



Analysis of Program Development, Benefits, and Challenges of Implementing "Kampus Mengajar" in Improving Teaching Skills of Muhammadiyah Makassar University Students

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Abstract

The purpose of this study is to analyse the development of the Kampus Mengajar programme and its role in improving the teaching skills of students at the University of Muhammadiyah Makassar, as well as the opportunities, benefits, and challenges of the program. This research uses a qualitative case study approach, with the participants being students of Muhammadiyah University of Makassar and the school staff, including the principal, teachers, and staff of SDI Bontoramba in Gowa Regency, South Sulawesi. The results showed that the Kampus Mengajar programme plays a very important role in developing and improving student teaching abilities and skills obtained through implemented programmes and teaching assistance in terms of increasing student literacy and numeracy. In addition, other programmes such as technology adaptation and administrative assistance also provide great benefits to the school, especially training on the implementation of online learning and the development of learning media. Teachers in the school are also able to practise directly and develop the ability to use technology in the teaching and learning process with the help of students at Kampus Mengajar. The role of universities also has a major impact on improving students' teaching abilities through evaluation and student teaching feedback. The program's challenges for students are related to a lack of student ability in terms of using technology during learning, as well as some students' low literacy and numeracy skills, requiring more intensive assistance, and also requiring creativity and innovation in creating learning media that are fun, useful, and on target.

Introduction

The successful implementation of the Kampus Mengajar program in previous years shows the success of this program as part of the implementation of Kampus Merdeka. This is inseparable from the commitment of the Ministry of Education and Culture and the assistance of various parties in providing debriefing, mentoring and evaluation of program implementation so that the selected students are ready to assist the implementation of learning in schools in their area. As for the implementation of the 4th batch Kampus Mengajar program which is currently taking place as of August 1 2022, it has also assigned 2,876 Field Supervisors. After serving for one semester, students will receive recognition of learning outcomes which are converted into a semester credit unit system (SKS) of up to 20 credits (Kemdikbud, 2022).

Several previous studies have discussed some of the benefits of student involvement, and also what student involvement is besides teaching in this program. However, there has been no research on the scale of program evaluation, the challenges faced and how this program contributes to improving student teaching skills and the quality of school teaching after implementing this Kampus Mengajar program. Therefore, this research more specifically examines this within the scope of teacher training and education students who are involved in the program.

Therefore, in the Kampus Mengajar program that has been implemented in 2 years, in addition to evaluating basic teaching skills, it is necessary to have further research with a case study approach using qualitative descriptive research methods through observation and interviews related to how the development of this Kampus Mengajar program is carried out every year in the perspective of students, accompanying lecturers as well as the school where this program is implemented. In addition, it is also important to review further how the implementation benefits, especially for prospective educators, who have implemented this Kampus Mengajar program because this policy is also counted as a substitute for courses or has semester credit units so that it has an impact on student achievement index in terms of academic achievement. In addition, there is a need for in-depth information and research on the challenges faced by selected students who have implemented the program.

Furthermore, the implementation of this Kampus Mengajar also examines in more depth how this program has an impact on the quality of teaching of Education students, especially the Teaching and Education Faculty (FKIP) Muhammadiyah University Makassar. There is a need for research that does not only focus on the impact on schools where this program is implemented, but also how universities are involved in supporting student teaching skills, and how this program will be developed in the future based on an analysis of the challenges and benefits of its implementation. In addition, this research will also aim to examine discussions related to the opportunities for implementing this program after COVID 19 where schools will return to implementing a face-to-face system as a whole based on the perspective of program implementers, be it students, accompanying lecturers, as well as school leaders and teachers involved. in this Kampus Mengajar.

Methods

This research is exploratory research to find out what happened and seek new insights. Therefore, the research method used in this study is a case study with a descriptive design and qualitative research.

The location of this research was at SDI Bontoramba in Gowa Regency, South Sulawesi, involving Campus Teaching Students, school principals, accompanying lecturers, accompanying teachers, and school staff. Research using qualitative data analysis research methods produces data that forms the results of interviews, interview transcripts, observation notes, written documents and notes that were not recorded during data collection (Martono 2015). Qualitative data is research data that reveals certain social situations by describing reality correctly, formed by words based on relevant collection and analysis techniques obtained from natural situations.

The steps carried out in this research are; (1) identification of the phenomenon to be studied through a pilot study. Before carrying out the investigation, the researcher first identified this case through pilot studies in schools where the Kampus Mengajar was implemented through observation, and small interviews with school principals and teachers. (2) Identification of

participants in this study. Participants in this study are the sample interviewed. (3) Data collection through semi-structured interviews. Researchers collect data through interviews with selected participants to get more information and deeper understanding. (4) Data analysis and interpretation. Analyzing the data in this research basically involves analyzing, synthesizing, and interpreting the data using a coding scheme. Data analysis in this study relies on specific case descriptions.

Results and Discussion

Kampus Mengajar: Analysis of Program Implementation and Development

The work and development program carried out by the Kampus Mengajar students is a program that focuses on increasing literacy and numeracy. The main work program is mentoring teachers in class which focuses on assisting teachers in reading, writing, speaking, counting which is integrated into learning activities in class. This literacy development is also carried out with a learning method approach and classroom management. This activity is intended to provide a school learning environment that is able to build a culture of literacy for school members. A school environment that stimulates a literacy culture is formed by involving all school members. By him, apart from mentoring in class, a literacy culture at the school was built by creating a literacy-friendly school environment, telling stories in the morning before starting class, building a culture of critical reading and creative writing.

Some of the programs implemented are the provision of additional classes for students at the school who are not proficient at reading and have difficulty writing. There are 30 students from classes from grades 1-6 or around 5-8 people/classes who are not proficient at reading and need special assistance, so campus students teach by providing additional classes outside of the subject matter which allows them to have more time to practice and get direct guidance and intensive. Therefore, the school strongly supports the program to improve students' reading and writing skills.

Apart from reading classes, other programs implemented by KM students at the school are providing a literacy-friendly environment by providing reading corners in each class and activating the library, where students are invited to visit the library during breaks and be accompanied by them. In addition, outside of the class schedule, students provide additional classes where students can ask questions and are given the opportunity to discuss their school assignments, especially accompanying students to answer questions and teach the basics of arithmetic.

Technology Adaptation Assistance and Administration

Furthermore, for the technology adaptation assistance program and administration. Based on the narratives of students who work at SDI Bontoramba, there are several programs being carried out to help increase the use and use of technology among teachers and school staff. Students often help in making learning media, such as teaching aids, presentations via power point, teaching materials, as well as knowledge about online media and teaching techniques using the ZOOM application, Gmeet, or facilities or websites that can be used to carry out and support learning online. In addition, teachers are also accompanied to practice making learning videos and online teaching practice through recorded videos. Students are tasked with providing mentoring and facilitating this assistance to teachers and staff at the school during the campus teaching program. Based on the narrative of the teachers, this is very useful for those who, even though they have received training on implementing online learning, but with this opportunity, they can practice directly and develop their skills in using technology in the teaching and learning process or learning with the help of Kampus Mengajar students.

Especially where there are still a number of teachers who have not been able to actively use online learning media, or actively operate laptops and/or computers for learning both during the COVID 19 pandemic and post-pandemic where teachers and staff are required to adapt to the use of technology to support the learning process and provide more effective learning.

Then for school administration assistance, where one of the goals of campus students teaching at target schools is to assist teachers in terms of administrative processes, schools, structuring and reactivation of libraries by making them more attractive, especially administrative processes such as ANBK preparation, or computer-based national assessments where this assessment carried out online and thoroughly by following administrative procedures.

Analysis of Increasing Student Teaching Skills

Students carry out assignments every day in class and carry out additional class programs and other special class assistance. The teaching and learning process at SDI Bontoramba involves campus students teaching both teacher assistance and teaching in groups and individually. On several occasions Kampus Mengajar students are involved in the teaching and learning process which not only assists the teacher, but is given the opportunity to teach several elective classes.

KM students on duty at the school already have adequate skills, in this case related to basic teaching skills, namely the ability to master subject matter or teaching materials, have the ability to present material well with varied methods and master class that is qualified and fun. This is evidenced by the involvement of students in each class and the improvement in students' abilities after the mentoring process and direct teaching from campus students teach. Furthermore, the school and accompanying lecturers said that the student had good readiness before starting class as evidenced by the lesson plan, as well as innovative learning media such as pictures, exercises, and other references. these students also have good character in this case being able to communicate and maintain good relations with the school by always being involved in every school activity, building good communication with teachers and staff.

This proves that it is not only basic teaching skills that have made these students able to carry out their assignments well so far, but also adaptability, emotional intelligence and good interpersonal communication skills. Of course this is a support in terms of improving the teaching quality of students, because it makes it easier for them to discuss and learn from teachers at SDI Bontoramba, so that problems that arise in class can be overcome by being able to master the class well on suggestions and input from the school. Furthermore, the basic teaching skills possessed by students while participating in the Kampus Mengajar program are in accordance with the types of basic teaching skills, namely they are able to open and close classes properly, master class skills, provide inspiration and motivation to learn and be able to become inspiration and role models. from students in the class, suitability or relevance in terms of choosing teaching methods, adjusting learning objectives to student conditions, as well as learning materials and elements.

Apart from that, they always use media and adjust learning methods to increase student participation in learning. This is in accordance with the basic implementation principles of teaching, namely creative and innovative communicate.

Analysis of the Benefits and Challenges of Implementing Campus Teaching

The benefits obtained by the school are getting teaching assistance by KM students, helping to facilitate learning in the classroom which is focused on strengthening literacy and numeracy and assisting in technology adaptation and administration. KM students who help provide

training in the use of laptops, computers and smartphones in carrying out school administration tasks, both in making learning media and using technology such as learning applications, online assessments, and other needs. In addition, the improvement of students' basic teaching skills is better.

The obstacles that often arise in the implementation of this program are viewed from the school side, namely the lack of socialization from the local government, in this case the Gowa District Education Office regarding the introduction of a Kampus Mengajar to the school and some information that has not been understood by the school regarding the implementation of the Kampus Mengajar program. As well as the school also needs information and training regarding assistance to students in terms of implementing work programs so that schools can adjust and provide input for successful implementation and maximize collaboration with KM and tertiary students.

Furthermore, the obstacles experienced by students in this regard are related to the lack of students' ability in terms of using technology during learning, and also the literacy and numeracy abilities of some students which are low so that they need more intensive assistance, and also demand creativity and innovation in making media. learning that is fun and useful and right on target.

Opportunities and Recommendations for Developing Campus Teaching Programs

The role and involvement of tertiary institutions, in this case the accompanying lecturer from the Muhammadiyah University of Makassar, plays an active role in supporting the implementation of this program. This is evidenced by the increase every week in terms of student adaptation and the basic ability to teach students in class and other additional programs. Opportunities for developing this program are also believed by schools and universities where the opportunity for students to be directly involved in the target school is an excellent experience and opportunity for students to actualize and practice material or theory taught directly outside the classroom. This of course greatly supports the improvement of the teaching quality of students and prepares them in the future to devote themselves and/or carry out their profession as educators both in the school environment and in other places.

Conclusion

The opportunities for developing the Campus teaching program are enormous for students and the school, especially in terms of technology adaptation assistance for both students and teachers and staff at the school. Not only in the target schools, but also schools in Gowa district or Indonesia more broadly. Of course, because the post-COVID-19 school conditions provide many challenges to the school in adjusting learning again, catching up on previous learning, as well as other Kampus Merdeka programs that involve the school in the process of implementation and assistance.

By him, some suggestions for program development are increasing the attention of the Kampus Mengajar program implementers to the KM implementing schools which in this case also involve the local Education and Culture Office or Gowa Regency, South Sulawesi. So that in the future, the implementation of KM can be improved even better so that it can benefit both students in the target schools and students as campus implementers teaching in schools.

In conclusion, the Kampus Mengajar program has a lot of potential in terms of program strengthening, improving implementation and mentoring, as well as program development in order to achieve overall and maximum implementation objectives. Apart from that, based on the narrative of the school and KM students that this program was able to become a sustainable

program in the following years even though the learning or educational conditions had gradually returned to normal with the implementation of face-to-face teaching and learning. This is because the implementation of the Kampus Mengajar is not only good or has potential during the pandemic, but also post-pandemic also provides many useful benefits for all parties, namely the local government, schools, and especially students.

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