



Evaluating the *Kampus Mengajar* Program for Home Economics and Fashion Education Students

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ABSTRACT - The *Merdeka Belajar–Kampus Merdeka* (MBKM) policy represents a key government initiative in Indonesian higher education. Universitas Negeri Semarang, as one of the universities supporting MBKM, has undertaken various preparation and implementation efforts. Within this framework, the Home Economics and Fashion Education study programs actively participate in the *Kampus Mengajar* (Teaching Campus) program—one of the eight flagship MBKM programs. This study focuses on the implementation of *Kampus Mengajar* in these two programs, with particular attention to activities in target schools and the mentoring and guidance provided by supervisors and mentor teachers. The objectives are: (1) to analyze the implementation of *Kampus Mengajar* in the field, including mentoring and guidance activities that contribute to program success, and (2) to assess program achievement for Home Economics and Fashion Education students through case studies involving observation, monitoring, and interviews. This qualitative research employed triangulation-based data analysis to ensure validity. The findings indicate that the program has been implemented satisfactorily but has not yet achieved full effectiveness. Key challenges include limited socialization in target schools, inadequate facilities and infrastructure, lengthy adaptation periods, low literacy and numeracy skills among school students, and limited use of interactive learning media. Evaluation results, based on distributed questionnaires, show that while the program operates well, its effectiveness remains partial. Mentoring and guidance processes are conditional and flexible but structured to meet students' needs. These findings provide evidence-based insights for improving the future implementation of *Kampus Mengajar* in higher education contexts.

Keywords: Evaluation, *Kampus Mengajar* Program, Home Economics, Fashion Education, students.

INTRODUCTION

In the era of 21st-century education and the ongoing Industrial Revolution 4.0, higher education institutions are increasingly required to prepare students with competencies that encompass ways of thinking, skills for living in a globalized world, ways of working, and tools for working. These competencies align with the 4C framework—creativity and innovation, collaboration, communication, and critical thinking and problem-solving—which has been widely recognized as essential for graduates to thrive in the modern workforce (Kembara et al., 2019). To achieve this, universities must adopt innovative and flexible learning models that go beyond conventional classroom instruction.

In Indonesia, the *Merdeka Belajar–Kampus Merdeka* (MBKM) policy represents a major government initiative aimed at transforming higher education to produce graduates who are adaptive, competitive, and responsive to societal needs (Anggara, 2023). Universitas Negeri Semarang (UNNES), as one of the institutions actively supporting MBKM, has implemented various flagship programs to enhance student learning experiences. Within this framework, the

Home Economics and Fashion Education study programs have participated in the *Kampus Mengajar* program, one of eight MBKM initiatives designed to immerse students in community-based educational activities (Sintiya et al., 2024).

The *Kampus Mengajar* program aims to strengthen students' pedagogical, technological, and administrative skills while contributing directly to improving the quality of education in partner schools. Student participants are assigned to assist in teaching, facilitate technology integration in learning, and support school administration. The program also seeks to address pressing educational challenges, such as low literacy and numeracy skills, particularly in under-resourced schools (Fatonah et al., 2023). For students in teacher education-related disciplines, including Home Economics and Fashion Education, the program serves as an opportunity to apply their academic knowledge in authentic classroom contexts, thereby deepening their professional competencies.

Despite its potential benefits, the effectiveness of the *Kampus Mengajar* program in achieving its intended outcomes remains underexplored, particularly in specialized study programs such as Home Economics and Fashion Education. Program implementation may face obstacles including insufficient school preparation, inadequate facilities, and the need for extended adaptation periods by students. These factors can influence the degree to which program objectives—especially in enhancing literacy and numeracy—are met.

This research addresses these gaps by evaluating the implementation of *Kampus Mengajar* in two target schools—SD Negeri Karang Delanggu Klaten and SMP Bhakti Praja Jepara—focusing on both field activities and the mentoring processes provided by supervisors and mentor teachers. Specifically, it seeks to: (1) analyze the implementation of *Kampus Mengajar* in Home Economics and Fashion Education contexts, and (2) assess indicators of program success based on direct observation, interviews, and monitoring of students' teaching activities. The findings aim to offer evidence-based insights for optimizing the future implementation of *Kampus Mengajar*, both within the studied programs and in broader higher education settings.

METHOD

This study adopted a qualitative case study design to examine the implementation of the *Kampus Mengajar* program within the Home Economics and Fashion Education study programs. The design was intentionally flexible, allowing for adjustments to be made before and during fieldwork in response to actual conditions encountered in the research setting.

Research Focus

The study addressed four main areas:

1. The implementation of the *Kampus Mengajar* program in the Home Economics and Fashion Education departments.
2. The mentoring and guidance processes for participating students.
3. The alignment between the university's course credit (SKS) conversion policies and the realities experienced by students in the field.
4. Strategies to optimize the future implementation of the program.

Participants and Setting

The research was conducted at SD Negeri Karang Delanggu Klaten and SMP Bhakti Praja Jepara—two partner schools in the *Kampus Mengajar* program. Participants included student teachers from the Home Economics and Fashion Education study programs, field supervisors, and mentor teachers.

Data Collection

Data were collected through multiple qualitative techniques, including direct observation, field monitoring, semi-structured interviews, and document analysis. Key informants comprised lecturers who pioneered program implementation and student participants, while supporting informants included mentor teachers at the target schools. Secondary data sources included policy documents, official reports, written records, and photographic documentation related to the *Kampus Mengajar* program. To ensure trustworthiness and credibility, the study employed source

triangulation, which involved cross-verifying information obtained from multiple participants and documentation. This approach aligns with the recommendations of qualitative research scholars who emphasize corroborating data from various sources, methods, and time frames to strengthen research validity (Sugiyono, 2014; Wijaya, 2018).

Data Analysis

Data analysis followed the interactive model of Miles and Huberman, which involves three concurrent activities: (1) data reduction—selecting, focusing, and simplifying relevant data; (2) data display—organizing information into visual and textual formats to facilitate interpretation; and (3) conclusion drawing and verification—deriving and validating findings based on recurring patterns and themes.

RESULT AND DISCUSSION

Implementation of the *Kampus Mengajar* Program in the Home Economics Education

The implementation of the *Kampus Mengajar* program at SD Negeri Karang Delanggu Klaten demonstrated a high level of alignment with the program guidelines, which emphasize literacy and numeracy development, technology adaptation, and support for school administration. This alignment was evident in the selection of work programs, which were adapted to the school's specific needs.

The initiatives undertaken by participating students addressed both academic and non-academic dimensions of school life. Academically, structured literacy and numeracy activities were integrated into the school day, contributing to measurable improvements in students' competencies. Non-academically, extracurricular programs such as scouting were revived, and cultural and social activities (e.g., *Proyek Penguatan Profil Pelajar Pancasila*, educational campaigns, festive events) strengthened the school's social fabric.

These findings correspond with work-integrated learning (WIL) research internationally, which indicates that when students engage in authentic teaching environments, their contributions often extend beyond core instructional duties to broader community development (Billett, 2011; Jackson, 2015; Litster et al., 2021). The observed spillover benefits—from enhanced school engagement to technology integration—reflect the multifaceted nature of experiential learning in education (Sridharan et al., 2019).

However, challenges emerged that tempered the overall impact. The absence of thorough pre-program socialization hindered stakeholder readiness, a common obstacle in community-based education programs where program expectations are not fully understood by receiving institutions (Eyler, 2009; Pennaforte, 2016). Limited infrastructure, particularly in ICT resources, constrained the scope of technology-related interventions, a challenge also reported in digital education initiatives in developing contexts (Zamani et al., 2022). Additionally, the adaptation period for students to become fully integrated into school routines consumed valuable implementation time. Most notably, sustainability was an issue: without dedicated follow-up mechanisms, many innovations risked discontinuation after the student placement ended.

The sustainability gap mirrors patterns found in service-learning programs globally, where project continuity is heavily dependent on either recurring student placements or institutionalized adoption by host organizations (Bringle & Hatcher, 2000; Rodríguez-Zurita et al., 2025). This suggests that while *Kampus Mengajar* is impactful in the short term, its long-term effectiveness depends on embedding practices into the school's ongoing operational framework.

Mentoring and Guidance in the Home Economics Education Program

The mentoring system in this program combined monthly face-to-face visits, weekly online review meetings, and daily digital communication through WhatsApp and personal chats. This blended supervision approach enabled real-time problem-solving, timely feedback, and adaptive guidance tailored to evolving field conditions.

Digital mentoring, as observed here, aligns with recent research on e-mentoring for pre-service teachers, which demonstrates that combining synchronous and asynchronous communication platforms can sustain engagement and enhance reflective practice (de Ruiter et al., 2019a; Ellis et al., 2020; Hudson, 2016). By offering structured yet flexible

supervision, mentors were able to address both pedagogical and logistical challenges as they emerged, ensuring that program objectives remained on track despite contextual constraints.

Moreover, this approach fostered professional identity formation among student participants. Continuous interaction with supervisors reinforced professional standards and encouraged reflective self-assessment — a process identified as essential in teacher education literature (Beauchamp & Thomas, 2009; Uerz et al., 2018). These findings support the view that effective mentoring extends beyond technical guidance to shaping pre-service teachers' professional values, resilience, and long-term commitment to the teaching profession.

Implementation of the *Kampus Mengajar* Program in the Fashion Education

At SMP Bhakti Praja Jepara, the program also adhered to the *Kampus Mengajar* core focus areas but demonstrated additional emphasis on creative and collaborative educational innovation. Literacy and numeracy activities were strategically positioned before lessons to maximize student alertness and engagement. The integration of interactive learning tools (e.g., Canva, digital quizzes) reflects international best practices in technology-enhanced learning (TEL), where multimodal resources are shown to improve student motivation, comprehension, and classroom participation (Bond et al., 2021; Robin, 2008).

Notably, students facilitated PMM training for teachers, bridging the gap between student digital fluency and teacher professional development. This finding aligns with research suggesting that pre-service teachers can act as agents of digital innovation at the school level, particularly in contexts where in-service teachers face challenges in adopting new technologies (Instefjord & Munthe, 2017; Pettersson, 2018; Tondeur et al., 2012).

The revitalization of the school library through a book donation initiative represents a strong example of student-led resource mobilization, a practice widely recognized in community engagement literature as a means of fostering school ownership, strengthening community ties, and enhancing local participation in education (Shalowitz et al., 2009). Such initiatives highlight the broader societal value of *Kampus Mengajar*, which extends beyond classroom instruction to include sustainable community development practices.

Nevertheless, similar to the Home Economics case, the absence of thorough pre-program orientation led to initial misunderstandings among school staff about the program's scope, which slowed integration and reduced potential synergy between students and host teachers. This reflects broader findings in service-learning and partnership-based education programs, where insufficient stakeholder preparation often creates barriers to collaboration and reduces program impact (de Ruiter et al., 2019b).

Mentoring and Guidance in the Fashion Education Program

Mentoring in this context was equally structured and multifaceted. Supervisors provided monthly school visits, supplemented by continuous communication through WhatsApp groups and direct messaging. Beyond academic supervision, mentors facilitated operational aspects such as leadership selection within student teams, social media management for program visibility, and needs assessment for prioritizing interventions.

Such comprehensive mentoring not only guided students' teaching activities but also supported their project management skills, reflecting the broader capacity-building role of experiential programs. The importance of holistic mentoring — extending beyond academic oversight to include operational and interpersonal development — is supported by global studies on practice-based teacher education (Grossman et al., 2009).

The reported gains in literacy and numeracy outcomes, corroborated by Warok et al. (2024) through AKM pre-test and post-test data, illustrate that targeted mentoring directly contributes to student learning gains in host schools.

Cross-Case Analysis and Broader Implications

A cross-case comparison between the Home Economics and Fashion Education programs reveals several common strengths in the implementation of the *Kampus Mengajar* initiative. In both contexts, program activities were well-aligned with the MBKM objectives of enhancing literacy and numeracy, promoting technology adaptation, and improving school administrative processes. These core objectives were consistently addressed through targeted interventions such as literacy and numeracy enhancement sessions, integration of interactive learning media, and initiatives to support school operations. Furthermore, both programs demonstrated positive short-term educational

outcomes. These included measurable improvements in student competencies, revitalization of extracurricular activities, and increased engagement between the schools and their surrounding communities. The adoption of blended mentoring models—combining in-person visits with digital communication—also emerged as a significant enabler of program success, ensuring continuous guidance and timely problem-solving support for student participants.

Despite these strengths, both programs faced common challenges that limited their overall effectiveness. A recurrent issue was the lack of adequate pre-program socialization with school stakeholders, which sometimes led to misaligned expectations or resistance at the beginning of the placement. Additionally, limitations in infrastructure and resources—particularly in terms of information and communication technology—constrained the scope and sustainability of technology integration initiatives. Another shared challenge was the absence of sustainability mechanisms to ensure that the innovations and improvements introduced by the students could be maintained after the program concluded. Without institutionalized follow-up, many of the benefits risked being short-lived, diminishing the long-term impact of the program.

The implications of these findings extend to policy, practice, and future research. From a policy standpoint, the Ministry of Education and participating universities should consider introducing standardized pre-placement orientation modules for both students and host schools to build readiness and foster a shared understanding of program goals. Integrating infrastructure support into program planning, whether through direct funding or collaboration with local governments and NGOs, could help address the resource constraints observed in both cases. Sustainability could be enhanced by formalizing agreements with host schools to maintain and develop program outputs beyond the student placement period. From a pedagogical perspective, the consistent success of blended mentoring across both programs suggests that such an approach should be institutionalized as a best practice in *Kampus Mengajar* supervision models. Finally, from a research perspective, this study contributes to the global literature on experiential and service-learning in teacher preparation, providing empirical evidence from a non-Western, developing-country context and highlighting factors that influence both immediate and enduring program outcomes.

CONCLUSION

The implementation of the *Kampus Mengajar* program in the Home Economics and Fashion Education study programs has demonstrated considerable success, with proposed work programs executed effectively in alignment with program objectives. Field evidence shows that activities were primarily focused on enhancing literacy and numeracy, facilitating technology adaptation, and supporting school administration, all of which contributed to measurable improvements in educational outcomes at the target schools. The mentoring and guidance provided by mentor teachers and field supervisors were both flexible and continuous, combining monthly in-person visits with daily digital communication to ensure sustained support and responsiveness to student needs. Feedback from participating schools indicates a strong appreciation for the program's contributions, with stakeholders expressing a clear interest in its continuation due to its significant positive impact on teaching quality, student learning, and school engagement. These findings underscore the value of *Kampus Mengajar* as an experiential learning model that benefits both pre-service teachers and the educational institutions they serve.

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