



Analysis of Student Perceptions of Teaching Campus Participants

Eduward Situmorang

Univeristas HKBP Nommensen Pematangsiantar, Indonesia

Corresponding Author:  eduward.situmorang@uhnp.ac.id

ABSTRACT

The Independent Campus Learning (MBKM) policy provides students with the opportunity to take part directly in society to solve the country's problems. The Teaching Campus is one of the MBKM programs with the aim of solving educational literacy and numeracy problems in Indonesia. The research in this article aims to describe the impact of implementing the MBKM program, namely the 6th Teaching Campus organized by the Ministry of Education and Culture, which comes from students from HKBP Nommensen Pematangsiantar University. The research used mixed methods. Quantitative data in this research includes questionnaires from teaching campus school partners and students participating in teaching campuses. The research data is in the form of perception interviews from students participating in the teaching campus class 6. Based on the research results, it is known that students' perceptions after attending the teaching campus are very good, namely on average 90%. This is in line with the partner's high perception of the quality and abilities of students, namely 93%. Based on student perceptions, campus teaching programs not only provide classroom teaching experience and literacy and numeracy skills but can also help improve students' collaboration abilities and soft skills.

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INTRODUCTION

Teaching Campus program is a program launched by the Ministry of Education and Culture in 2021. This program is part of the Independent Campus which aims to help educators carry out learning activities that are affected during the pandemic. We know that the pandemic has had a huge impact on learning activities for both teachers and students. Students as Agents of Change and as citizens have an important role, especially regarding educational and social issues. One realization of this role is the contribution of students to campus teaching programs in 3T (frontier, outermost, underdeveloped) areas. This contribution allows for real changes both in students as participants and in their environment. One of the keys to success in implementing the

MBKM curriculum in tertiary institutions is to strive for a more autonomous and flexible learning process so that an innovative, realistic, varied and free learning environment can be created for students (Baharuddin, 2021). Students are given the freedom to take part in MBKM programs provided by their respective universities and by the Ministry of Research, Technology and Higher Education and transfer credits. There are 8 forms of MBKM programs that can be carried out, namely 1) student exchange, 2) Thematic KKN, 3) Independent study, 4) entrepreneurial activities, 5) humanitarian projects, 6) research/research, 7) internship/industrial practice, and 8) Teaching assistance in educational units (Dikti, 2020). Of the eight MBKM programs, one of the programs hosted by the Ministry of Research, Technology and Higher Education is teaching assistance in educational units or what is known as the Teaching Campus program.

Students who have been selected will be guided by various competent parties to be placed and assist with the learning process at selected schools in their area (Widiyono, Irfana, Fidausia, 2021). Apart from helping the learning process, students also help the school in other aspects such as technology transfer in the form of learning media and classroom and school administration so that they are able to provide students with real learning experiences (Adellia & Himawati, 2021; Anwar, 2021). Therefore, student participation in campus teaching programs has a positive impact both for students and for the progress of partner schools. However, student activities during the campus teaching program must remain in accordance with the university course credit bill.

Perception is a process undertaken by individuals to organize and interpret sensory impressions so that each individual perceives the same object differently which is determined by functional factors and structural factors. The factors that influence perception are as follows, namely: a. Functional factors come from needs, past experiences and other things which include what are called personal factors. Azka, (2019);Humayra, (n.d.) formulated the postulate that perception is functionally selective. This postulate means that the objects that are stressed in perception are usually objects that fulfill the goals of the individual doing the perception. b. Structural factors that determine perception come from outside the individual, such as the environment, culture, applicable laws, values in society, which greatly influence a person's perception of something.

RESEARCH METHOD

The method used in this research is a quantitative descriptive method. The subjects of this research consisted of 144 students from the Faculty of Teacher Training and Education (FKIP) of HKBP Nommensen Pematangsiantar University as campus teaching participants class 6 in 2023. These students came from several study programs,

namely Elementary School Teacher Education, Indonesian Language Education, English Language Education, Education Economics, Mathematics Education and Physics Education.

The student questionnaire via gform was developed based on students' perceptions of what they got after participating in the campus teaching program. Perceived abilities studied are adjusted to the skill development objectives of the MBKM curriculum including 1) real experience, 2) additional competencies outside of study program competencies, 3) soft skills, 4) ability to work together, 5) communication skills, 6) critical and creative thinking skills , innovative, and 7) problem solving abilities. Each perception of ability is described in 1 statement in the questionnaire. Data obtained from student questionnaires will be clarified by conducting interviews with student subjects.

RESULTS AND DISCUSSION

Based on the explanation of the research method, the research was carried out online and offline for several research samples. The questionnaire was distributed to students from the Faculty of Teacher Training and Education (FKIP) of HKBP Nommensen Pematangsiantar University who were participants in the 6th teaching campus. To shorten the data collection of students participating in the 6th teaching campus, the questionnaire was distributed randomly to 144 students by including questions about the MBKM program they were taking. . The data on FKIP students who have attended the Class 6 Teaching Campus are as follows:

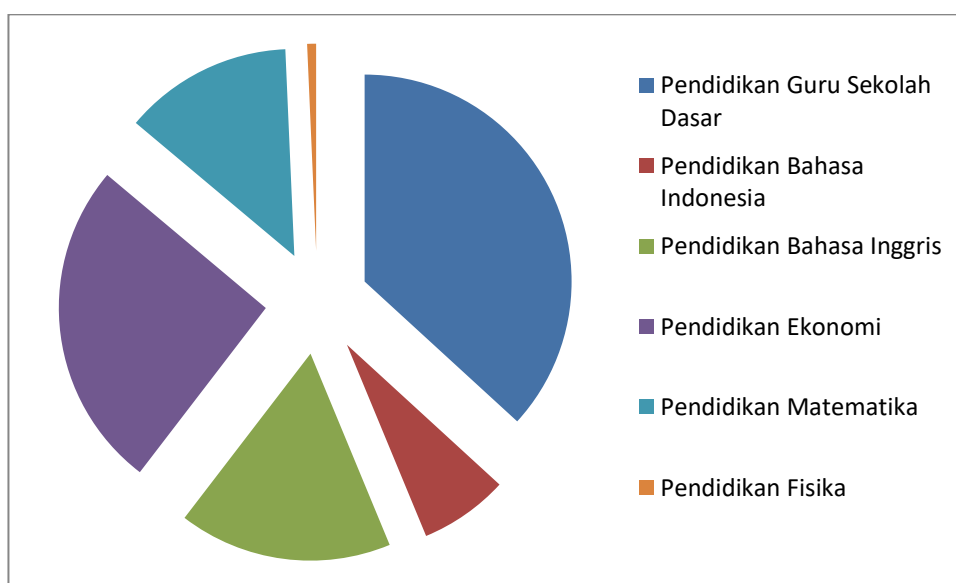


Figure 1.
Data on FKIP Campus Teaching Program students, Class 6

Based on this data, the 6th batch of campus teaching program students from the Faculty of Teacher Training and Education (FKIP) of HKBP Nommensen Pematangsiantar University consisted of 53 Elementary School Teachers (PGSD); Indonesian language education totaling 10 people; English language education totaling 24 people; Economic Education totaling 37 people; There are 19 people in Mathematics Education and 1 person in Physics Education.

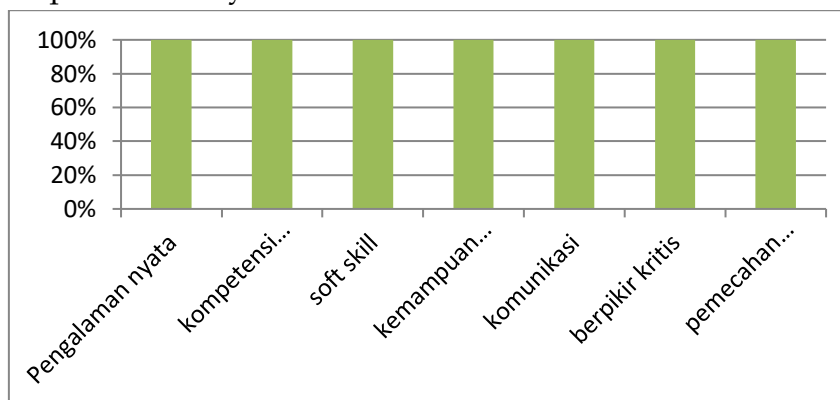


Figure 2.
Student Perception Level

Based on this graph, it can be seen that the average student perception of what they get from implementing campus teaching programs is very high, namely 92%. The highest perception from students is the development of communication and collaboration skills. This is supported by interview data regarding the perception of student subjects who stated that the benefit gained from participating in a campus teaching program is being able to work together with many students from various universities and different study programs. Apart from that, there is good communication and cooperation with the school and all stakeholders involved in succession during the 6th generation campus teaching program. Students work together to find solutions to the problems experienced by the school. An example of a problem expressed by interview subjects was the construction of a reading corner and school library because these facilities were damaged. Students also work together to perform drama performances using the various knowledge they have as provisions to help run the event smoothly.

Even though it is still in the very good category, the lowest level of student perception is in acquiring additional competencies and problem solving abilities which are at the 90% level. This is because predominantly 80% of respondents participating in the FKIP UHKBPNP campus teaching program came from the Primary School Teacher Education, Economic Education and English Language Education study programs. So the perception of additional competence in each field of science is lower than the perception of others. However, in general it is not a major obstacle in running the 6th generation campus teaching program.

CONCLUSION

Participating campus teaching students can find out how campus teaching activities flow and how is it implemented after carrying out campus teaching activities by providing debriefing during pre-assignment. Based on the results of research into the perceptions of students at the Teaching Campus class 6, students at the Faculty of Teacher Training and Education (FKIP) at HKBP Nommensen Pematangsiantar University, which consists of 6 study programs. Based on student perceptions, campus teaching programs not only provide classroom teaching experience and literacy and numeracy skills but can also help improve students' collaboration abilities and soft skills. Students' lowest perception of the abilities obtained is in additional competencies outside the study program and problem solving abilities, namely at 90%

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