



Implementation of the Program Kampus Mengajar (Teaching Campus Program) by Family Welfare Education and Fashion Design Education Students

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Abstract

The Program Kampus Mengajar (Teaching Campus Program) aims to provide opportunities for students, at least in their fifth semester, to learn and develop outside their study program. Students participating in the Program Kampus Mengajar are guided by Field Supervisor Lecturers who are randomly grouped based on their domicile. The objectives of this study are to analyze the actual conditions of the teaching campus practice in target schools, to analyze the process of mentoring and guidance in teaching campus activities at target schools, to analyze the recognition of credits and course grade conventions, and to analyze efforts to optimize the program. The method used is qualitative, with data collection techniques including observation, interviews, and documentation. The validity of the data is ensured using source triangulation. Data analysis techniques follow the Miles and Huberman model, consisting of three activities: data reduction, data display, and conclusion drawing/verification. The results of the study are: (1) The implementation of the Program Kampus Mengajar has been running well, although there are some obstacles; (2) Mentoring and guidance by supervising teachers and Field Supervisor Lecturers are conducted flexibly; (3) The process of recognizing and converting course grades is in accordance with the curriculum, although some lecturers initially disagreed with their courses being recognized; (4) Efforts to optimize the program are essential for the revitalization and success of the next batch of the Program Kampus Mengajar.

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INTRODUCTION

The Merdeka Belajar Kampus Merdeka (MBKM) policy is one of the educational policies implemented by the government for higher education. MBKM is an independent and versatile higher education learning model designed to create a creative learning community that is not restrictive and meets the needs of students (Darajatun & Ramdhany, 2021). The MBKM policy is regulated by the Minister of Education and Culture Regulation Number 3 of 2020 on National Higher Education Standards, specifically Articles 15 to 18. MBKM aims to encourage students to gain learning experiences with various additional competencies, both within and outside their study programs. The MBKM policy aims to develop competitive human resources, meaning individuals who are healthy, intelligent, adaptive, creative, innovative, skilled, dignified, productive, and have character in accordance with Pancasila values (Sodik et al., 2021). Based on the eight options for MBKM activities, there is a connection between the Merdeka Belajar program in primary and secondary education and the higher education program, specifically the teaching activities in schools facilitated by the Ministry of Education and Culture in collaboration with the Education Fund Management Institution (LPDP) (Adisaputera et al., 2021).

The Program Kampus Mengajar (Teaching Campus Program) aims to provide opportunities for students, at least in their fifth semester, to learn and develop outside their study programs. This program aims to develop the hard and soft skills of students, which are essential for their character building (Bunyamin et al., 2022). Students participating in the Program Kampus Mengajar are guided by Field Supervisor Lecturers who are randomly grouped based on their domicile. Selected students through a selection process will be placed in target schools closest to their domicile. Most of these schools are elementary schools (SD) in 3T areas (underdeveloped, frontier, and outermost regions) or urban areas with C accreditation. Students are expected to assist schools in

conducting the teaching and learning process more effectively (Directorate of Learning and Student Affairs, 2024).

Universitas Negeri Semarang, as one of the universities supporting the MBKM program, has taken several concrete steps to support the implementation of the Merdeka Belajar Kampus Merdeka Program, including facilitating students in participating in the Program Kampus Mengajar. The Family Welfare Education and Fashion Design Education study programs also play a role in implementing the Merdeka Belajar Kampus Merdeka policy. This research focuses on one program, the Kampus Mengajar, implemented in the Fashion Design Education and Family Welfare Education study programs.

Observations and interviews with students from the Family Welfare Education and Fashion Design Education study programs who participated in the Program Kampus Mengajar, such as Alfina and others, revealed that students are very enthusiastic about participating in the program as it provides benefits and advantages, including recognition of 20 credits, monthly stipends, tuition fee discounts from the university, networking opportunities outside the campus, and a learning environment outside the campus. The implementation of the Kampus Mengajar has gradually improved and become more effective. In the second batch, there was confusion as the recognition of course credits was done at the end, requiring students to continue attending online courses, although they were supposed to be exempted from 20 credits to serve in the assigned schools. The third and fourth batches, with students like Nabila and Fina, saw more effective implementation as the credit recognition process was done at the beginning of the semester. The fifth batch was more organized and effective as the study program provided a platform through Google Forms for students wishing to participate in the selection for the Program Kampus Mengajar. Similarly, the sixth batch was given access to Google Drive to download forms for the recognition contract.

Previous research on the impact of the Program Kampus Mengajar has been conducted, focusing on the actualization of student roles in schools during the program using field

observation and documentation methods. Based on the results of previous studies, student activities in schools tend to focus on technology transfer for learning (Rosita & Damayanti, 2021).

The objectives of this study are to analyze the actual conditions of the teaching campus practice in target schools, analyze the process of mentoring and guidance in teaching campus activities at target schools, analyze the recognition of credits and course grade conventions, and analyze efforts to optimize the Program Kampus Mengajar from the perspectives of students, supervising teachers, and Field Supervisor Lecturers.

METHOD

The research design used in this study is a tentative qualitative research design. The tentative research design is developed before the researcher conducts field research and adjusted after the field research is conducted. The research design is dynamic, meaning it can change to align with the actual conditions encountered in the field.

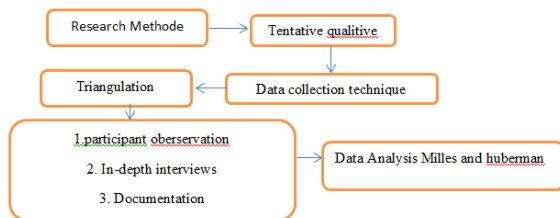


Figure 1. Research Design

The focus of the research on the implementation of the Teaching Campus Program includes: 1) Implementation in the field of the MBKM Program for the Fashion and Family Welfare Education study programs. 2) The process of mentoring and guiding students in implementing the Teaching Campus Program. 3) The process of converting credits offered by the university in relation to the field conditions experienced by students. 4) Efforts to optimize the implementation of the Teaching Campus Program. Based on the classification of case studies, this research employs an observational

case study approach, including observation, observation, and interviews.

Data sources are obtained from key and supporting informants. Key informant data come from lecturers who are pioneers in implementation and students who are the subjects of the policy implementation. Supporting data come from supervising teachers. Secondary data consist of documents, writings, recordings, and documentation related to the implementation of the Teaching Campus Program.

Ensuring the validity of the data is essentially an effort by researchers to ensure their findings are credible and trustworthy (Moleong, 2011: 321). In this study, the technique used to ensure data validity is triangulation, which involves checking data validity by utilizing other sources for verification or comparison.

According to Sugiyono (2014:83), data triangulation is a data collection technique that combines various existing data and sources. According to Wijaya (2018:120-121), data triangulation is a technique for checking data from various sources using different methods and at different times. This includes source triangulation, data collection technique triangulation, and time triangulation (Sugiyono, 2014; Wijaya, 2018). This research uses source triangulation for data validity.

Data analysis is the process of organizing data so it can be interpreted (Nasution). The qualitative data analysis used in this research is based on the Miles and Huberman model, consisting of three activities: data reduction, data display, and conclusion drawing/verification.

RESULTS AND DISCUSSION

1. Implementation of the Teaching Campus Program in the Family Welfare Education (PKK) Department

Based on observations and in-depth interviews with reliable sources, the implementation of the Teaching Campus Program in the Family Welfare Education Department aligns with the guidebook and aims to improve literacy and numeracy, technology adaptation, and school administration.

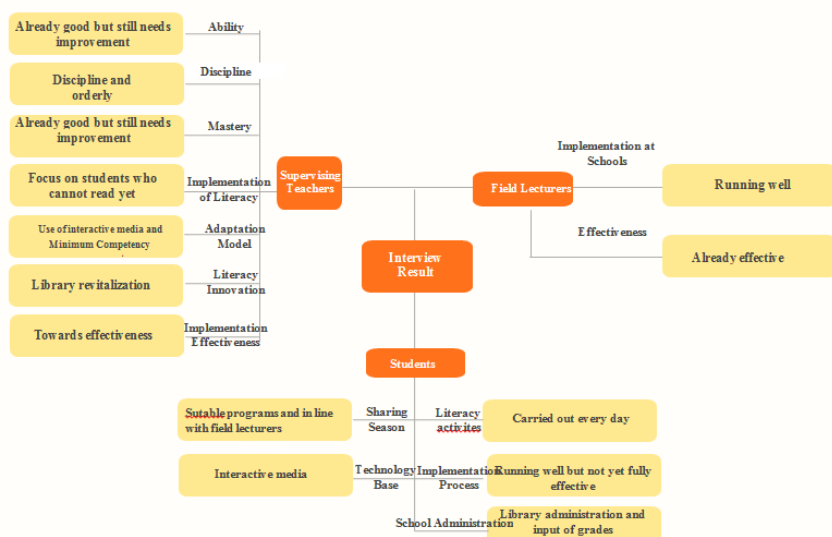


Figure 2. Implementation of the Teaching Campus Program

Interviews with students, supervising teachers, and field supervisors indicate that the Teaching Campus Program has been effectively implemented. The work programs proposed by the students are engaging and address the challenges faced by schools. This finding is consistent with research by Abdul Rozaq titled *Sentiment Analysis of Kampus Mengajar 2 Toward the Implementation of Merdeka Belajar Kampus Merdeka Using Naive Bayes Euclidean Distance Methods*, which found that the Teaching Campus Program received various responses from different societal sectors, including positive, negative, and neutral sentiments, potentially generating widespread sentiment among the public and academia (Rozaq et al., 2022). Similarly, research by Eko

(2022) on *Training to Improve Competency in Authentic Evaluation within the Merdeka Belajar Curriculum for Vocational Education* showed that providing advanced assessment material helps enhance understanding of assessment and instrument development, ultimately improving the quality of education in schools (Supraptono, 2022).

2. Mentoring and Guidance

In-depth interviews were conducted with students, field supervisors, and supervising teachers involved in the Teaching Campus Program to gather information on mentoring and guidance processes.

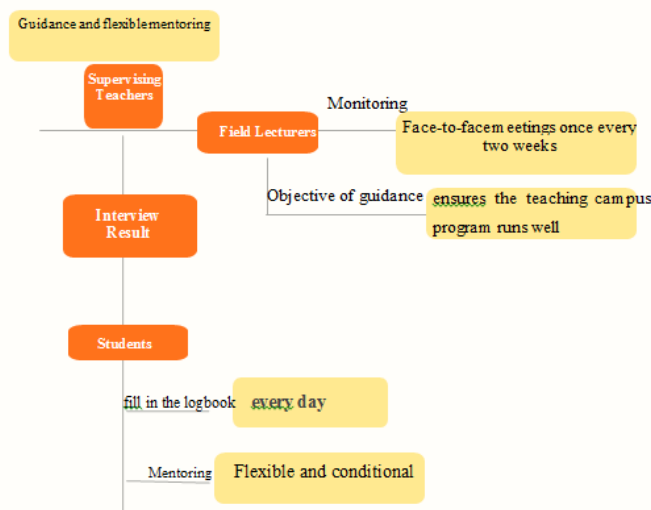


Figure 3. Mentoring and Guidance in the PKK Department

During the Teaching Campus Program, students in the Family Welfare Education Department received conditional and flexible guidance and coordination with field supervisors. Supervisors conducted monthly visits and weekly progress monitoring through Zoom. Daily monitoring and supervision of students were conducted via personal chats and WhatsApp groups. This approach is supported by research by Fidesrinur, titled *The Role of Field Supervisors in Enhancing the Effectiveness of the Teaching Campus Program*, which emphasizes the crucial role of

field supervisors in the program's effectiveness, focusing on comprehensive primary education (Fidesrinur et al., 2022).

3. Course Recognition and Credit Conversion

Students participating in the Teaching Campus Program for six months can earn 20 credits. Thus, they are eligible to convert up to 20 credits. Interviews with students and field supervisors at target schools provided insights into this process.

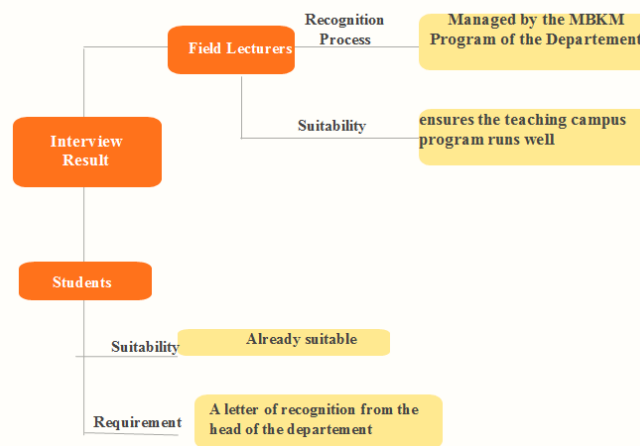


Figure 4. Course Recognition and Credit Conversion

Interviews with students in the Family Welfare Education Department revealed that credit conversion for the Teaching Campus Program involves submitting a course recognition recommendation letter to the department head. The courses to be converted must be registered in the course registration system. This process aligns with the Ministry of Education and Culture's regulation No. 74/p/2021 on the recognition of credit units for the Merdeka Campus program. The regulation specifies that:

1. Learning activities lasting more than 16 weeks but less than 24 weeks are equivalent to 20 credits.
2. Learning activities lasting more than 24 weeks but less than 40 weeks earn an additional 1 credit for each extra week.
3. Learning activities lasting more than 40 weeks but less than 48 weeks are equivalent to 40 credits.

Credit conversion is a right for students participating in the MBKM program. This finding aligns with research by Eko Suparptono (2022) on *Synchronization of the Certified Internship Program in the Implementation of Merdeka Belajar and Kurikulum Merdeka*, which showed that aligning internship programs with industry needs is achieved through agreements with partner industries, developing syllabi, and study plans integrating industry requirements (Suprptono et al., 2022).

4. Efforts to Optimize the Teaching Campus Program in the Family Welfare Education Department

In-depth interviews with students, supervising teachers, and field supervisors at target schools, including SD Muhammadiyah 16 Semarang, SMP Negeri 2 Bonang, and SD Negeri Karang, Delanggu, Klaten, provided insights into optimizing the Teaching Campus Program.

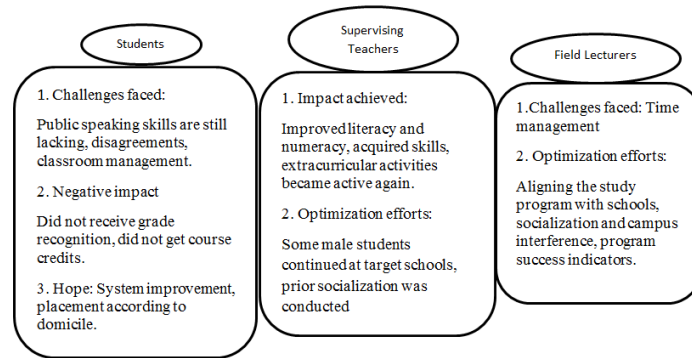


Figure 5. Optimization Efforts for the PKK Department

The implementation of the Kampus Mengajar program in target schools has not been fully achieved due to various problems encountered during its execution. Firstly, there are limitations in facilities supporting the implementation process. Secondly, there is a lack of involvement, socialization, and supervision during the implementation. Thirdly, the competence of students in the field of education is inadequate. Fourthly, the public speaking skills of students are insufficient for delivering materials. Fifthly, classroom management skills during teaching assistance and program execution are lacking. Sixthly, coordination and teamwork among students are insufficient, often resulting in conflicts due to differing opinions.

These observations are supported by research conducted by Sri Lestari, titled “Realizing Independent Learning: A Case Study

of the Kampus Mengajar Program in Private Elementary Schools in Jakarta.” The study showed that the Kampus Mengajar program, which involves sending students as agents of change, has assisted in the teaching and learning activities. Both students and teachers are enthusiastic despite facing numerous challenges (Lestari et al., 2022).

5. Factual Conditions of the Teaching Campus Program Implementation in the Fashion Education Department

In-depth interviews with students, supervising teachers, and field supervisors at target schools, including SMP Bhakti Praja Jepara and SMP PGRI Bergas, provided insights into the design and implementation of the Teaching Campus Program.

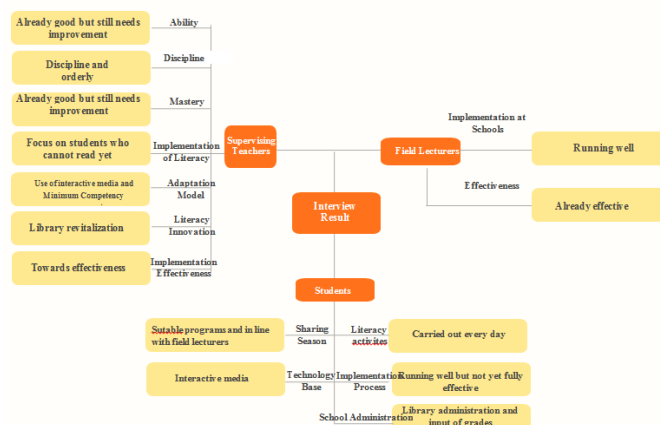


Figure 6. Implementation of the Teaching Campus Program in the Fashion Education Department

During the Teaching Campus Program, students conducted sharing sessions with students, creating an engaging program. Students

carried out literacy and numeracy activities before lessons, collaborated with subject teachers to prepare interactive learning media, and provided

training for teachers. This is supported by research by Kharisma Devi, titled *Students' Perception of the Implementation of the Teaching Campus Program*, which found that focusing on literacy, numeracy, and technology adaptation received positive feedback, increased understanding, and improved learning outcomes (Sintiya et al., 2024).

6. Mentoring and Guidance in the Fashion Education Department

In-depth interviews with students, supervising teachers, and field supervisors at SMP Bhakti Praja Jepara and SMP PGRI Bergas provided insights into the mentoring and guidance processes.

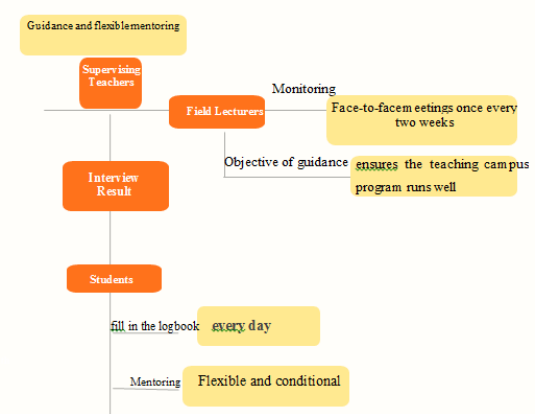


Figure 7. Mentoring and Guidance in the Fashion Education Department

Field supervisors conducted monthly school visits, bi-weekly Zoom meetings to discuss challenges, and daily monitoring via chat. The objective was to ensure the successful implementation of the Teaching Campus Program. Field supervisors were tasked with assisting in the selection of student leaders, creating social media accounts, completing mid-point surveys, filling out need assessment forms, implementing initial tasks, observing, identifying problems, and prioritizing school needs. This is supported by research by Geminasti (2024), titled *Mentoring of the MBKM Teaching Campus Program Batch 2 at SDN 222 Bontoburungeng Jeneponto*,

which showed significant improvements in student literacy and numeracy skills, the introduction of simple technology tools, and improved school administration efficiency (Sdn et al., 2024).

7. Course Recognition and Credit Conversion in the Fashion Education Department

In-depth interviews with students, supervising teachers, and field supervisors at SMP Bhakti Praja Jepara and SMP PGRI Bergas provided insights into course recognition and credit conversion processes.

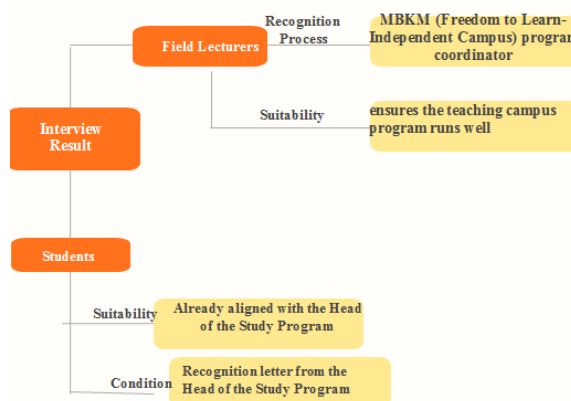


Figure 8. Course Recognition and Credit Conversion

The credit conversion process in the Fashion Education Department involves students submitting a course recognition recommendation letter to the department head. The courses to be converted must be registered in the course registration system. This aligns with the Ministry of Education and Culture's regulation No. 3 of 2020, which defines credit units as a component of the learning process at higher education institutions. This finding is consistent with research by Aris et al. (2023), titled *Evaluation of the Teaching Campus Program: A Case Study of Credit Conversion in the Educational Administration Department at Yogyakarta State University*, which

found that the credit conversion process follows regulations issued by the Ministry of Education and Culture through program reporting, coordination between departments and lecturers, and uploading grades in the student information system (Suharyadi et al., 2023).

8. Efforts to Optimize the Teaching Campus Program in the Fashion Education Department

In-depth interviews with students, supervising teachers, and field supervisors at SMP Bhakti Praja Jepara and SMP PGRI Bergas provided insights into optimizing the Teaching Campus Program.

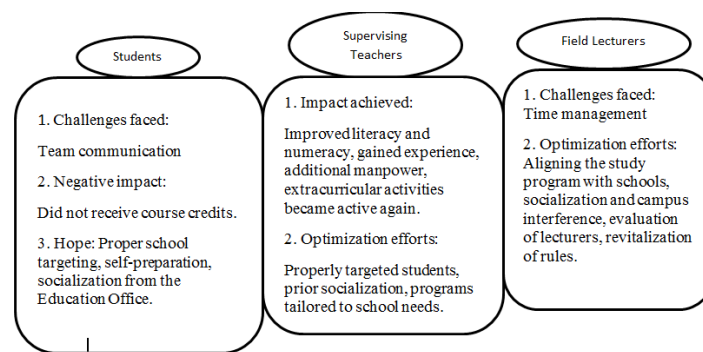


Figure 9. Optimization Efforts for the Fashion Education Department

The implementation of the Kampus Mengajar program in the Fashion Education study program at target schools has not been fully achieved. This is due to the lack of clear success benchmarks for the program. The effectiveness of the program is evaluated based on whether the work programs have been fully implemented. However, the work programs carried out by students do not provide sustainable benefits for the target schools.

Improvements, suggestions, and hopes for optimizing the program from the Fashion Education students include: improving the system to prevent server downtime, aligning the placement of target schools with student residences, and reducing the number of students to make implementation and tasks more effective.

These findings align with research conducted by Yulianita, titled "The Implementation of the Pioneer Kampus Mengajar Program as an Alternative Solution to Problems in Elementary Schools During the Pandemic," which shows that the pioneer

Kampus Mengajar program has been successfully addressing challenges and obstacles in elementary education (Yulianeta, 2023).

CONCLUSION

The implementation of the Kampus Mengajar program in the Family Welfare Education and Fashion Education study programs has been effective, as the proposed work programs have been well-executed. Field findings indicate that the Kampus Mengajar practice focuses on literacy numeracy, technology adaptation, and school administration. The guidance and mentoring provided by the supervising teachers and field lecturers are conducted flexibly. The process of course recognition in the Family Welfare Education program is in line with the program's curriculum. However, some lecturers have not permitted their courses to be recognized.

To optimize the program, efforts should include increasing the socialization of the Kampus Mengajar program at target schools, addressing the misconception that Kampus Mengajar students are similar to students from the School Field Introduction (PLP) program, ensuring that target school placements align with the 3T (Frontier, Outermost, and Disadvantaged) or underdeveloped categories, and strengthening coordination among students, lecturers, and field supervisors to minimize conflicts.

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