

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 An Overview

2.1.1 MBKM Policy

The Independent Learning Independent Campus Policy (MBKM) was one of the initiatives initiated by the government to be implemented in the world of higher education (Rochana et al., 2021, as cited in Meke et al., 2022). MBKM was an independent and flexible learning approach, designed to create creative and unlimited learning communication, and met the needs of a wide range of students. The MBKM policy was expected to realize human resources who are competitive, adaptive, creative, innovative, skilled, and had character in accordance with Pancasila values (Sodik et al., 2021, as cited in Meke et al., 2022).

2.1.2 Kampus Mengajar Program

According to Andriyani et al. (2023), the Kampus Mengajar program was an innovation from the Ministry of Education and Culture to shape the character of students', through the programs followed and the experiences gained during the program implementation period, students were expected to increase their thinking insights and expand their relationships. This program provides students to contribute in schools in Indonesia, especially in educational institutions that were underdeveloped.

Students who took part in the 7th batch of the Kampus Mengajar program received living cost assistance (BBH). BBH was divided into 2 stages, namely term 1 living cost assistance and term 2 living cost assistance. BBH received was IDR 6,000,000 with details of IDR 1,500,000 per month for the implementation of the

program. The disbursement of BBH termin1 was carried out for the first 2 months with a maximum amount of IDR 2,400,000. If students who received other scholarships from the Ministry of Education and Culture, then BBH deductions were made in accordance with the scholarship obtained. The difference in termin1 disbursement was IDR 600,000 which was given at the end of the Kampus Mengajar assignment. As for the disbursement of BBH term 2, it was obtained after the disbursement process of BBH term 1 was completed with the same amount.

2.1.3 Program Objectives

According to Nurhasanah and Nopianti (2021, as cited in Sodikin & Suhardini, 2022), the objectives of the Kampus Mengajar program was to empower students to collaborate with schools in assisting learning, technology adaptation, and administration, with a focus on improving literacy, numeracy, and the application of technology-based learning.

2.1.4 Stages of Program Requirements

Based on the Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2024), there were stages that were carried out by students by completing the requirements, namely:

- a) Indonesian citizens
- b) Were registered as an active student in diploma three (D3), applied diploma (D4), and bachelor (S1) study programs at universities under the auspices of the Ministry of Education and Culture.
- c) Students were at least 4 semesters at the time of program implementation
- d) Have a Cumulative Grade Point Average (GPA) of at least 3.00
- e) Had never been designated as a participant in a Kampus Mengajar program

before

- f) Willing to follow the program until it was finished.

2.1.5 Program Implementation

Based on the Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2024), the implementation of the program consisted of three stages, including the following: pre-assignment, assignment, and post-assignment.

A. Pre-Assignment

This stage included a series of activities carried out by students before carrying out their duties at school. These activities included:

1. Communication and Coordination Forum (FKK): To ensure that students, DPL, and PT coordinators understood their respective roles and duties.
2. Communication and Coordination Forum with stakeholders: To ensure that stakeholders understood the role and duties of student mentoring.
3. Briefing: Provided material on literacy, numeracy, soft skills, national vision, and pedagogical competence.
4. Coordination of students and DPL: Students and DPL communicated with several parties before assignment, namely with the coordinator of the PT and the Education Office.

B. Assignment

Students of this program were grouped and assigned to the primary and secondary education units. Assignment activities included the beginning of the assignment, the time of assignment, and the end of the assignment.

1) Initial Assignment Activities

1. Self-reporting of students and DPL to the assignment school

2. Implemented the School Communication and Coordination Forum (FKKS)
3. School observation
4. Filled out the school need assessment form
5. Pre-test literacy and numeracy of AKM class
6. Collaborative Action Plan (RAK) Design
7. FKKS to discuss and agree on a joint RAK
8. Submitted the RAK document to the Education Office and filled out a confirmation form from the Ministry of Education and Culture.

2) Activities During Assignment

1. Carried out the implementation of the RAK that had been agreed at FKKS through collaboration with the school.
2. Documented each program activity in the form of photos and/or videos.
3. Coordinated and communicated intensively with DPL, among teachers, and all school parties.
4. Attended a sharing session every two weeks with DPL.
5. Participated in FKKM activities, coaching clinics, and sharing sessions.

In each series of assignments, there were reporting and assessment activities carried out by students through the MBKM program platform.

1. Monthly activities
2. Filled out the midpoint survey
3. Mid assessment activities

3) Final Assignment Activities

1. Carried out the class AKM post-test
2. Created group end-project reports and individual end-to-end reports

3. Filled out the endpoint survey
4. Final assessment activities for student assignments
5. Attended FKKM to carry out reflection and evaluation activities
6. Completed the administration

C) Post-Assignment

After completing this program activity, students, DPL, PT Coordinators took several steps as follows:

1. Students and DPL reported themselves to the student's college or study program.
2. Submitted the assignment report to the Coordinator of PT.
3. Students got recognition of learning outcomes from the teaching campus program.
4. Monitored the sustainability of programs in schools and were able to return to serve in schools outside the Kampus Mengajar program.

