Empowering Future Civic Educators: Exploring the Impact of the Kampus Mengajar Program on Professional Competence Development through Nvivo Qualitative Analysis

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ABSTRACT

The swift evolution of our era has revolutionized education, necessitating well-prepared teachers to navigate the challenges of the 5.0 society. The Teaching Campus or Kampus Mengajar program (KM) stands as a governmental initiative addressing these global challenges. This study delves into the role of the KM program within the Civic Education Study Program, specifically examining its influence on the professional competence of aspiring teachers. Employing a qualitative approach with a descriptive design, this research aims to elucidate the impact of KM on students' professional development. Purposive sampling was utilized to recruit informants, and semi-structured interviews, complemented by documentation and Focus Group Discussions (FGD), were employed for data collection. Face-to-face interactions and member checking were integral to ensuring data validity. The study unveils that the 4th, 5th, and 6th KM programs effectively propel aspiring teachers towards professionalism by fostering competencies and realizing the program's objective of enhancing literacy and numeracy in students. The findings and recommendations presented herein offer valuable insights for future researchers endeavoring to explore and develop similar studies in the realm of teacher preparation programs.

Keywords: Kampus Mengajar, Civic Education, Professional Competence
INTRODUCTION

The emergence of the Society 5.0 era offers limitless access to education. The presence of digital technology facilitates learning activities to be accessed through two accesses: in-network and offline. Using the Learning Management System (LMS), Zoom Meetings, Google features, and other supportive apps to be a second place for teachers when teaching-learning activities cannot be carried out in the classroom. The platform provides a variety of learning methods that can be accessed by anyone without geographical constraints. The teaching materials, both in print and online, are available online, free of charge. Additionally, the flexibility of time and location is a significant advantage, meaning that learning is accessible anytime and anywhere according to individual needs.

The impact of technological advances on learning practices requires prospective teachers to continue to innovate so that learning in the digital era runs optimally. Prospective teachers also need this creativity as a critical professional competency. The ability to present learning material innovatively and interestingly can motivate students, help them understand complex concepts, and stimulate their intellectual growth. Creative teachers can also overcome learning challenges with an approach that suits students' individual needs. In addition, creativity in teaching can create a dynamic learning environment and trigger students' interest in actively participating in the learning process.

In the context of teaching activities, professional teachers will continue to develop their creativity so that teaching and learning activities are effective and enjoyable. One way is to develop various kinds of innovative learning models. According to Widayati and Wahyudi (2022) the models that can be used are the problem-based learning and numbered heads together models, the project-based Learning and discovery learning models. This model is believed to increase learning motivation and student learning outcomes. Not only models but Maya Meilawati et al (2022) also utilize innovative technology-based learning media such as strip story media, the YouTube platform, Google Classroom, and Quiziz.

Unfortunately, the empirical facts in the field are that many teachers need help understanding technology, so the methods, models, and learning media used still use traditional methods. Lestari et al. (2022) revealed that the teaching methods of elementary school teachers in metropolitan cities still need to be more varied and include fun learning. For teachers, using simple and hassle-free methods has become a habit and preference compared to changing learning methods that are commonly used (Nurhayati, 2016). Teachers must be able to adapt to current developments as a form of implementing teacher professional competence. In Article 1, paragraph (10) of Law Number 14 of 2005 concerning
teachers and lecturers, teacher competency is a set of knowledge, skills, and behavior that must be possessed, internalized, and mastered by teachers and lecturers in carrying out their professional duties. Thus, to hold the teaching profession, you must have professional skills that must be acquired and trained from the time you are in college until you complete a professional education program.

The *Pancasila* Education and Citizenship Studies Programme (PPKn) in Universitas Muhammadiyah Surakarta (UMS) is involved in preparing future professional PPKn teachers. This is demonstrated by the provision of courses focused on the development of scientific knowledge about *Pancasila* and citizenship, so that graduates of UMS can apply didactic-pedagogical concepts effectively. Through a structured curriculum, students are equipped with an in-depth understanding of didactic-pedagogical concepts relevant to current needs. However, the formation of professional teachers requires continued action such as the practice of teaching directly in the educational unit. The support and assistance of the jointly built education system is the driving force behind this sustainable activity.

Kemendikbud Ristek or the Ministry of Education, Culture, Research and Technology, in the era of Nadiem Makarim leadership in 2020, created a breakthrough in the Indonesian education system. The Merdeka Learning Programme or Merdeka Belajar Kampus Merdeka (MBKM) must have a purpose, namely, to allow students to explore their abilities and gain experience in the field of work. The MBKM program is also implemented outside the campus, for example, on the Teaching Campus or Kampus Mengajar (KM) program, allowing students to plunge into the target school to become teachers’ assistants while improving the literacy and numbering of pupils.

Since 2020, the program has been implemented in six divisions involving 115,563 students sent to target schools across Indonesia. According to Figure 1, 14,621 students followed the first division, the second division followed 22,000, the third division followed 22,000 students, and the fourth section followed 14,504 students, with the fifth division following 21,094 students and a total of 21,409 students following the program of the sixth division.

![Figure 1. The Kampus Mengajar Program’s student count from 2020 to 2023](Source: [www.dikti.kemendikbud.go.id](http://www.dikti.kemendikbud.go.id))
Several research studies show that the KM Program strengthens the professional competence of teacher candidates. It allows jumping directly into the field as a container for students to develop interpersonal skills and leadership (Aan et al., 2021). Research results at a primary school in North Jakarta show that KM Program students have proven to help schools launch online learning and arouse the learning spirit of pupils with creative learning innovations (Anugrah, 2021). In line with the above findings, the KM program familiarizes students with planning learning models, methods, and media before teaching activities begin. Implementing the KM program can encourage students to become professional teachers (Lubis, 2022).

Based on the above exposure, the program aims to improve literacy and numeration in the pupils. The KM program provides access to students so that they can grasp their soft skills and hard skills as a form of preparation for becoming professional teachers. For that, this study is expected to give a new way of looking at and motivating student-candidate teachers simultaneously with a similar study development material. The results of this research include new findings about the role of KM programs in supporting the professional competence of future teachers.

**METHOD**

This research used a qualitative approach with a descriptive design from Creswell, (2015). This research involved active civic education student teachers who have attended the 4th, 5th, and 6th KM Program. The study also placed a group of other informants, consisting of the Field Guidance Lecturer (DPL), the puppet teacher, and the head of the school. In order to achieve data saturation, the recruitment process of informants was carried out continuously according to the criteria set in the purposive sampling technique. The informants selected are people who have in-depth information about the research topic. The criteria of this study are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Entry eligibility requirements</th>
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<tbody>
<tr>
<td>1</td>
<td>Ready to be an informant</td>
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<tr>
<td>2</td>
<td>Active PPKn UMS student</td>
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<tr>
<td>3</td>
<td>Experienced following the KM program</td>
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<td>4</td>
<td>Has in-depth information about the KM program</td>
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The interview questions focus on exploring the perception and experience of students who have attended the KM Program regarding the concept,
implementation, impact, obstacles, and solutions of the KM program in support of the professional competence of future teachers. Semi-structured interviews became the primary method of data collection. The method was combined with documentation as a supporting method that provides additional information. Both methods played an essential role in improving the accuracy of research results. The interview processed lasted 45 to 60 minutes using two techniques: face-to-face meetings and Focus Group Discussion (FGD) with the help of a recording tool provided by the researchers. The interview was recorded and transcribed word by word (verbatim). Using member checking helps obtain data validation by asking participants to re-check the results of data recordings.

![Figure 2. Qualitative data triangulation (Source: Nvivo 12 Pro)](image)

The data collected was validated using triangulation methods by interviews with DPL, tutor teacher, and the head of school. This research is based on an interpretation of the personal experience of an informant analyzed through a thematic-based qualitative approach. Researchers have a central role in the data-building process by bringing elements of subjectivity into the interpretation of observed phenomena. To make it easier for researchers to build themes, researchers need to understand data obtained from transcripts, compile code, and categorize data to create big themes. This analysis was processed using the Nvivo 12 Pro initially open encoding, axial, and selective encoder. The research used triangulation and member checks to determine the credibility and authenticity of the findings. By the established code of ethics, the identities of all informants were anonymized so that personal data remains awake. (Example: IP M1=Female Student Informer 1). Based on Figure 2, the emerging categories were
obtained from comparing informant sources and different data collection techniques. The themes 'Benefit of attending the KM program' and 'Benefit of participating in KM program' were derived from interviews and the final report/logbook on the informer IP M7, IP M2, DPL, GP, and KS. The use of Nvivo 12 Pro helped researchers ensure the data’s reliability before conducting thematic analysis.

RESULTS AND DISCUSSION

The research shows two significant themes based on semi-structured interviews and documentation. Discussions during the interview to study the implementation of the Kampus Mengajar program (KM) in this finding will be described in detail about the impact of the KM program on schools and students.

Benefits of attending campus teaching programs: Improving literacy and numeration

The KM program is implemented consistently to increase literacy and the number of students in Indonesia. Initially, the program focused on primary school education and then extended to secondary education (Pengelola web kemendikbud, 2023) According to Yopi (2021) the MBKM program mainly KM focuses its activities on improving understanding of the context of student reading as well as numerical computation. One of the reasons is that Indonesia occupies the 62nd memorial with the lowest literacy (Organization for Economic Co-operation and Development, 2019).

To overcome that, the government has created special programs to improve literacy and numeration. The assignment of students to the target schools enables students to observe the situation in the field directly and thoroughly, from the challenges facing the school to the solutions used. Therefore, the programs implemented are structured according to the needs of the students. Here are the programs applied to improve literacy and numeration:

Figure 3. Literacy and numeration activities by KM students
(Source: KM program documentation)
Based on the picture 3, students attending the KM program are undergoing a vocabulary activity aimed at improving pupils' literacy. Activities with puzzle operations of numbers and mathematical ladder snakes are also applied with an increased focus on student numeration. Media and learning methods like this have proven to attract learners' interest. Based on the increased enthusiasm of the pupils, teaching-learning activities became fun. It will make it easier for students to provide literacy and numeration materials. Through the implementation of the program, there is a significant improvement in pupils. The results can be seen in the 5th-grade AKM post-test results that have improved, a significant shift from the unwritten to the self-writing, and the successful introduction of numbers and letters to the undergraduates so they are interested in learning.

![Figure 4. Increased literacy and numeration of pupils](Source: Output Nvivo 12 Pro)

Based on Figure 4, the Nvivo 12 Plus project map results describe informant statements derived from transcribed interviews. The first theme explains pupils' increased literacy and numeration; IP M3 presented this at the FGD, IP M2, and teacher sessions. The second theme concerns the benefits of the KM program presence, particularly in improving pupil learning motivation.

"Yes, there has been an improvement in the AKM; seen from yesterday's pre-test as well as post-test, there is an increase in literacy and numeration." [IP M3]

"After we arrived, the Pre-test was carried out very early on, its literacy numeration is still very low, continued for yesterday the implementation
of the post-test alhamdulillah literacy is increased far from the first pre-
test." [IP M4]
"Until our initial observation, could not read, now after there is a private,
it reads very smoothly." [IP M1]
"So far, it has been well. I saw before that literacy is only in certain large
classes, which is now applied to the small classes, although only with
simple iteration. Because of this habit, they become more familiar. So, to
be curious about the content of the book, there was more interest if once
"for what?" continued to have a lot of interesting books that are less
utilized now more maximized because yesterday the brothers also sorted
which books are interesting to use in the isolation of each class." [GP]
"because they are directly in the classroom. Hence, they interact with the
students, showing them how to convey the material through certain
methods so that they are more readily receiving the material." [GP]

Benefit following campus teaching program (KM): Improving 4 competencies
of self-righteousness

Explorations and hands-on experiences in the school environment allow
students to master soft and hard skills in managing classrooms, designing
learning, and adapting to pupils. The competencies developed through campus
teaching programs become a supply for future teachers. Hakim (2015) argued
that mastering the competence of teacher professionalism proved influential in
improving teacher performance in the learning process. Competences mentioned
among others:

![Figure 5. Benefit of participating in KM program
(Sumber: Output Nvivo 12 Pro)]
Figure 5 maps the results of face-to-face interviews and FGD techniques on student groups. The students agreed that the KM program can encourage students to become professional teachers. Based on the above mapping, four competencies developed through the KM program have been found. Providing competencies during class will have a long-term influence when becoming a teacher later.

As illustrated in Figure 5, the KM program can enhance student personality competence. The increase is demonstrated by a change in student personality, from the embarrassment of speaking in front of many people who are now confident in delivering material to students without any sense of inferiority. Students can also arrange the time between class hours and KM activities; despite the waste of energy and mind, students remain responsible for their assigned tasks. He meets students with different characteristics and trains them to control their emotions to calm down and deal with them wisely.

"I am more confident in myself, he says more, more smoothly" [IP M6]
"who used to be hard to talk in front of him said he is still bullshit now more can he say more equally more Confident in himself" [IP M2]
"to deliver the material, to handle the situation in the rich class so I think eee also needs a high effort but not less to deal with the students of the first grade whose characteristics are quite different, actually-better have to be patient"[IP M5]
"By the rich pupils whose emotions explode that I have been a bit able to condition" (IP M4)

Sinar (2023) said that the main focus of pedagogical competence is teachers' ability to educate, teach and train pupils to learn. Based on experience, students can make a lesson plan or Rencana Pelaksanaan Pembelajaran (RPP); meeting students and pupils in class encourages students' ability to condition class by understanding the diversity of pupils' characteristics.

“We are charged to be able to condition the class continuously. We also have to know the characteristics of the pupils, his pupils like what we have to behave like what maybe it is we become a cake teacher really like that.” [IP M7]
“Yes, so far, this skill that I got I can fasten the students, practice communication because we can there meet the same new people, learn how to speak the same teacher make composing words to be easily understood, keep decent that” [IP M4]
“The method that I used in to attract the attention of the students is the method of learning Project Based Learning (PJBL) is the same as Ms. Power Point (PPT). If people in remote areas see a PPT like something cool, they will become very curious “how come it can move?” so the children can focus forward, but not just keep feeling his desire to know high.” [IP M7]

The implementation of campus teaching plays a vital role in improving students’ social competence. Students can add vocabulary through daily interactions in the school environment through teaching sessions and implementing a work program with school citizens. Besides, this experience is also an opportunity for them to improve their socialization skills effectively, including activities such as communication with pupils and coordination with teachers, the head of the school, and lecturers. Besides, since campus teaching programs are carried out in groups, they are trained to work in teams to solve together.

"it was hard to talk in front of the school. He said he was still a bitch now more he could say more" [IP M2]

"enhancing communication skills also coordination of the same teachers and teachers is not the same teacher and teacher" [IP M3]

"increasing their ability to socialize, interact with children" [Tutor Teacher]

"impact on students is definitely, the impact is many I think, for example from the most visible terms of self-confidence and cooperation because can work together so work together when they are at school work together there are two that are not going well automatically how their responses will shape their character" [tutoring lecturer/DPL]

"understand the needs of the students, continue to teach well, can coordinate with the school, much experience." [IP M3]

Direct interaction in the educational environment gives students the opportunity to observe and respond to diverse individual needs in the learning-teaching process. In addition, the program also nurtures technological skills in students, enabling them to leverage the latest innovations in creating more attractive and efficient learning methods. Creativity is also important because students are invited to discover new ways of teaching complex subjects that are more easily understood by students, providing an inspiring and enjoyable learning atmosphere.

“So I sometimes give lectures but bypass jigsaw, discussion, small group, etc. The students’ enthusiasm also grew so much more than their selfishness. So the rich learning in therapy is new for them because the previous teacher’s lectures continued to brag about it." [IP M1]
"They are now motivated to learn, probably because the factors methods we use are more variable." [IP M2]

"The student’s rich literacy improvement made the serpent numbering staircase the same literacy it made the pulmonary protector from the same balloon paper. Still, there is also an interactive video, even more, every Tuesday for 30 minutes. There is the literacy of the student's KM takes 1-2 classes, and it varies so well; the method also replaced, for example, the first week, there are interactive videos, so we broadcast video, then the students learn to write their moral messages, how rich the content of the video, and then the second week we put the description of the picture, the third week manifesting. Hence, they write their wishes on paper and make the number of the package cross-check." [IP M3]

Based on the findings above, the KM program can positively impact schools and students. The increase in AKM results proves that the KM program is beneficial to schools in improving pupils' literacy and numeration skills. The presence of students is a refreshment in learning, thus creating a new atmosphere in the classroom. The use of methods and innovative media that students apply becomes an attraction for students to be more enthusiastic during the learning process. For students, especially prospective teachers, getting a chance to dive into the field is a valuable experience to sharpen practical skills and a deep understanding of the world of Education.

The personality competence of the teacher is the ability that reflects the personality of a steady, stable, mature, sophisticated, authoritative, and noble teacher (Indrawan, 2019). From the Islamic perspective, some indicators of the competence of the teacher’s personality are honesty, courtesy, kindness, politeness, responsibility, and integrity (Lubis, 2016). In this context, KM's activities can nurture a sense of student responsibility for the trust they have (Anugrah, 2021). In line with the results of the research, Sumantika and Susanti (2021) affirmed that teachers' interpersonal behavior can be assessed through the KM program. Having confidence in the ability they possess can influence the maximization of the existing technology. With the presence of technology and confidence/self-confidence in teaching, the goal of learning will be achieved (Cheng et al., 2022).

Recognizing and understanding the student’s character is very important to have a teacher because, with such ability, the learning process will run effectively and efficiently (Akbar, 2021). Teachers who possess such abilities can positively influence their pupils; for example, the pedagogical competence of the teacher is proven to have a relationship with the pupils’ character (Adi Prakoso & Wijaya, 2022). Istianah et al. (2021) stated that college students are rated to be beneficial teachers in adapting technology. In addition, basic teaching skills such as
explaining materials, open and closed learning, guiding group discussions, and managing classrooms are obligations.

The ability of teachers to adapt to the environment in which they work is part of social competence. To take advantage of this ability, teachers must communicate with a variety of people, such as pupils, fellow teachers, the head of school, educators, and even people in the community. The study results from Nurhalimah et al. (2021) show that the implementation of the KM program is evaluated very well because students are active in developing their potential and the potential of the school environment and can communicate well with various parties. Teachers' social involvement positively and significantly impacts student learning outcomes (Febri, 2017). In addition, the social competence of teachers also needs to be developed to enhance collaboration between teachers to encourage creativity and innovation in learning (Nagel et al., 2023).

Hasanuddin (2022) through his research, showed that the perception of students towards the KM program tends to be high in improving the 4 competencies of the Ligurian. Azisah (2022) also found that the KM program plays a role in enhancing the competence of the teaching, in particular on pedagogical, personal, and social competencies. In other words, the KM program can be used to teach students to sharpen soft and hard skills as supplies to enter the world of work and become professional teachers (Prasetyo et al., 2021). A study by Setiawan and Sugiyanto, (2020) on the teacher professionalism program in Indonesia shows that teachers' learning interpretation and communication skills still need to improve. It is because of the short teaching experience. Therefore, the KM program provides an excellent opportunity for students of prospective teachers to sharpen their skills and dig into their experiences while sitting in the classroom.

Although campus teaching programs face many challenges, prospective teachers can use these programs to enhance their professionalism by sharing and receiving experiences. The teaching campus programs offer authentic experiences for future teachers in guiding students, performing various administrative tasks, and learning in the workplace; thus, they have a better understanding of the realities of school life (Suyatno et al., 2023).

These findings reflect that a comprehensive and diverse learning experience is essential for developing holistic academic skills. The teaching campus program has proven that innovative approaches to learning can result in substantial improvements in the readiness of students to face the demands of education and life.

"You need to know that from that experience, I can better sharpen my skills in teaching, for example, taking classes while studying. I also got more confidence in speaking in front of the crowd, continuing to develop my potential for the quality of teaching me when I become a teacher" [IP M2]
"I think it’s important, especially for the candidate teacher. Even when the students do not teach, they can feel the situation with the students and get to know the school environment better." [IP M 4]

The professional competence of teachers is the ability to master the materials taught according to the field of study studied. In its implementation, this competence continues with other competencies. This is because the planning, execution, and evaluation of learning must be considered mature based on precise benchmarks.

CONCLUSION

The Kampus Mengajar program is a breakthrough in education to improve literacy and numeration. The program is followed by all students in Indonesia with assignments at the target schools. The student’s work program is based on direct observation and coordination with the head of school, tutor teacher, and tutoring lecturer (DPL).

The results of this study show that implementing the teaching campus program can improve literacy and numeration in the target schools. Improved on 4 competencies such as good communication, creativity in learning, ability to control class, form disciplinary character, teamwork, and ability to plan learning according to the student’s needs.

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