 2023; Rosita & Damayanti, 2021). According to previous study students from this programme will be placed in Indonesian elementary and junior high schools to assist with the teaching and learning processes (Rosita & Damayanti, 2021). The objective and criteria specifically target schools with a B accreditation as well as schools that are far away or in dire need of education. The Kampus Mengajar programme is related to the goal of executing the MBKM programme, which is to create a bridge between the world of higher education and the real world or the world of work, as stated (Aan et al., 2021; Jufriadi et al., 2022; Rosita & Damayanti, 2021). One of the universities taking part in the MBKM programme with the Ministry of Education and Culture is UNISKA Kediri. UNISKA Kediri helps this programme succeed by empowering students to succeed in the workplace,

particularly in the field of education, in line with FKIP's objectives. One of the MBKM programmes being used at UNISKA Kediri is Kampus Mengajar. The Kampus Mengajar Programme must be supported by the Faculty of Teacher Training and Education, especially the Department of English Language Teaching at UNISKA Kediri. 7 FKIP students participated in the Kampus Mengajar programme batch 4 according to statistics regarding the implementation of MBKM at UNISKA Kediri. The amount of information that students gather will affect how they view the MBKM programme (Permono et al., 2021; Rachman et al., 2022). Perception is also the method by which a person organises transitions to produce meaningful sensations about the outside world. Assimilation, comprehension, and assessment or evaluation are the three perception indicators employed in this study (Gelang et al., 2020). Student perception refers to the way individuals pursuing higher education at universities understand or interpret various aspects of their lives and experiences, especially those related to the academic environment (Hidayatullah, 2021; Maulana & Hamidi, 2020; Rachman et al., 2022). This perception can involve their views on education, the teaching and learning process, the campus environment, classmates, lecturers, and various other aspects. Student perceptions can be influenced by many factors, including cultural background, personal values, life experiences, expectations, and educational goals. Some students may have a positive perception of their college experience, while others may have a different view depending on their personal experiences and situation. Students' perceptions can also change over time in line with their academic development and life experiences (Azhar & Iqbal, 2018; Rahiem, 2020; Sumartini, 2019). In the context of higher education, it is important for educational institutions and lecturers to understand student perceptions in order to improve the quality of education and support students' positive development during their studies.

Students' perceptions of the concept of independent learning can vary according to their personal experiences and views. For some students, independent learning may be seen as an opportunity to take initiative in their learning process (Hidayatullah, 2021; Rachman et al., 2022). They see it as the freedom to determine their own path, choose courses that suit their interests and career goals, and manage their time and resources independently. On the other hand, there are students who may feel challenged by the additional responsibilities that come with the concept of independent learning. Some may have difficulty managing time and making decisions regarding their study plans. Although on the one hand independent learning provides freedom, on the other hand, it also requires a high level of independence and self-management skills (Anwar, 2021; Labaika & Purwanto, 2023). It is important to note that these perceptions may change over time and students' experiences in higher education settings. Factors such as lecturer support, availability of resources, and campus atmosphere can also influence how students view and implement the concept of independent learning in their educational journey (Kuncoro et al., 2022; Suryaman, 2020; Vhalery et al., 2022). As students develop, it is important for educational institutions to continue to improve their independent approach to learning, ensuring adequate support and assisting students in achieving their academic and professional potential. Numerous studies also touch on how students view the (MBKM) programme. According to a study's findings students have a very positive opinion of the benefits of the MBKM programme because they think it can help them develop their skills in a way that meets the demands of graduates (Rachman et al., 2022). However, a lack of information influences how students perceive funding, which raises questions. According to previous study students' opinions of the MBKM programme are favourable, which is demonstrated by their level of agreement with the program's recognitions and their willingness to make personal adjustments (Hidayatullah, 2021). Because the Kampus Mengajar programme is a new programme, the researcher examined students' perceptions. This programme is also very pertinent to the English language education and teacher training faculties (Jufriadi et al., 2022; Widiyono et al., 2021). In order for the programme to be lucrative for students, campuses, and target schools, this study also seeks to identify Kampus Mengajar's flaws. As a result, researchers use student perceptions to gauge the effectiveness of the curriculum. The MBKM-Kampus Mengajar programme should be highly helpful for boosting student proficiency and improving the quality of student learning in a number of areas, according to its objectives. This, however, needs to be decided and is not yet certain. The purpose of this study is to ascertain the relationship between Kampus Mengajar implementation and student perceptions at FKIP-UNISKA Kediri. In light of the foregoing explanation, the researcher is expected to carry out a study titled "Student Perception: The Implementation of Kampus Mengajar at FKIP UNISKA Kediri" in order to ascertain how students perceive the implementation of a specific Kampus Mengajar programme in the areas of literacy, numeracy, and technology adaptation as well as the effectiveness of this programme.

## 2. METHOD

Because the purpose of this research is to examine perception, a qualitative descriptive design is the most suitable. Qualitative research is any study that aims to comprehend the phenomenon of what research subjects experience, including perpetrators, perceptions, motivations, actions, and others, holistically and descriptively in the form of words and language in a particular natural context (Fiantika, 2022). A descriptive research design was used to perform qualitative research, thus the required data was obtained, collected, and then

described. The study was carried out at UNISKA Kediri on Manisrenggo Street in Kota, Kediri Regency, East Java. Students in the UNISKA Kediri MBKM-Kampus Mengajar programme make up the curriculum. Participants in the MBKM- Kampus Mengajar programme were interviewed between March and April 2023 for this inquiry. Data were gathered for this study through interviews, with the help of interview guidelines that included questions on how students felt about the MBKM-Kampus Mengajar programme. In order to strengthen the validity of the research findings, interviews with students who had taken part in the MBKM-Kampus Mengajar programme were undertaken.

### **3. RESULT AND DISCUSSION**

#### **Result**

The Faculty of Teacher Training and Education at Kadiri Islamic University in Kediri introduced a unique curriculum for the academic year 2020–2021. One of the autonomous curriculum programmes that is very relevant to the education faculty is Kampus Mengajar. The efficiency of Kampus Mengajar's emphasis on literacy, numeracy, and technological adaptation is discussed here in relation to students' perceptions. Several aspects of the research issue were addressed throughout the interview. These consist of the overview of the topic, student comprehension, teaching strategies, and student results.

#### **Literacy**

All respondents concur that the briefing material is sufficiently relevant to school literacy activities that it can be successfully used in the classroom when it comes to the literary component of the first stage, which is the briefing procedure. Additionally, students can successfully define and approve the programme. Students already have a solid understanding of the principles, goals, and methods used in literacy resources. People go through particular procedures while literacy programmes are implemented. For instance, one in seven respondents mentioned attending an Islamic boarding school; as a result, literacy exercises are not carried out every 15 minutes prior to the learning process, and the book they use is a book of learning resources, leading to boring outcomes. It took more work to finish this study because 2 new respondents said their schools lacked instructors and other staff members for school literature programmes. The outcomes of this programme will also differ as each respondent's literacy process is distinct. Students must be able to solve the issues that the target school has with its facilities, teaching staff, and student learning ability based on the findings of the interview.

#### **Numeracy**

They both agreed that the Teaching Campus's resources are very helpful for them in the classroom. The respondent has experience with the concept, application, and results analysis of the school's numeracy programme and is a participant in the Kampus Mengajar programme. The methods used by the respondents to implement their numeracy programmes differ. For instance, one in seven respondents had a policy that segregated numeracy assignments according to the topics that students were studying, such as biology, physics, and mathematics. The other participant is more focused on imparting currency accounting knowledge. Additionally, five respondents said that their particular subjects, such as mathematics, teach numeracy, thus the students came up with ways to make the process of learning numeracy easier. Their previous numeracy programme yielded diverse outcomes as well. Six out of seven respondents said there had been some improvement, albeit not a significant one, in the students' numeracy. Another respondent contended that teachers believed there had been little progress. From the interview's findings, it can be inferred that students should be able to create learning strategies that differ in numeracy-related areas in order to affect interest and enhance student learning outcomes.

#### **Technology Adaptation**

During the briefing on technology adaption, all respondents agreed that Kampus Mengajar's contents are easy to understand and relevant to students in the classroom. Second, because the students in the school have already mastered the application of the technology principles that will be taught to them, Responden, as an executive in the Kampus Mengajar programme, has already understood the concept, implementation, and analysis of results of the target technology adaptation programme for students in the school. Thirdly, there are several ways that technology adaptation is used, such as when a respondent assigns multiple students to analyse data from the class administration and makes use of evaluations to boost students' motivation to learn. There are many types of media training, including Power Point and MS Word. Then, three more respondents said they used technology to learn, including video, audio for listening, and online learning resources. All respondents agree that the results of applying students' technology adaptation have improved in comparison to previous years, despite the fact that each respondent's process for doing so differs. In order to make the most of the technology that is available in the school's learning aspects, students are inspired by their interest in cutting-edge

items that can be utilised as learning media. In order to support learning in the twenty-first century, students should be able to make the most of the school's technological learning resources, and teachers should keep encouraging this behaviour in their classes.

### ***The deficiency of Kampus Mengajar***

All respondents agreed that the briefing they got on the Kampus Mengajar programme was exceedingly repetitive and had tedious explanations. This is also because it takes at least three weeks and several hours to finish the briefing procedure. Respondents who do not have a strong connection in their place of residence confront a difficulty because this activity is audacious and requires strong relationships. In relation to the implementation of Kampus Mengajar, four respondents found that most target school instructors were uninformed of the Kampus Mengajar programme run by students as a result of a lack of government socialisation. On the other hand, one respondent contended that the nominal channels and cost of living delays did not match the information that was first gathered. Students may socialise with one another thanks to university students before the Kampus Mengajar was introduced. Regarding the incomprehensibility of the course material that would be converted by the Kampus Mengajar programme, two further respondents had the same opinions. Students will be informed about the several transformations that will take place. The implementation of the campus's teaching programme is hampered by the fact that some of the faculty facilitators of the converted courses insist on students continuing to complete the lessons and assignments that must be completed from the courses. Students may believe that the information they are being given conflicts with how the programme is being implemented because of this.

### **Discussion**

The research results showed that all respondents agreed that introductory material had sufficient relevance to literacy activities in schools. These materials are considered to be able to be used successfully in the classroom for the literacy component at an early stage, namely introductory procedures. It is important to understand how respondents assess the relevance of introductory materials to literacy activities in schools (Fitriani, 2022; Suryaman, 2020). Involving follow-up interviews or surveys can provide deeper insight into students' understanding and perceptions of the relationship between introductory materials and literacy practices in schools. It is known that the material is considered to be able to be used successfully in the classroom. It is important to understand how students measure successful use of these materials (Borch, 2019; Sopiansyah et al., 2022). Further analysis can be conducted to assess whether this success is reflected in students' literacy achievements and whether there are positive changes in their literacy skills following use of the materials. Respondents have experience with the concept of numeracy, its application, and analysis of the results of numeracy programs in schools. This reflects their deep understanding of important aspects of numeracy, including understanding mathematical concepts, applications in everyday life contexts, and the ability to analyze numerical results (Ouahidi, 2020; Purwasih & Wahananto, 2022). The fact that respondents are participants in the *kampus mengajar* program shows their active involvement in supporting and developing education outside their school environment. This involvement could be a positive factor in improving understanding of numeracy, as Campus Teaching typically emphasizes the practical and contextual application of mathematical knowledge. Involvement in Campus Teaching may have helped improve respondents' understanding of mathematical concepts. Through hands-on teaching experience, they can relate theoretical concepts to real-world situations, giving a practical dimension to numeracy (Cahyanovianty & Wahidin, 2021; Cooke et al., 2011; Halisa et al., 2022). Participation in teaching programs may also have improved respondents' teaching and learning skills. This can stimulate the use of more effective teaching strategies to help students understand and apply numeracy.

Respondents agreed that the *kampus mengajar* content was relevant to student needs. This shows that the platform is able to understand and accommodate students' educational needs well. Content appropriateness reflects the effective adaptation of technology to the curriculum and student learning needs (Irhandayaningsih, 2020; Krissandi & Rusmawan, 2015). The fact that all respondents agreed that the content was easy to understand shows the effectiveness of the learning design and information presentation on the platform. Ease of understanding content is an important factor in technology adaptation, because technology that is easy to understand is more likely to be widely accepted and used. In the context of technology adaptation, it is important to see the extent to which students interact with the technology provided by the Teaching Campus. The agreement of all respondents was that providing information or briefings regarding the Teaching Campus program was considered very repetitive and provided boring explanations. This can have a negative impact on the motivation of students who should understand the program well (Li & Lu, 2020; Mohammed et al., 2019). Several factors that may cause this repetitiveness and boredom can be identified. It is possible that the delivery of information is too focused on one method or style, which can make participants feel monotonous and bored. It is important to pay attention to variations in the delivery of information, such as using multimedia, group discussions, or interactive activities to make briefings more interesting and effective (Moosa & Shareefa, 2019;

Tawfik, 2015). As a result, the Kampus Mengajar team must enhance the system for informing potential Kampus Mengajar students. This study also focuses on three areas: literacy, numeracy, and technological adaption. For each of these areas, students have different implementation strategies that affect their learning outcomes (Siahaan, 2020; Widiyono et al., 2021). While in technology adaption, students must make the most of their learning through the use of the resources at their disposal, in numerical aspects, they must build more varied learning methods to boost their interest in mathematics (Hadi et al., 2023; Shaleh Assingkiy, 2020; Widiastuti & Dharmaadi, 2021). This suggests that the importance of literacy, numeracy, and technological adaptation vary depending on the different issues that pupils encounter. This programme has flaws, just like the academic teaching activities of the four UNISKA students. Unfortunately, the programme wasn't made known to the target school, and as a result, the school's instructors are unaware of the teaching campus programme, which prevents the implementation of several programmes. In addition to the perceived shortcomings of the KM programme, there is a delay in the delivery of living expenses, a nominal inequality that was made known at the start of the programme, and a lack of information regarding the university's and the faculty's ability to convert courses' system for converting courses to the Kampus Mengajar programme.

#### 4. CONCLUSION

Based on the results of a study done by researchers at UNISKA Kediri on FKIP students who took part in the university programme teaching force 4, it is possible to draw the conclusion that the processes used in the supply, literacy, numeracy, and technology adaptation activities are all different. The agreement reached prior to the program's rollout at the target school guarantees that all pupils are aware of its concept, goal, and implementation strategy. Additionally, due to the lengthy duration of the provision, the restrictions of a stable internet connection, and the monotonous content delivery, all FKIP students who take part in the Kampus Mengajar programme believe that the online provision is suboptimal.

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