

## POLICY CHALLENGES FOR *KAMPUS MENGAJAR* PROGRAMS IN NON-EDUCATIONAL STUDY PROGRAMS

Arie Ambarwati  
Universitas Hang Tuah, Surabaya, Indonesia  
E-mail: [arie.ambarwati@hangtuah.ac.id](mailto:arie.ambarwati@hangtuah.ac.id)

Ika Devy Pramudiana  
Universitas Dr. Soetomo, Surabaya, Indonesia  
E-mail: [ika.devy@unitomo.ac.id](mailto:ika.devy@unitomo.ac.id)

---

**Corresponding Author:** Arie Ambarwati

**Article history:** Received: May 20, 2023 | Revised: October 30, 2023 | Available online: December 17, 2023

**How to cite this article:** Ambarwati, Arie, and Ika Devy Pramudiana. "Policy Challenges for Campus Teaching Programs in Non-Educational Study Programs". *Didaktika Religia: Journal of Islamic Education* 11, no. 2 (2023): 413-437. <https://doi.org/10.30762/didaktika.v11i2.3424>.

---

**Abstract:** The objective of this research is to identify and elucidate the obstacles encountered by non-educational study programmes in facilitating their students' participation in the *Kampus Mengajar* programme, which constitutes one of the *Merdeka Belajar Kampus Merdeka* (MBKM) policy initiatives. This research employs a descriptive approach, utilising qualitative research methods. The research employed a variety of data collection techniques, including in-depth interviews, observation, and document analysis. The research findings indicate that there are two principal challenges: those of an administrative nature and those of a technical nature. The administrative challenge is that universities must align their implementation of the MBKM with their financial conditions and capabilities. The implementation of the Teaching Campus MBKM programme is hindered by two main challenges: a lack of funding, particularly from students, and an inadequate academic information system. Furthermore, there is a dearth of information regarding the technical implementation of the MBKM programme. The challenges described are not unique to this particular university; they are common to many other universities as well. These include funding, academic systems, quality, and productivity of human resources. Technical challenges in *Kampus Mengajar* programs include issues of communication competence in teaching, challenges of literacy skills, and the importance of a positive mental attitude in learning activities.

**Keywords:** *Kampus Mengajar*, Learning, *Merdeka Belajar Kampus Merdeka*.

**Copyright:** © 2023. The authors.

Didaktika Religia: Journal of Islamic Education is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

## Introduction

The Teaching Campus represents the inaugural programme to emerge from the eight *Merdeka Belajar Kampus Merdeka* programmes, which have involved students in their fifth semester and above from a range of academic disciplines and universities across Indonesia. The programme was initiated at the outset of the global pandemic caused by the SARS-CoV-2 virus, which rapidly spread throughout Indonesia. In response, the Ministry of Education and Culture issued a Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policy in the Education Sector. The 2021 iteration of the Teaching Campus programme will represent one of the government's most significant initiatives, with Indonesian students playing a pivotal role in advancing the quality of learning for future generations.

The Independent Campus policy, as devised by the Ministry of Education, Culture, Research, and Technology, is designed to facilitate the acquisition of supplementary knowledge and skills outside the confines of the prescribed curriculum and/or the tertiary institution, with the objective of aligning the learning experience with the individual student's interests and preferences.<sup>1</sup> The *Kampus Mengajar* programme, which forms part of the *Merdeka Belajar Kampus Merdeka* initiative, seeks to provide students with opportunities to enhance their learning and expand their capabilities through activities that extend beyond the conventional lecture classroom. Through this programme, students will be placed in elementary schools throughout Indonesia, where they will assist in the teaching and learning process. For those with a passion for research, the *Merdeka Belajar Kampus Merdeka* policy offers a valuable avenue for pursuing their interests.

The 2021 Teaching Campus represents a continuation of the Pioneer Teaching Campus Program, which was implemented in 2020 as proof of students' dedication to playing a role in the success of national education during the pandemic caused by the SARS-CoV-2 virus. In the Teaching Campus programme, students are placed in schools in close proximity to their residences, where they provide instruction to elementary school students in a variety of settings,

---

<sup>1</sup> Daniele Carolina Lopes et al., "Social Skills in Higher Education: How To Combine Active Learning And Social Skills Training Program," *Production* 31 (2021): 1–18, <https://doi.org/10.1590/0103-6513.20200103>.

including those that are both advanced and disadvantaged, as well as those that are geographically remote. The educational institution that serves as the site for students' participation in the programme is still C, where they engage in a range of activities, including assisting with the teaching and learning process, supporting administrative operations, and facilitating technological integration.<sup>2</sup>

As a new programme, *Kampus Mengajar* is not without its challenges, particularly in terms of implementation. Previous research was conducted by Hilmi et al.<sup>3</sup> This research identified several challenges for students in the implementation of teaching campuses in Yogyakarta. These included a discrepancy between students' teaching competencies and the requirements of the schools, a lack of opportunities for some students, inadequate facilities and infrastructure, a lack of technological proficiency among teachers, and miscommunication between Teaching Campus students and teachers in the field. The solutions proposed include the introduction of innovative learning techniques, the implementation of additional extracurricular activities to address deficiencies in the teaching programme, the digitisation of reading materials in libraries, the adaptation of technology to suit educational needs, and the establishment of more robust coordination with teachers prior to their deployment in schools.

The Teaching Campus Program is designed to address existing challenges in educational institutions and to extend support to frontier, remote, and underdeveloped regions. Its objective is to enhance the quality of education, facilitate technological integration, provide assistance to school administrators, and promote improvements in literacy and numeracy. The program targets teachers and students in designated schools with specific goals and objectives. The activities undertaken by *Kampus Mengajar* in Class 2 encompass additional school levels, namely the junior high school level, which was previously the sole focus of activities at the elementary school level. Given that placement in junior high school represents a significant transition, students may encounter challenges.

---

<sup>2</sup> Sandi Budi Iriawan and Asep Saefudin, *Buku Saku Utama Aktivitas Mahasiswa Program Kampus Mengajar 2021*. Kementerian Pendidikan dan Kebudayaan 2021, 37 (Kementerian Pendidikan dan Kebudayaan, 2021).

<sup>3</sup> "Tantangan Dan Solusi Pelaksanaan Program Kampus Mengajar Angkatan 2 di Yogyakarta," *At-Thullab Jurnal Mahasiswa Studi Islam* 4, no. 2 (August 16, 2022): 1156–80, <https://doi.org/10.20885/TULLAB.VOL4.ISS2.ART10>.

Consequently, it is expected that each selected student will assist teachers in enhancing their technological knowledge, thereby fostering a more innovative and creative learning environment. Additionally, students will contribute to school administration activities. It is anticipated that their presence will facilitate learning, while for literacy and numeracy, students will assist in understanding the material and preparation for activities such as the Minimum Competency Assessment. In the context of the accelerated pace of scientific and technological advancement, coupled with the growing influence of globalisation and heightened competition in the field of education, it is imperative to prioritise the enhancement of educational quality.<sup>4</sup> While the integration of technology holds promise for optimising learning outcomes, numerous challenges persist. These include the lack of proficiency in information technology among both educators and learners, inadequate infrastructure and resources, limited internet access, and insufficient budgetary allocation.<sup>5</sup>

The Teaching Campus programme has entered its fourth period or fourth generation up until 2022. During the aforementioned period, the Teaching Campus Program was attended by 14,504 students from 559 universities, distributed across 2,876 educational institutions, encompassing both elementary schools (SD) and junior high schools in 35 provinces. The program commenced on 1 August and concluded on 22 December 2022. The students assumed the role of teaching partners, providing assistance to the teaching and learning process and formulating learning strategies that prioritise the enhancement of students' literacy and numeracy abilities within the designated educational institutions.<sup>6</sup>

The Teaching Campus programme has been effective in reducing the learning gap (learning loss) caused by the pandemic. Furthermore, the programme has been successful in enhancing

---

<sup>4</sup> Ed Max Darsono, *Belajar dan Pembelajaran*. Semarang (IKIP Semarang Press, 2000).

<sup>5</sup> Tengku Muhamad and Fajar Anugrah, "Implementasi Pelaksanaan Program Kampus Mengajar Angkatan 1 Terdampak Pandemi COVID-19," *AKSELERASI: Jurnal Ilmiah Nasional* 3, no. 3 (November 2021): 38–47, <https://doi.org/10.54783/JIN.V3I3.458>.

<sup>6</sup> Pengelola WEB Kemdikbud, "Kemendikburistek Lepas 14.504 Mahasiswa Program Kampus Mengajar Angkatan 4," [kemdikbud.go.id](https://www.kemdikbud.go.id), 2022, <https://www.kemdikbud.go.id/main/blog/2022/07/kemendikburistek-lepas-14504-mahasiswa-program-kampus-mengajar-angkatan-4>.

students' literacy and numeracy skills in elementary and middle schools, as evidenced by the assessments conducted by the organisers. It is therefore anticipated that the programme will be maintained, and registration has now been reopened for students and field supervisors for the fifth generation.<sup>7</sup>

Despite the programme's success, the implementation of the Teaching Campus initiative has not been without challenges. Conversely, students enrolled in the programme encounter a multitude of challenges, encompassing both administrative and technical domains. The administrative obstacles primarily concern the reporting of student and field supervisor activities, which, upon assessment, are found to be inconsistent with the established guidelines. This can impede the disbursement of single tuition fees, supplementary funds, or other forms of remuneration, including course conversions. The research conducted by Hardian and Makhfuza,<sup>8</sup> indicates that not all students participating in teaching campuses are able to convert their activities into 20 semester credit units of courses as they should. A significant number of universities only convert their activities to a value of less than 20 credits. Indeed, in accordance with Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards, universities are bound by law to guarantee students the right to (whether they can take it or not) a) take semester credit units outside the university for a maximum of 2 semesters or the equivalent of 40 credit units. A semester is defined as a period of study comprising 15 to 18 weeks, during which a student can take credits in different study programmes at the same university for 1 semester or the equivalent of 20 semester credit units.

Concurrently, the implementation of the Teaching Campus programme was confronted with technical challenges. Some of these challenges are common to the majority of *Kampus Mengajar* participants, whereas others are more specific and context-dependent.

---

<sup>7</sup> Mahar Prastiwi and Dian Ihsan, "Kampus Mengajar 5 Segera Dibuka, Peserta Dapat Bantuan UKT-Uang Saku," *Kompas.com*, 2022, [https://www.kompas.com/edu/read/2022/10/29/190344771/kampus-mengajar-5-segera-dibuka-peserta-dapat-bantuan-ukt-uang-saku?page=all&lgn\\_method=google](https://www.kompas.com/edu/read/2022/10/29/190344771/kampus-mengajar-5-segera-dibuka-peserta-dapat-bantuan-ukt-uang-saku?page=all&lgn_method=google).

<sup>8</sup> "Persepsi Mahasiswa Peserta Kampus Mengajar Terhadap Program Kampus Mengajar Di FKIP Universitas Riau," *JISHUM: Jurnal Ilmu Sosial Dan Humaniora* 1, no. 2 (December 10, 2022): 313–22, <https://doi.org/10.57248/JISHUM.V1I2.43>.

Among the technical obstacles are those pertaining to communication. In their research, Hilmi et al.<sup>9</sup> identified communication barriers as a significant challenge in implementing Teaching Campus activities. Similarly, Bhakti et al.<sup>10</sup> identified a number of technical challenges associated with the implementation of *Kampus Mengajar* programmes, based on their research findings. Among the identified challenges is the issue of communication barriers. The research findings of Asra et al. indicate that the primary challenges for students in implementing the programme are limited learning media, unsupportive networks, and difficulties in class management. Furthermore, Hartatik et al.<sup>11</sup> found that the challenges faced by teachers in literacy learning include the lack of availability of literacy materials, the lack of support from students' family environments, and the lack of student motivation.

A further issue is that there is a prevailing stereotype that the Teaching Campus programme is exclusively suited to students who have pursued educational studies. This is despite the fact that Teaching Campus participants hail not only from Education and Teacher Training, but also from a multitude of other academic disciplines. The Teaching Campus is part of the *Merdeka Belajar Kampus Merdeka* programme, which involves students at each campus from a variety of educational backgrounds. They assist with the teaching and learning process at school, particularly at the elementary level, and provide opportunities for personal growth through activities outside the lecture classroom. The aforementioned intention is not without the potential for educational malpractice if not adequately prepared. Furthermore, teacher preparation necessitates time and skills specifically trained for that purpose. The pandemic situation adds to the complexity of educational problems, which should not be undertaken by individuals lacking pedagogical knowledge. With minimal teaching basics received in training, students, especially non-teaching students, have limitations in pedagogical knowledge.

---

<sup>9</sup> "Tantangan Dan Solusi Pelaksanaan Program Kampus Mengajar Angkatan 2 Di Yogyakarta."

<sup>10</sup> Ibid.

<sup>11</sup> "Implementasi Program Merdeka Belajar Kampus Merdeka: Studi Di Universitas Nahdlatul Ulama Surabaya," *Jurnal Ilmiah Pendidikan Citra Bakti* 9, no. 2 (2022): 455–67, <https://doi.org/10.38048/jipcb.v9i2.594>.

This research is based on the findings of previous studies, which have identified a number of ongoing challenges associated with the Teaching Campus programme as one of the *Merdeka Belajar Kampus Merdeka* (MBKM) initiatives. The findings of these earlier studies have prompted researchers to investigate the issues encountered in the MBKM programme, with a particular focus on the Non-Educational Study Programme and the involvement of students in the Teaching Campus programme as part of the MBKM framework.

The objective of this study is to elucidate the significance and interpret the phenomena associated with the challenges encountered by Non-Educational Study Programmes in accommodating Teaching Campus Programmes Policies. Accordingly, an inductive analysis process and exposure to descriptive data, which are hallmarks of qualitative research, are required. A further rationale for the selection of a qualitative approach is that, in this study, the informant both constructs and conveys a representation of reality, which the researcher then seeks to comprehend and articulate in writing. Additionally, the researcher endeavours to describe the informant's behaviour and actions according to the informant's perspective. This endeavour to describe the phenomenon represents a methodology for developing theories inductively, whereby observations are made and patterns are sought that may demonstrate relatively universal principles.<sup>12</sup>

The data collection techniques employed in this study were in-depth interviews, observations, and document analysis. In order for the research findings to be deemed valid, there must be a congruence between the researcher's account and the actual occurrences pertaining to the object under study. Consequently, in qualitative research, it is essential to assess the validity of the findings. The validity test in this study was conducted by evaluating the credibility, transferability, and confirmability of the findings.<sup>13</sup>

The selection of informants is conducted in accordance with the principles of purposive sampling techniques or sampling theory.

---

<sup>12</sup> John Creswell and Cheryl Poth, *Qualitative Inquiry Research Design, Choosing Among Fine Approaches*, ed. Helen Salmon, John Scappini, and Libby Larson, Fourth Edition (Singapore: SAGE Publication, Inc., 2018), <https://doi.org/10.1017/CBO9781107415324.004>.

<sup>13</sup> William Mantja, *Etnografi: Desain Penelitian Kualitatif Pendidikan Dan Manajemen Pendidikan* (Malang: Elang Emas, 2008).

The criteria used to determine informants are, according to the opinion of Louis Cohen<sup>14</sup> as quoted by Djamba and Neuman,<sup>15</sup> as follows: (1) openness and ability to provide information; (2) ease of communication; (3) sufficient time and opportunity to be interviewed; (4) sufficient and intensive engagement with the site environment; and (5) continued active involvement in the research site environment. In addition, non-human data sources encompass documents, photographs, and records of activities owned by institutions. The selection of documents is based on two criteria: firstly, that they are directly related to the focus, and secondly, that they have been obtained officially through the consent of the informant.

As defined by Miles, Huberman, and Saldana,<sup>16</sup> data analysis is a process of reviewing, sequencing, and grouping data with the objective of formulating working hypotheses and subsequently elevating them into theories through the course of research. In contrast, Bogdan and Biklen describe data analysis as the process of identifying and systematically organizing data obtained from interviews, field notes, and other materials, with the aim of facilitating comprehension and disseminating findings to relevant parties.<sup>17</sup>

### **Administrative Challenges of the MBKM Program**

The success of the *Merdeka Belajar Kampus Merdeka* programme is inextricably linked to the overcoming of significant obstacles and challenges. The implementation of this programme innovation was not as straightforward as anticipated, due to the numerous challenges encountered, both technical and administrative, in facilitating students in pursuing their studies. The *Merdeka Belajar Kampus Merdeka* programme has encountered a number of significant challenges, including the planning of a four-year educational programme, the conversion of grades, the conversion of internship credits, the establishment of partnerships, and the rebuilding of academic and administrative systems. Obtaining disbursement of funds and student

---

<sup>14</sup> *Research Methods in Education*, sixth (London: Routledge, 2007).

<sup>15</sup> *Social Research Methods: Qualitative and Quantitative Approaches* (Edinburgh, Essex: Pearson Education Limited, 2014), <https://doi.org/10.2307/3211488>.

<sup>16</sup> *Qualitative Data Analysis: A Methods Sourcebook*, Third (Thousand Oaks, California: SAGE Publication, 2014), <https://doi.org/10.1136/ebnurs.2011.100352>.

<sup>17</sup> *Qualitative Research for Education: An Introduction to Theories and Methods* (Boston: Allyn and Bacon, Inc., 1998).



rights represents a significant challenge for those participating in the *Merdeka Belajar Kampus Merdeka, Kampus Mengajar* Program. Additionally, processing these rights presents a considerable hurdle, particularly for students situated in remote locations. Despite these ongoing challenges, students engaged in these initiatives continue to demonstrate enthusiasm for their participation.

The Teaching Campus programme represents a potential solution in the context of global education during the ongoing pandemic. However, it is important to recognise that the path ahead is not without obstacles and challenges. Based on the findings of our research, we have identified two key areas of challenge: administrative and technical.

It is incumbent upon universities to adopt their own policies for the implementation of the *Merdeka Belajar Kampus Merdeka* in accordance with their respective financial conditions and capabilities. In implementing the *Merdeka Belajar Kampus Merdeka* programme, the initial step is to evaluate the curriculum and reconstruct it in all study programmes, with the objective of providing students with opportunities to gain learning experiences outside the confines of their respective study programmes or campuses, in accordance with their individual needs. The Ministry of Education, Culture, Research, and Technology has provided the necessary facilities and infrastructure for universities to develop their study programmes through a number of different initiatives. These include Curriculum Collaboration Grants and Implementation of the *Merdeka Belajar Kampus Merdeka* Program, Higher Education Curriculum Development and Support for the Acceleration of Independent Campus Learning Grants, Micro-Credential Program Grants for Indonesian Students, and Independent Campus Competition Program Grants. In addition, there are many other assistance programmes aimed at preparing for the implementation of independent campus learning. In addition to financial assistance provided through study programmes and universities, the government, via the Ministry of Education and Culture, also offers Single Tuition financial assistance and living costs to students participating in one of the *Merdeka Belajar Kampus Merdeka* programmes organised by the central *Merdeka Belajar Kampus Merdeka* working group, also known as the Freedom Working Group of the Learning Independent Campus Centre.

These findings are consistent with those of Ramadhan and Megawati,<sup>18</sup> which identified the challenges faced by the University in improving the quality of its students' education. These include the need to implement Standard Operational Procedures that can run effectively for students, as well as consistent communication with students. In addition to these challenges, students also require greater financial support, particularly those participating in the MBKM programme, for whom the pocket money provided is often insufficient. Further improvements are required, particularly with regard to the disbursement of pocket money to students participating in the MBKM program, which is frequently delayed, thereby creating difficulties for students. The implementation of the MBKM programme faces several challenges, including: 1) the process of adapting the KKNi programme to the MBKM programme may have an impact on students and teachers; 2) limitations of partner institutions; 3) the internship programme encounters numerous obstacles due to the cooperation mechanism; 4) Fund management by Dana does not set aside a special budget to implement the MBKM programme; 5) the quality and productivity of human resources for teachers and students requires improvement.<sup>19</sup>

The *Merdeka Belajar Kampus Merdeka* policy was devised in order to address the challenges posed by the accelerating pace of change. Such changes necessitate that students possess a greater range of competencies aligned with the continuously evolving demands of the contemporary world. The *Merdeka Belajar Kampus Merdeka* programme presents students with a series of challenges and opportunities, which are designed to facilitate the development of their creativity, capacity, personality, and needs. Additionally, the programme encourages students to cultivate independence in seeking and finding knowledge in accordance with the demands of the real world and the requirements of the job market.<sup>20</sup> This includes developing abilities,

---

<sup>18</sup> "Implementasi Kebijakan Merdeka Belajar Kampus Merdeka dalam Meningkatkan Kualitas Pendidikan Mahasiswa di Universitas Negeri Surabaya," *Publika* 11, no. 1 (2022): 1581–92.

<sup>19</sup> Muhammad Rusli Baharuddin, "Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi)," *Jurnal Studi Guru Dan Pembelajaran* 4, no. 1 (2021): 195–205, <https://doi.org/10.30605/jsgp.4.1.2021.591>.

<sup>20</sup> Direktorat Jenderal Pendidikan Tinggi, *Buku Panduan Merdeka Belajar - Kampus Merdeka* (Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI, 2020), <https://doi.org/10.31219/OSF.IO/UJMTE>.

addressing real-world problems, engaging in social interaction and collaboration, managing one's own performance, understanding performance expectations and targets, and achieving results. It is important to note that the implementation of the MBKM policy is not uniform across all study programmes. This is due to the fact that each programme possesses unique characteristics and objectives.

Alawi et al.<sup>21</sup> posit that the era of the Fourth Industrial Revolution is an era of advanced technology. It is anticipated that students throughout Indonesia will be adequately prepared to confront the challenges of the Fourth Industrial Revolution with the 'one area' concept. The campus is capable of collaborative working, demonstrating creativity, and is prepared to serve others, ourselves, and the wider community. Moreover, Arifin and Muslim have asserted that in light of the accelerated transformations occurring within the social order, Indonesia is striving to cultivate a cadre of well-prepared human resources through the introduction of novel pedagogical approaches within the educational sector.<sup>22</sup> It is, therefore, incumbent upon educational institutions to demonstrate the capacity to conceptualise and operationalise innovative learning methodologies that can enhance the competencies of students in the realms of attitudes, knowledge, and skills. This endeavour is undertaken with the objective of elevating the calibre of human resources, thereby equipping them with the requisite capabilities to navigate the complexities of an evolving socio-economic landscape.

In terms of administration, universities in Indonesia have implemented the *Merdeka Belajar Kampus Merdeka* programme, commencing with the preparation of curriculum documents that are aligned with the *Merdeka Belajar Kampus Merdeka* guidelines issued by the Ministry of Education, Culture, Research and Technology. The challenges faced by study programmes in the *Merdeka Belajar Kampus Merdeka* programme at a university or at the level of the smallest study programme are seen from three aspects. The first of these is the aspect of implementation, which concerns the role of universities in facilitating students on their campus to take part in the *Merdeka Belajar*

---

<sup>21</sup> "Implementasi Kurikulum Merdeka Belajar Kampus Merdeka Pasca Pandemi Covid-19," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 4 (2022): 5863–73, <https://doi.org/10.31004/edukatif.v4i4.3531>.

<sup>22</sup> "Tantangan Implementasi Kebijakan 'Merdeka Belajar, Kampus Merdeka' pada Perguruan Tinggi Islam Swasta Di Indonesia," *Jurnal Pendidikan Islam* 3, no. 1 (2020): 1–11.

*Kampus Merdeka* programme. (2) The aspect of student involvement encompasses the number of students participating in the *Merdeka Belajar Kampus Merdeka* programme, which is calculated by universities as a ratio of the total number of students. (3) The lecturer involvement aspect includes the number of lecturers involved as supervisors or in the *Merdeka Belajar Kampus Merdeka* programme. As posited by Fidesrinur et al., field supervisors play a pivotal role in the efficacy of the Teaching Campus programme. They facilitate coordination between various stakeholders, including ministries, education offices, schools, universities, and students, to ensure a positive impact on all parties involved.

The implementation of the *Merdeka Belajar Kampus Merdeka*, Teaching Campus programme has encountered several challenges, the most significant of which are the limited financial resources, particularly from students, and the inadequacy of the academic information system to facilitate activities. Additionally, there is a lack of information regarding the technical implementation of the *Merdeka Belajar Kampus Merdeka* programme. These challenges are not unique to this programme but are common to many universities, including issues related to funding, academic systems, quality, and the productivity of human resources.

Hang Tuah University Surabaya recognises the potential of the independent learning campus policy to function as a platform for enhancing the quality of education for its students. This is achieved by incorporating field realities and dynamics, including skills, problems, social interactions, collaboration, self-management, performance guidance, targets and achievements. There are several factors, such as the challenges inherent to specific study programmes or faculties, that need to be addressed so that the *Merdeka Belajar Kampus Merdeka* policy can be fully implemented within the education system. Courses from the adopted *Merdeka Belajar Kampus Merdeka* curriculum are being adapted accordingly. Furthermore, it is evident that there is still a need for training among many lecturers at Hang Tuah University Surabaya so that they can adapt to the *Merdeka Belajar Kampus Merdeka* policy.

The ongoing global pandemic has also resulted in a decline in students' abilities in various aspects of literacy and numeracy, particularly among those who are geographically isolated or lack access to the internet and information technology. The rapid and

extensive propagation of the Covid-19 virus necessitates that students refrain from congregating in a single room in substantial numbers. The limitation of direct interaction also presents a challenge for learning participants in accessing the knowledge and skills required for learning. Setiawan and Sukamto have indicated that schools have not fully addressed the teaching of literacy and numeracy to students.<sup>23</sup> This is attributed to a number of factors, including the age of the teacher, the teacher's understanding of literacy and numeracy learning, and the teacher's limitations in mastering technology for learning.

The objective of the *Kampus Mengajar* programme is to enhance the numeracy, administrative and technological literacy of the schools that are the focus of the initiative. The term "numeracy literacy" is used to describe an individual's capacity to engage in logical reasoning. Reasoning can be defined as the process of analysing and understanding a statement, expressed in mathematical language and contextualised in everyday life. This understanding can then be conveyed in writing or orally. Subsequently, administration encompasses activities pertaining to school files, including the correction of examinations, the organisation of the library, and the organisation of classes. Technological adaptation, on the other hand, refers to activities related to applied technology, such as the utilisation of Google Class, the integration of tablets in the learning process, and the incorporation of educational digital games. The findings are consistent with the view of Asra et al. that students encounter significant challenges in developing literacy and numeracy skills.<sup>24</sup> Students often exhibit a tendency towards monotony and a lack of creativity in their approach to activities designed to enhance literacy and numeracy skills. Students are additionally tasked with completing school administration, which can prove onerous when they are already engaged in efforts to enhance their literacy and numeracy skills. Furthermore, Hartatik et al. identified three key challenges facing teachers in the context of literacy learning: the unavailability of

---

<sup>23</sup> "The Implementation of Pioneer Teaching Campus (PTC) as a Forerunner of Literacy and Numeracy Learning Movement at Elementary School," *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 10, no. 2 (2021): 339–45.

<sup>24</sup> "Tantangan Implementasi Program Kampus Mengajar Dosen Pembimbing Lapangan Dan Mahasiswa Di Era Vuca," *Innovative: Journal Of Social Science Research* 3, no. 2 (2023): 14208–20.

suitable materials, a lack of support from students' family environments, and a lack of student motivation.<sup>25</sup>

### **Technical Challenges of the MBKM Program**

In its implementation, the *Kampus Mengajar* Program does not require that it come from education and teacher training programs only but is open to all study programs at universities. The *Kampus Mengajar* essentially trains students to be more sensitive and understand the conditions of primary and secondary education around where they live. This program is a new experience, but it is also a challenge for students who are not in a linear major. Even though it is an easy elementary school lesson, it is not the field we specialize in. So, we must study it first.

The *Merdeka Belajar Kampus Merdeka* program encompasses eight forms of learning activities, which are currently experiencing a surge in popularity among students. These include teaching assistantships with the *Kampus Mengajar* program, independent study in companies, and internships in the workplace. Those who participate in the programme will be awarded a maximum of 20 credits. The objective of the MBKM activities is to provide students with the opportunity to develop their competencies. All students are required to engage in teaching assistance activities for a period of approximately 10 weeks. The teaching assistance activities are conducted in accordance with the schedule that has been agreed with the tutor. Each student is expected to engage in face-to-face teaching at the educational institution for two days per week, in pairs. Students and pupils attend school according to a schedule arranged by the institution, in accordance with their respective roles. In order to fulfil this obligation, students must liaise with their respective class teachers regarding the provision of materials and assignments, as well as the management of student data. In accordance with the guidelines for implementing the *Kampus Mengajar* initiative, students are expected to assume the role of teaching assistant teachers.<sup>26</sup> In practice, students are required to assume the role of the main teacher in the absence of a teaching staff member. This entails assuming responsibility for the

---

<sup>25</sup> "Tantangan Penerapan Pembelajaran Literasi Di Sekolah Sasaran Program Kampus Mengajar," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 12 (2022): 5351–54, <https://doi.org/10.54371/jiip.v5i12.1175>.

<sup>26</sup> Iriawan and Saefudin, *Buku Saku Utama Aktivitas Mahasiswa Program Kampus Mengajar 2021*. Kementerian Pendidikan Dan Kebudayaan 2021, 37.

delivery of instruction, rather than providing assistance to the teacher. Nevertheless, students report a sense of fulfilment in the successful delivery of instruction in the absence of a teacher.

The implementation of the MBKM programme in higher education is not without challenges. A number of obstacles have been identified in the process of implementing this programme. The obstacles encountered in the implementation of the MBKM programme are contingent upon the viewpoint from which they are considered. These obstacles may be observed at the level of the university, the study programme, the supervisor, or the student, each of whom plays a distinct role in the implementation of the programme. Additionally, obstacles may be identified at the level of the programme's partners, which include universities, government institutions, research and community service institutions, as well as business partners.<sup>27</sup>

It is also important to note that the *Kampus Mengajar* activity is not intended to replace the duties of teachers. In other words, students are expected to fulfil vacancies or activities required by the school. Given that students are not prepared to become teachers and that their backgrounds are diverse, this also has an impact on their learning experience in developing the various programmes needed by the school. It is therefore essential that programme development, implementation and evaluation are carried out effectively and efficiently.

---

<sup>27</sup> Ratna Puspitasari and Riant Nugroho, "Implementasi Kebijakan Merdeka Belajar, Kampus Merdeka Fisip UPN Veteran Jawa Timur," *Dinamika Governance: Jurnal Ilmu Administrasi Negara* 11, no. 2 (2021): 276–92, <https://doi.org/10.33005/jdg.v11i2.2539>; Andi Aco Agus and Nur Asiah, "Implementasi Kebijakan Merdeka Belajar – Kampus Merdeka (Studi Pada Fakultas Ilmu Sosial Dan Hukum Universitas Negeri Makassar)," *Jurnal Kreatif Online (JKO)* 9, no. 4 (2021): 32–43; Murniati Novem Wijaya Ningrum et al., "Implementasi Merdeka Belajar Kampus Merdeka: Minat Dan Kendala MBKM Pertukaran Pelajar Mahasiswa Program Studi Teknik Sipil Universitas Widyagama Malang," in *The 4th Conference on Innovation and Application of Science and Technology*, 2021, 1033–38; Agus Hermanto, Geri Kusnanto, and Nurul Fadilah, "Pengembangan Model Sistem Informasi Dalam Kolaborasi Antar Perguruan Tinggi Untuk Mendukung Program MBKM," in *Proceeding KONIK (Konferensi Nasional Ilmu Komputer)*, 2021, 20–27; Yoga Budi Santoso et al., "Kebijakan Merdeka Belajar Kampus Merdeka: Pemahaman Persepsi Dan Kendala Impementasinya Bagi Mahasiswa Disabilitas," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 1 (2022): 1134–39, <https://doi.org/10.31004/edukatif.v4i1.2056>.

The activities of the *Kampus Mengajar* programme, if translated literally, are not directly relevant to the scientific core of all non-educational study programmes. However, study programmes are prohibited from limiting student participation if they take part in the *Kampus Mengajar* programme. As one of the eight *Merdeka Belajar Kampus Merdeka* programs, the Teaching Campus plays a role in the achievement of the Key Performance Indicator for study programs and universities. The composition of students who are active in *Merdeka Belajar Kampus Merdeka* must comprise at least 25 individuals from the total number of graduates, as outlined in the Key Performance Indicator. Furthermore, student participation in the *Merdeka Belajar Kampus Merdeka* programme is a determining factor in the adequacy of accreditation scores awarded by the National Accreditation Board for Higher Education and the Independent Accreditation Institute. A number of lecturers at Hang Tuah University remain uncertain about the precise nature of the *Merdeka Belajar Kampus Merdeka* activities, not only in the context of the Teaching Campus. There is a perception that if all students were to undertake the MBKM, this would result in the elimination of the courses they are currently teaching, as these are deemed to align with the MBKM programme in general and the *Kampus Mengajar* in particular.

In order to equip students with the requisite skills to navigate the complexities of an ever-evolving social, cultural and professional landscape, it is imperative that their competencies align with the demands of an increasingly fast-paced technological environment. It is anticipated that the Independent Learning - Independent Campus policy will prove an efficacious response to these challenges. An independent campus represents a distinctive form of higher education, characterised by autonomy and flexibility, which collectively foster a learning culture that is both innovative and responsive to the evolving needs of the student body.

One of the challenges faced by non-education study programmes is the issue of communication competency in teaching. Malik and Putri (2022) identified a number of factors that contribute to communication barriers encountered by students when implementing the *Kampus Mengajar* programme.<sup>28</sup> These include

---

<sup>28</sup> “Kompetensi Komunikasi Sebagai Faktor Keberhasilan Dalam Pelaksanaan Program Kampus Mengajar (Studi Kasus Di SD Negeri Sinaba Kasemen Kota



perceptions of the condition and existence of the target school, psychological factors, particularly in establishing relationships with teachers, and language and cultural factors, especially when interacting with students.

By developing their communication skills, students can overcome various obstacles or barriers that impede effective adaptation and interaction. Similarly, the programme from the *Kampus Mengajar* was also successfully implemented. The provision provided prior to implementing the programme is one of the factors in the success of students in building effective communication with other parties, especially with the school. Meanwhile, openness and empathy are factors in students' success in building interactions with students. Thus, the communication competence possessed by students is a factor in the success of implementing the *Kampus Mengajar* programme at the target school.

It is the policy of this institution that students shall receive provisions provided by MBKM prior to the commencement of the programme. The material presented in the briefing encompasses not only administrative issues but also technical material, including content on ethics and communication. The 2022 *Kampus Mengajar* Program Student Pocket Book states that the objective of student training is to equip students with the requisite knowledge and skills to assist schools and teachers in the learning process, with a particular focus on enhancing literacy and numeracy competencies, facilitating technology integration, and fostering personal development in both soft and hard skills.<sup>29</sup> Secondly, students must be prepared to adapt to a new environment while carrying out their duties in accordance with established guidelines. Debriefing prior to student assignments includes instilling concepts, discussions, case studies, and designing learning strategies that focus on increasing literacy and numeracy, as well as practical implementation in the context of basic education. The briefing material prior to assignments consists of literacy and numeracy material, soft skills, national vision, current issues, and collaboration material during assignments, which all students must adhere to.

---

Serang),” *Scriptura* 13, no. 1 (2023): 1–13, <https://doi.org/10.9744/scriptura.13.1.1-13>.

<sup>29</sup> Iriawan and Saefudin, *Buku Saku Utama Aktivitas Mahasiswa Program Kampus Mengajar 2021*. Kementerian Pendidikan Dan Kebudayaan 2021, 37.

The provision allows students to gain a comprehensive understanding of the Teaching Campus programme, including its objectives, requirements and preparation tasks. In addition, the debriefing provides material on ethics and communication, thus enabling students to adapt to the school environment with greater alacrity. The briefing serves to convey the attitudes and behaviours that must be prioritised, as well as how to build and improve competence in communication. Consequently, despite an initial culture shock due to a discrepancy between the assigned target school and their expectations, this challenge was effectively addressed through the realisation that their objective was to facilitate the teaching and learning process and develop learning strategies that prioritise enhancing students' literacy and numeracy skills. The target schools were identified as belonging to the 3T category.

In light of the aforementioned explanation, it can be posited that the diverse communication challenges encountered by students during the execution of the *Kampus Mengajar* programme can be surmounted through the utilisation of their existing competencies. Specifically, communication competence can be defined as the ability and willingness of all parties to engage in a communication activity with the objective of producing the greatest possible meaning. In this context, students can cultivate an openness that enables them to receive diverse input and suggestions from various stakeholders, which are essential for the success and implementation of the *Kampus Mengajar* program. An open attitude enables students to establish effective communication not only with teachers but also with their fellow students. Effective communication allows students to overcome and minimise misunderstandings, which are characterised by the creation of a common meaning, resulting in what is called mutual understanding and positive relationships between all parties. In addition, students possess social competence, manifested in their capacity to cultivate teamwork skills, thereby enabling them to surmount the myriad challenges they encounter. Hilmi et al.<sup>30</sup> have identified communication barriers as a significant hurdle in the implementation of Teaching Campus activities. Similarly, Bhakti et al. have delineated a number of technical impediments to the successful

---

<sup>30</sup> "Tantangan dan Solusi Pelaksanaan Program Kampus Mengajar Angkatan 2 Di Yogyakarta."

execution of *Kampus Mengajar* programs, including the challenge of communication barriers.<sup>31</sup>

In essence, this pedagogical institution employs a similar approach to that of guest teachers invited to the school from a range of professional backgrounds, according to the learning theme. The distinction lies in the fact that the guest teachers are students from diverse scientific disciplines, and there are non-teaching academic programmes that undertake *Kampus Mengajar* responsibilities and are not professionals with a relatively extended tenure, typically six months. Becoming a professional teacher necessitates a considerable investment of time and resources, and it is therefore reasonable to conclude that students are not intended to assume the role of a teacher.

The objective of this *Kampus Mengajar* initiative is to facilitate a transformative learning process by prioritising the pursuit of one's own interests in learning. It is essential to consider both literacy skills and mental attitudes as fundamental aspects of the learning process. It is anticipated that students will become a superior and competitive generation as a result of the process of learning activities and technology adaptation. One of the key challenges is to ensure that the implementation of this approach does not compromise the quality of learning. The implementation of online learning necessitates the utilisation of innovative and creative methodologies for the administration of online classes. In the *Kampus Mengajar* initiative, students are assigned to assist teachers and school principals in the online learning process and improve school management, which is referred to as School-Based Management (MBS). It is also anticipated that students will develop a range of skills and abilities (hard and soft skills) through the completion of the Teaching Campus programme. These will include leadership skills and the capacity to interact with and analyse the conditions of the surrounding environment. It is further expected that students will engage in learning experiences outside the designated study programme and apply the knowledge and skills acquired during their studies on campus in the wider school community or learning community, with a particular focus on literacy and numeracy.

---

<sup>31</sup> "Kendala Implementasi Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) Di Perguruan Tinggi," *Research and Development Journal of Education* 8, no. 2 (September 14, 2022): 783–90, <https://doi.org/10.30998/RDJE.V8I2.12865>.

The implementation of online learning in Indonesia was significantly accelerated following the onset of the pandemic caused by the SARS-CoV-2 virus, commonly known as the Coronavirus disease 2019 (Covid-19). In general, online learning, or what is commonly referred to as an online system, has been in place for a considerable period of time in developed countries. The Open University is the only university in Indonesia that has implemented online learning for an extended period. The implementation of online learning is contingent upon the availability of an internet network and adequate bandwidth capacity. In anticipation of and in order to facilitate online learning, Hang Tuah University has developed a Learning Management System (LMS) as a medium for implementing online learning. The LMS can be accessed via the following URL: <https://lms.hangtuah.ac.id>.

The Academic Administration System and Learning Management System (e-learning) are two applications that have distinct aims and objectives. The Academic Administration System (AAS) is an abbreviation for the Academic Administration System, which was created with the objective of facilitating the collection and archiving of student files for students, lecturers, and educational administration staff at Hang Tuah University. In contrast, the Learning Management System (LMS) was designed as a platform for students to access lecture material that they may have missed due to their inability to attend classes in person.

The Academic Administration System provides a platform for two-way communication between lecturers and students throughout the learning process. Furthermore, guardian lecturers are able to monitor and provide recommendations regarding the eligibility of students to participate in the *Merdeka Belajar Kampus Merdeka* programme. It is anticipated that students participating in the *Merdeka Belajar Kampus Merdeka* programme outside their designated study programme and outside the university will not encounter any difficulties in the learning process if they are assigned to a regional area. However, it should be noted that not all lecturers at Hang Tuah University utilise these two applications. Research findings indicate that, based on data on the use of the Learning Management System at vendors, the number of Hang Tuah University lecturers who actively employ these two applications is still 35% of all lecturers in the seven existing faculties. This is identified as one of the causes of reduced

student interest in participating in the *Merdeka Belajar Kampus Merdeka* programme.

Furthermore, the emphasis on technological adaptation entails the provision of training to educators. Training is provided in the form of workshops. The workshop provided an overview of the various digital tools and resources that have been made available by the Ministry of Education and Culture for use in elementary schools. Examples of applications provided by the Ministry of Education and Culture include AKSI, Share Teacher, Learning House, and SEAMOLEC. The introduction of these applications is intended to facilitate innovative pedagogical approaches to support learning. Additionally, these applications can assist teachers in developing Principal Learning Plans, assessing students, and other tasks.

## Conclusion

The research findings indicated that the primary challenges to the implementation of the *Kampus Mengajar* programme in non-educational study programmes were administrative and technical in nature. The administrative challenge is that universities must implement the *Merdeka Belajar Kampus Merdeka* in accordance with their own policies and financial conditions, as well as their capabilities. The implementation of the *Merdeka Belajar Kampus Merdeka* programme and other *Kampus Mengajar* programme policies in non-educational study programmes has been hindered by two main administrative challenges: the limited availability of funds, particularly from students, and the inadequacy of the academic information system to facilitate activities. A number of the challenges described are common to many universities, including those related to funding, academic systems, quality, and the productivity of human resources. Technical challenges in campus teaching programmes include issues of communication competence in teaching, challenges of literacy skills, and the importance of a positive mental attitude as a fundamental aspect of learning activities.

## References

Agus, Andi Aco, and Nur Asiah. "Implementasi Kebijakan Merdeka Belajar – Kampus Merdeka (Studi Pada Fakultas Ilmu Sosial Dan Hukum Universitas Negeri Makassar)." *Jurnal Kreatif Online (JKO)* 9, no. 4 (2021): 32–43.

- Alawi, Dindin, Agus Sumpena, Supiana, and Qiqi Yuliati Zaqiah. "Implementasi Kurikulum Merdeka Belajar Kampus Merdeka Pasca Pandemi Covid-19." *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 4 (2022): 5863–73. <https://doi.org/10.31004/edukatif.v4i4.3531>.
- Arifin, Syamsul, and Moh. Muslim. "Tantangan Implementasi Kebijakan 'Merdeka Belajar, Kampus Merdeka' Pada Perguruan Tinggi Islam Swasta Di Indonesia." *Jurnal Pendidikan Islam* 3, no. 1 (2020): 1–11.
- Asra, A. Andriyani, Andi Alfina Listya Ningrum, Juliana Rahman, and Yuliarti. "Tantangan Implementasi Program *Kampus Mengajar* Dosen Pembimbing Lapangan Dan Mahasiswa Di Era Vuca." *Innovative: Journal Of Social Science Research* 3, no. 2 (2023): 14208–20.
- Baharuddin, Muhammad Rusli. "Adaptasi Kurikulum *Merdeka Belajar Kampus Merdeka* (Fokus: Model MBKM Program Studi)." *Jurnal Studi Guru Dan Pembelajaran* 4, no. 1 (2021): 195–205. <https://doi.org/10.30605/jsgp.4.1.2021.591>.
- Bhakti, Yoga Budi, Melda Rumia Rosmery Simorangkir, Awaluddin Tjalla, and Anan Sutisna. "Kendala Implementasi Kebijakan *Merdeka Belajar Kampus Merdeka* (MBKM) Di Perguruan Tinggi." *Research and Development Journal of Education* 8, no. 2 (September 14, 2022): 783–90. <https://doi.org/10.30998/RDJE.V8I2.12865>.
- Bogdan, R., and S. K. Biklen. *Qualitative Research for Education: An Introduction to Theories and Methods*. Boston: Allyn and Bacon, Inc., 1998.
- Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research Methods in Education*. Sixth. London: Routledge, 2007.
- Creswell, John, and Cheryl Poth. *Qualitative Inquiry Research Design, Choosing Among Five Approaches*. Edited by Helen Salmon, John Scappini, and Libby Larson. Fourth Ed. Singapore: SAGE Publication, Inc., 2018. <https://doi.org/10.1017/CBO9781107415324.004>.
- Darsono, Ed Max. *Belajar Dan Pembelajaran*. Semarang: IKIP Semarang Press, 2000.
- Direktorat Jenderal Pendidikan Tinggi. *Buku Panduan Merdeka Belajar - Kampus Merdeka*. Direktorat Jenderal Pendidikan Tinggi

- Kemdikbud RI, 2020.  
<https://doi.org/10.31219/OSF.IO/UJMTE>.
- Djamba, Yani K., and W. Lawrence Neuman. *Social Research Methods: Qualitative and Quantitative Approaches*. Edinburgh, Essex: Pearson Education Limited, 2014. <https://doi.org/10.2307/3211488>.
- Fidesrinur, Abdullah Hakam Shah, and Zahrina Amelia. "Peran Dosen Pembimbing Lapangan Dalam Meningkatkan Efektifitas Program *Kampus Mengajar*." *Jurnal Al-Azhar Indonesia Seri Humaniora* 7, no. 2 (2022): 73–82. <https://doi.org/10.36722/sh.v7i2.1133>.
- Hardian, Mirza, and Risa Makhfuzza. "Persepsi Mahasiswa Peserta *Kampus Mengajar* Terhadap Program *Kampus Mengajar* Di FKIP Universitas Riau." *JISHUM: Jurnal Ilmu Sosial Dan Humaniora* 1, no. 2 (December 10, 2022): 313–22. <https://doi.org/10.57248/JISHUM.V1I2.43>.
- Hartatik, Sri Fatmaning, Endang Setiyo Astuti, and Azza Aulia Ramadhani. "Tantangan Penerapan Pembelajaran Literasi Di Sekolah Sasaran Program *Kampus Mengajar*." *JIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 12 (2022): 5351–54. <https://doi.org/10.54371/jiip.v5i12.1175>.
- Hartatik, Sri, Riyan Sisiawan Putra, Umdatul Soleha, Rizki Amalia, Rizqi Putri Budiarti, and Endang Sulistiyani. "Implementasi Program *Merdeka Belajar Kampus Merdeka*: Studi Di Universitas Nahdlatul Ulama Surabaya." *Jurnal Ilmiah Pendidikan Citra Bakti* 9, no. 2 (2022): 455–67. <https://doi.org/10.38048/jipcb.v9i2.594>.
- Hermanto, Agus, Geri Kusnanto, and Nurul Fadilah. "Pengembangan Model Sistem Informasi Dalam Kolaborasi Antar Perguruan Tinggi Untuk Mendukung Program MBKM." In *Proceeding KONIK (Konferensi Nasional Ilmu Komputer)*, 20–27, 2021.
- Hilmi, Muhammad, Fadila Nurul Mustaqimah, and M Nurul Ikhsan Saleh. "Tantangan dan Solusi Pelaksanaan Program *Kampus Mengajar* Angkatan 2 Di Yogyakarta." *At-Thullab Jurnal Mahasiswa Studi Islam* 4, no. 2 (August 16, 2022): 1156–80. <https://doi.org/10.20885/TULLAB.VOL4.ISS2.ART10>.
- Iriawan, Sandi Budi, and Asep Saefudin. *Buku Saku Utama Aktivitas Mahasiswa Program Kampus Mengajar 2021*. Kementerian Pendidikan Dan Kebudayaan 2021, 37. Kementerian Pendidikan dan Kebudayaan, 2021.

- Lopes, Daniele Carolina, Mateus Cecílio Gerolamo, Marcel Andreotti Musetti, and Daniele Carolina Amaral. "Social Skills In Higher Education: How To Combine Active Learning And Social Skills Training Program." *Production* 31 (2021): 1–18. <https://doi.org/10.1590/0103-6513.20200103>.
- Malik, Abdul, and Liza Diniarizky Putri. "Kompetensi Komunikasi Sebagai Faktor Keberhasilan dalam Pelaksanaan Program *Kampus Mengajar* (Studi Kasus di SD Negeri Sinaba Kasemen Kota Serang)." *Scriptura* 13, no. 1 (2023): 1–13. <https://doi.org/10.9744/scriptura.13.1.1-13>.
- Mantja, William. *Etnografi: Desain Penelitian Kualitatif Pendidikan Dan Manajemen Pendidikan*. Malang: Elang Emas, 2008.
- Miles, Matthew B, Huberman A. Michael, and Johnny Saldana. *Qualitative Data Analysis: A Methods Sourcebook*. Third. Thousand Oaks, California: SAGE Publication, 2014. <https://doi.org/10.1136/ebnurs.2011.100352>.
- Muhamad, Tengku, and Fajar Anugrah. "Implementasi Pelaksanaan Program *Kampus Mengajar* Angkatan 1 Terdampak Pandemi COVID-19." *AKSELERASI: Jurnal Ilmiah Nasional* 3, no. 3 (November 2021): 38–47. <https://doi.org/10.54783/JIN.V3I3.458>.
- Ningrum, Murniati Novem Wijaya, Jesentia Maristela Bupu, Siska Pandina, and Abdul Halim. "Implementasi *Merdeka Belajar Kampus Merdeka*: Minat dan Kendala MBKM Pertukaran Pelajar Mahasiswa Program Studi Teknik Sipil Universitas Widyagama Malang." In *The 4th Conference on Innovation and Application of Science and Technology*, 1033–38, 2021.
- Pengelola WEB Kemdikbud. "Kemendikburistek Lepas 14.504 Mahasiswa Program *Kampus Mengajar* Angkatan 4." [kemdikbud.go.id](https://www.kemdikbud.go.id), 2022. <https://www.kemdikbud.go.id/main/blog/2022/07/kemendikburistek-lepas-14504-mahasiswa-program-kampus-mengajar-angkatan-4>.
- Prastiwi, Mahar, and Dian Ihsan. "*Kampus Mengajar* 5 Segera Dibuka, Peserta Dapat Bantuan UKT-Uang Saku." Kompas.com, 2022. [https://www.kompas.com/edu/read/2022/10/29/190344771/kampus-mengajar-5-segera-dibuka-peserta-dapat-bantuan-ukt-uang-saku?page=all&lgn\\_method=google](https://www.kompas.com/edu/read/2022/10/29/190344771/kampus-mengajar-5-segera-dibuka-peserta-dapat-bantuan-ukt-uang-saku?page=all&lgn_method=google).



- Puspitasari, Ratna, and Riant Nugroho. "Implementasi Kebijakan Merdeka Belajar, Kampus Merdeka Fisip UPN Veteran Jawa Timur." *Dinamika Governance: Jurnal Ilmu Administrasi Negara* 11, no. 2 (2021): 276–92. <https://doi.org/10.33005/jdg.v11i2.2539>.
- Ramadhan, Syahrul, and Suci Megawati. "Implementasi Kebijakan *Merdeka Belajar Kampus Merdeka* dalam Meningkatkan Kualitas Pendidikan Mahasiswa di Universitas Negeri Surabaya." *Publika* 11, no. 1 (2022): 1581–92.
- Santoso, Yoga Budi, Eka Yuli Astuti, Agus Mulyanto, and Lilis Suandari. "Kebijakan *Merdeka Belajar Kampus Merdeka*: Pemahaman Persepsi dan Kendala Implementasinya Bagi Mahasiswa Disabilitas." *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 1 (2022): 1134–39. <https://doi.org/10.31004/edukatif.v4i1.2056>.
- Setiawan, Fajar, and Sukanto. "The Implementation of Pioneer Teaching Campus (PTC) as a Forerunner of Literacy and Numeracy Learning Movement at Elementary School." *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 10, no. 2 (2021): 339–45.