

CHAPTER 1

INTRODUCTION

1.1 Research Background

Independent Learning Independent Campus (MBKM) was one of the policies made by the Minister of Education and Culture (Kemendikbud), Mr. Nadiem Makarim (Khasanah, 2022). The MBKM concept consisted of 2, namely "Independent Learning" and "Independent Campus" (Vhalery, 2022). According to Ainia (2020, as cited in Vhalery, 2022), freedom of learning was freedom of thought and freedom of innovation. Meanwhile, the Independent Campus aimed to encourage students' to master various sciences that were useful for entering the world of work (Simatupang, 2021). MBKM or also known as Independent Learning Independent Campus provided wider opportunities for students'. Learning within the framework of Teaching Skills not only provided challenges, but also provided opportunities for self-development and student learning abilities. This program encouraged students' to be independent in exploring science, both through hands-on experience in the field and through real problem solving, interaction and cooperation, as well as meeting job demands and achieving set targets (Lestiani, 2024).

The Kampus Mengajar program was part of the Independent Learning Independent Campus (MBKM) which was a policy of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) (Lestari, 2024). The Kampus Mengajar Program provided opportunities for students from various universities and educational backgrounds to participate in assisting the teaching and learning process in schools residing in the 3T (Disadvantaged, Outermost, and

Frontier) areas (Nurdayanti et al., 2023). The purpose of this program was to improve the abilities of students, both soft skills and hard skills, so that they could adapt to the needs of the times that were experiencing social, cultural, work, and technological progress (Setiawan & Sukamto, 2021; Mevia et al., 2024).

Before students' of the Kampus Mengajar were placed in the 3T area, students' first took part in the debriefing held by the Ministry of Education and Culture online and were guided by various competent parties to help students' in the learning process at the placement school (Widiyono et., 2021). Therefore, students' involvement in this program had a positive impact both on the students' and on the progress of the school.

The Kampus Mengajar program was implemented for 1 semester, equivalent to 4 months. The number of students' of the Kampus Mengajar program placed in each school ranged from 3 (three) to 5 (five) students, and was accompanied by 1 (one) field supervisor (DPL). In addition, students received guidance from 1 teacher at the placement school to work together in planning and developing the program.

Students' of the Kampus Mengajar program gained experience in the world of education adapted directly to the school environment, worked closely with teachers, guided students in improving literacy and numeracy skills, helped in terms of technology adaptation, and school administration. Students faced various challenges, such as limited facilities and infrastructure that hindered the implementation of the program, low students' motivation to learn, and a lack of support in school locations and students' residences. In an effort to overcome this challenge, students had to discuss with the school about the challenges they faced. The program provided many benefits for students, including developing

communication, leadership, problem-solving, and teamwork skills. In addition, students also received recognition of learning outcomes as many as 20 credits, membership certificates, and living expense assistance (BBH).

Some previous research relevant to this research was conducted by Wahyuni & Saleh (2023) with the title "University Students' Experiences on Readiness and Understanding in Implementing the Program of Kampus Mengajar". This research was conducted at SD Negeri Srowolon and SD Negeri Bulus, Pakem District. This study used a qualitative approach. The results of this study showed that students' motivation to participate in the Kampus Mengajar program was related to experience, incentives and course conversion. Meanwhile, the readiness and understanding of students before participating in this program depended on their teaching experience and materials, as well as training from the Kampus Mengajar program.

A similar study was conducted by Tampubolon et al. (2022) entitled "Student's Experience in the Implementation of Kampus Mengajar 2 (KM2)". The method used in this study was qualitative design. This research aimed to understand the experience felt by nursing students in the implementation of Kampus Mengajar 2. The results of this study covered several important themes, namely: Sources of information about the Kampus Mengajar program, challenges faced by students, obstacles that arose during the implementation of the Kampus Mengajar, benefits obtained from this program, and suggestions derived from the experience of implementing the Kampus Mengajar.

1.2 Research Problem(s)

Based on the background of the problems studied, so that the author can

formulate the following research question, how is the experience of students' in the implementation of the Kampus Mengajar program under the MBKM policy?

1.3 Research Objective(s)

Based on the formulation of the problem above, this study aims to explain the experience of students in the implementation of the Kampus Mengajar program under the MBKM policy.

1.4 Scope and Limitation

The scope of this research focused on the experience of students involved in the 7th batch of the Kampus Mengajar program. The research subjects consisted of students from various departments and universities who had participated in the Kampus Mengajar program in the 3T area. Meanwhile, the limitation of this study lay in the purposively selected participants from one batch, namely batch 7, so that the results could not represent all students of the Kampus Mengajar program.

1.5 Research Significance

1. Theoretical

Theoretically, this research was expected to be a useful reference as a knowledge enhancer and reference for future researchers who wanted to study students' experiences in the implementation of the Kampus Mengajar program under the MBKM policy.

2. Practical

- a) For students', this research can be used as a reference and description of student experiences while participating in the Kampus Mengajar program.
- b) For researchers, this research is useful to find out students' experiences in the implementation of Kampus Mengajar programs in placement schools.

- c) For the government, this research is expected to be an input for the development of Kampus Mengajar program.

1.6 Definition of Key Terms

1. MBKM was an educational program launched in Indonesia as part of a change in the education system that aimed to improve the quality and suitability of education (Nahdiyah et al., 2023).

