The Influence of the Implementation of the Teaching Campus MBKM Program on Student Learning Agility and Civic Engagement

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Abstract

This research was motivated by one of the MBKM programs, namely Teaching Campus, which is a teaching assistance program targeting schools that are affected by the pandemic, are in the 3T area as well as have low literacy and numeracy skills. Citizen involvement is known as civic engagement in this program, students carry out their duties as citizens who are known as agents of change and are required to become problem solvers. By entering society, students will have learning agility. This research reviews the influence of the implementation of the Teaching Campus MBKM program on student learning agility and civic engagement. The research method used in this research was a quantitative approach. The population in this study were all students from various universities implementing the fourth MBKM Teaching Campus program in Purbalingga Regency. The data collection method used a questionnaire. Data collection techniques were through library and literature studies. The analysis tool used was Partial Least Square (PLS). Based on the results of research and data analysis, it can be concluded that the Teaching Campus MBKM program (X) has a positive effect on learning agility (Y1) and the Teaching Campus MBKM program (X) has a positive effect on civic engagement (Y2). Considering its influence, the university should always encourage its students to participate in the Teaching Campus MBKM program.

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INTRODUCTION

Education is a very crucial thing in human life. High quality education is certainly able to improve the quality of life of the nation and state. Education always leads to progress and develops according to the times because it functions as a provision for humans to obtain an advanced and quality life. Siregar et al. (2020) stated that rapid developments in the world of education expect students to be able to reform at all times, not only to be highly educated but also as agents of change. In order to advance education in Indonesia and be able to respond to educational needs in this era, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) initiated the Independent Learning Campus (MBKM) program.

Independent Learning Campus (MBKM) is a policy initiated by the Ministry of Education, Culture, Research, and Technology which consists of two essential concepts in "Freedom to Learn" and "Free Campus". The concept of freedom to learn implies that educators have the freedom to develop their thinking with the aim of seeking better changes in primary, secondary, and higher educational institutions. The concept of an independent campus implies an effort to move more easily (Fuadi & Aswita, 2021). According to Minister of Education and Culture Regulation Number 3 of 2020 Article 15 Paragraph 1, there are eight forms of MBKM programs, one of which is the Teaching Campus program.

The Teaching Campus program is one of the MBKM programs which is expected to provide benefits and opportunities for students to hone their soft skills, character, and gain direct teaching experience that is recognised in the form of semester credit units (Kemendikbudristek, 2022).

This program is motivated by the very low quality of education in primary and secondary schools (Indonesia is ranked 54th out of 78 countries based on data from the World Population Review 2022). Anwar (2021) stated that the aim of implementing the Teaching Campus program is to create collaboration between schools and students, because, in this program, students will be responsible for learning at school, assisting school administration, and adapting technology.

Considering the importance of the existence of students who act as a bridge for the aspirations of the community to the government, students are therefore required to be brave, critical, and active in responding to various problems for the sake of welfare on behalf of the people (Maulana, 2020: 1). Student involvement is citizen participation or also known as civic engagement, citizen participation is a very important part because it is included in the ultimate goal of civic education. Civic Engagement, as mapped by Robert D Putnam's (2001) Social Capital theory, is part of social life such as networks, norms, and trust that encourage participants to act together more effectively to achieve common goals (Field, 2011: 51). Therefore, this theory believes that Civic Engagement is considered a central component of social capital, where participation in community organizations and volunteer activities helps build trust and social networks.

According to Budimansyah and Winataputra (2012), the dimension of citizen participation is with goals to channel the understanding and abilities needed to be actively and effectively involved in the interests of society. Their knowledge and experience of involvement can strengthen awareness and develop the importance of playing an active role as citizens. The Teaching Campus program is certainly a bridge for students to play an active role in society as problem solvers. Umami (2022) proved in her research that the implementation of a Teaching Campus was able to increase civic engagement (student involvement) in participating in society. Through the MBKM campus teaching program, which is implemented for one semester, students are able to strengthen their love for their home-

land as an embodiment of civic engagement by presenting themselves directly as agents of change in education, one of which is the literacy aspect (Widjanarko et al., 2021).

The Teaching Campus program has a scope of activities that covers all subjects with a concentration on literacy, numeracy, and technology adaptation with managerial administrative assistance provided by the school (Etika et al., 2021). According to Waldi et al. (2019), literacy, numeracy and technological adaptation are basic competencies that play an important role in measuring the quality of the nation, especially in basic education which makes literacy and numeracy a competency standard that students must have.

In order to be able to adapt to the times, especially in the field of education, students must have the ability to adapt and learn quickly regarding existing updates and changes. The abilities that must be implemented so that students are able to become agile learners or someone with the willingness and speed to learn are generally called learning agility. Albert Bandura's (1977) social learning theory concludes that humans take information and decide on the behavior to adopt based on the environment and other people's behavior (Suardi, 2018). The theory states that learning occurs socially and through observing and imitating others. Learning Agility involves the ability to learn from observation and interaction with others and adapt behavior based on these observations.

Wardhani et al. (2022) stated that agile is a process where individuals seek, manage, and learn from new things to assess current performance and long-term potential. The concept of speed or agility in learning is used to determine which individuals have an attitude of openness, flexibility, and the willingness to continue learning. Meanwhile, learning agility is the ability to remain open to new ways of thinking and continue to learn new skills. The pattern of thinking referred to in learning agility is a mindset where individuals continue to develop and grow quickly based on new strategies and opportunities that emerge (Mitchin-son & Morris, 2014).

The potential of this research is to provide a better understanding of how the Teaching Campus MBKM program influences learning agility and civic engagement, especially among students implementing the program. The main problem that wants to be studied is how much influence the Teaching Campus MBKM program has on student agility, especially in anticipating the current era of VUCA (volatility, uncertainty, complexity and ambiguity) where change is very fast, unpredictable, influenced by many factors that are difficult to control, as well as truth and reality become very subjective. The development of technology and information is one of the biggest influences on this change. Learning Agility and Civic Engagement were partly developed from Albert Bandura's (1977) social learning theory, which believes that learning behavior is obtained from observation and imitation. Participation in civic and political activities results from various interrelated factors, including individual resources, social networks, group identity, and beliefs in the ability to influence change. So, Learning Agility and Civic Engagement can be understood as comprehensive and multifaceted capabilities, which are very important in facing challenges and opportunities in an ever-changing world.

The specific aim of this research is to find out how much influence the Teaching Campus MBKM program has on learning agility and civic engagement among students across generations and universities who implement the Teaching Campus MBKM program in Purbalingga Regency. The novelty of this research is the use of learning agility and civic engagement variables as a theoretical basis for measuring students' readiness to face the era of VUCA which is really needed at this time. The learning agility and civic engagement variables are usually used as parameters for students' readiness to carry out project activities outside the campus, especially community service program, whereas, in this research, the researchers measure them in the implementation of the Teaching Campus MBKM.

The contribution of this research to science is to provide a better understanding of the influence of the Teaching Campus MBKM program on learning agility and civic engagement, especially among students. This program has the characteristic that it hopes to improve the quality of human resources in society through education.

Previous research on civic engagement was conducted by Rahmanisa et al. (2023) who conducted research regarding student involvement in work programs that have been implemented in community service program can have a positive impact, society understands that there are many things that need to be addressed, therefore the existence of community service program must be able to change in terms of mindset and community behaviour to overcome existing problems in society in order to create an environment of progress. This is also reinforced by research by Azionya and Oksiutycz (2019) where the higher education system implemented in Africa prioritises a combination of lecture learning in the classroom and in the field. It uses social problems that require interdisciplinary collaboration to develop students' areas of knowledge. This approach equips students with critical literacy, mastery of scientific disciplines, interdisciplinary reflective thinking skills, and prepares them to respond more successfully to uncertainty during decision making. This is the same as the learning concept in the MBKM curriculum at universities in Indonesia.

Therefore, based on the background of the problem above, the researchers were interested in conducting research related to "The Influence of the Implementation of the Teaching Campus MBKM Program on Student Learning Agility and Civic Engagement".

Model Development

Figure 1 is a conceptual framework based on the model that was built as a basis for formulating hypotheses.
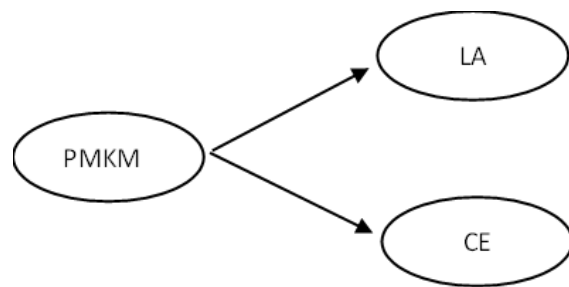

Figure 1. Research Model
Source: Processed data (2023)
Information:
PMKM: Teaching Campus MBKM Program
LA   : Learning agility
CE   : Civic Engagement

Based on the research model above, the hypothesis development is as follows:

The influence of MBKM Teaching Campus on learning agility

MBKM Teaching Campus is one of the factors that influences student learning agility. Research conducted by (Howard, 2017) shows that teaching training programs in schools, one of which in Indonesia is the MBKM Teaching Campus, significantly affect learning agility.

H1   : PMKM has a positive effect on LA.

The influence of MBKM Teaching Campus on civic engagement

The MBKM Teaching Campus is a significant factor in shaping student civic engagement. The research conducted by Umami (2022) underscores this, revealing a positive and substantial impact on civic engagement (student involvement). Similarly, the study by Rochana, Darajatun and Ramdhany (2021) confirms the positive influence of the Independent Campus on student involvement, providing reassurance and confidence in the effectiveness of campus programs.

H2   : PMKM has a positive effect on CE.

METHODS

The research method used is quantitative approach. The data collection method used a questionnaire which contained a list of questions that had been created in order to obtain data in research. Data collection techniques were through library and literature studies. The questionnaire was prepared based on the indicators contained in the variables contained in the Teaching Campus MBKM, learning agility, and civic engagement.

The population in this study were all students of the fourth Teaching Campus MBKM program in Purbalingga Regency. Determination of the sample used a saturated sample, where all members of the population were sampled in the research. According to Sugiyono (2017), what is meant by saturated sampling technique is a sampling technique where all members of the population are used as samples. Thus, the total number of samples used in the research was 74 students.

The data collection method used a questionnaire. According to Sugiyono, (2013) a questionnaire is a data collection technique that is carried out by giving respondents a number of questions and written statements to answer. The variable measurement scale refers to the Likert scale, using a scale of 1-5 answer categories, namely strongly agree to strongly disagree.

The data analysis technique used to test the hypotheses in this research was Partial Least Square (PLS) with SmartPLS software version 3.0. One of the advantages of PLS is that it is able to process data with a small sample size (Abdillah & Hartono, 2015). Various steps taken in data analysis using Partial Least Square (PLS) include: (1) designing a structural model (inner model) and path diagram; (2) designing a measurement model (outer model); (3) constructing a path diagram; (4) conversion of path diagrams to systems of equations; (5) estimation of path coefficients, loadings, and weights; (6) evaluation of goodness of fit; as well as (7) hypothesis testing (Ghozali, 2016).

Table 1. Research Variable Indicators

Variable	Indicator
Learning Agility (LA)	1. Ability to examine problems carefully (mental agility).
	2. The ability to handle a variety of people and difficult situations (people agility).
	3. The ability to overcome discomfort with change (change agility).
	4. Ability to provide results on situations and have significant impacts (result agility).
Civic Engagement (CE)	1. Ability to improve performance (level of academic challenge).
	2. The ability to collaborate and be directly involved in problem solving and educational materials (active and collaborative learning).
	3. Ability to interact with teaching staff for learning (student-faculty interaction).
	4. Ability to learn about a variety of academic programs and technological facilities (enriching educational experiences).
Teaching Campus MBKM Program (PMKM)	1. Ability to read, write, speak, listen, and utilise technology (literacy).
	2. Ability to use numbers, symbols, and interpret the information (numeracy).
	3. Ability to utilise applications in online learning (technology adaptation).
	4. Ability to use school administration information (school administration assistance).

Source: Wardhani et al. (2022)

RESULT AND DISCUSSION

The respondents in this research were all students who had implemented the Teaching Campus program with placement schools in Purbalingga Regency. From the research results, the number of questionnaires filled out was 75.

An overview of the characteristics of respondents was obtained from the respondent's identity on the front page of the questionnaire which includes gender and age. To find out the characteristics of respondents, it can be seen in the Table 2.

Table 2. Characteristics of Respondents Based on Gender

Characteristics	Criteria	Amount	Percentage
Gender	Male	13	17.6 %
	Female	61	82.4 %

Source: Primary Data Processed (2023)

Table 3. Characteristics of Respondents Based on Age

Characteristics	Criteria (Years Old)	Amount	Percentage
Age	19	1	1.4 %
	20	11	14.8 %
	21	35	47.3 %
	22	17	22.8 %
	23	10	31.1 %

Source: Primary Data Processed (2023)

Based on Table 2, it can be seen that there were 13 male respondents with a percentage of 17.6% and 61 female respondents with a percentage of 82.4%. This shows that the majority of respondents are female. Then, based on Table 3, it can be seen that the number of respondents aged 19 years old was 1 person with a percentage of 1.4%, respondents aged 20 years old were 11 people with a percentage of 14.8%, respondents aged 21 years old were 35 people with a percentage of 47.3%, 17 respondents aged 22 years old with a percentage

of 22.8%, while 10 respondents aged 23 years old with a percentage of 31.1%. Judging from the age group, the majority of respondents were in the 21 years old age group with a percentage of 47.3%.

This research measures the influence of the Teaching Campus MBKM on learning agility and civic engagement. The teaching campus is an MBKM program that provides opportunities for students to learn and develop themselves through activities outside the lecture classroom. The Teaching Campus Program is expected to benefit students by honing their leadership and character, increasing their teaching experience, and collaborating with teachers in elementary schools to organize interactive learning (Ethics et al., 2021). Learning agility is related to adapting and the willingness to face the unknown (Gravett & Caldwell (2016). Meanwhile, civic engagement, which is implemented in higher education, encourages students to see themselves as those who can provide solutions to problems that occur around where they live and develop or hone their abilities in collaborating with other people for good change (Adha, 2020).

Data analysis was carried out by carrying out outer model analysis which connects each indicator with its latent variable. This measurement model test was carried out through the PLS algorithm by looking at the results of indicator validity and construct reliability (convergent and discriminant validity).

Convergent validity is used to validate indicators for variables in terms of loading factor values. This value will be accepted if the loading factor value is above 0.7 with a minimum value of 0.5. Convergent validity is the loading factor value on the latent variable with its indicators. The validity of the indicator is seen from the resulting loading factor (LF) value. According to the general rule (rule of thumb), an LF indicator value ≥ 0.7 is said to be valid (Ghozali, 2014). Based on the test results using SmartPLS 3.0 software, the outer loading results were obtained in Table 4. In the validity test, the corrected item-total correlation value is also referred to as the calculated
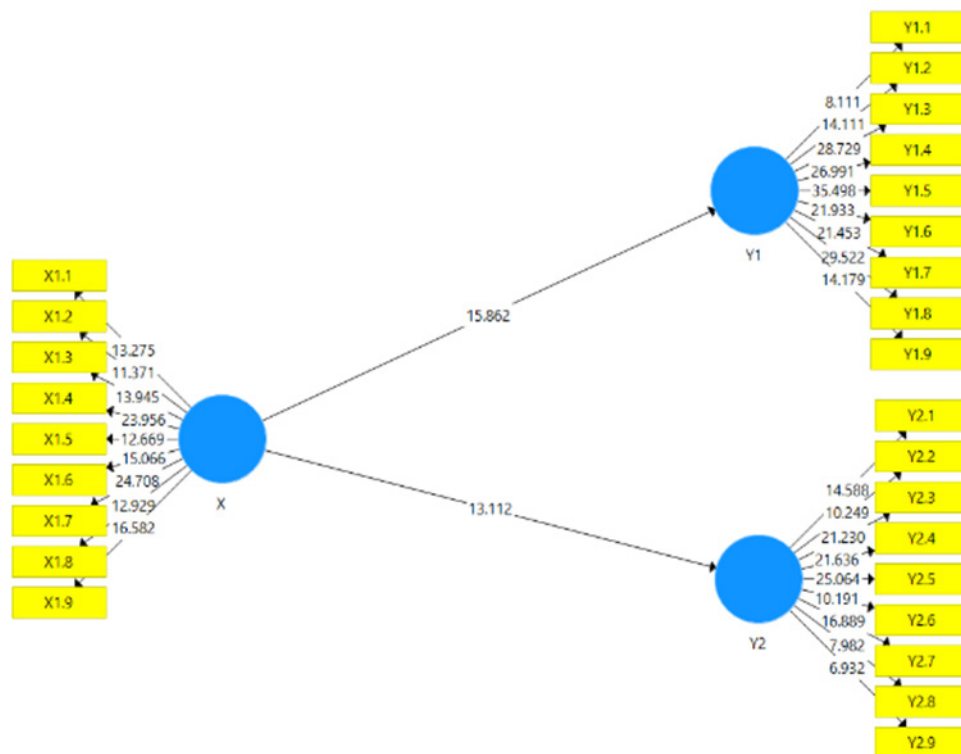
Figure 2. PLS Algorithm Results
Source: Processed primary data (2023)

r value, with the basis for decision making in the validity test namely the following decision-making criteria: If r count > r table, then the questionnaire is valid, and If r count < r table, then the questionnaire is invalid.

Table 4. Outer Loading Results

	PMKB	LA	CE
X1.1	0.682		
X1.2	0.618		
X1.3	0.716		
X1.4	0.789		
X1.5	0.680		
X1.6	0.747		
X1.7	0.798		
X1.8	0.658		
X1.9	0.714		
Y1.1		0.541	
Y1.2		0.687	

	PMKB	LA	CE
Y1.3		0.822	
Y1.4		0.798	
Y1.5		0.858	
Y1.6		0.819	
Y1.7		0.761	
Y1.8		0.835	
Y1.9		0.708	
Y2.1			0.705
Y2.2			0.675
Y2.3			0.734
Y2.4			0.792
Y2.5			0.821
Y2.6			0.697
Y2.7			0.773
Y2.8			0.630
Y2.9			0.530

Source: Processed primary data (2023)

Testing of discriminant validity with reflective indicators was assessed by comparing the average extracted (AVE) value of the square root of each construct with the correlation between the construct and other constructs in the model. The discriminant validity of the measurement model with reflective indicators was assessed by comparing the average extracted (AVE) value of the square root of each construct with the correlation between the construct and other constructs in the model. If the AVE square root value of each construct is greater than the correlation value between the construct and other constructs in the model, then it is said to have good discriminant validity values (Ghozali, 2011).

Evaluation of the construct reliability value is measured by Cronbach's alpha and composite reliability values. A construct is declared reliable if the Cronbach's alpha value > 0.6 and composite reliability > 0.7. Data that has composite reliability > 0.7 has high reliability.

Inner Model Analysis

R-Square

Inner model analysis is a structural model carried out to connect latent variables. This structural model test can be done in three ways, namely by looking at R2, Q2, and GoF. This is done through a bootstrapping procedure.

Table 6 gives a value of 0.527 for X to Y1 which is able to explain 52.7% of the variance, and X to Y2 gives a value of 0.419 which is able to explain 41.9%, the rest is explained by other constructs outside those examined in this research.

Table 6. R-square Examination Results

	R Square	R Square Adjusted
LA	0.531	0.527
CE	0.424	0.419

Source: Processed primary data (2023)

Q2 Predictive Relevance

Apart from looking at the R-square size, PLS model evaluation can also be done with Q2 predictive relevance or predictive sample reuse to represent synthetic cross-validation and fitting functions with predictions from observed variables and estimates from construct parameters. A Q2 value > 0 indicates that the model has predictive relevance, while a Q2 value < 0 indicates that the model lacks predictive relevance (Ghozali & Latan, 2015). Q2 measures how well the observed values are generated by the model and also its parameter estimates. Below, testing the inner model can be done by looking at the Q2 (predictive relevance) value. To calculate Q2, the formula can be used:

$$Q^2 = 1-(1-R^2)$$
$$Q^2 = 1 - (1- 0.531^2)(1- 0.424^2)$$
$$Q^2 = 0.411$$

Goodness of Fit (GoF) Test

The last one was to look for the goodness of fit (GoF) value. The GoF test results were obtained from multiplying the root mean value of communalities by the root mean value of R-square. In contrast to CB-SEM, the GoF value in PLS-SEM must be searched manually.

Table 5. Results of AVE and AVE Square Root, Cronbach's Alpha, as well as Composite Reliability

	Average Variance Extracted (AVE)	AVE Square Root	Composite Reliability	
PKMB	0.509	0.714	0.903	Reliable
LA	0.585	0.765	0.926	Reliable
CE	0.506	0.712	0.901	Reliable

Source: Processed primary data (2023)

GoF = $\sqrt{(AVE \times R^2)}$
(1) GoF = $\sqrt{(0.533 \times 0.531^2)}$
GoF = 0.531
(2) GoF = $\sqrt{(0.533 \times 0.424^2)}$
GoF = 0.475

According to Ghozali (2015), GoF is used to validate the combined performance of the measurement model (outer model) and structural model (inner model) whose values range between 0-1 with interpretations namely 0-0.25 (small GoF), 0.25-0.36 (moderate GoF), and above 0.36 (large GoF). From the GoF calculation results above, a value of 0.531 was obtained for learning agility, and 0.475 for civic engagement, so it can be concluded that the model has a large GoF, and the greater the GoF value, the more suitable it is for describing the research sample.

Hypothesis Testing

After testing the measurement model (outer model), the next step was testing the structural model (inner model) to find out whether the hypothesis could be accepted or rejected. This research used a significant value (α) of 0.05 or 5%. The relationship between variables can be considered significant if the p-value is smaller than the predetermined significant value ($p < 0.05$).

Hypothesis testing can be done by looking at the significance of the relationship between constructs. The magnitude of the influence between constructs and interaction effects is measured by the path coefficient value. A path coefficient that has a t-statistic value ≥ 1.96 (or rounded to 2) or has a probability value (p-value) of $0.000 \leq 0.05$ is declared significant. This research used a significant

value or confidence level of 95% (α = 0.05). The original sample value shows a positive or negative relationship between variables, while the t-statistic is used to see the significance of the relationship between variables. Table 7 are the output results of partial least square calculations using SmartPLS 3.0 software.

The Teaching Campus MBKM Program Has a Positive Effect on Learning Agility

Table 6 shows that the t-statistic value is 15.862 (≥ 1.96) and the p-value is 0.000 (≤ 0.05), this means that the relationship between the Teaching Campus MBKM program (PMKM) and learning agility (LA) is significant. The original sample value is positive, namely 0.729, which indicates that the direction of the relationship between PMKM and LA is positive. This aligns with Albert Bandura's (1977) Social Learning theory, which emphasizes that learning occurs in a social context through observation and interaction. Through the MBKM program, students can learn from various social environments, be it in the workplace, community, or other institutions, which increases their ability to adapt and learn from social interactions. Overall, the Teaching Campus MBKM program (PMKM) enriches students' learning experiences by providing opportunities to learn from various contexts and authentic experiences, strengthening their learning agility. In this way, students are better prepared to face challenges in work and life and can adapt quickly to changes and uncertain situations.

Thus, the first hypothesis (H1) which states that the Teaching Campus MBKM program (PMKM) has an effect on learning agi-

Table 6. Hypothesis Testing Results

Hypothesis	Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-statistics (|O/ STDEV|)	p-values	Conclusion
H1	PMKM - > LA	0.729	0.736	0.046	15.862	0.000	Accepted
H2	PMKM - > CE	0.651	0.661	0.050	13.112	0.000	Accepted

Source: Processed primary data (2023)

lity (LA) is accepted. There has been no previous research that specifically discusses the influence of the Teaching Campus MBKM program on learning agility. However, based on research by Simatupang (2022), the role of agility has a positive influence on readiness to change in implementing the Independent Learning Campus.

The Teaching Campus MBKM Program Has a Positive Effect on Civic Engagement

Table 6 shows that the t-statistic value is 13.112 ($\geq$ 1.96) and the p-value is 0.000 ($\leq$ 0.05), this means that the relationship between the Teaching Campus MBKM program (PMKM) and civic engagement (CE) is significant. The original sample value is positive, namely 0.651, which indicates that the direction of the relationship between PMKM and CE is positive. These results support Albert Bandura's (1977) Social Learning Theory, which states that learning occurs in a social context through observation and interaction with other people. The Teaching Campus MBKM program (PMKM) provides opportunities for students to learn from interactions with various community groups and organizations, increasing their understanding of social issues and ways to contribute positively. The Teaching Campus MBKM program (PMKM) provides an environment that supports and strengthens student Civic Engagement. Through practical experience and active participation in society-related projects, students learn to become responsible and empowered members, ready to contribute positively to the community and the democratic process.

Thus, the second hypothesis (H2) which states that the Teaching Campus MBKM program (PMKM) has an effect on civic engagement (CE) is accepted. This research supports research by Umami (2022) which proves in its research that the implementation of the Teaching Campus is able to increase civic engagement (student involvement) in participating in society. Then, this is also in line with research by Solaahuddin (2022) that there is an influence between the influence of the Teaching Campus program based on student readiness in increasing civic engagement.

CONCLUSION

Based on the results of research testing and the discussion that has been presented, the following conclusions can be drawn: First, the Teaching Campus MBKM program (PMKM) has an effect on learning agility (LA); Second, the Teaching Campus MBKM program (PMKM) has an effect on civic engagement (CE).

Based on the results of data analysis and testing, it is known that the Teaching Campus MBKM program has a positive effect on learning agility (Y1) and civic engagement (Y2), so that student participation in the Teaching Campus MBKM program needs to continue to be increased every year considering that the benefits of this program are not only for placement schools but also for university students. This research is limited to testing the effect of the campus MBKM program on teaching only, while there are many types of MBKM programs. Future researchers can examine the influence of other MBKM programs on learning agility and civic engagement and other variables that could increase students' ability to adapt quickly to changes and uncertain situations.

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