

Perception of Social Science Department Students on the MBKM Campus Teaching Program of FKIP at Lambung Mangkurat University

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ABSTRACT

The Independent Learning - Independent Campus (MBKM) is a policy program of the Ministry of Education, Culture, Research and Technology to train students by providing learning experiences outside of higher education in order to provide opportunities for students to hone skills according to their abilities talents and interests with direct practice in the world of work as one of the steps in pursuing a career. The purpose of this study was to analyze the perceptions of students majoring in social science towards the teaching campus program at FKIP in the even semester of the 2022/2023 and 2023/2024 academic years that they attended. The data used are primary data, namely in the form of a questionnaire given to students participating in the teaching campus which is presented through google form and secondary data where student data comes from the Faculty of Teacher Training and Education, Lambung Mangkurat University. The method used in this research is descriptive percentage using Likert scale. The results showed that student perceptions of the MBKM (Independent Learning - Independent Campus) teaching campus program showed an average score of program learning outcomes that were included in the excellent category with a total of 44.21.

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Introduction

Education is something that must be maintained until now to build the goals of national and state life, thus education can be said to be of quality not only from a country that has a good educational background but also creates Human Resources (HR) that provide changes to quality individual social (Widiyono et al., 2021) Law No. 20 of 2003 explains the National Education System, namely where education creates an active learning atmosphere and learning activities in order to train students to develop their potential in spiritual religious attitudes and

actions, self-control, personality, intelligence, noble morals and have the attitudes needed by themselves, society, nation and state (Rahman et al., 2021)

Independent Learning Independent Campus (MBKM) is a program intended for students in order to provide work experience in the field so as to create an innovative, realistic, varied, and free learning environment for students. The Independent Learning Independent Campus (MBKM) Program is a policy of the Minister of Education, Culture, Research and Technology to train students to provide learning experiences outside the university in order to be responsible in the world of work. With the Merdeka Belajar Kampus Merdeka (MBKM) program, it has a positive impact on students to provide freedom of experience for students to study outside the campus, in this program it is expected to improve the competence of graduates, both soft skills and hard skills and be more relevant to the changing times aiming to be ready to face the world of work, especially in the field of education (Simatupang & Yuhertiana, 2021). The government regulates functions in education reform and introduces the concept of an independent learning campus. One aspect of this concept is to give students the freedom for three semesters to carry out activities that require learning and social experiences, without ignoring the role of technology. During these three semesters, students are outside their study program. This step aims to produce the best college graduates who can contribute significantly to the advancement of civilization. Thus, students will not only become graduates who are experts in theory, but also able to apply the theory in practice. They will go into the field with in-depth knowledge to create relevant innovations (Siregar et al., 2020)

There are 8 forms of MBKM programs that students can choose from, namely (1) Student Exchange, (2) Thematic KKN or Village Development, (3) Internship or Work Practice, (4) Teaching Assistance in Educational Units, (5) Research, (6) Humanitarian Projects, (7) Entrepreneurial Activities, and (8) Independent Studies or Projects (Suwanti et al., 2022a). One of the MBKM programs is teaching assistance in educational units or known as the campus teaching program run by the Ministry of Research, Technology, and Higher Education (Kemenristekdikti). The campus teaching program is one of the Independent Learning Campus (MBKM) activities in educational units which aims for students to develop teaching skills outside the campus environment and develop technological innovations for education. Students who are interested in participating in MBKM activities in the campus teaching program will be selected by the Ministry of Research, Technology and Higher Education (Kemenristekdikti), students who pass the selection stage will be guided by various competent parties to be assigned to assist the learning process at schools that have been selected by their regional city offices,

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namely elementary/junior high school levels, students who work in elementary or junior high schools provide efforts to strengthen literacy and numeracy learning.

The aim of this program is to improve students' literacy and numeracy skills so that they are better prepared and relevant as candidates for superior national leaders. Apart from that, this program also supports the adaptation and management of technology in the schools it supports. The teaching campus program involves learning in all subjects with a focus on literacy, numeracy, technology adaptation, and school administration support. With this program, students are expected to be able to hone their leadership and character qualities and gain valuable learning experiences (Satyahadewi et al., 2022)

Based on the guidebook from the education office and schools regarding the role of students in the campus teaching program at target schools, the tasks The assistance provided includes: (1) assisting teachers in implementing learning in schools, especially in creative, innovative and enjoyable literacy and numeracy learning, (2) supporting schools in implementing technology in the learning process and instilling a culture of literacy and numeracy, (3) assisting the principal in school administration and management, (4) conducting outreach regarding learning products from the Ministry of Education, Culture, Research and Technology such as the Independent Curriculum, Independent Teaching Platform (PMM), Class Minimum Competency Assessment (AKM), and Education Report Cards, as well as Data-Based Planning (PBD) , (5) prepare activity reports during the teaching campus in the form of weekly reports and final reports (Kemendikbudristek. et al., 2023)

Lambung Mangkurat University also participated in the Independent Learning Independent Campus (MBKM) program, one of the Independent Learning Independent Campus (MBKM) Programs that is of interest to students, namely the teaching campus in the even semester of the 2022/2023 academic year and in 2023/ 2024. The students come from several study programs such as agroecotechnology, sociology, government, psychology, science education, Pancasila & citizenship education, geography education, economics education, mathematics education, and elementary school teacher education. Therefore, the purpose of this study is to determine the perceptions of social science students towards the MBKM campus teaching program of FKIP at Lambung Mangkurat University.

Methodology

This research was conducted at Lambung Mangkurat University, North Banjarmasin with the research sample being social science students divided into two batches 5, batch 7 and

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divided into six study programs, namely geography education, pancasila & citizenship education, social science education, sociology & anthropology education, economics education and history education with a total sample of 173 respondents. This research is included in quantitative descriptive research and uses primary data and secondary data as data sources. Primary data were obtained from observations and filling out questionnaires using google forms for students who attended the social sciences teaching campus batch 5 and batch 7. Secondary data were obtained from journals, campus teaching guidebooks, and agencies related to the research. The questionnaire was compiled based on variables about the perceptions of social science students and research indicators. Data analysis used descriptive percentage analysis to determine the average perception of students when participating in the program. To find out the students' perception, a scoring method will be used by adding up the scores of 13 statement items from the questionnaire, each of which is given a score ranging from 1 to 4. From the 13 statements that have been validated and considered valid based on experts, the 13 statements are obtained to find out the maximum score and the minimum score multiplied by the number of statements, namely $4 \times 13 = 52$ for the maximum score and $1 \times 13 = 13$ for the minimum score. If the maximum and minimum scores have been known, they are then used to find the total value of the interval for each category of student responses using the following formula:

$$Interval = \frac{Highest\ Score - Smallest\ Score}{Total\ of\ Category}$$

$$Interval = \frac{52 - 13}{4}$$

$$Interval = \frac{39}{4}$$

$$Interval = 9.75$$

So, the result obtained from the interval calculation is 10.

Result

Recapitulation of respondents' responses to program learning achievements in the campus teaching program, batch 5 and batch 7 of the FKIP at Lambung Mangkurat University.

Table 1. Recapitulation of Respondents' responses

<i>Indicator</i>	<i>Sub-Indicator</i>	<i>Mean %</i>	<i>Total Responses</i>
<i>Understanding of analytical skills, creative thinking, innovation, and solution-oriented</i>	<i>Students have skills in analyzing problems and are able to provide creative and innovative solutions</i>	57,5	100
<i>Understanding of communication patterns in cultural adaptation</i>	<i>Students have communication skills when receiving and conveying information in two directions</i>	61	106
<i>Understanding of the concept of resilience growth mindset</i>	<i>Students have the principle of resilience when adapting to new things and different environments so that they can create a mindset to continue learning and continue to develop</i>	66	114
<i>Understanding of the basics of learning in schools</i>	<i>Students understand and master the school's pedagogical competencies and apply them in learning and teaching activities</i>	62	107
<i>Understanding of the curriculum used by schools</i>	<i>Students understand the concept and implementation of the curriculum used by the school</i>	58	101
<i>Understanding of learning assessments</i>	<i>Students understand learning assessment activities so that learning strategies and models are designed according to the needs of students' abilities</i>	62	108
<i>Understanding of the concept of strategies, literacy and numeracy learning programs</i>	<i>Students master the concept of literacy and numeracy learning so that they are able to design innovative, creative, and enjoyable learning strategies and programs</i>	52	90

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<i>Implementation of good learning practices in schools</i>	<i>Students are able to design programs by developing and adjusting school needs based on examples of good practices</i>	57	98
<i>Understanding of the RAK program design</i>	<i>Students are able to collaborate with schools to design RAKs that are in accordance with school needs, especially for improving literacy and numeracy learning, utilizing technology, improving teacher competency, and tidying up school administration</i>	65	113
<i>Understanding of library administration and reading corners</i>	<i>Students are able to manage administration and utilize libraries and reading corners</i>	55	95
<i>Understanding of the socialization of the Ministry of Education, Culture, Research and Technology policies to schools</i>	<i>Students are able to understand the policies of the Ministry of Education, Culture, Research and Technology so that they are able to socialize to school</i>	59	59
<i>Understanding of the flow and tasks of students while on duty</i>	<i>Students are able to understand the flow and tasks during assignments</i>	53	91

Meanwhile, the table below explains to determine the category of student perceptions obtained based on the questionnaire filled out by 173 students majoring in social sciences divided into six study programs divided into two batches 5 and batch 7 in the 2022/2023 and 2023/2024 academic years, even semesters as follows:

Table 2. Student Perception Category

<i>No</i>	<i>Score</i>	<i>Category</i>
1	43 – 52	<i>Very Good</i>
2	33 – 42	<i>Good</i>
3	23 – 32	<i>Not Good</i>
4	13 – 22	<i>Not Good</i>

Based on the data obtained in table 2. with a total of 173 students as respondents, it can be seen that the results of the questionnaire score with a total of 13 statements with the highest score of 4 and the lowest score of 1. The total score of all student answers based on the data is 7650, so that the average is as follows:

$$\begin{aligned}M &= \frac{\sum X}{n} \\&= \frac{7650}{173} \\&= 44.21\end{aligned}$$

Furthermore, the scores that have been obtained will be interpreted using the student perception category in table 2. Based on the results of the average score, the score of 44.21 is included in the "very good" category in running the program towards the program's learning achievements, this value is obtained from calculations with a Likert scale calculation then data processing with an interval formula to get values and categories. The value of 44.21 was obtained from the results of the answers of students who were respondents covering 12 indicators in the study conducted using 13 statement items in running the program's learning achievements.

Discussion

The campus teaching program aims to provide opportunities for students to hone their skills, such as developing leadership skills, social empathy, analytical thinking in designing work programs with groups and schools, and improving skills in handling problems that arise during the implementation of tasks, increasing cooperation skills in carrying out assignments, increasing creativity and innovation in designing programs so that they can work together with schools to improve the quality of learning, increasing the ability to communicate activities to related parties and increasing numeracy literacy skills in students in educational units including

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the Computer-Based National Assessment (ANBK) and the Minimum Competency Assessment AKM class.

Based on the research results obtained, it shows that the perception of students majoring in social sciences at Lambung Mangkurat University, FKIP is included in the "Very Good" category in students' understanding of the MBKM (Merdeka Belajar - Kampus Merdeka) campus teaching program regarding program learning achievements. This can be seen from the student's response from the analysis of this study showing a positive response to the campus teaching in program learning achievements.

This study is related to research (Suwanti et al., 2022) which states that the benefits obtained from participating in the campus teaching program are being able to collaborate with many students from various universities and different study programs. Students can work together to find solutions to problems experienced by the school. Students of the Social Sciences Department, FKIP, Lambung Mangkurat University can collaborate with many students from various universities and different study programs in carrying out the program's learning outcomes so that they can solve problems that occur in the school environment in groups. This is related to other research conducted by (Silaban & Nasution, 2023) that students during the campus teaching program assignment can communicate with the school and students, so that students are able to build interactions in solving problems that occur in the school environment in various ways or create simple learning media, this is in line with research (Makhfuzza & Hardian, 2022) which states that many students agree with the existence of this campus teaching program because it has benefits that are felt by students directly by participating in the program such as: a. students gain experience outside campus which can enrich their skills and expertise after graduation, b. students are involved in off-campus activities so that they can go directly into the field to gain experience or practice directly. c. campus teaching provides knowledge when participating in a program in solving a problem that occurs in the field when facing students so that they have a positive perception of the campus teaching program.

Students' perceptions of the campus teaching program carried out in the social sciences department of FKIP, Lambung Mangkurat University generally received a positive response as seen from table 1 which has been explained in the research results section such as understanding analytical skills, creative, innovative, and solution-oriented thinking, understanding of communication patterns in cultural adaptation, understanding of the concept of resilience and growth mindset, understanding of the basics of learning in schools,

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understanding of the curriculum used by schools, understanding of learning assessments, understanding of the concept of strategy, literacy and numeracy learning programs, application of good learning practices in schools, understanding of the RAK program design, understanding of library administration and reading corners, understanding of the socialization of Kemendikbudristek policies to schools, and also understanding of the flow and tasks of students while on duty (Kemendikbudristek. et al., 2023). So it can be seen from the positive response of students towards the learning achievements of the program, which on average answered in agreement with the category "very good".

Thus, research on campus teaching programs not only provides a deeper understanding of their impact on education and teaching, but also has the potential to bring about significant positive changes in the development of student professionalism and the improvement of the overall quality of education. The benefits that students gain from participating in campus teaching programs include the development of leadership skills, problem solving, communication, analytical thinking, creativity, and innovation directly in the field. In addition, students also act as partners with teachers in innovating in learning, as well as helping to develop creative, innovative, and fun literacy and numeracy learning strategies and models, and supporting technology adaptation (Triana, 2024).

Conclusion

Based on the research results, it can be concluded that the perception of social science students towards the MBKM campus teaching program at FKIP Universitas Lambung Mangkurat in batches 5 and 7 of the even semester of the 2022/2023 and 2023/2024 academic years was obtained with an average of 44.21, which is included in the category "VERY GOOD" meaning that students already understand and know well about the campus teaching program in all matters related to program learning achievements such as understanding analytical skills, creative, innovative, and solution-oriented thinking, understanding communication patterns in cultural adaptation, understanding the concept of resilience and growth mindset, understanding the basics of learning in schools, understanding the curriculum used by schools, understanding learning assessments, understanding the concept of strategy, literacy and numeracy learning programs, implementation of good learning practices in schools, understanding the design of the RAK program, understanding library administration and reading corners, understanding the socialization of Kemendikbudristek policies to schools, and also understanding the flow and tasks of students while on duty.

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