

## The Impact of Kampus Mengajar Program on Teaching and Learning

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### ABSTRACT

The *Kampus Mengajar* Program, an integral component of Indonesia's Independent Campus initiative, represents a strategic approach to educational enhancement through university student involvement in elementary education. This qualitative study investigated teachers' perceptions regarding the role and impact of *Kampus Mengajar* students in facilitating the learning process at SD Negeri 84 Ambon. The research employed structured interviews with purposively selected participants, including classroom teachers from grades one through six, a shadow teacher, and the school principal, to gather comprehensive insights into the program's implementation and effectiveness. Data analysis followed a systematic qualitative approach, involving thorough transcription and thematic analysis of interview responses. The findings revealed four key dimensions of program impact: successful implementation of innovative teaching strategies, particularly through technology integration; significant enhancement of student learning outcomes, especially in literacy and digital competencies; development of effective teacher-student collaborative relationships; and improvement in school administrative processes. These outcomes demonstrate the program's effectiveness in enhancing educational quality through structured student involvement while providing valuable insights for future program implementation and educational policy development in Indonesia.

**Keywords:** *Kampus Mengajar Program, Teacher Perception, Educational Innovation, Technology Integration, Qualitative Research*

### INTRODUCTION

The transformation of higher education in Indonesia has witnessed significant developments through various innovative programs, with the *Kampus Mengajar* Program emerging as a crucial component of the Merdeka Campus (*Kampus Merdeka*) initiative. This program represents a strategic approach to educational enhancement by involving university students from diverse academic backgrounds in supporting teaching and learning activities, particularly at the elementary education level (Wahyuni et al., 2022).

The *Kampus Mengajar* Program, initiated in 2020 and subsequently expanded in 2021 with support from the Education Fund Management Institution (LPDP), serves as a practical implementation of the "*Merdeka Belajar*" concept. This educational reform movement aims to provide students with experiential learning opportunities beyond traditional classroom boundaries

while simultaneously addressing educational challenges in underserved communities (Sumarni et al., 2022). Research has demonstrated that such service-learning programs can significantly impact both the participating students and the target communities, fostering mutual learning and development (Muslimin & Deswila, 2023).

The program's implementation is guided by several fundamental principles that emphasize the complementary nature of student involvement in the teaching-learning process. As outlined by Widiyono et al. (2021), these principles include: strengthening student competencies, fostering quality culture, and enhancing learning materials and strategies without supplanting the role of existing teachers. This approach aligns with contemporary educational theories that advocate for collaborative learning environments and mentorship models in educational development (Putri et al., 2022).

Student activities within the *Kampus Mengajar* framework encompass various dimensions, including collaborative teaching, development of interactive learning media, and creation of engaging learning environments. Recent studies have highlighted the program's particular focus on improving literacy, numeracy, and technology adaptation skills among elementary school students (Ashari et al., 2022; Martina et al., 2022). These focus areas are crucial in addressing the fundamental challenges faced by Indonesian education, especially in regions with limited resources and technological access.

The present study aims to investigate teachers' perceptions regarding the role of *Kampus Mengajar* students in facilitating the learning process at SD NEGERI 84 AMBON. This research is particularly significant as it contributes to the growing body of literature on the effectiveness of service-learning programs in Indonesian education reform (Khotimah et al., 2021). Understanding teachers' perspectives is crucial for evaluating the program's impact and identifying areas for potential improvement in future implementations.

## **LITERATURE REVIEW**

### ***The Evolution and Implementation of Kampus Mengajar Program***

The *Kampus Mengajar* Program represents a significant initiative within Indonesia's educational reform landscape, functioning as a cornerstone of the MBKM (*Merdeka Belajar-Kampus Merdeka*) framework in partnership with elementary schools. This program emerged as a response to the need for innovative approaches in education, particularly focusing on providing students with opportunities for experiential learning beyond traditional classroom environments. The program also emphasizes the development of technological innovation within educational contexts (Widiyono et al., 2021).

Since its inception, the program has undergone five implementation periods, with student selection processes managed by the Ministry of Research, Technology, and Higher Education. Selected participants receive comprehensive guidance from various competent stakeholders before being strategically placed in selected schools within their geographical regions. This placement aims to facilitate effective learning assistance while maintaining local context sensitivity (Widiyono et al., 2021).

The program's impact extends beyond mere academic support, encompassing multiple domains of educational development. Student participants engage in various roles, including direct learning assistance, school administration support, technology integration facilitation, and participation in incidental school activities. This multifaceted approach has demonstrated significant positive outcomes for both participating students and partner schools.

### ***Understanding Teacher Perception in Educational Context***

Teacher perception represents a complex psychological construct that fundamentally influences educational practices and outcomes. According to Sugihartono (2007), perception marks the initial phase of human behavioral response, beginning with sensory processing or sensation. This process involves the reception of stimuli through sensory organs, followed by cognitive interpretation in the brain, culminating in what we recognize as perception.

Walgito (2003) provides a more comprehensive framework for understanding perception, defining it as the systematic organization and interpretation of stimuli received by an organism or individual. This process imbues stimuli with meaning and integrates them into individual activities. Furthermore, Walgito (2003) emphasizes that perception is shaped by both internal and external factors, creating a dynamic interplay between personal and environmental influences.

In the specific context of teacher perception, this construct encompasses how educators comprehend and interpret various aspects of their professional environment, including student interactions, pedagogical approaches, classroom dynamics, and broader educational contexts. These perceptions hold significant influence over teaching methodologies, student interactions, and educational decision-making processes. The variation in teacher perceptions can be attributed to diverse professional experiences, personal backgrounds, and individual perspectives. Additionally, external factors such as institutional policies, administrative support systems, and classroom conditions play crucial roles in shaping these perceptions.

This theoretical foundation of teacher perception provides essential context for understanding how educators interpret and respond to educational innovations and interventions, including programs like *Kampus Mengajar*. Their perceptions significantly influence the

implementation success and sustainability of such educational initiatives, making them crucial considerations in educational research and program evaluation.

## **METHOD**

### ***Research Design***

This study employed a qualitative research approach to investigate teachers' perceptions regarding the role of *Kampus Mengajar* students in facilitating the learning process at SD Negeri 84 Ambon. A qualitative methodology was selected due to its capacity to provide rich, detailed insights into participants' experiences and perspectives (Faridah et al., 2023). This approach enabled the researchers to explore the complexity and nuance of teachers' views regarding the implementation and impact of the *Kampus Mengajar* program in their school context. The study design focused on gathering detailed narratives and interpretations from participants to develop a comprehensive understanding of how the program influences teaching and learning processes.

### ***Research Site and Participants***

The study was conducted at SD Negeri 84 Ambon, a public elementary school that has been actively participating in the *Kampus Mengajar* program. The selection of participants followed a purposive sampling strategy to ensure the collection of relevant and information-rich data. The study population comprised teachers who had direct experience working alongside *Kampus Mengajar* students in their classrooms. Specifically, the participants included homeroom teachers from grades one through six, providing a comprehensive representation across all elementary grade levels. Additionally, the school principal and a mentor teacher were included to obtain administrative and supervisory perspectives on the program's implementation.

### ***Data Collection and Analysis***

The data collection process utilized structured interviews as the primary instrument. The interview protocol was carefully designed to explore teachers' perceptions across multiple dimensions of the *Kampus Mengajar* program's implementation. The structured format ensured consistency across interviews while allowing for detailed responses from participants. Each interview was audio-recorded with participant consent to ensure accurate data capture and facilitate thorough analysis.

Data analysis followed a systematic qualitative approach. The process began with the verbatim transcription of all recorded interviews, converting oral data into text format for detailed analysis. The transcription process was conducted meticulously to ensure the accuracy of the data.

Following transcription, the researchers employed thematic analysis to identify, analyze, and interpret patterns within the data. This analytical process involved multiple stages:

First, researchers familiarized themselves with the data through repeated reading of transcripts. Second, initial codes were generated to identify meaningful segments of text. Third, these codes were grouped into potential themes. Fourth, themes were reviewed and refined to ensure they accurately represented the data. Finally, themes were defined and named to capture the essence of the participants' perspectives.

To enhance the reliability and validity of the findings, the researchers employed member checking, allowing participants to review their interview transcripts and preliminary interpretations. This process helped ensure that the analysis accurately represented the participants' views and experiences.

## FINDINGS

### *Implementation of Innovative Teaching Strategies*

The analysis revealed that *Kampus Mengajar* students have successfully implemented innovative teaching approaches that significantly enhanced the learning environment. Teachers consistently reported the introduction of novel teaching methods, particularly through technology integration and interactive learning materials. As noted by Ms. Eti, a senior teacher:

*"There is something new because, basically, there are new things or new knowledge. Teachers may also not be able to provide or apply it through learning to students. But through the existing college students, apart from observing, they also did something new like that, so it was really extraordinary."*

This observation highlights a critical aspect of the program's impact: the introduction of pedagogical innovations that complement existing teaching practices. The reference to "something new" suggests that *Kampus Mengajar* students are effectively bridging the gap between traditional teaching methods and contemporary educational approaches. This finding aligns with current research on educational innovation, which emphasizes the importance of introducing novel teaching strategies while maintaining respect for established pedagogical practices.

The school principal further emphasized the technological dimension of these innovations:

*"Learning using Infocus is very good because, with advances in IT, programs created by collagers, such as displaying pictures or videos, really help students in the learning process."*

The principal's observation underscores the significant role of technology integration in modern education. The mention of specific tools like Infocus and the creation of multimedia

content demonstrates a practical implementation of technology-enhanced learning. This integration represents a systematic approach to modernizing classroom instruction, moving beyond traditional chalk-and-talk methods to more interactive and engaging learning experiences.

Mr. Edo, a fourth-grade teacher, provided additional insight into the methodological diversity:

*"According to my observations, the class 4 homeroom teacher has a lot of learning media or methods provided when colleagues teach. They are present to provide very high levels of learning process activities."*

This testimony reveals the multifaceted nature of the pedagogical innovations introduced through the program. The reference to "high levels of learning process activities" suggests the implementation of active learning strategies that engage students more deeply in the learning process. The variety of learning media mentioned indicates a comprehensive approach to addressing different learning styles and needs.

### ***Enhancement of Student Learning Outcomes***

The analysis indicated significant improvements in student learning outcomes across multiple domains. Ms. Sani highlighted the impact on student engagement:

*"It is very good and very helpful because with the Kampus Mengajar college students, the students are actively involved because they are presented with various videos provided by students, making it easier for the children in the learning process."*

This observation is particularly significant as it demonstrates the direct correlation between innovative teaching methods and increased student engagement. The mention of video presentations suggests a shift toward multimodal learning approaches, which research has shown to be particularly effective in enhancing student comprehension and retention. The emphasis on active involvement indicates a successful transition from passive to active learning strategies.

The improvement in reading skills was particularly noteworthy, as observed by Ms. Eti:

*"For example, there are two students in Grade 5 whose reading is a bit difficult, but now it is starting to show or there is progress."*

This specific example provides concrete evidence of the program's impact on fundamental literacy skills. The observation of progress in struggling readers suggests that the individualized

attention and innovative teaching methods employed by *Kampus Mengajar* students are effectively addressing learning challenges that may have been resistant to traditional teaching approaches.

### ***Development of Teacher-Student Collaborative Relationships***

The research findings emphasized the emergence of strong collaborative relationships between *Kampus Mengajar* students and their assigned classes. The shadow teacher emphasized this collaborative dynamic:

*"The main benefit of Kampus Mengajar college students at this school for the fifth and sixth periods is their ability to collaborate with teachers in carrying out their work programs in various places, such as the classroom and the library."*

This observation highlights the programmatic success in establishing effective collaborative frameworks across multiple educational spaces. The reference to both classroom and library environments indicates a comprehensive approach to collaboration that extends beyond traditional instructional settings. This multi-space collaboration suggests the development of a holistic educational partnership that addresses various aspects of the learning process.

Mr. Edo provided specific insight into the collaborative problem-solving approach:

*"That's when Kampus Mengajar collagers have strategies that can find out that there are students who are found unable to read or can't read at all... they can embrace it and then create literacy, which is done in class or in the library."*

This testimony reveals the strategic nature of the collaborative relationship, particularly in addressing specific learning challenges. The mention of literacy intervention strategies demonstrates how collaboration facilitates targeted educational support. The systematic approach to identifying and addressing reading difficulties suggests a well-structured partnership between *Kampus Mengajar* students and regular teaching staff.

The principal's perspective provided institutional context:

*"There are many contributions because I always involve the collagers in preparing the curriculum, and there are school activities because the collagers pursuing this have a good mindset regarding problems."*

This administrative insight indicates the integration of *Kampus Mengajar* students into higher-level educational planning and decision-making processes. Their involvement in curriculum preparation suggests recognition of their potential to contribute meaningfully to educational

program development. The reference to their "good mindset regarding problems" implies a valuable contribution to the school's problem-solving capacity.

### ***Impact on Technology Integration and Digital Literacy***

The implementation of the *Kampus Mengajar* program has demonstrated significant influence on technological integration in educational practices. Ms. Mei emphasized this technological advancement:

*"With the existence of Kampus Mengajar, college students help teachers... especially regarding the learning process in class, by using several teaching aids that use IT, which have a very positive impact on the students' ability to understand and grasp the lesson more quickly."*

This observation reveals the dual impact of technology integration: enhancing teaching capabilities while simultaneously improving student comprehension. The reference to "positive impact" and quicker grasp of lessons suggests that technology integration has successfully accelerated the learning process. The mention of IT-based teaching aids indicates a systematic approach to modernizing instructional methods.

The school principal provided institutional perspective on technological adaptation:

*"Yes, there are changes, and these changes are extraordinary. The enthusiasm of the students with Kampus Mengajar collagers has also made the teachers start to get used to digital tools such as Infocus, using speakers, and others."*

This testimony highlights the cascading effect of technology integration, where student enthusiasm drives teacher adoption of digital tools. The principal's characterization of these changes as "extraordinary" suggests a significant transformation in the school's technological landscape. The specific mention of digital tools indicates concrete evidence of technological advancement in teaching practices.

Ms. Sani's observation focused on student engagement with technology:

*"The students are actively involved because they are presented with various videos provided by students, making it easier for the children in the learning process, and they are happier because of the learning videos shown."*

This finding demonstrates the positive correlation between technological integration and student engagement. The reference to student happiness suggests enhanced emotional engagement



with learning materials, while active involvement indicates improved behavioral engagement. The emphasis on video-based learning highlights the successful implementation of multimedia teaching strategies.

### ***Enhancement of School Administrative Processes***

The research revealed substantial improvements in school administrative processes and organizational efficiency through the *Kampus Mengajar* program implementation. The principal provided insight into the strategic involvement of program participants:

*"There are many contributions because I always involve the collagers in preparing the curriculum, and there are school activities because the collagers pursuing this have a good mindset regarding problems so that they can provide input or suggestions so that it becomes an experience for the collagers in the future."*

This observation demonstrates the program's impact at the institutional level, particularly in curriculum development and strategic planning. The principal's deliberate inclusion of *Kampus Mengajar* students in curriculum preparation indicates a recognition of their potential to contribute to educational program development. The reference to their "good mindset regarding problems" suggests that these students bring fresh perspectives and innovative approaches to addressing administrative challenges. Furthermore, the mention of "experience for the collagers in the future" indicates the program's role in developing future educational leaders.

The shadow teacher provided comprehensive insight into the programmatic implementation:

*"For Kampus Mengajar college students at SD Negeri 84 Ambon batch 6, I think they are very good and very supportive of being in the SD Negeri 84 Ambon institution. The work program they have implemented is very good, which they will continue to carry out in the meantime. The education at this school is also very good because of these five college students, who always come on time, even until the afternoon at this educational institution."*

This detailed observation highlights several key aspects of administrative enhancement: punctuality, commitment, and program sustainability. The emphasis on timeliness and extended presence at the institution suggests a significant contribution to the school's operational efficiency. The reference to program implementation quality indicates successful integration of *Kampus Mengajar* initiatives into existing school structures. Moreover, the mention of program continuity suggests sustainable administrative improvements.

Mr. Edo elaborated on the broader institutional impact:

*"The Kampus Mengajar at the school really has the biggest impact, especially for me as the 4th grade teacher. It has had a huge impact or change and provides motivation for the students. With enthusiasm, the students have different learning patterns, such as having enthusiasm."*

This testimony reveals the interconnected nature of administrative and educational outcomes. The reference to "biggest impact" suggests transformative changes at both administrative and pedagogical levels. The observation about changed learning patterns indicates that administrative improvements have positively influenced classroom dynamics. The emphasis on student motivation demonstrates how enhanced administrative processes can contribute to improved educational outcomes.

Ms. Mei further elaborated on the administrative support structure:

*"With the existence of Kampus Mengajar, college students help teachers. They work together, see the shortcomings that exist in the school, and they also provide input, especially regarding the learning process in class, by using several teaching aids that use IT, which have a very positive impact on the students' ability to understand and grasp the lesson more quickly."*

This observation highlights the systematic approach to administrative improvement through collaborative problem-solving. The reference to identifying and addressing shortcomings indicates a diagnostic approach to administrative enhancement. The mention of IT integration suggests modernization of administrative processes alongside pedagogical improvements. The emphasis on collaborative work demonstrates the development of effective administrative partnerships between regular staff and *Kampus Mengajar* participants.

These findings collectively demonstrate that the *Kampus Mengajar* program has facilitated significant administrative improvements through:

1. Enhanced curriculum development processes
2. Improved operational efficiency
3. Sustainable program implementation
4. Integrated technology adoption
5. Collaborative problem-solving approaches

The analysis reveals that these administrative enhancements have contributed to creating a more efficient and effective educational environment, benefiting both students and staff at SD Negeri 84 Ambon.

## DISCUSSION

The findings of this study reveal several significant insights regarding the implementation and impact of the *Kampus Mengajar* program at SD Negeri 84 Ambon. The analysis demonstrates that the program has successfully facilitated educational innovation while fostering meaningful collaboration between participating students and school staff. These outcomes align with previous research by Widiyono, Irfana, and Fidausia (2021), who emphasized the program's role in enhancing educational quality through student involvement.

The implementation of innovative teaching strategies emerged as a central theme in this study. Teachers consistently reported the introduction of novel pedagogical approaches, particularly through technology integration and interactive learning materials. This finding corresponds with research by Ashari et al. (2022), who identified technology adaptation as a crucial component of the *Kampus Mengajar* program's success. The observed improvements in student engagement and learning outcomes suggest that these innovative approaches effectively address contemporary educational challenges while maintaining sensitivity to local contexts.

The study revealed significant enhancement in student learning outcomes, particularly in literacy and technology skills. This improvement aligns with the program's core objectives as outlined by Martina et al. (2022), who emphasized the importance of strengthening basic competencies in elementary education. The observed progress in reading abilities and digital literacy suggests that the program successfully addresses fundamental educational needs while preparing students for increasingly technology-dependent learning environments.

Teacher perceptions indicated strong support for the collaborative aspects of the program. The development of effective partnerships between *Kampus Mengajar* students and regular teaching staff demonstrates the program's success in creating sustainable educational improvements. This finding supports previous research by Khotimah et al. (2021), who identified collaboration as a key factor in successful program implementation. The positive response from teachers suggests that the program effectively complements existing educational practices while introducing innovative approaches.

The integration of technology in teaching practices emerged as a particularly successful aspect of the program. Teachers reported increased confidence in utilizing digital tools and multimedia resources, indicating successful technology adoption. This outcome reflects the findings of Faridah et al. (2023), who emphasized the importance of technological competency in modern educational settings. The observed improvements in both teacher and student technological literacy suggest that the program effectively bridges the digital divide in elementary education.

Administrative improvements resulting from the program's implementation indicate its broader institutional impact. The involvement of *Kampus Mengajar* students in curriculum development and school operations demonstrates the program's potential for systemic educational enhancement. This finding aligns with research by Hasriadi (2022), who emphasized the importance of comprehensive educational innovation that encompasses both pedagogical and administrative dimensions.

The study's findings suggest that the *Kampus Mengajar* program has successfully achieved its objectives of improving educational quality while providing valuable experiential learning opportunities for participating students. However, the research also indicates areas for potential program enhancement, particularly in terms of long-term sustainability and systematic integration with existing school structures. These insights contribute to the growing body of literature on educational innovation in Indonesian contexts while providing practical implications for program improvement.

The positive outcomes observed at SD Negeri 84 Ambon suggest that the *Kampus Mengajar* program represents an effective model for educational enhancement through student involvement. The program's success in facilitating both pedagogical innovation and administrative improvement indicates its potential for broader implementation in similar educational contexts. Future research might explore the long-term impacts of such programs and investigate factors contributing to sustained educational improvement.

These findings hold significant implications for educational policy and practice, particularly in the context of Indonesian elementary education. The successful implementation of the *Kampus Mengajar* program at SD Negeri 84 Ambon provides valuable insights for similar initiatives aimed at enhancing educational quality through student involvement and technological integration. The study contributes to our understanding of effective strategies for educational innovation while highlighting the importance of collaborative approaches in educational enhancement.

## CONCLUSION

This study has provided substantive evidence regarding the effectiveness of the *Kampus Mengajar* program at SD Negeri 84 Ambon, demonstrating significant positive outcomes across multiple educational domains. The research findings indicate that the program has successfully implemented innovative teaching methodologies, particularly through the integration of technology-enhanced learning and interactive pedagogical approaches. The analysis revealed notable improvements in student learning outcomes, especially in areas of literacy, digital competency, and overall academic engagement. Furthermore, the program has facilitated the

development of effective collaborative relationships between *Kampus Mengajar* students and regular teaching staff, contributing to a more dynamic and responsive learning environment. These outcomes align with the program's core objectives of enhancing educational quality through active student involvement in teaching and learning processes.

The implications of this research extend beyond the immediate context of SD Negeri 84 Ambon, offering valuable insights for broader educational policy and practice in Indonesia. The successful implementation of the program demonstrates its potential as a model for educational enhancement through structured student involvement in elementary education. The observed improvements in both pedagogical practices and administrative processes suggest that the *Kampus Mengajar* program represents an effective approach to addressing contemporary educational challenges while building capacity for sustained institutional development. Future research should focus on investigating the long-term sustainability of these improvements and exploring factors that contribute to successful program implementation across diverse educational contexts. These findings contribute to the growing body of knowledge regarding educational innovation in Indonesia and provide evidence-based support for the expansion of similar initiatives in other educational settings.

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