UNIVERSITY STUDENTS' EXPERIENCES ON READINESS AND UNDERSTANDING IN IMPLEMENTING THE PROGRAM OF *KAMPUS MENGAJAR*

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Abstract
The Kampus Mengajar program is designed to contribute to the equalization of educational quality. The aim of this research is to analyze how students perceive their readiness and understanding in implementing the program. This study was conducted in two elementary schools in the Pakem District. The research employed a qualitative approach with a case study method, collecting data through in-depth interviews and observations. Thematic analysis was used for data analysis. The findings indicate that students' motivation to participate in the program is related to their experiences, incentives, and credit conversion. As for students' readiness and understanding before participating in the program, it involves their prior teaching experiences, subject knowledge, and preparation provided by the program. Regarding readiness and understanding after completing assignments, it encompasses initial assignment experiences, teaching assistance, and interpersonal skills. This study contributes valuable insights for both the government implementing the program and universities for program evaluation purposes.

Keywords*: University students; Kampus Mengajar; Experiences*

Abstrak
Kampus Mengajar dirancang untuk membantu pemerataan kualitas pendidikan. Tujuan dari penelitian ini ialah untuk menganalisis bagaimana persepsi dari mahasiswa pada aspek kesiapan dan pemahaman dalam melaksanakan program Kampus Mengajar. Penelitian ini dilaksanakan di dua Sekolah Dasar, Kecamatan Pakem pada lokasi program Kampus Mengajar. Penelitian ini menggunakan pendekatan kualitatif dengan jenis pendekatan studi kasus dan pengambilan data dilakukan dengan teknik wawancara mendalam dan observasi. Untuk analisis data, penelitian ini menggunakan analisis tematik. Hasil penelitian ini menunjukkan bahwa motivasi mahasiswa mengikuti program Kampus Mengajar adalah terkait pengalaman, insentif dan konversi mata kuliah. Sedangkan kesiapan dan pemahaman mahasiswa sebelum melaksanakan program Kampus Mengajar ialah pengalaman mengajar dan materi yang dimiliki, pembekalan dari pihak program Kampus Mengajar. Serta untuk kesiapan dan pemahaman setelah melaksanakan penugasan yaitu penugasan awal program, asistensi mengajar, dan kemampuan interpersonal. Penelian ini memberikan kontribusi pada pemerintah pelaksana program Kampus Mengajar dan Perguruan Tinggi sebagai bahan evaluasi pelaksanaan program tersebut.

Kata Kunci: Mahasiswa, Kampus Mengajar; Pengalaman.

INTRODUCTION

Indonesia is still dealing with complex educational issues, particularly at the elementary school level in remote areas. Hence, in addition to addressing existing issues, the government introduces new innovations to address all aspects that impede development in the field of education in Indonesia. The Ministry of Education, Culture, Research, and Technology develops new innovations or provides a forum for the world of education to realize national education functions, as stated in article 3 of Law No. 20 of 2003 concerning National Education functions to develop capabilities and shape dignified national character and civilization in the context of educating the life of the nation (Fitriyani, 2018). One of the innovations provided by the Ministry of Education and Culture is the program of *Kampus Mengajar*, where the *Kampus Mengajar* program is one of the programs in Merdeka Belajar Kamus Merdeka (MBKM) or Independent Learning Independent Campus (Yuniarti & Sriwahyuni, 2022). The Independent Campus Program provides opportunities and challenges for university students to be able to develop capacity, innovation, personality, creativity, and can enhance their ability to find real knowledge and the dynamics that occur in the workforce. Therefore, university students are able to discover new things in the field of work such as social interaction, self-management, real problems and work demands in the field (Doa et al., 2022).

The *Kampus Mengajar* is designed to assist schools throughout Indonesia, particularly at the Elementary School and Junior High School levels, and the *Kampus Mengajar* aims to provide opportunities for university students from various backgrounds majoring in Indonesia, so university students can study outside the classroom by developing various new innovations for the world of education. The *Kampus Mengajar* Program is a component of the MBKM program that includes university students from various educational backgrounds or campuses. As a result of this program, university students can assist schools, particularly elementary schools, in their teaching and learning activities throughout Indonesia (Adellia & Himawati, 2021). The main roles of university students participating in the *Kampus Mengajar* program as school partners are: 1) providing

innovation in learning, 2) strengthening literacy and numeracy, 3) helping to familiarize the use of technology in learning, 4) assisting in the administrative and managerial fields of partner schools, 5) introducing an independent curriculum and assessment of minimum class competency (Putri et al., 2022).

The program's focus is that university students will have the opportunity and will be placed in various elementary schools or junior high schools throughout Indonesia, where they will be able to contribute in the form of assisting the teaching and learning process, assisting the development of technology, and school administration. The *Kampus Mengajar* Program accepts university students from various backgrounds and majors throughout Indonesia, so that before university students are deployed for assignments, they will be provided with provisioning in the form of supporting materials to assist university students in the smooth process of assignments in the field. The materials provided cover a wide range of both strengthening literacy and numeracy materials, as well as getting used to the use of technology and assisting in the development of technology. Many university students who participate in the *Kampus Mengajar* program gain the ability to collaborate with various universities and university student study programs, as well as develop soft skills such as independence, discipline, and responsibility (Suwanti et al., 2022). University students in the *Kampus Mengajar* program are able to implement new learning innovations into action, making learning more enjoyable. In addition, university students in this program can help improve literacy and numeracy competencies, as well as enhance the process of adapting technology to the nation's generation in each school throughout Indonesia (Sopianingsih et al., 2022).

Several studies related to the Kampus Mengajar program have been conducted. Two studies focused on the implementation of the first batch of the Kampus Mengajar program, with the first study conducted at SD Muhammadiyah 1 Padas (Anwar, 2021) and the second study at SDN Procot 04 (Cahya et al., 2022). Both studies found that Kampus Mengajar activities can enhance literacy, numeracy, and technological literacy. Another study focused on the implementation of the second batch of Kampus Mengajar at SDIT Ashabul Kahfi

(Sitopu, 2022). Meanwhile, another study found that the implementation of the Kampus Mengajar program contributed to improving students' adaptation to technology amid the Covid-19 pandemic, particularly the use of the Zoom application, conducted at SDS ABC Jakarta Utara (Anugrah, 2021).

Another study related to the Kampus Mengajar program discovered that it introduced a student evaluation model using the Quizizz application (Rosita & Damayanti, 2021). Another study indicated that the Kampus Mengajar program assisted teachers in using online applications for teaching at SDS Nurani (Fatonah et al., 2021). However, none of these studies specifically focused on students' readiness and understanding in implementing the Kampus Mengajar program.

Therefore, this research aims to analyze the readiness of students who participate in the Kampus Mengajar program in implementing programs at their placement locations. Additionally, this study also assesses the understanding of students participating in the Kampus Mengajar program regarding the execution of the program as expected by the program organizers, namely the Ministry of Education and Culture of the Republic of Indonesia. This research can provide a new perspective on the implementation of the Kampus Mengajar program, showing how students can grasp the theory and material and apply it directly in the field during their assignments in schools, especially for students assigned to Pakem, Sleman Regency, Yogyakarta.

METHOD

This study employs a qualitative research method with a case study approach to examine the natural conditions of a research object, as well as a descriptive research method that describes a condition under study (Gumilang, 2016). This research was obtained directly from the data source in the field, so the data obtained is the primary data source. The researchers hoped to describe and obtain data or facts from informants by interacting directly related to university students' perceptions of readiness and understanding in carrying out assignments to *Kampus Mengajar* programs in Pakem District through this study. It is expected that this research will allow for a more in-depth examination of university students'

readiness and understanding in implementing *Kampus Mengajar* program. In general, the research instrument for interview data collection was prepared with a list of semi-structured questions. These questions aimed to delve into the readiness of students who joined the Kampus Mengajar program and their understanding of its implementation as expected by the program organizers.

This research was conducted at two elementary schools in Pakem District, which are SD Negeri Srowolan and SD Negeri Bulus. While the subjects in this study were people who understood and could provide in-depth information about the *Kampus Mengajar* program's implementation, encompassing university students who carried out the *Kampus Mengajar* program in the two schools that were the study's locations. Researchers used data collection techniques such as direct observation or observation and interviews to obtain the desired data at SD Negeri Srowolan and SD Negeri Bulus in the Pakem District.

This study's data analysis model employs thematic analysis, which was carried out as long as the researchers conduct the research process, both before and after the field. While the data is still in the field, the researchers employ three techniques to ensure that the data obtained can be presented in a well-structured manner, namely data reduction, data presentation, and data drawing (Ahmad, 2018).

FINDING AND DISCUSSION

The Finding And Discussion in this study center on perceptions of university student readiness and understanding in the implementation of *Kampus Mengajar* programs in Pakem District elementary schools. This section discusses university student motivation in participating in the *Kampus Mengajar* program, as well as university student readiness and understanding before and after carrying out special *Kampus Mengajar* programs at elementary schools that are referred to, in a coherent manner. Generally, students' motivation to join the Kampus Mengajar program stems from the desire to gain teaching experience, incentives, and credit conversion. Meanwhile, students' readiness and understanding regarding the Kampus Mengajar program encompass two aspects: before and after program

implementation. Before the implementation of the Kampus Mengajar program, students acquire teaching experience and training. However, once the program is in progress, students gain observational experience, teaching assistance, and interpersonal skills.

University Student Motivation in Participating in the Program Experience

Participants in the *Kampus Mengajar* program originate from a variety of majors and institutions or universities. Eight university students from two different placement schools participated in the *Kampus Mengajar* program, representing various majors and campuses such as Yogyakarta State University and Universitas Islam Indonesia (Islamic University of Indonesia). With several majors, including Geography Education, Literature and Indonesian Language Education, Islamic Religious Education, and English Education. As a result, the motivation of *Kampus Mengajar* participants will differ. Motivation is a reason for someone to be more active by working hard to achieve what is expected (Budiman & Irianto, 2015). According to Pangestu, a campus participant who teaches at SD Negeri Srowolan "I was initially interested and motivated to join this *Kampus Mengajar* in order to gain experience" (Pangestu, 2023). In accordance with the policy of the *Kampus Mengajar* explained by the Indonesian Minister of Education, Nadiem Anwar Makarim, The *Kampus Mengajar* aims to improve graduates' competence, both soft and hard skills, so that they are more prepared and relevant to future needs, and to prepare graduates as future leaders nation that is superior and has personality (Hikmawati, 2022). University students are given as many opportunities as possible to add or enrich their competencies and insights, as well as to improve their soft and hard skills (Arsyad & Widuhung, 2022). Teaching experience is one of the factors influencing a teacher's workability, so internal and external factors impact teacher performance. According to Sugiyono, several factors influence teachers' workability, including educator qualifications, training, basic potential, and teaching experience (Andriana, 2018).

Looking for a lot of experience, especially in the field of education, so that university students' insights and knowledge are not only obtained in class, so that

university students can better prepare themselves to become innovative and competent educational graduates, learn from their experiences, according to Nabillah. University students who participate in the *Kampus Mengajar* program have the opportunity to improve and develop their leadership spirit and teaching experience, and as a result of their experience in the *Kampus Mengajar* program, they are naturally prepared to enter the world of work (Sitopu, 2022).

Incentive

The *Kampus Mengajar* Program promises several benefits to university students who participate in the program, including living expense and tuition assistance. "I am interested in joining this program for several reasons, one of which is that it provides facilities such as subsidized Living Cost Assistance (BBH) and Tuition Expense Assistance (BBK), with which I can better assist my finances in foreign cities" (Inas, 2023).

In the implementation of the *Kampus Mengajar* program, there are advantages obtained by the university students participating in the *Kampus Mengajar* program which are facilitated by the *Kampus Mengajar*, one of which is that participants will get Living Expense Assistance (BBH) (Fadli et al., 2022). As stated by Fauziyah "because I am studying or studying outside of my area, or can be said to be wandering and far from my parents, with this excellent offer or opportunity through a program that is also beneficial to myself and my environment, taking part in this *Kampus Mengajar* program is of particular interest to me" (Fauziyah, 2023). University students not only gain experience and relationships through the *Kampus Mengajar* program, but it is also one of the university students' interests to participate in this program due to the benefits facilitated by the *Kampus Mengajar*.

Credit Conversion

University students enrolled in MBKM programs at their respective universities and directly from the Ministry of Research, Technology, and Higher Education have the freedom to carry out existing programs and transfer credit (Suwanti et al., 2022). In order to focus on the university students of the *Kampus Mengajar* program in performing program assignments, the *Kampus Mengajar*

also helps participants convert their credits in accordance with the policies in the respective participating faculties' study programs, 20 credits are provided for each university student, so that participants can carrying out assignments for one semester can be helped by focusing on assignments in the *Kampus Mengajar* program (Fadli et al., 2022). Khasanah's statement conveys that "my interest in participating in the *Kampus Mengajar* program stems from the fact that we can submit conversions to our faculty study programs." (Khasanah, 2023).

Perceptions of University Student on Readiness and Understanding

University students in the *Kampus Mengajar* program received several assignments or burdens as teacher partners in schools where the *Kampus Mengajar* has placed them, so that program participants can solve problems and provide new innovations for the school. As a result, in the *Kampus Mengajar* program, university students who participate play a critical role in realizing the expectations of the *Kampus Mengajar* or the government itself, particularly in the world of education. There are processes or conditions in the program's implementation that differ from before and after the program's implementation, both in terms of the university student's readiness and understanding of the *Kampus Mengajar* program.

Readiness and Understanding before Implementing the Program

Teaching Experience and Materials

Experience in teaching is one of the incentives for university students to gain more experience in dealing with various situations in class, and it is hoped that with more experience in teaching, their abilities in the world of teaching will also improve (Alamsyah et al., 2020), as stated by A'yun participants from the *Kampus Mengajar* located at SD Negeri Bulus, "I gained a lot of experience and I gained there allows me to receive more feedback on the quality of teaching" (A'yun, 2023). Experience is important, but it can also become an evaluation and impression of each teaching experience, so that each evaluation may enhance the experience you have. Experience in teaching can be measured not only by how long a person has been teaching but also by how effective it is and what kind of assessment causes a person to grow in the teaching process (Sahari, 2018).

Special Training

Before making a decision or beginning an assignment, it is critical to be informed about the program. Before participating in the *Kampus Mengajar* program, information was obtained only through the experiences of previous generations' participants in the *Kampus Mengajar* program, from the information received that the campus program taught university students as program participants will help from various aspects in school, both from teaching and learning activities and school administration, various types of initial perceptions from *Kampus Mengajar* university students about the program's implementation or assignment. However, by participating in the *Kampus Mengajar* program, university students can contribute and play an active role in the world of education while also gaining experience in basic teaching skills (Indonesia and Indonesia n.d.). University students participating in the program receive quite good and perfectly prepared facilities or benefits from the *Kampus Mengajar* program, while from several activities prior to the program's implementation, the *Kampus Mengajar* does not only equip participating university students in the form of provision of materials that can support the smooth assignment of participants in this program. However, participating university students receive coaching clinic activities from each *Kampus Mengajar* program session, such as AKM class activities that should be completed at the beginning of the assignment (Pre-Test) and at the end of the assignment (Post Test).

Readiness and Understanding after Implementing the Program

Initial Assignment

Implementation of debriefing with various types of provided material, so that program participant university students gain an overview and concepts of what can be done during assignments. There are programs that have been formed in field assignments; previously participating university students in the *Kampus Mengajar* program conducted observation and interviews, so that participating university students can analyze what programs can be implemented in accordance with the needs of the intended school. The program participant university students' initial

observation or preparation activities are an important step in learning and understanding program design and the sustainability of subsequent assignments.

In the following stage, program participants engage in a variety of activities to ensure the continuation of program assignments, such as the School Communication and Coordination Forum (FKKS) and coordination with Field Supervisors (DPL). University students in the *Kampus Mengajar* program can perform the programs that have been designed with the help of these various stages. The *Kampus Mengajar* Program emphasizes several aspects that can be accomplished through program assignments, including literacy and numeracy enhancement, school administration management, and technology adaptation. As Nabilla stated "All the programs that have been designed, my team and I put more emphasis on improving university students' literacy and numeracy skills" (Nabillah, 2023). Moreover, it was emphasized that "literacy activities greatly assist university students in their classroom learning activities" (Pangestu, 2023). This statement is relevant to previous research findings that confirm that programs or activities of university students participating in the *Kampus Mengajar* program can transform and increase literacy, numeracy, and can also adapt technology for university students (Kartika et al., 2022).

Teaching Assistance

In this activity, program participants also perform class AKM activities, which in the AKM *Kampus Mengajar* program should be carried out in every school that is a program partner or school that is a reference. There are two types of AKM activities: class AKM and national AKM. Because AKM is an assessment of university student competence, class AKM is critical for preparing and developing the quality of university students or university students at school (Noerbella, 2022).

The target for university students participating in the *Kampus Mengajar* program is KBM (Kegiatan Belajar Mengajar) or Teaching and Learning Activities in class; as partner teachers, university students participating in the program should be able to master teaching and learning activities in class both mentally and physically. It is hoped that the debriefing conducted prior to the assignment will

allow program participant university students to apply the material that has been provided and then apply it to university students in teaching and learning activities in class. University students participating in the program should be mentally and physically prepared to deal with classroom conditions during the teaching and learning process. "My preparedness to conduct the program materially, I believe I am prepared, but mentally, I have not demonstrated readiness in performing learning activities in class, such as conditioning university students in class, and I lack confidence in standing alone in class. I have not been prepared to complete assignments in front of the class because I have not been prepared to present learning materials in front of the class" (Fauziyah, 2023). In teaching, the context between learning theory and learning practice is an inseparable unit (Rohman et al., 2022). However, Inas can also emphasize that "many new things and knowledge can be obtained by overcoming several challenges in the process of teaching and learning activities in the classroom" (Inas, 2023). In this way, the *Kampus Mengajar* program develops program participants' soft and hard skills in dealing with various aspects, particularly in the world of teaching and the development of the world of education. This is consistent with previous findings indicating that university student soft skills have a positive and significant impact on university student work readiness (Hikmawati, 2022).

Interpersonal Skills

University students can develop skills in communication skills, leadership, innovation, and collaboration within a team that has been formed, and each program will be implemented to the fullest extent possible with creative and active teamwork. The Ministry of Education and Culture believes that Indonesian university students are capable of demonstrating it to the rest of the world because Indonesia has university students who devote themselves to their country by contributing to the world of education, particularly by teaching in Indonesian schools. (Hilmi et al., 2022). University students participating in this *Kampus Mengajar* program activity can not only develop their abilities through collaboration and cooperation with their teams or groups, but they will also be

guided by their respective Field Supervisors (DPL) to enhance their abilities in teamwork and collaborative work. (Permana et al., 2022).

Based on the data collected, the understanding of program participant university students in executing assignments can still be resolved as the assignment progresses, because each school is assigned a team. They will be able to help and contribute to one another in each school by forming a team or group and cooperating in complementing one another in the team. "Many things can be learned from the assignment's understanding and readiness from each phase or process prior to implementing the program" (Fauziyah, 2023). In terms of the team or group performing the *Kampus Mengajar* program's assignment, it can improve university students' personalities by optimizing soft skills in the form of social skills, being able to adapt to the environment, communicating well, and being able to train emotionally in the world of work (Hikmawati, 2022).

CONCLUSION

The Study Concludes that university students exhibit various motivations for participating in the Kampus Mengajar program, driven by the desire for experience, insights into education, and access to program benefits such as incentives, Living Expense Assistance, and Cost Assistance Lectures, including the option to convert up to 20 credits. The research highlights the evolving perceptions of readiness and understanding among university students before and after program implementation. Participants experience significant developments in each phase, with ample preparation provided through teaching experiences, materials, and supporting resources. This comprehensive preparation enhances participants' capabilities and success in program assignments. The study underscores the program's effectiveness in providing necessary tools and materials for success, fostering continuous improvement in participants' readiness and understanding throughout the program. Overall, the Kampus Mengajar program effectively supports university students, ensuring their preparedness for assignments and contributing to a smooth implementation process.

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