Original Research Paper

Student's experience in the implementation of *Kampus Mengajar* 2 (KM2)

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Abstract

Program *Merdeka Belajar Kampus Merdeka* (MBKM) is a program launch by The Minister of Education and Culture which aims to encourage students to master various sciences to prepare them to enter the world of work. *Kampus Mengajar* is a one of Program *Merdeka Belajar Kampus Merdeka* (MBKM) which implementation that gives students the right to study for three semesters outside of the study program to improve competencies, both soft skills and hard skills. The objectives of this study are to explore the experiences felt by nursing students in the implementation of the *Kampus Mengajar* 2 (KM2). The method used in this study is Qualitative Design. Collecting data with Focus Group Discussion (FGD) on 16 informants who attended *Kampus Mengajar* 2 (KM2). The results of this study are The theme is Information Resources for Campus Teaching Programs, Motivation for Participating in Campus Teaching Programs, Implementation of Campus Teaching Programs, Challenges Faced by Students, Difficulties in Implementing Campus Teaching, Benefits of Campus Teaching, Suggestions From Implementing *Kampus Mengajar*.

Keywords: experience; *kampus mengajar*; nursing students

1. Introduction

Merdeka Belajar Kampus Merdeka (MBKM) aims to encourage students to master various sciences/skills to improve the quality of graduates from higher education. The oppurtunity to study three semesters outside of study programs is an innovation to provide flexibility and freedom of learning for students. Universities are obliged to provide rights for students to study off campus by participating in MBKM programs is equivalent to two semesters or 40 credits. The program includes student exchanges, internships, research and humanitarian projects (Kemendikbud, 2021). Therefore, students have the opportunity to develop themselves following their passions and abilities.

Kampus Mengajar is a form of MBKM implementation that gives students the right to study for three semesters outside the study program to improve competencies, both soft skills and hard skills so that they are more ready and relevant to the needs of the times as future leaders of the nation with superior and personality (Kemendikbud (2021) cit Khotimah et al. 2021).

The *Kampus Mengajar* Program Batch 2 (KM2) is a transformation from the previous programs, namely the Pioneer *Kampus Mengajar* and Batch 1 *Kampus Mengajar* (KM1). The Pioneer *Kampus Mengajar* called *Kampus Mengajar Perintis* (KMP) program was previously implemented from 12 October to 18 December 2020. This program was attended by 2390 students from 89 universities and successfully targeted 692 elementary schools spread across 277 regencies/cities and 32 provinces. This program has been implemented well and then continued with the *Kampus Mengajar* Batch 1. *Kampus Mengajar* Batch 1 program starting from March 22 to June 26 2021 involving 14,621 students and 2,077 field supervisors from 360 universities to serve in 4,810 Elementary Schools in 458 districts/cities in

34 provinces throughout Indonesia. The success of the Pioneer *Kampus Mengajar* and *Kampus Mengajar* 2 programs has motivated the Ministry of Education and Culture to relaunch *Kampus Mengajar* Batch 2 by targeting not only elementary schools but also junior high schools. This program has been started since July 23 and will end on December 18, 2021. Currently this program is entering the final stage of field assessment and then closed with the withdrawal of students from the target school.

Students are assigned to assist teachers and school principals in carrying out the learning process or school administration in the midst of the Covid-19 pandemic. This *Kampus Mengajar* (KM) program provides benefits, such as in terms of guiding learning for students at the elementary school level and at the same time empowering educational students to help school activities (Kemdikbud, 2020). The *Kampus Mengajar* program which is attended by students is expected to have the opportunity to hone their leadership and character, as well as gain hands-on experience in teaching. This *Kampus Mengajar* program is the result of a collaboration between the Directorate of Elementary Schools and the Directorate of Learning and Student Affairs, Directorate General of Higher Education, Ministry of Education and Culture, as well as the District/City Education Office (Kemdikbud, 2020).

Universitas Aufa Royhan in Padangsidimpuan is one of the private universities that follows *Merdeka Belajar Kampus Merdeka* (MBKM) policy directives to participate in *Kampus Mengajar* activities. This is also done as an effort to achieve 8 KPIs based on Ministerial Decree No. 3/M/2021. Through the implementation of the *Kampus Mengajar* Program which is attended by lecturers and students of Aufa Royhan University, there are 2 indicators that can be achieved, namely *Indikator Kinerja Utama* (IKU) 2: students get experience outside of campus and *Indikator Kinerja Utama* (IKU) 3: lecturers are active outside campus.

A total of 16 students from Universitas Aufa Royhan Padangsidimpuan from two Study Programs at the Faculty of Health, namely Nursing Study Program and Public Health Study Program, participated in the Series 2 *Kampus Mengajar* program. Students are spread across 7 target elementary schools in Padangsidimpuan City with an estimated total number of target students around 3,500 students.

2. Research Methods

The research design uses a qualitative study which aims to explore the experiences felt by students in the implementation of the KM 2 program. Data was collected by means of a Focus Group Discussion (FGD) with 16 nursing student as informans in Universitas Aufa Royhan Padangsidimpuan, who participated in *Kampus Mengajar* Batch 2. The tools used by the research team were field notes to record observations during the interview process and a digital voice recorder. The recording device was used to record the results of interviews in the form of verbal conversations between researchers and participants. This recording device is placed between the researcher and the participants with the consent of the participants.

3. Result and Discussion

Students are spread over 7 target elementary schools in Padangsidimpuan City with an estimated total number of target students around 3,500 students. Students who take the KM2 program are placed at SDN 200223 Padangsidimpuan, SDN 200216 Padangsidimpuan, SD HKBP 1 Padangsidimpuan, SDN 200219 Padangsidimpuan, SDN 200202 Padangsidimpuan, SD Negeri 200204 Padangsidimpuan, SDN 200209 Padangsidimpuan. The following are thematic results in this research.

3.1. Information Resources for *Kampus Mengajar* Programs

This first theme provides an overview, that is how they get information of *Kampus Mengajar* Program by students through the Instagram account of *Kampus Mengajar*, share Whatsapp groups, from lecturers in class, there are no one student get information from the Ministry of Education and Culture Web. After that, students get briefing via zoom from the Ministry of Education and Culture.

3.2. Motivation to Join the *Kampus Mengajar* Program

The second theme is the motivation to participate in *Kampus Mengajar* by students. Students who are motivated to participate in the second batch of *Kampus Mengajar* are to hone health education skills, add learning experiences and be motivated to care about the world of education, conversion motivation with KKN and LKP, no need to pay for KKN, and money motivation.

Motivation is the main drive that directs a person in determining the action to do something with the impulse in him being directed by himself (Pratama, 2021). Result study Nur et al. (2021) Responses from students of the UPI Cibiru PGSD study program regarding the existence of an independent campus policy, they agree with the program because it will give students an experience to teach before entering the world of work and can also develop their skills by engaging in direct activities in the community and we can make new innovations to create independent learning. Then, with this program, it will create independent learning because students will get independence from the limitations of cost, distance, facilities, and so on that have been preventing children from learning. Fight for the right to education for children throughout Indonesia and can help underprivileged children to keep learning

3.3. Implementation of the *Kampus Mengajar* Program

The third theme is the implementation of the campus teaching program where the initial stage starts from the registration process coordinated by Vice Rector which is followed by account creation by the students themselves. Then it was continued with students socializing the *Kampus Mengajar* program at school, it didn't stop there, students were required to be creative in carrying out their duties. Students follow the schedule of school activities where the first task of students is to observe the school which will be followed by students making extra calistung learning activities. Students also create special classes for learning calistung as well as special guidance schedules in each student class.

Additionally, Gender issues really did not truly influence the running of the *Kampus Mengajar* batch 1, since the most pith is th commitment of student's vitality and considerations in giving arrangements to instructors amid the widespread. This program is exceptionally great and gives the most extensive opportunity for understudies to creat their potential exterior of addresses as arrangement for them to enter the community as a entirety (Rezania & Rohmah, 2021).

In line with research Bali et al. (2022) the students of *Kampus Mengajar* contribute to accelerating numeracy and literacy skills through teaching and learning activities in the classroom using fun methods and media, conducting private English online, assisting students in reading and counting activities. Meanwhile, related to technological adaptation, students are introduced and accompanied by the use of computers/laptops, the use of Google Forms, Google Meet, and Zoom. In addition, campus students teach to help teachers in preparing learning administration as in Anwar (2021), research that the implementation of *Kampus Mengajar* includes; teaching, which consists of face-to-face learning, home visits, and online learning, technology adaptation by assisting teachers in making teaching media and teaching materials by the curriculum and the administration is also carried out with students assisting teachers in preparing learning tools.

3.4. Challenges Faced by Students

The fourth theme is the challenges faced by students on campus teaching, in this case students are surprised by the location of the assignment, students are also required to have creativity in carrying out assignments. Students accept rejection at school and many students have difficulty blending in with the school. Apart from that, some students are not allowed to enter class. Students at the school were also asked to help clean the school, help repair tables and chairs. In addition, students have challenges with the far distance of the *Kampus Mengajar* location so that students get around it by living near the *Kampus Mengajar* location.

In line with the research of Athi et al. (2021) teaching involves students on every campus from various educational backgrounds to assist the teaching and learning process in schools, especially at the elementary school (SD) level in various parts of the archipelago. which is accredited with a maximum of C and provides opportunities for them to learn and develop themselves through activities outside the lecture class. In line with findings Mohale et al. (2020) in Athi et al. (2021) who conduct workshops in rural public schools have an effective impact because they directly target problem areas.

3.5. Difficulties in implementing Campus Teaching

The fifth theme is students in implementing the *Kampus Mengajar*, difficulties in assignments where there are double student assignments and only a few credit conversions at Auffa Royhan University.

In the aspect of guiding discussion skills, 39% of respondents stated that they were able to guide discussions in learning activities in class. This is because students have guided discussion activities intensively by visiting discussion groups in turns, helping with problem solving, and inviting them to respect the opinions of students. However, 5% of respondents stated that they had not been able to guide the discussion because they had difficulty guiding according to the characteristics of students (Prasandha & Utomo, 2022).

3.6. Benefits of *Kampus Mengajar* Program

The sixth theme is the benefits of a *Kampus Mengajar*, where the implementation of this *Kampus Mengajar* provides great benefits for students, namely the experience and feeling of being happy to be able to take part in KM2 activities and get pocket money as well as to develop students' self by converting 7 credits in the public health study program and increasing student understanding about the policies that exist in the independent campus.

In parallel with Athi et al. (2021), selected students in the campus program teach serving elementary schools in remote areas. Not only helping educators in teaching, students can also accompany, inspire, and motivate students to get an education by providing different learning methods, unique teaching methods, conducting simple experiments, using devices to play videos. education, and participating in achievement events. Furthermore, mentoring is an important component in creating and maintaining an effective and collaborative learning culture.

Addionally, according to Hamzah (2021), the benefit *Kampus Mengajar* for students is that they can make Learning Implementation Plans (RPP). This lesson plan was developed and compiled based on the syllabus with the aim of directing the activities of the learning process in an effort to achieve Basic Competence (KD). This lesson plan helps teachers in implementation and makes the teaching and learning process more focused. In addition, civil servant teachers and students collaborate and collaborate in the preparation of teaching materials that can help and facilitate teachers in presenting

lessons and conducting evaluations and administration of assessments. Evaluation and assessment are carried out in several ways. Among them are through daily, mid-semester and end-of-semester written assessments, also through fortopolio, and observations. In this section, students play a role in assisting tutors in conducting good assessments of daily assignments, and determining students' final semester grades (Hamzah, 2021).

While the benefits of *Kampus Mengajar* to students and school teachers are enthusiasm and high motivation to carry out teaching and learning activities effectively and efficiently. In addition, the adaptation of technology and also school administration is also going well, this is evidenced by a change for the better during the activity. This activity provides good value integration into the social and educational system of teachers and students at SD Negeri 48 Bengkulu Tengah. Linggar Galing Village, Central Bengkulu is still rarely touched by outreach activities and community service, even though the social reality and education of the people here are very accepting and in need of campus teaching programs (Nurhasanah & Nopianti, 2021).

Another research shows that *Kampus Mengajar* has an impact on students social skill. The level of social skills of students who attend *Kampus Mengajar* is higher than the student who do not attend *Kampus Mengajar* (Sumani et al., 2022).

3.7. Suggestions from the Implementation of the *Kampus Mengajar*

The seventh theme is suggestions for implementing campus teaching, namely for students to recommend independent study programs and other KM programs.

Meanwhile, according to Adellia & Himawati (2021), the recommendations and proposals given for future programs are that the assignment time can be extended so that program activities can be carried out properly. Then for suggestions for improvement for future programs, information about the program should also be conveyed to partners in this program, namely SD partners, so that schools can understand well and believe that this program is an independent campus program. Because during the assignment, there was a slight problem with the school regarding the campus teaching program activities and it took a long time to convince the school about this program. Even so, these obstacles can be overcome and the program of activities can be carried out according to the situation and conditions in the field

The results of the evaluation of the basic teaching skills of students participating in the *Kampus Mengajar* Batch 1 show that the participants of *Kampus Mengajar* need the knowledge, understanding, and application of basic teaching skills in order to carry out their duties well at school. maximize self-potential and debriefing provided by Kemendikbudristek before assignments in the field. The role of the Field Supervisor is also needed to monitor and evaluate students during the program. Field Supervisors are able to maximize the opportunity for sharing sessions every week to monitor the progress of the program carried out by students, especially teaching activities. This, students are able to get optimal assistance, especially in the basic teaching skills possessed as one of the soft skills of students participating in the *Kampus Mengajar* Batch 1 (Prasandha & Utomo, 2022). The industrial Revolution Era 4.0 launched the most important target, namely the achievement of mastery of integrated literacy and numeracy materials. In achieving this mastery, there needs to be a breakthrough in the field of education (Suhartoyo et al., 2020). Through the program of Merdeka Belajar Kampus Merdeka expected to increase the competence of graduates, both soft skills and hard skills, so that graduates can be more prepared and relevant to the demands of the times, preparing graduates as future leaders of the nation who are superior, moral and ethical (Aan Widiyono & Saidatul Irfana, 2021).

4. Conclusion

The experiences of nursing students participating in *Kampus Mengajar* 2 (KM2) resulted in 7 themes, namely Sources of Information for *Kampus Mengaja*r Programs, Motivation for Participating in *Kampus Mengajar* Programs, Implementation of *Kampus Mengajar* Programs, Challenges Faced by Students, Difficulties in Implementing *Kampus Mengajar*, Benefits of *Kampus* Mengajar, Suggestions From Implementing *Kampus Mengajar*.

It is hoped that the Ministry of Education and Culture can adjust curriculum of *Kampus Mengajar* so that every student from various educational background can have opportunity to explore their knowledge more deeply.

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