

## Challenges And Opportunities In Joining Campus Teaching Program: A Case Study At English Education Study Program

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### Abstract

The aim of this research is to ensure the challenges and opportunities obtained by students who have followed the MBKM program, especially on the teaching campus program that students follow. The researchers conducted qualitative research method. A purposive sampling strategy is used to obtain data from three (3) students in the English education study program. The findings show that students gain opportunities for discipline and responsibility, increase confidence in teaching students, be fluid and creative in the use of learning media, be creative in improving student literacy, make a lesson plan (RPP) and make sketches and issues, build good communication by understanding the character of students, improve communication through discussion in solving a problem, teach directly and cooperate with the other teacher in carrying out the teaching process, obtain value conversion as a result of learning, obtain assistance in cost of living during the implementation of the program, and obtain UKT assistance in the semester during the implementation of the program. In addition, the findings also found the challenges faced: a lack of interest in learning and student enthusiasm for lessons, the skill and character of students that are different surgeries, limited school facilities, a lack of materials and funds that can be taught, miscommunication with the teacher and colleagues participating in the campus program teaching in the field, a less disciplined environment and the absence of the teaching schedule given by the teacher to teach independently in the classroom.

**Keywords:** MBKM, Campus Teaching Program, Challenges, Opportunities

### Abstrak

Tujuan dari penelitian ini adalah untuk memastikan tantangan dan peluang yang diperoleh mahasiswa yang telah mengikuti program MBKM, khususnya pada program kampus mengajar yang diikuti mahasiswa. Peneliti melakukan metode penelitian kualitatif. Strategi purposive sampling digunakan untuk memperoleh data dari tiga (3) mahasiswa program studi pendidikan bahasa Inggris. Hasil temuan menunjukkan bahwa siswa memperoleh kesempatan untuk disiplin dan tanggung jawab, meningkatkan rasa percaya diri dalam mengajar siswa, cair dan kreatif dalam penggunaan media pembelajaran, kreatif dalam meningkatkan literasi siswa, membuat rencana pelaksanaan pembelajaran (RPP) dan membuat sketsa dan permasalahan, membangun komunikasi yang baik dengan memahami karakter siswa, meningkatkan komunikasi melalui diskusi dalam memecahkan suatu masalah, mengajar secara langsung dan bekerja sama dengan guru lain dalam melaksanakan proses pengajaran, memperoleh konversi nilai hasil belajar, memperoleh bantuan biaya hidup selama pelaksanaan program, dan memperoleh bantuan UKT pada semester selama pelaksanaan program. Selain itu, temuan juga menemukan tantangan yang dihadapi: kurangnya minat belajar dan antusiasme siswa terhadap pelajaran, keterampilan dan karakter siswa yang berbeda-beda, keterbatasan fasilitas sekolah, kurangnya materi dan dana yang dapat diajarkan, miskomunikasi dengan guru dan rekan-rekan yang mengikuti program kampus mengajar di lapangan, lingkungan yang kurang disiplin dan tidak adanya jadwal mengajar yang diberikan guru untuk mengajar mandiri di kelas.

**Kata Kunci :** MBKM, Program Kampus Mengajar, Tantangan, Peluang.

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## INTRODUCTION

A curriculum is a collection of plans and arrangements that specify the goals, subjects, and resources to be covered, as well as the techniques to be employed as rules for sustaining educational activities. (Law of the Republic of Indonesia Number 20 of 2003 concerning the national education

system). A curriculum, in the words of Hilda Taba (1962), is a learning strategy that denotes a goal for which pupils are ready.

Merdeka Belajar Kampus Merdeka (MBKM) is a policy issued by the Ministry of Education and Culture, Nadiem Makarim. The MBKM policy gives freedom to educational institutions specifically for students to choose the field of learning that they like, with the aim of encouraging students to gain a variety of learning experiences from a different study program or at a different campus. This form of learning is in accordance with the rules of Kemendikbud No. 3 of 2020, Section 15.

The policy of independent learning programs is not only applied to the level of elementary school but also until to university education. This MBKM program is offered to all existing students at state colleges (PTN) or private colleges (PTS). There are eight programs offered by the MBKM program are (1) Student Exchange Program; (2) Internship/Employment; (3) Campus Teaching Program; (4) Research; (5) Humanitarian projects; (6) Entrepreneurship; (7) Independent Studies/Projects; (8) Preparing thematic villages/College of Real Work (KKN-T).

Campus teaching program is one of the forms of implementation of MKBM as a teaching assistance to empower students in helping the learning process at the school target. This is done in order to improve the competence of both soft skills and hard skills relevant to the needs of the present time. As for the scope of the campus teaching program, this includes learning in all subjects focusing on literacy and numeration, technology adaptation, and school management administration assistance. With the presence of the program, students are expected to have the opportunity to sharpen their spirit of leadership and character and have learning experiences. (Kemendikbud, 2021)

Campus teaching program 2023 is a continuation of the pioneering Campus teaching program in 2020; the Campus teaching program batch 1 starts in 2021, and at the moment it is already entering the batch 5. It is a proof of student dedication to engage as an agent of change as well as moving to national education success. In this teach Campus teaching program, students are placed in the nearest school with their home address and teach elementary school students in remote areas. The role of students in this Campus teaching program is to assist the learning process of teaching in the school, help the administration, and help the adaptation of students to technology.

This Campus teaching program aims to empower students to assist the teaching process at the School that is the target by providing the opportunity for students to develop themselves through activities and creativity outside the scope of the lessons and engage directly on the ground with the various conditions of schools in Indonesia.

The government facilities that can be obtained by students participating in the Campus teaching program are: (1) Getting living expenses assistance (BBH); (2) Obtaining assistance for educational development assistance (SPP); (3) Health insurance; and (4) An emergency fund. The Toraja Christian University of Indonesia, the English education study program, has facilitated 10 students in

following the campus teaching program, namely five students in Batch 4 in 2022 who conduct campuses teaching in two schools, four people in SDN 129 LEA, and one student in SDN 7 SOPAI. The same number of students in Batch 5 in 2023 who carry out the campus teaching program as many as five students, namely two in SDN 106 Pangandaran, two in SDN 166 Pangleon, and one in SDN 202 INP Rantekurra. Through this teaching campus program, the researchers saw the phenomenon of at least twice the number of students in English language education programs interested in following the teaching campus program compared with other MBKM programs. Therefore, researchers are interested in knowing the opportunities and challenges faced by students in the English education program in following a campus teaching program.

## **METHOD**

In this research, the researcher applied qualitative method to interpret and analyze phenomena experienced by the subject of research, such as behavior, perception, motivation, actions, and so on. The participants in the study is students of the English education study program at Toraja Christian University of Indonesia. Researchers used purposive sampling techniques. Purposive sampling is a sampling technique for respondents that is thought to provide information and does not have to represent a population. The condition for the collection of this research data is that students of the English education study program have joining the campus teaching program Batch 5 in various schools that exist in Toraja so that the data required in this study can be reached.

In this research, the data collected by interview. Interview is described as a series of activities aimed at accurately obtaining information from an informant through questioning and answering between the researcher and the informant or subject of the research. The type of interview that used by researchers is a semi-structured interview. In this research, the researcher used descriptive qualitative methods to analyze data obtained from students. In order to develop the research, the researchers used data analysis models (Miles & Huberman, 1994) that include data reduction, data display, and conclusion.

## **RESULTS AND DISCUSSION**

### ***Students' Opportunities***

#### **1. Innovation**

EL : *Meningkatkan literasi siswa-siswi dengan membiasakan siswa-siswi untuk membaca buku cerita selama 15 sebelum memulai pelajaran.* [Improve student literacy by getting students accustomed to reading storytellers for 15 days before starting lessons].

YB : *Menerapkan pembelajaran yang bersifat games agar siswa tidak bosan dalam mengikuti pembelajaran dan mengadakan les bahasa Iggris dengan metode belajar secara reallife.* [Applying game learning so that students don't get bored from learning and holding Igri language lessons with real-life learning methods].

FT : *Menciptakan pembelajaran yang menarik dengan menggunakan media komputer dan LCD.*

[Create exciting learning using computers and LCD media].

Based on the results of interview above, of research interviews with students of campus teaching programs, the students to be fluent and creative in using computer and LCD in instructional media in teaching learning, create and implement games in learning activities, applied the reading activities before start the learners proses to improve student literacy.

## 2. Creativity

EL : *Memperkenalkan media pembelajaran yang menarik dengan menggunakan labtop dan LCD agar pembelajaran mudah dipahami oleh siswi-siswa, memberikan metode pembelajaran dengan memutar video pembelajaran sekaligus memperkenalkan kepada mereka cara penggunaan teknologi.* [Introducing interesting learning media using labtops and LCDs to make learning easy to understand by students, providing learning methods by playing learning videos, and introducing them to how to use technology].

YB : *Membuat pondok baca di sekolah dengan tujuan agar siswa mempunyai tempat untuk belajar diluar kelas khususnya untuk membaca dan membuat pojok baca disetiap kelas agar para siswa dapat dengan mudah membaca buku didalam kelas.* [Make a reading cottage in the school with the aim that students have a place to learn outside the classroom, especially to read, and make a reading corner in each class so that the students can easily read books in the class].

FT : *Membuat hiasan mading dan pojok baca dengan beragam hiasan yang menarik dari kertas dan karton bekas dan juga membuat beberapa karya yang digunakan dalam kegiatan marketday seperti celengan dan vas bunga dari bahan bekas.* [Making decorations of mading and reading corners with a variety of attractive decorations from used paper and cardboard]

Based on the results of interview above, the students gained opportunities such as making a reading cottage and a reading corner with the aim of enabling students to have a place of study in order to improve student literacy, making a decorative tree in the library that contains mathematical formulas with the purpose that when students enter their library, they are interested in seeing the tree and can remember the formulas that are on the tree, and creating a wall magazine to improve the student'st vocabulary.

## 3. Personality capacity

EL : *Meningkatkan karakter menjadi lebih jauh lebih baik di lingkungan kerja, belajar menjadi pemimpin yang baik dan juga tegas, disiplin waktu baik datang ke Sekolah maupun saat mengerjakan tugas.* [Improve character to be much better at work, learn to be a good leader, and also have firm, disciplined time both at school and on duty].

YB : *Meningkatkan kemampuan dalam mengajar siswa serta memahami bagaimana karakter anak-anak dimana yang sebelumnya belum pernah mengajar pada tingkat Sekola Dasar (SD) dan juga dapat meningkatkan percara diri dalam mengajar.* [Improve the ability to teach students as

well as understand how the character of children who have not previously taught at the level of elementary school (SD) can also increase their self-confidence in teaching].

FT : *Menjadi orang yang bisa berbaur dengan orang banyak di sekolah baik itu guru, siswa, kepala sekolah dan masyarakat setempat. Saya juga merasa lebih disiplin dan dapat memmanagement waktu.* [ Being a person who can interact with the crowd at school, whether it's teachers, students, the head of school, or the local community. I also feel more disciplined and able to manage my time].

Based on the results of interview above, the students gain the opportunity to enhance their character i.e. learn to be a good and determined leader, become more disciplined in managing time and discipline in working on tasks and responsibilities, becoming more confident in teaching and speaking in front of the classroom and also becoming people who are easier to adapt to the surrounding environment.

#### 4. Needs of student

EL : *Giat dalam mencari materi yang sesuai dan mudah dimengerti oleh siswa-siswi, pentingnya komunikasi yang baik antara Guru dan Siswa baik itu mengajar didalam kelas maupun diluar kelas dan pentingnya bersabar saat menjadi seorang guru.* [The importance of good communication between teachers and students, both in and outside the classroom, and of patience as a teacher].

YB : *Belajar bagaimana menyusun RPP, bagaimana cara membuat kisi-kisi dan soal yang sesuai dengan kapasitas siswa. serta belajar mengoperasikan perangkat pembelajaran lainnya.* [Learn how to customize RPP, how to make grids and issues that fit students' capacity, and how to operate other learning devices.].

FT : *Memperoleh pengalaman mengajar secara langsung dikelas seperti seorang guru pada umumnya dan pengalaman bekerja sama dengan rekan-rekan kerja disekolah seperti guru dan kepala sekolah.*[Acquire teaching experience directly in the classroom as a teacher in general and experience collaborating with schoolmates such as teachers and the head of the school].

Based on the results of interview above, the students acquire needs as a candidate teacher, such as learning how to make a plan for the implementation of learning (RPP) and make kits and questions, learning to make the learning material appropriate and easy to understand by students, learning to establish good communication with teachers and students and learning to teach directly and cooperate with colleagues of Teachers and School Defenders.

#### 5. Independently

EL : *Mencari sendiri materi atau bahan ajar yang mudah dipahami oleh siswa-siswi baik melalui media internet ataupun melalui buku cetak dan buku pelajaran lainnya yang tersedia didalam perpustakaan.*

[Search for materials or teaching materials that are easily understood by students either through the Internet or through printed books and other textbooks available in the library].

YB : *Meningkatkan kemandirian dalam mencari materi pembelajaran yang akan diajarkan sesuai dengan buku kurikulum serta mencari materi tambahan di internet.* [Increased independence in finding learning materials to be taught according to the curriculum and searching for additional materials on the Internet].

FT : *Meningkatkan kemandirian dalam menambah pengetahuan seperti mencari dan menyiapkan sendiri bahan ajar yang akan diajarkan kepada siswa baik itu bersumber dari buku cetak maupun dari media internet.* [Increased independence in increasing knowledge, such as finding and preparing the teaching material that will be taught to students, whether it comes from printed books or from the Internet media].

Based on the results of interview above, the students gained the opportunity to improve their independence by finding and preparing their own teaching materials that will be taught either from printed books or from the Internet according to the curriculum.

## 6. Real Problems

EL : *Terdapat salah satu siswa yang merupakan siswa yang berkebutuhan khusus seperti disabilitas intelektual dan specific learning disabilities, hal yang saya lakukan untuk mengatasi masalah tersebut yaitu pada saat jam istirahat saya mencoba mendatangi siswa tersebut untuk membuat dia merasa nyaman lalu mengajak dia untuk bercerita.* [There was one student who had special needs such as an intellectual disability and specific learning disabilities. Something I did to solve the problem that was stumbled on during the break hours was to come to the student to make him feel comfortable and invite him to tell a story].

YB : *Kurangnya komunikasi dalam bekerja sama untuk menjalankan program-program sehingga sering terjadi kesalahpahaman antara pihak dan Pada saat masalah itu muncul teknik penyelesaian yang kami gunakan yaitu kami berdiskusi baik lewat group WA ataupun berdiskusi secara langsung ketika berada disekolah untuk menyelesaikan masalah tersebut.* [Lack of communication in working together to run the programs means that often there are misunderstandings between the parties, and at the time of the problem, the solution technique that we use is one that we discuss either through the WA group or in person when at school to solve the problem].

FT : *Program kerja belum belum terselesaikan dan masa penugasan sudah hampir selesai, sehingga diperlukan memburu waktu dan memperbanyak kerja diluar jam kerja sekolah.* [The program of work is not yet completed and the assignment period is almost over, so extended hunting time and increased work outside of school hours].

Based on the data above, the students gain opportunities through the problems encountered during the implementation of the campus teaching program, i.e., they can deal with students with special needs such as intellectual disabilities and specific learning by paying special attention to the students, they can improve communication with participants of other teaching campus programs

through discussions carried out in finding solutions and solving a program problem, and they can also solve tasks and responsibilities by adding working hours outside of school working hours so that the program is completed before the appointment period.

#### 7. Social Interaction

EL : *Menjalin interaksi yang sangat baik dengan siswa dengan tidak membedakan antara siswa yang satu dengan siswa yang lainnya dan dengan rekan-rekan kampus mengajar juga terjalin sangat baik dalam bekerja sama dan mencari solusi untuk menyelesaikan sebuah masalah secara bersama-sama. [Engaging excellent interaction with students by not separating surgically between one student and the other students, and with fellow college teachers, who are also engaged very well in working together and finding solutions to solve a problem together].*

YB : *Selama mengikuti program kampus mengajar interaksi dengan pihak disekolah baik itu dengan Guru, Siswa, kepala Sekolah maupun dengan rekan tim saya memang ada beberapa sedikit kendala biasanya memang ada beberapa masalah yang kami hadapi tetapi pada akhirnya komunikasi kami semakin hari semakin membaik. [During the course of my college teaching interaction with the school, either with the teacher, the student, the head of the school, or with my team colleagues, there were a few little obstacles. Usually, there were some problems that we faced, but in the end, our communication was getting better and better].*

FT : *Interaksi kami dan guru terjalin sangat baik apalagi kami dibantu oleh guru pamong yang selalu menjadi jembatan bagi kami mahasiswa dalam berkomunikasi dengan guru lain dan kepala sekolah. Adapun interaksi dengan siswa baik pula dimana dalam pembelajaran maupun diluar pembelajaran siswa selalu mendekatkan diri agar kami ajar. Kemudian interaksi yang terjadi antara saya dan peserta yang lain peserta kampus mengajar yang lain juga baik kami juga bekerja sama dalam menyusun dan melaksanakan setiap program yang kami laksanakan. [Our interaction with the teacher is very good, let alone the fact that we are assisted by a teacher who is always a bridge for us students in communicating with other teachers and the head of school. The interaction that happens between me and the other participants on campus is also good, and we also work together in designing and implementing every program we carry out].*

Based on the results of interview, the opportunity obtained is to understand the character of students that are different so that they can generate good communication with students and can engage and cooperate with teachers on each school activity that is also assisted by the teacher pamong as a bridge in communicating with other teachers and the head of the school and can also cooperate with other participants of the campus teaching program in the formulation and execution of the program and find a solution to a problem.

#### 8. Collaboration

EL : *Dalam menjalankan program kampus mengajar saya bekerja sama dengan yang pertama Dosen pembimbing lapangan (DPL) dalam membantu dan mengontrol serta memberi arahan dalam*

*menyelesaikan masalah, Yang kedua adalah Kepala sekolah yang bertugas membantu dan memberi informasi terkait Sekolah, Yang ketiga guru pamong yang membantu dalam mengontrol secara langsung dan memberi informasi serta saran terkait informasi sekolah yang dibutuhkan dan bekerja sama dalam menjalankan dan menyelesaikan program dalam hal mengajar di dalam kelas. [In running the campus teaching program, I collaborated with the first Field Guidance Lecturer (DPL) in assisting and controlling as well as giving directions in solving problems; the second was the Head of School, who was tasked with helping and providing information related to the school; the third was a pupil teacher, who helped in controlling directly and giving information and advice related to school information needed; and I cooperated in running and completing the program in terms of teaching in the classroom].*

*YB : Dalam melaksanakan program kampus mengajar ini kami bekerja sama dengan beberapa pihak yaitu bekerja sama dengan Dinas Pendidikan, Dosen pembimbing lapangan (DPL) dalam hal konsultasi mengenai program program-program yang akan kami jalankan agar program tersebut berjalan dengan baik. Kemudian dengan pihak pemerintah sendiri yaitu kepala lembang, kami pernah menggunakan komputer kantor lembang pada saat melakukan asesmen murid dan kepala lembang juga membantu kami dalam pengadaan komputer di sekolah. [In the implementation of this teaching campus program, we cooperate with several parties, namely the Ministry of Education and the field tutoring lecturer (DPL), in terms of consultation on the programming of the programs that we will run so that the program goes well. Then, with the government's own head, we used the computer of the head office when we evaluated the students, and the head also helped us with the installation of the computer at the school].*

*FT : Berkolaborasi dengan siswa, Guru dan teman-teman kampus mengajar lainnya serta DPL saya. Kolaborasi yang saya laksanakan bersama dengan siswa yaitu dalam kegiatan mengajar dan melaksanakan ekstrakurikuler yang dilaksanakan diluar jam pembelajaran. Kemudian kolaborasi dengan para guru yaitu merancang proses pembelajaran yang baik disetiap kelas, namun adapun tantangannya yaitu kami mahasiswa sering mengalami miskomunikasi dengan para guru dan juga miskomunikasi dengan kepala Sekolah. [Collaborating with students, teachers, and other college teaching friends, as well as my DPL. The collaboration that I carried out with students was in teaching and performing extracurricular activities that were performed outside of school hours. Then the collaboration with teachers is to design a good training process in each class, but the challenge is that we students often experience poor communication with the teachers and also miscommunication with the head of the school].*

Based on the results of research interviews the students gained the opportunity to cooperate with various parties, i.e., collaborate with the Ministry of Education in terms of evaluating the School where they serve, collaborate with Dosen Pembimbing Lapangan (DPL) in terms of controlling and guiding campus participants in running their programs at the School, collaborate with the head of the



school in obtaining the information they need regarding the school where they serve, collaborate with the pamong teachers and other teachers at the school where they are assigned in terms of controlling and assisting them in completing the program as well as collaborating in designing the learning process in teaching both inside and outside the classroom, and collaborate with some of the parents of students in making a reading house.

#### 9. Self Management

EL : *Membuat jadwal atau membuat daftar kegiatan yang akan dilakukan untuk besok hari agar semua kegiatan dapat saya lakukan dengan terarah dan tertuktur.* [Make a schedule or a list of activities to be done for tomorrow so that all the activities I can do are directed and structured].

YB : *Mengatur waktu dengan baik dan lebih cepat bangun pagi dari biasanya agar tidak terlambat ke sekolah.*[Set the time well and get up earlier than usual so as not to be late for school].

FT : *Disiplin dalam melaksanakan setiap tugas dan tanggung jawab selama masa penugasan.* [Discipline in carrying out every task and responsibility during the assignment period].

Based on the results of interview, the students can organize themselves during the course of campus teaching program; that is, they make a schedule or list of activities to be done, organize the time well, get up early in the morning so as not to be late to School, and discipline themselves in carrying out every task and responsibility during the assignment period.

#### 10. Performance Demands

EL : *Melalui kampus mengajar ini saya mengalami peningkatan performance dalam mengajar yaitu saya menjadi percaya diri saat berdiri di depan siswa dan membawakan materi pelajaran.* [Through this teaching campus, I experienced an improvement in my performance in teaching. I became more confident when I stood in front of the students and brought the material].

YB : *Mengalami peningkatan dalam cara mengajar, karena dengan mengikuti program kampus mengajar saya dapat melihat secara langsung bagaimana guru-guru mengajar di dalam kelas dan mempraktekkan langsung pada saat mengajar.* [I am experiencing an improvement in the way I teach because, by following a campus teaching program, I can see in person how the teachers teach in the classroom and practice in real time when teaching].

FT : *Percaya diri tampil dalam mengajar baik itu didalam kelas maupun diluar kelas dan dengan mengikuti kampus mengajar ini saya juga dapat memahami bagaimana cara mengajar anak-anak pada tingkat Sekolah Dasar.* [I trust in teaching both inside and outside the classroom, and by following this teaching campus, I can also understand how to teach children at the elementary school level].

Based on the results of interview above, the students gained the opportunity to improve their performance in teaching, that is, to be more confident in teaching students both inside and outside the classroom, understand how to teach children at the level of Elementary school, and see directly how Teachers teach in class so that they can practice at the time of teaching.

## 11. Goals and Achievements

EL : *Mendapatkan pengalaman menjadi peranan sebagai guru dan juga mendapat kesempatan bekerja sama dan berkolaborasi dengan mahasiswa dari universitas lain, kemudian saya juga berkesempatan mendapatkan sertifikat yang langsung diberikan dari pemerintah dan juga selain itu saya berkesempatan untuk mendapatkan bantuan biayah hidup dan tidak membayar uang kuliah pada semester saat saya mengikuti program kampus mengajar. [Getting experience as a teacher and also getting the opportunity to collaborate with students from other universities, I also got the chance to get a certificate given directly by the government, and besides, I got the possibility to get a life allowance and don't pay college fees in semesters when I attend a campus teaching program].*

YB : *Dengan mengikuti program kampus mengajar ini beberapa mamfaat yang saya dapatkan yaitu kami mendapatkan bantuan biaya hidup sebesar 1,2 juta perbulan. Kemudian hal lain yang kami terima yaitu kami mendapatkan konversi nilai dan kami juga mendapat sertifikat dari pihak kemendikbudtristek dengan mengikuti program kampus mengajar ini. [By following this college teaching program, some of the benefits that I get are that we get a subsistence allowance of 1.2 million per month. Then another thing that we receive is that we get the conversion of value, and we also get a certificate from the independent Buddhist party by following this university teaching program].*

FT : *Dalam mencapai tujuan dari suatu program yang kami dapatkan ialah pengalaman untuk dapat merasakan menjadi Guru yang mengajar di kelas seperti Guru pada umumnya, mendapat sertifikat, mendapat BBH setiap bulan, kemudian dapat menambah relasi dengan pihak-pihak di Sekolah seperti kepala Sekolah dan para Guru-guru. [In achieving the goal of a program that we get is the experience of being a teacher who teaches in class like a teacher in general, getting a certificate, getting BBH every month, then being able to increase relationships with the parties in the school like the head of the school and the teachers].*

Based on the of interviews with students who have joining the campus teaching program, they obtained achievements from the campus teaching program, i.e., they gained experience as a teacher's role in teaching in the classroom as well as outside the class, gained the opportunity to collaborate with students from different universities, received the conversion of values as a learning result, received a certificate given directly by the university, received assistance for living costs (BBH) and received UKT in the semester while following the teaching campus program.

### **Students' Challenges**

#### 1. Innovation

EL : *Saya harus bisa membagi waktu untuk mendampingi siswa-siswa yang mempunyai kemampuan membaca yang berbeda antara siswa yang memiliki kemampuan baik dan siswa yang sama sekali belum pandai membaca bahkan sama sekali belum bisa mengenal huruf, hal demikian*

*membuat proses membaca 15 menit berjalan tidak seimbang karena saat siswa yang sudah mahir membaca telah selesai membaca sedangkan siswa yang baru mengenal huruf masih sementara membaca .[I have to be able to divide the time to accompany students who have different reading skills between students who acquire good reading skills and students who are not at all literal or even literal, thus making the 15-minute reading process unbalanced because a student who is already literal has finished reading while a new student is still literal].*

*YB : Terdapat beberapa beberapa siswa yang tidak mau bekerja sama dengan temannya, misalnya saya sudah membagi kelompok ada beberapa siswa yang tidak mau bekerja sama dengan temannya jadi hal yang saya lakukan untuk mengatasi hal tersebut yaitu saya memberikan kesempatan mereka untuk memilih teman kelompok mereka sendiri dan saya juga kadang melakukan dengan cara berhitung untuk menentukan kelompoknya.[There's a few students who don't want to work with their friends, so to deal with the problem, I'm giving them a chance to choose their own group friends].*

*FT : Tantangan yang saya hadapi yaitu disekolah tempat penugasan saya memiliki aliran listriknya yang sangat terbatas, jadi meskipun ada LCD namun dalam penggunaannya agak susah karena ditempat penugasan saya tidak semua kelas memiliki aliran listrik. [The challenge I'm facing is that in my school, my assignment has very limited electricity, so even though there's an LCD, it's kind of hard to use because not all classes have electricity at my assignments].*

Based on the data above, the challenges faced by students are the facilities provided by the school are limited, such as the electricity in each class; some students are unwilling to cooperate with other students; and they have difficulty accompanying students who have different reading abilities, so that the 15-minute reading process is not running smoothly.

## 2. Creativity

*EL : Kurangnya fasilitas seperti LCD dan komputer di sekolah tempat penugasan saya, jadi di sekolah tempat saya bertugas hanya ada satu LCD yang digunakan itupun jarang sekali atau hampir tidak pernah digunakan. Selain itu kurangnya juga sumber arus listrik di setiap kelas, jadi dari kelas 1 sampai kelas 5 di dalam kelas tersebut tidak ada aliran listrik hal itu membuat saya harus menyesuaikan keadaan dengan fasilitas yang ada disekolah.[There's a shortage of facilities like LCDs and computers in my school, so in the school where I work, there's only one LCD that's rarely or almost never used. Besides, there was a shortage of electricity in every class, so from the first to the fifth grade in that class, there was no electricity, which made me have to adjust to the facilities at the school].*

*YB : Kekurangan bahan atau kekurangan dana karena dari program kampus mengajar sendiri tidak menyediakan dana untuk program yang akan dijalankan di setiap Sekolah, hal ini membuat kami harus menggunakan dana pribadi kami.[Lack of material or lack of funding because of the campus's own teaching programs not providing funding for programs to be run at each school makes us have to use our personal funds].*

FT : *Kurangnya sumber dana yang digunakan dalam menyediakan bahan untuk membuat hiasan disetiap kelas, karena kami melaksanakan kegiatan kreativitas ini dalam enam kelas jadi dana yang kami butuhkan sangat banyak dan hal itu menjadi penghalang dalam pelaksanaannya.*[The shortage of funds used to provide materials to decorate each class is because we carry out this creativity activity in six classes, so the funds we need are so much, which becomes an obstacle to its implementation].

Based on the results of research interviews with students, the challenges faced by student is the lack of availability of materials and funding resources as long as they run the programs that they program in the school. Because the campus teaching program itself does not provide funding for the programs they run in the school, some of them have to use personal money to complete the program.

### 3. Personality Capacity

EL : *Tantangan yang sering saya hadapi adalah terkadang ketika saya merasa malas saya akan menjadi masa bodoh dan terkadang kesulitan membedakan antara masalah pribadi dan masalah pekerjaan.* [The challenge I often face is that sometimes when I feel lazy, I'm going to be a stupid person and struggle to distinguish between personal and work issues].

YB : *Tantangan yang saya hadapi yaitu karena tempat penempatan saya di sekolah SD jadi saya harus memahami bagaimana karakter anak-anak tersebut, bagaimana caranya agar mereka tidak bosan. Jadi dengan mengikuti program kampus mengajar tersebut saya dapat memperoleh kesempatan membentuk karakter saya tentang mengenal bagaiman dunia anak-anak dan bagaimana caraa mengajar mereka.*[The challenge I'm facing is because of my placement at SD school, so I have to understand how these kids are characterized and how they don't get bored].

FT : *Lingkungan di tempat penugasan saya yang masih kurang disiplin datang kesekolah, baik itu kepala sekolah maupun guru sehingga saya juga merasa terhalang dalam meningkatkan kedisiplinan saya untuk hadir tepat waktu disekolah.*[The environment in my assignment is still less disciplined coming to the school, whether it's the head of the school or the teacher, so I also feel impeded in improving my discipline to be present on time at the school].

Based on the results of research interview with students, the challenges faced by students are that their place of assignment is at the elementary school level and they have not previously taught the child in the primary school, so they must be able to adapt and understand the character of the children. Another challenge they often face is that sometimes they find it difficult to separate between personal problems with work issues and challenges from a less disciplined environment, so they have trouble disciplining themselves.

### 4. Needs of Student

EL : *Dalam mencari materi yang akan diajarkan, karena dalam satu kelas terdapat sifat dan karakteristik yang berbeda sehingga cara tangkap terhadap mata pelajaran yang saya berikan*

*juga tentunya berbeda sehingga saya harus pandai dalam mencari materi yang akan diajarkan yang bisa di tangkap atau dimengerti oleh oleh siswa-siswi dalam satu kelas.* [In the search for the material to be taught, because in one class there are different properties and characteristics, the way I catch the subject that I give is also different, so I have to be good at finding the material that is taught that can be captured or understood by the students in a class].

**YB :** *DiSekolah tempat penugasan kami tidak terlalu fokus dalam mengajar karena banyak program lain diluar hal mengajar yang kami lakukan.* [At our assignment school, we don't really focus on teaching because there are many other programs outside of what we do].

**FT :** *Terkadang terkadang jadwal yang diberikan hanya singkat sehingg progses mengajar dikelas tidak berjalan maksimal.* [Sometimes the schedule given is only short until the teaching progress in the classroom doesn't go to the maximum].

Based on the results of research interviews with students, the challenges faced by students are they are not too focused on teaching because there are many other programs outside of teaching to be carried out, the teaching schedule given is so short that the teaching process in the class is not maximum, and they search for learning materials that correspond to the nature and character of the students in each class.

## 5. Independently

**EL :** *Pada saat mengajar secara mandiri di dalam kelas saya tidak diberi jadwal kapan masuk mengajar dan pada saat mata pelajaran apa, sehingga hal tersebut menjadi tantangan bagi saya untuk selalu menyiapkan materi atau bahan ajar yang akan diberikan kepada siswa-siswi sehingga saat ada guru yang tidak masuk saya sudah siap dengan materi atau bahan ajar yang akan saya ajarkan dan akan saya berikan kepada siswa-siswi tersebut. [When I was teaching independently in the classroom, I was not given a schedule for when to go to teach and at what subject, so it became a challenge for me to always prepare the material or teaching material that will be given to the students so that when there is a teacher who does not come in, I am ready with the material and teaching materials that I will teach and that I will give to these students].*

**YB :** *Bagaimana saya menyusun pembelajaran tersebut sesuai dengan kemampuan atau level siswa yang saya ajar, hal itu merupakan tantangan saya dalam menyusun pembelajaran yang sesuai dengan kemampuan dan level siswa.* [I have to be able to adapt my learning to students' abilities so that the material I teach can be understood by students].

**FT :** *saya harus bisa menyesuaikan pembelajaran dengan kemampuan siswa agar materi yang saya ajarkan dapat dipahami oleh siswa. [ How I organize the learning according to the ability or level of the students that I teach is my challenge in organizing the learning that matches the ability and level of the students].*

Based on the results of research interviews with students, the challenges faced by students are that they must organize learning according to the ability or level of students so that what they teach

can be understood by them. The other challenge is that they are not given a schedule to teach independently in class, so they always prepare materials or teaching materials that they will use when the teacher concerned is not in school.

#### 6. Real Problems

EL : *Tidak adanya pengetahuan atau pengalaman tentang bagaimana cara mengatasi siswa yang berkebutuhan khusus dan cara beradaptasi yang baik dan benar.*

[Lack of knowledge or experience on how to deal with students with special needs and how to adapt well and correctly].

YB : *tantangan yang saya hadapi yaitu karena kurangnya arahan dari ketua tim kami sehingga hal tersebut menghambat berjalannya program kami hingga pada saat berakhirnya program kampus mengajar ada beberapa program yang belum terlaksana dengan baik.* [The challenge I faced was the lack of instructions from our team leader, which interfered with the course of our program. At the end of the university program, there were some programs that had not been completed properly].

FT : *adapun tantangan yang saya hadapi yaitu saya kesusahan dalam memaksimalkan hasil kerja karena dilaksanakan dengan memburu waktu untuk mengejar deadline masa penugasan.* [Any challenge I'm facing is that I have trouble maximizing work because it's done by hunting time to pursue deadlines].

Based on the results of research interviews with students, the challenges faced by students are the lack of knowledge or experience in dealing with students with special needs; lack of guidance from the team leader so that it hinders the course of the program; and difficulty maximizing the outcome of the work because of the hunting time of the assignment.

#### 7. Social Interaction

EL : *Ketika kami menyelesaikan suatu masalah program ada beberapa dari kami yang sering berbedah pendapat.* [Any challenge I'm facing is that I have trouble maximizing work because it's done by hunting time to pursue deadlines]

YB : *Tantangan yang saya hadapi yaitu bagaimana saya tetap menjaga sifat saya atau tutur kata saya sehingga tidak menimbulkan konflik atau masalah baru.* [The challenge I faced was the lack of instructions from our team leader, which interfered with the course of our program. At the end of the university program, there were some programs that had not been completed properly].

FT : *Adapun tantangannya yaitu kadang ada guru yang kurang paham dengan program yang kami laksanakan sehingga kadang guru-guru lain merasa kebingungan dengan program kerja yang kami laksanakan namun itulah fungsinya guru pamong sebagai jembatan kami mahasiswa dalam berkomunikasi dengan Guru-guru lain.* [Lack of knowledge or experience on how to deal with students with special needs and how to adapt well and correctly].

Based on the results of research interviews with students, the challenges faced by students are to keep the character or the word so that it does not cause conflict or new problems. There are often disagreements in solving program problems, and some other teacher do not understand the programs we run.

#### 8. Collaboration

*EL : Ketika guru mata pelajaran tidak hadir dan tidak memberitahukan kepada saya bahwa beliau tidak masuk disekolah maka saya secara tiba-tiba ditugaskan untuk mengganti mengajar di dalam kelas dan harus siap meskipun sebelumnya saya belum mempelajari materi dengan seksama.*[When the teacher of the subject was not present and didn't tell me that he wasn't in school, then I was suddenly assigned to replace teaching in the classroom and had to be ready, even though I had not studied the material thoroughly].

*YB : Terkadang ketika kami ingin melaksanakan program kami kesulitan untuk mengambil langkah mengenai program tersebut karena kepala Sekolah jarang datang ke Sekolah.* [Sometimes when we want to implement a program, we have trouble taking steps because the head of the school rarely comes to the school].

*FT : Terbatasnya waktu yang diberikan oleh guru-guru sehingga mempersingkat kegiatan kami. Kemudian kolaborasi dengan para guru yaitu merancang proses pembelajaran yang baik disetiap kelas, namun adapun tantangannya yaitu kami mahasiswa sering mengalami miskomunikasi dengan para guru dan juga miskomunikasi dengan kepala Sekolah.* [The limited time given by the teachers shortened our excitement. Then collaboration with the teachers is needed to design a good education process in each class, but the challenge is that we students often have poor communication with teachers and also bad communication with the head of the school].

Based on the results of research interviews with students, the challenges faced by students are they often experience miscommunication with teachers and Head of the school who rarely go to school, so it makes it difficult for them to take steps related to the program they are going to run. Another challenge was when the teacher suddenly asked them to replace the teacher in teaching the class. And also, there are teachers who do not understand the use of technology such as laptops or computers, so they have to make their own grids and final exam questions.

#### 9. Self Management

*EL : tantangan yang saya hadapi adalah ketika sudah lelah beraktivitas seharian saya menjadi malas untuk mencatat jadwal atau daftar kegiatan yang saya lakukan hari besok sehingga kadang membuat saya tidak bisa terkendali saat menjalankan program.*[The challenge I faced was that when I was tired of day-long activities, I became too lazy to write down a schedule or a list of activities I did tomorrow, so sometimes it made me out of control while running the program].

*YB : Jarak rumah ke sekolah yang cukup jauh jadi saya berusaha untuk cepat bangun dan jalan yang saya lalui menuju ke Sekolah itu juga kurang bagus sehingga menjadi tantangan bagi*

saya.[The distance from home to school was far enough, so I was trying to get up fast, and the way I went to school was also not good, so it was a challenge for me].

*FT : Terkadang saya merasa tidak disiplin dan teman-teman peserta kampus mengajar juga mengalami hal tersebut sehingga hal tersebut membuat kami merasa agak terhambat.*[Sometimes I feel undisciplined, and my college classmates experience it, so it makes us feel a little obstructed].

Based on the results of research interviews with students, the challenges faced by student is the distance between home and school, so it takes a long journey, and they are also less consistent in disciplining themselves.

#### 10. Performance Demands

*YB : Pada saat mengajar terkadang antusias siswa berkurang dan banyak siswa yang malas belajar dan itu merupakan salah satu tantangan saya menghadapi hal tersebut dan bagaimana cara saya menghadapinya yaitu dengan cara membuat pembelajaran seasyik mungkin sehingga siswa tersebut menjadi tidak malas.* [At the time of teaching, sometimes the enthusiasm of students decreases, and a lot of students are lazy learners. That is one of the challenges I face, and how I deal with it is by making seasic learning possible so that the student is not lazy].

*FT : Adapun tantangannya yaitu menyatukan peserta didik dalam kemajemukan mereka serta bagaimana menarik minat siswa yang pro aktif dalam kelas serta bagaimana bisa membimbing siswa agar dapat mencapai tujuan untuk meningkatkan literasi dan numerasi disekolah.* [The challenge is to unite the students in their integrity and how to attract the interest of pro-active students in the classroom, as well as how to guide students so that they can achieve the goal of improving literacy and numeration in the school].

Based on the results of research interviews with students, the challenges faced by students are many students who are lazy to learn and less enthusiastic about the lesson still reduce the participation of learners in their invention. How to attract the interest of students to be proactive in the classroom and how to guide students to the goal of improving literacy and numeration in the School.

#### 11. Goals and Achievement

*EL : Harus menuntaskan tugas dan kewajiban dalam membuat laporan kegiatan yang dibuat setiap minggu.* [ I have to fulfill my duties and obligations in reporting weekly activities].

*YB : Kendala yang sering kami hadapi adalah bantuan yang tidak tersalurkan sesuai dengan waktu yang sudah ditentukan.* [The hurdles we've often faced are aid that's not delivered on time].

*FT :Kami harus memberikan waktu yang ekstra di Sekolah untuk dapat menyukseskan program kampus mengajar dikelas dan program-program lainnya.* [We have to give extra time in the school to be able to succeed in the campus program, teaching in class, and other programs].

Based on the results of research interviews with students, the challenges faced by students are obtaining assistance in terms of living expenses not being distributed in accordance with the



scheduled time, they must also provide extra time to successfully complete the campus program of teaching in class and other programs at the school, as well as fulfill their tasks and obligations in preparing weekly activity reports.

### ***Discussion***

The research is focused on the opportunities and challenges students gain during the course of the MBKM program, especially on the campus teaching program in the English Education Study Program.

#### **1. Opportunities in joining Campus Teaching Program**

According to the theory proposed by (Siregar, 2020), learning on Independent campus provides opportunities and challenges for the development of innovation, creativity, personal capacity, and student needs, as well as independence in the search and discovery of knowledge through the realities and dynamics of the field such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, goals, and achievements. Based on the above theory and in line with the purpose of the campus teaching program, which aims to empower students to assist in the teaching process at the targeted school by providing the opportunity for students to develop themselves through activities and creativity beyond the scope of the lecture and engage directly in the field with the various school conditions that exist in Indonesia, Opportunities gained by students through innovation and creativity found students can improve their abilities in teaching, such as discipline and responsibility in carrying out duties and responsibilities, as well as confidence in the teaching and the ability to adapt to the environment around them. In addition, in an effort to improve learning, students acquire opportunities by applying games in teaching activities, being smooth and creative in the use of learning media, and by improving their literacy ability by creatively creating a reading cottage and reading corner with the aim that students have a place to learn, making a wall magazine to improve student vocabulary, and also implementing reading activities before starting the learning process. The study obtained similar findings found by (Kemendikbud, 2020) that teaching campus is a learning channel that gives students the opportunity to study outside the campus for one semester in order to train the ability to solve complex problems by becoming teachers' partners to innovate in learning, developing strategies, and learning models that are creative, innovative, and enjoyable. This study, reinforced by (Anwar, 2021), revealed that by following a campus teaching program, students' insights and experiences can become richer so that creativity, interpersonal abilities, and student leadership can develop, and students are able to contribute to the implementation of the learning process in the school occupied by students in implementing the campus teaching program.

In this finding also found students can gain the opportunity to improve knowledge through the independence of students in search of materials and teaching materials that correspond to the level of students' ability as well as can understand the character of students who are different surgeries, students can also adapt with students who have special needs, improve communication with teachers

and other participants of the campus teaching through discussion in solving a problem, able to build cooperation with various parties such as teachers, School heads and students from other universities in the implementation of the program, and also students gain the chance to teach directly in the classroom. Based on the findings, I also found results of similar research by (Khotimah et al. 2021), which revealed that through the campus teaching program, students have the opportunity to sharpen the soul of leadership and character as well as have learning experience; instill empathy and social sensitivity in themselves to the problems around them; sharpen thinking skills in working together across the fields of science and the variety of students in solving the problems faced; encourage and promote national development by growing the motivation to participate; and increase the real role and contribution of colleges and students in national development. Not only that, but students also gain value conversion as a result of learning during the program and get assistance in cost of living (BBH) and UKT assistance in the semester while following the campus teaching program.

## 2. Challenges in joining Campus Teaching Program

According to the results of research by (Maharani, 2022), through the independent campus, students are faced with interpersonal issues, intrapersonal problems, and social and environmental issues. Based on the findings of research, in the campus teaching program the challenges found are limited to the facilities of the school to use learning facilities that use the learning media, lack of availability of materials and funds to implement the program in the school, students who have different abilities and character so students difficulty in cooperation and adaptation, face students who are lazy and less enthusiastic about the lessons, adjust learning to the level of students' ability so that students can understand, be in a social environment that is less disciplined so that less consistent in organizing time, no teaching schedule given by the teacher, miscommunication and differences of opinion in solving a program, distance of residence with a remote school, less focus in teaching because of many other programs beyond the teaching activities to be implemented. Similar findings were also found in a study (Hilmi et al., 2022) that found several challenges, such as the school's less supportive facilities and objectives, teachers' technological agility, and the miscommunication of campus students teaching with teachers in the field. Other challenges that are also found are the diverse student conditions for students with special needs, which cause difficulty in adapting, as well as the limitations of teachers and students using technology (Lestari et al., 2021).

## CONCLUSION

The opportunities faced by student in joining campus teaching program there are is enhance self-discipline and responsibility, increase confidence in teaching, be flexible and creative in the use of learning media, and be creative in improving student literacy and vocabulary. Besides, students can also improve their knowledge by finding and teaching materials that match their level of ability and character, learning to make a Learning Implementation Plan (RPP) and ask questions, building

communication with students, teachers, and students from other universities, teaching in person, and cooperating with teachers in the implementation of the teaching process. Students also obtain a conversion of values as a result of their studies, obtain certificates given directly by KEMENDIKBUD, receive a subsistence allowance (BBH) during the course, and obtain an UKT allowance in the semester while attending the course.

The challenges faced by students in joining campus teaching program there are lack of interest in learning and enthusiasm of students for the lessons; students have diverse abilities and characters; limited school facilities to carry out the learning process; lack of materials and funding resources that can be managed in the implementation of programs in the school; poor communication of fellow participants and teachers in the field; a less disciplined environment; distance from school to remote residence; no independent teaching schedule provided by teachers; and assistance in cost of living not channeled according to the stipulated time.

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