

THE IMPLEMENTATION OF KAMPUS MENGAJAR PROGRAM: A CASE STUDY OF ENGLISH DEPARTMENT STUDENTS IN JAMBI UNIVERSITY

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ABSTRACT

This research is aimed to find out the implementation of the Kampus Mengajar program at Elementary schools based on the experience of English department students in Jambi University. The focus of this research is to see how the implementation of the Kampus Mengajar program in each participant's destination school and how English students (participants) apply the knowledge they have gained while joining in this program. The research used qualitative method with case study approach. The subject of this research are five students of the English Language Education study program at Jambi University who participate in Kampus Mengajar program. This research uses 2 theories, namely the adult learner theory proposed by Knowles (2005) and the experiential learning theory proposed by Kolb (2015). Collective data was conducted by conducting Semi-structured Interview and documentation. The data obtained from the interview will be analyzed using the thematic analysis method proposed by Braun and Clark (2006). The finding Showed that there are 5 themes with 4 themes as a result of implementing the Kampus Mengajar program which is the motivation, Kampus Mengajar main activities, the challenges participant faced, and the benefits they feel during their activities. Also, 1 theme the researcher found as a result for the implementation of knowledge from participant to school.

KEYWORDS

The Implementation, Kampus Mengajar, Case Study Approach

1. Introduction

The education sector in Indonesia experiencing several problems, one example of a problem that is often encountered, namely the low literacy and numeracy skills of students. According to the website of the Directorate of Community Education and Special Education (2020), in 2018, the OECD (Organization for Economic Cooperation and Development) conducted an assessment to see the ranking of PISA (Program for International Student Assessment) scores or student competencies around the world. Based on the survey, the results obtained are that Indonesia is ranked 72 out of 77 countries for reading (literacy) and ranked 72 out of 78 countries for mathematics (numeracy). The results of this survey show that the literacy and numeracy skills of Indonesian students are still very low.

However, since the COVID-19 pandemic, the learning process being hampered at all levels of

education from early childhood education to universities. According to the Ministry of Education, Culture, and Technology Research, the number of schools affected by the COVID-19 pandemic in Indonesia is 407,000 schools and 56 million students (Prasetyo, 2021). This impact makes it difficult for many schools to carry out teaching and learning activities, where all students and educators suddenly have to deal with learning that mostly uses technology. However, there are many teachers who are still unable to adapt to technology for learning during a pandemic. Director General of Early Childhood Education, Primary Education and Secondary Education, Jumeri, explains that there are 60% of teachers in Indonesia have not been able to master technology to support learning during the pandemic (Makdori, 2021).

On these problems, in February 2021, Minister of Education and Culture Nadiem Makarim created a program namely the Kampus Mengajar program which is part of the Independent Campus policy. In this program, students will be placed in elementary and junior high schools scattered throughout Indonesian territory to be able to participate in helping the teaching process in destination schools. For that, through this program, students are invited to help smooth the teaching and learning process in schools affected by the COVID-19 pandemic. Students who pass Kampus Mengajar program will run this program for approximately 4 months at the destination school.

The main objective of this Kampus Mengajar program was explained by Minister of Education and Culture Nadiem Makarim, that is first to present students as part of strengthening literacy and numeracy learning. Second, Due to the pandemic that affects remote schools, especially for schools in 3T areas (Disadvantaged, Frontier, Outermost), students are expected to be able to help teachers facilitate the teaching and learning process, help provide knowledge about technology adaptation to teachers and students, and help the administration process (Hendaya, 2021). The Kampus Mengajar program is adjusted to the objectives of implementing the Independent Campus so that there is a link between the world of higher education and the real world or the world of work (Rosita, 2021). Through this Kampus Mengajar activity, students are allowed to be able to show their quality and concern for the community, realize their knowledge and skills during their study directly in the field while adding to their experience for the future.

Kampus Mengajar program was only implemented in early 2021. So, there is still little research being done to see how this program is implemented. Based on the background that has been stated above, the researcher raises the main question of this research, namely how is the implementation of the Kampus Mengajar program especially in elementary schools and how do the Participants (English students) implement the knowledge they have gained while joining in this Kampus Mengajar program?

Several studies have examined this Kampus Mengajar program. First, research on the implementation of the Kampus Mengajar batch 1 conducted by Rahma Ashari Hamzah (2021) with the title "Pelaksanaan kampus mengajar Angkatan 1 Program Merdeka Belajar KEMDIKBUD di Sekolah Dasar". The subjects of this research were SDN 44 Padaria, Maros Regency. In this study, the researcher who also serves as a Field Supervisor also used a qualitative method. The result of this research is that the implementation of the Kampus Mengajar Batch 1 at this school started from teaching activities, adapting technology and helping school administration run well and was very well received by the

residents of the target school.

Second, Devi Ayu Rosita and Rini Damayanti (2021) have researched the implementation of a pioneer Kampus Mengajar program. The subjects of this research were SDN 59 Gresik, East Java, with a total of 22 students. In this study, the researchers used a qualitative method. The result of this research is that the implementation of the pioneering Kampus Mengajar at SDN 59 Gresik can be beneficial for teachers and students because through this activity students can help improve offline and online learning through the use of technology during the pandemic.

Another study, Rosyida Nurul Anwar (2021) conducted research on the implementation of the Batch 1 Kampus Mengajar program in elementary schools. This research was conducted at SD Muhammadiyah 1 Padas with the participants are all students who took part in Kampus Mengajar activities, teachers, students and parents of students, as well as the local community at this school. In this study, the researchers used a descriptive qualitative method. This study uses observation, interviews and documentation techniques to collect data. Just like previous studies, the results of this research found that the implementation of Kampus Mengajar activities went as expected, namely the implementation of core activities such as teaching, technology adaptation and administration.

Although these studies both examined the implementation of Kampus Mengajar activities, some differences were found from this research that the researcher would conduct. First, although previous research used qualitative methods, there are differences in the approaches used. This research will use a qualitative method with a case study approach. Second, the previous research only examined the form of implementation of KM activities in one school, while in this study the researcher will look at the form of implementation in several schools that became the participants' schools.

2. Research Method

In this study, the researcher used qualitative methods with a case study approach to examine how the implementation of the Kampus Mengajar Program is. Christensen (2015) stated that qualitative research is research that collects non-numerical data which is usually obtained through a participant's statement during interviews, written records, pictures, or observations. Whereas Creswell (2009) defines a case study approach as the approach used to investigate a program, event, activity, individual, or group of individuals in depth.

Research Site and Access the site of this study is one of the universities in Jambi province. At this university, as many as 421 students passed the selection of the 2021 Kampus Mengajar program Batch 1 (Wulan, 2021). Also, as many as 492 students passed to participate in Kampus Mengajar program batch 2 (F, 2021). In this study, the required participants are students from the English study program. The researcher approached participants personally to get their consent.

The participants in this study were five students of the Jambi University English Education study program who participated in the Kampus Mengajar program. To get participants, researcher select participants using purposeful sampling. Creswell (2012) explains that purposeful sampling is a method commonly used in qualitative research as a way of selecting participants or places for research where researchers deliberately select people or sites that match the research criteria. The criteria for the

participants in this study are the participants were students from the English study program and also participated in Kampus Mengajar activities. By selecting participants who fit the research criteria, the researcher will more easily understand the phenomenon to be investigated.

In this study, the researcher used interviews and documentation for the instrument in collecting data. Creswell (2013) explained that in the case study approach data is usually collected from more than one source or instrument, such as observations, interviews, documents, or audiovisual materials.

2. 1 Interview

According to Schostak (2005), interviews are individuals who pay attention to each other to gain insight and experience, interests, beliefs, knowledge, perspectives, and actions from the other person. Also, Seidman (2006) explains that in-depth interviews are a way to understand the experience of the interlocutor and the meaning of that experience from them. For this reason, this interview used by researcher to be able to investigate more deeply about opinions, what they feel, and what participants do during this Kampus Mengajar program.

The interviews in this study conducted online or offline according to the convenience of the participants. The interviews conducted were semi-structured. As explained by Hancock (2006) that semi-structured interviews are very suitable to be used in case study research because in this way participants can open themselves and express their thoughts freely to the researcher.

2.2 Documentation

To support the data obtained from interviews, the researcher also collected documentation data. The form of documentation used by researcher is in the form of audiovisual. According to Creswell (2012), audiovisual includes images, sound, or video. For this reason, the researcher collected audiovisual documentation in the form of images or photos of the activities from the participants when participating in Kampus Mengajar activities in the destination schools.

To obtain trustworthiness, this research used member checking method. Member checking method is defined by Creswell (2013) as a way to get data credibility by asking participants to check and reanalyze the data that has been obtained. So, in this study, the researcher will conduct interviews with each participant, and then the results of the interviews will be re-checked by participants to be analyzed for validity.

To analyze the data obtained, the researcher used thematic analysis by Braun and Clark (2006). According to Braun and Clark (2006) in thematic analysis, six phases must be done to analyze the data:

- 1) Familiarizing with the data. Here the researcher will reread all data or do transcription for verbal data such as from recording or interviews in writing so that researcher can understand more deeply and thoroughly all the data obtained, the meaning of a term, patterns and others before providing a code or theme.
- 2) Generating initial codes. The following phase the researcher does after understanding well or familiarized with all the data obtained, then the researcher will make an initial code list about the interesting information that the researcher found in the data in sequence.
- 3) Searching for themes. After identifying various codes, the next step the researcher will analyze the codes to be able to determine the theme and also the researcher will collect data that is in

accordance with the theme to be determined. At the end of this phase, candidate themes and sub-themes will be found.

- 4) Reviewing themes. In this phase, there are two levels to review themes. Level 1, understand and re-read all data for each theme candidate and consider whether the data is appropriate or not. Level 2, reviewing all candidate themes to see whether the theme is accurate and in accordance with the data or not.
- 5) Defining and naming themes. Here the researcher refines the previous candidate themes to make it easier to analyze.

3. Discussion

The implementation of the Kampus Mengajar program at the elementary schools. Motivation to Join the Program this theme is in line with that described by Knowles et al. (2005) that adult learners have motivation for learning or doing something else. Motivation grows from within, one of which is to be able to develop self-quality. For example, in this study, participants want to develop knowledge and seek more useful experiences to develop their quality.

Main activities in the Kampus Mengajar Program. This theme relates to Kolb's (2015) statement about the notion of experiential learning, namely experiential learning as learning activities carried out by learners with participating directly with things they will or are learning in their lives. It can be seen that these three activities are a place for participants to gain experience and develop their knowledge and skills. Benefits of the Program Kolb (2015) states that Learning is the Process of Creating Knowledge, it means that learning occurs when an individual's personal experience and knowledge are combined with social experience and knowledge so that new knowledge is formed.

This statement is in line with what was experienced by the participants in this study. In implementing the Kampus Mengajar program, all participants feel that the benefits they get are in the form of new knowledge, such as increasing new knowledge and experience, practicing patience in dealing with young students and honing teaching skills. Kolb & Kolb (2005) also state that Learning Involves Transactions between the Person and the Environment. They explained the terms explained by Piaget's that learning occurs through the process of updating new experiences to existing experiences and adapting existing experiences to new experiences.

This Kampus Mengajar program was launched not only to provide opportunities for students to share their knowledge with the community such as at school, but also to provide opportunities for students to be able to gain new knowledge from the implementation of this Kampus Mengajar. From here, we can see that there is a transaction process of adapting or matching the experience and knowledge that students already have to the new experience and knowledge they will gain during their assignment and the process of adding or updating the new knowledge and experience they get to what they already have before.

Implementation of the Knowledge Gained During College to The Kampus Mengajar Program. The researchers get that the participants implement general courses such as educational psychology and micro teaching as well as special courses such as Teaching English for Young Learners, Grammar, Speaking

and Listening. Viewed from the expert's statement, these findings are in line with Kolb (2015) statement that learning is a continuous process grounded in experience, it means that Students gain knowledge and test this knowledge in the experiences they experience. As was done by the participants in this study who had the opportunity to be able to directly apply the knowledge that they had acquired during college to the program they were participating in. Ss stated by Knowles (2005) that previous experience has an important role for adult learners in the new experiences they will get. This can be seen from the knowledge that participants gain during college can help them in helping the teaching process at the target school, because previously they have been given knowledge about teaching such as teaching to young students which is obtained from the Teaching English for Young Learners course. courses on students' understanding of Educational Psychology, courses on the stages of teaching from micro teaching and knowledge from other subjects.

After the researcher analyzed the results of each participant's interview, the researcher found 4 themes as the answer for the first research question through interviews with all participants about the activities in the Kampus Mengajar program that they carried out in their respective schools. Starting from their motivation to participate in the program, the main activities, the challenge, and the benefits they got from the program. Also, the researcher found 1 theme with the same title as the second research question and consisted of several sub themes, namely application of micro teaching courses, application of educational psychology course, application of teaching English for young learner course, listening and speaking and grammar.

The finding in this research regarding the forms of activities that carried out by the participant are in line with the results of previous study (Hamzah, 2021); (Anwar, 2021); (Rosita & Rini, 2021). They also mention 3 main activities that participants did in their school, that are teaching (especially for literacy and numeracy improvement), technology adaptation and administration activities. However, the specific activities carried out in these 3 main activities vary according to the needs and situation of each participant's destination school.

4. Conclusion

This study aims to find out how the implementation of Kampus Mengajar activities in each participant's school as well as to see whether the participants apply the knowledge they have acquired while studies directly to their schools. Researchers found 5 themes with 4 themes as a result of implementing the Kampus Mengajar program which contains the first, the motivation of which the biggest motivation for students to join this program is to seek experience. Second, main activities are improving literacy and numeracy, adapting technology and assisting administration. Third, the challenges faced, such as mileage, lack of student motivation to learn and lack of teaching experience. Last, the benefits they feel during their activities are increasing experience, practicing patience and increasing skills. In addition, 1 theme the researcher found as a result for the implementation of knowledge from participant to the school, such as the knowledge they get from Micro teaching courses (micro learning), educational psychology (educational psychology) courses, Teaching English for young learner course, listening and speaking and grammar.

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