

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

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**Abstract:** The purpose of this research is to find out and describe the challenges faced by non-educational study programs in sending their students to take part in the *Kampus Mangajar* program as one of the *Merdeka Belajar Kampus Merdeka* (MBKM) policy programs. This research uses a descriptive approach with qualitative research methods. The data collection techniques used in this research were in-depth interviews, observation, and documentation studies. The selection of informants was carried out using the purposive sampling technique or sampling theory. Research findings show that there are two challenges, namely administrative challenges, and technical challenges. The administrative challenge is that universities must take their policies in implementing MBKM following their financial conditions and capabilities. The challenges faced in implementing the Teaching Campus MBKM program include limited funds, especially from students, and the academic information system to facilitate activities is still inadequate. lack of information regarding the technical implementation of the MBKM program. Among the challenges described, several similar challenges are found in many universities, namely: 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 as well and mental attitude as something fundamental in learning activities.

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

## Introduction

The Teaching Campus is the first program launched from eight *Merdeka Belajar Kampus Merdeka* programs involving fifth-semester students and above from various study programs and universities throughout Indonesia. It was launched at the beginning of the Covid-19 pandemic which began to spread throughout Indonesia, causing the Ministry of Education and Culture to issue a Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policy in the Education Sector. Teaching Campus 2021 will be one of the government's biggest programs where Indonesian students make a big contribution to their country in improving the quality of learning for the next generation.

Independent Campus is a policy of the Ministry of Education, Culture, Research, and Technology that aims to provide added value and learning experiences outside the study program and/or tertiary institution that are tailored to each student's interests and preferences.<sup>1</sup> The *Kampus Mengajar* program, which is one of the *Merdeka Belajar Kampus Merdeka*, aims to provide students with opportunities to learn and increase their capacity through activities outside the lecture classroom. Through this *Kampus Mengajar* program, students will be placed in assisting the teaching and learning process in elementary schools throughout Indonesia. For students who have a passion for research, they can take advantage of the *Merdeka Belajar Kampus Merdeka* policy.

The 2021 Teaching Campus is a continuation of the Pioneer Teaching Campus Program which was implemented in 2020 as proof of students' dedication to moving to make national education a success during the Covid-19 pandemic. In the Teaching Campus program, students are placed in schools close to their homes and teach elementary school students in areas including the most advanced, disadvantaged, and outermost areas. The school that is used as a place for students to serve as a school with accreditation is still C where students help with the teaching and learning process at school, help with administration, and help with technology adaptation.<sup>2</sup>

As a new program, of course, implementing *Kampus Mengajar* cannot be free from various challenges. Previous research was conducted by Hilmi et

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<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>.

<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).

al.<sup>3</sup> This research found several challenges for students in the implementation of teaching campuses in Yogyakarta, including students' teaching competencies being less relevant to what the school requires, some students not being given teaching opportunities, facilities and infrastructure not being supportive enough, teachers being technologically illiterate, and miscommunication by Teaching Campus students with teachers in the field. The solutions offered are There needs to be innovation in learning, increasing extracurricular activities to fill gaps in teaching, digitizing reading materials in libraries, adapting technology, and making coordination with teachers more mature before deployment in schools.

The Teaching Campus Program aims to help overcome existing problems in schools and enter frontier, remote, and underdeveloped areas, with the aim of improving the quality of education and implementing technological adaptation, assisting school administration, and increasing literacy and numeracy with targets for teachers and students in assigned schools. Class 2 *Kampus Mengajar* activities include additional school levels, namely the junior high school level, which previously only focused on the elementary school level. Because placement in junior high school is the first time, of course, there are challenges faced by students, for this reason, every student who is selected and placed in junior high school is expected to be able to help teachers in increasing knowledge related to technology so that learning becomes more innovative and creative, school administration activities as well. It is hoped that the presence of students will help, while for literacy and numeracy, students help students in understanding the material and preparation such as Minimum Competency Assessment activities. In the increasingly rapid development of science and technology, and the increasing influence of globalization and competition in the field of education. What can be done is to improve the quality of education.<sup>4</sup> The use of technology does not cause problems, there are many variants of problems that hinder the implementation of the effectiveness of learning with online methods, including limited mastery of information technology by teachers and students, Inadequate facilities and infrastructure, limited internet access, and lack of budget provision.<sup>5</sup>

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<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>.

<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>.

Until 2022, the Teaching Campus program has entered its fourth period or fourth generation. The Teaching Campus Program during that period was attended by 14,504 students from 559 universities, spread across 2,876 schools, both elementary schools (SD) and junior high schools in 35 provinces, running from 1 August to 22 December 2022. The students participated in duty as teacher partners in assisting the teaching and learning process and forming learning strategies that focus on improving students' literacy and numeracy skills in target schools.<sup>6</sup>

So far, the Teaching Campus program has been quite successful in reducing the learning gap (learning loss) caused by the COVID-19 pandemic. Not only that. Based on the results of assessments carried out by the organizers, this program is also considered to have succeeded in increasing students' understanding of literacy and numeracy in elementary and middle schools. Therefore, it is natural that this program will be maintained and now registration has even been reopened for students and field supervisors for the fifth generation.<sup>7</sup>

Even though it is considered successful, this does not mean that the implementation of the Teaching Campus program is not without problems. On the other hand, students participating in the program face various obstacles, both administrative and technical. Administrative obstacles generally revolve around reporting activities of students and field supervisors which, when an assessment is carried out, are deemed not to be in accordance with the provisions so that they can hinder the disbursement of Single Tuition Fees - pocket money or honorariums, including course conversions. Research conducted by Hardian and Makhfuza<sup>8</sup> states that not all students participating in teaching campuses can convert into 20 semester credit units of courses as they should. Many universities only convert their activities to less than 20 credits. In fact, based on Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards, universities are obliged to facilitate students' rights (whether they can take it or not) to a) take semester credit units outside the

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

<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>.

university for a maximum of 2 semesters or the equivalent of 40 credit units. Semester. b) Can take credits in different study programs at the same university for 1 semester or the equivalent of 20 Semester Credit Units.

Meanwhile, technical challenges occurred during the implementation of the Teaching Campus program. Some of these obstacles are general in the sense that they are experienced by most *Kampus Mengajar* participants, but there are also specific obstacles that are casuistic in nature. Among these technical obstacles are communication obstacles. Hilmi, et al.<sup>9</sup> in their research, stated that one of the challenges in implementing Teaching Campus activities is the issue of communication barriers. Likewise, Bhakti et al.<sup>10</sup> based on their research, outlined several technical obstacles in implementing *Kampus Mengajar* programs. Among them is the issue of communication barriers. The research findings of Asra et al explain that in general, the challenges for students in implementing the program are limited learning media, unsupportive networks, and difficulties in class management. Furthermore, Hartatik et al.<sup>11</sup> found the fact 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.

The next problem is that there is still a stereotype that ideally the Teaching Campus program is only suitable for students who come from education study programs, considering that teaching campus participants do not only come from Education and Teacher Training students but come from various departments or study programs outside of education. The Teaching Campus is part of the *Merdeka Belajar Kampus Merdeka* program which involves students at each campus from various educational backgrounds to help with the teaching and learning process at school, especially at the elementary school level and provide opportunities for them to learn and develop themselves through activities outside the lecture classroom. This good intention is not without the risk of educational malpractice if it is not prepared properly. Moreover, teacher preparation for teaching requires time and skills that are specifically trained for that purpose. The pandemic situation adds to the complexity of educational problems which should not be undertaken by people who do not master pedagogical

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<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>.

knowledge. With very minimal teaching basics received in training, students, especially non-teaching students, have limitations in pedagogical knowledge.

This research is based on the results of previous research in which there are still many challenges faced in the Teaching Campus program as one of the *Merdeka Belajar Kampus Merdeka* (MBKM) programs. The results of previous research motivated researchers to examine the problems faced in the MBKM program with the novelty of the research specifically on the Non-Educational Study Program in sending students to take part in the Teaching Campus program as one of the MBKM programs.

The purpose of this study is to reveal the meaning or interpret phenomena related to the challenges faced by Non-Educational Study Programs in accommodating Teaching Campus Program Policies. For this reason, an inductive analysis process and exposure to descriptive data are needed which are characteristic of qualitative research. Another reason that underlies the choice of qualitative approach is that in this study the informant constructs and conveys reality which then the researcher seeks to understand and express in writing and describe the behavior and actions of the informant according to the informant's perspective. The effort to describe this phenomenon is a method of developing theories inductively by making observations and then looking for patterns that can show relatively universal principles.<sup>12</sup>

The data collection techniques used in this study were *in-depth interviews*, observations, and documentation studies (*study of documents*). Research findings can be declared valid if there is no difference between what the researcher reports and what happens to the object under study. Therefore, in qualitative research, it is necessary to test the validity of the findings. The validity test in this study was carried out by checking credibility, transferability, and confirmability.<sup>13</sup>

The selection of informants is carried out by *purposive sampling* techniques or sampling theory. 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> namely (1) open and able to provide information; (2) easy to talk to; (3) have sufficient time and opportunity to be interviewed; (4) sufficiently

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<sup>12</sup> John Creswell and Cheryl Poth, *Qualitative Inquiry Research Design, Choosing Among Five Approaches*, ed. Helen Salmon, John Scappini, and Libby Larson, Fourth Edi (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).

<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>.

and intensively engaged in the site environment; and (5) still actively involved in the research site environment. Meanwhile, non-human data sources include documents, photographs, and records of activities owned by institutions. The selection of documents is based on criteria (1) directly related to the focus, and (2) obtained officially through the consent of the informant.

According to Miles, Huberman, and Saldana,<sup>16</sup> data analysis is a process of reviewing, sequencing, and grouping data with the aim of compiling working hypotheses and elevating them into theories as a result of research. Meanwhile, according to Bogdan and Biklen,<sup>17</sup> data analysis is the process of finding and systematically compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, and the findings can be informed to others.

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

The success of the *Merdeka Belajar Kampus Merdeka, Kampus Mengajar* program cannot be separated from obstacles and challenges. The implementation of this program innovation was not as smooth as expected because the study program faced various challenges, both technical and administrative, in facilitating students in pursuing their studies. The *Merdeka Belajar Kampus Merdeka* program that has been implemented has experienced several major challenges, such as planning 4-year education, converting grades, converting internship credits, building partnerships, and rebuilding academic and administrative systems. Difficulties in obtaining disbursement of funds and student rights are major considerations when participating in the *Merdeka Belajar Kampus Merdeka, Kampus Mengajar* Program. Apart from that, there are difficulties in processing their rights, especially for students who are placed in areas far from their domicile. Even though there are still difficulties in implementation, students who take part in these various programs are still enthusiastic about participating.

Teaching Campus is one of the programs that is a solution in the world of education during a pandemic. However, this does not mean there are no obstacles or challenges. From the research results, we focused these challenges into two focuses, namely Administrative Challenges and Technical Challenges.

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<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).

Universities must take their own policies in implementing the *Merdeka Belajar Kampus Merdeka* in accordance with their financial conditions and capabilities. In implementing the *Merdeka Belajar Kampus Merdeka* program, the first thing that must be done is to evaluate the curriculum and reconstruct the curriculum in all study programs to provide opportunities for students to gain learning experiences outside the study program or campus according to their needs. The Ministry of Education, Culture, Research, and Technology has actually prepared the facilities and infrastructure needed by universities to prepare their study programs through Curriculum Collaboration Grants and Implementation of *Merdeka Belajar Kampus Merdeka* Program, Higher Education Curriculum Development and Support for the Acceleration of Independent Campus Learning Grants, Micro-Credential Program Grants Indonesian Students, Independent Campus Competition Program Grants and many other assistance programs aimed at preparing for the implementation of independent campus learning. Apart from financial assistance through study programs and universities, the government through the Ministry of Education and Culture also provides Single Tuition financial assistance and living costs to students who take part in one of the *Merdeka Belajar Kampus Merdeka* programs organized by the central *Merdeka Belajar Kampus Merdeka* working group or known as the Freedom Working Group of Learning Independent Campus center.

This is in line with the findings of Ramadhan and Megawati<sup>18</sup> that the challenges faced by the University to improve the quality of its students' education are setting Standard Operational Procedures that can run effectively for students, Consistent communication with students, apart from the challenges experienced by students, namely pocket money the one given to those taking part in the MBKM program is still too late. There needs to be a further improvement, especially in terms of the distribution of pocket money to students taking part in the MBKM program which is often late which makes it difficult for students. Obstacles in implementing the MBKM program are: 1) the process of adapting the KKNI program to the MBKM program will have an impact on students and teachers; 2) limitations of partner institutions; 3) the internship program has many obstacles due to the cooperation mechanism; 4) Fund management by Dana does not set aside a special budget to implement the MBKM program; 5) the quality and

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<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.



productivity of human resources for teachers and students needs to be improved.<sup>19</sup>

The *Merdeka Belajar Kampus Merdeka* policy was created to face increasingly rapid changes. Such changes require students to have more competencies in line with continuously developing needs. The *Merdeka Belajar Kampus Merdeka* program provides challenges and opportunities for students to develop their creativity, capacity, personality, and needs as well as develop independence in seeking and finding knowledge in accordance with reality and the market world such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and achievements.<sup>20</sup> Implementation of the MBKM policy is not carried out simply and fully in all study programs, because each study program has different characteristics.

Alawi et al.<sup>21</sup> explain that the era of industrial revolution 4.0 is an era of high technology and it is hoped that students throughout Indonesia are ready to face the challenges of the era of industrial revolution 4.0 with the 'one area' concept. The campus can work together, be creative, and is ready to serve others, ourselves, and the wider community. Furthermore, Arifin and Muslim<sup>22</sup> stated that with the rapid changes in the order of life, Indonesia is preparing human resources by making innovations in the field of education. Educational institutions are required to be able to design and implement innovative learning processes, which have an impact on increasing competence in attitudes, knowledge, and skills. With the hope of improving the quality of human resources that can answer the challenges of changing times.

Administratively, universities in Indonesia have implemented the *Merdeka Belajar Kampus Merdeka* program, starting with preparing curriculum documents that are adapted to the *Merdeka Belajar Kampus Merdeka* guidelines issued by the Ministry of Education, Culture, Research and Technology. The challenges faced by Study Programs in the *Merdeka Belajar Kampus Merdeka* program at a university or in the smallest scope of the study program are seen from three aspects, namely (1) implementation aspects related to the

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<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>.

<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.

role of universities in facilitating students on their campus to take part in the *Merdeka Belajar Kampus Merdeka* program; (2) aspects of student involvement include the number of students participating in the *Merdeka Belajar Kampus Merdeka* program, universities will calculate the ratio with the total number of students; and (3) the lecturer involvement aspect includes the number of lecturers involved as supervisors or in the *Merdeka Belajar Kampus Merdeka* program. Fidesrinur et al.<sup>23</sup> stated that Field Supervisors have an important role in the effectiveness of the Teaching Campus program by coordinating planning, implementation, and reporting with ministries, education offices, schools, universities, and students, to ensure a positive impact on each party.

Challenges faced in implementing the *Merdeka Belajar Kampus Merdeka*, Teaching Campus program include limited funds, especially from students, and the academic information system to facilitate activities is still inadequate. lack of information regarding the technical implementation of the *Merdeka Belajar Kampus Merdeka* program. Among the challenges described are several similar challenges found in many universities, namely: funding, academic systems, quality, and productivity of human resources.

Hang Tuah University Surabaya realizes the potential of the independent learning campus policy to function as a platform to improve the quality of education for its students by incorporating field realities and dynamics such as skills, problems, social interactions, collaboration, self-management, performance guidance, targets, and achievements. There are several factors, such as study programs/faculty challenges, that need to be changed so that the *Merdeka Belajar Kampus Merdeka* policy can be fully implemented in the education system. Courses from the adopted *Merdeka Belajar Kampus Merdeka* curriculum are being adapted. Furthermore, students, there are still many lecturers at Hang Tuah University Surabaya who need training so they can adapt to the *Merdeka Belajar Kampus Merdeka* policy.

The Covid-19 pandemic has also caused a decline in students' abilities in aspects of literacy and numeracy, especially for learning participants who are far away or do not have access to the internet and information technology. The massive and rapid spread of the Covid-19 virus requires students not to gather in one room in large numbers. Limiting direct interaction also makes it difficult for learning participants to gain access to the knowledge and skills needed for learning. Setiawan and Sukamto<sup>24</sup>

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<sup>23</sup> "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>.

<sup>24</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.

revealed that schools have not fully taught literacy and numeracy to students. This is due to several factors, namely 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 *Kampus Mengajar* program focuses on improving numeracy, administration, and technology literacy in the schools targeted by the program. Numeracy literacy is a person's ability to use reasoning. Reasoning means analyzing and understanding a statement, through activities in mathematical language expressed in everyday life and expressing the statement in writing or orally. Then, the administration is a form of activity related to school files, such as correcting exams, organizing the library, and organizing classes, while technological adaptation is a form of activity related to applied technology, such as using Google Class, using tablets in learning, and educational digital games. The findings are in line with the opinion of Asra et al.<sup>25</sup> that there are quite a lot of obstacles for students in terms of learning to increase literacy and numeracy. Students tend to be monotonous and not creative in finding activities to improve literacy and numeracy. Students are charged with other things by the school, including completing school administration. This is quite burdensome for students in carrying out their main tasks, namely efforts to increase literacy and numeracy. Furthermore, Hartatik et al.<sup>26</sup> found the fact 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.

### 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 has eight forms of learning activities, which are currently booming among students, namely

<sup>25</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.

<sup>26</sup> "Tantangan Penerapan Pembelajaran Literasi Di Sekolah Sasaran Program Kampus Mengajar," *JIIIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 12 (2022): 5351–54, <https://doi.org/10.54371/jiip.v5i12.1175>.

teaching assistantships with the *Kampus Mengajar* program, Independent Study in companies, and Internships in the workplace. Students who take part in this program will receive a maximum conversion of 20 credits. The learning obtained in MBKM activities aims to provide opportunities for students to develop their competencies. All students carry out teaching assistance activities for around 10 weeks. Teaching assistance activities are carried out according to the schedule that has been discussed with the tutor. Each student could teach face-to-face at school for 2 days a week in pairs. Students and pupils come to school according to the schedule arranged by the school in turns. To carry out this task, students coordinate with their respective class teachers regarding material and assignments as well as student data. Referring to the guidelines for implementing the *Kampus Mengajar*, students should become teaching assistant teachers.<sup>27</sup> In practice, students are asked to teach in classes without a teacher. They become the main teachers, not helping teachers teach. However, students feel satisfaction with the success of teaching in a class without a teacher.

The MBKM program in higher education is not without obstacles, there are many obstacles faced in implementing this program. Obstacles in implementing the MBKM program vary based on viewpoints. Obstacles from the perspective of universities, study programs, supervisors, and students as implementers of the MBKM program. Apart from that, from the perspective of the partners in the MBKM program, in the form of partners from other universities, partners from government institutions, partners from research and community service institutions as well as partners from the business world, the world of industry and the world of work.<sup>28</sup>

Another important thing in this *Kampus Mengajar* activity is that it is not intended to replace the duties of teachers. In other words, students are expected to fill vacancies or activities required by the school. Considering

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<sup>27</sup> Iriawan and Saefudin, *Buku Saku Utama Aktivitas Mahasiswa Program Kampus Mengajar* 2021. Kementerian Pendidikan Dan Kebudayaan 2021, 37.

<sup>28</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 Implementasinya Bagi Mahasiswa Disabilitas," *Edukatif : Jurnal Ilmu Pendidikan* 4, no. 1 (2022): 1134–39, <https://doi.org/10.31004/edukatif.v4i1.2056>.

that students are not prepared to become teachers and the students' backgrounds are diverse, of course, this also has an impact on their learning experience in developing various programs needed by the school. For this reason, program development, implementation, and evaluation of the implementation of the *Kampus Mengajar* need to be carried out well so that it runs effectively and efficiently.

The activities of the *Kampus Mengajar* program, if translated literally, are not relevant to the scientific core of all non-educational study programs, but study programs are prohibited from limiting student participation if they take part in the *Kampus Mengajar* program. As one of the eight *Merdeka Belajar Kampus Merdeka* programs, the Teaching Campus also plays a role and contributes to the achievement of the Key Performance Indicator for study programs and universities, where in the Key Performance Indicator the composition of students who are active in *Merdeka Belajar Kampus Merdeka* is at least 25 people from the total number of graduates. Student participation in the *Merdeka Belajar Kampus Merdeka* program also determines the adequacy of accreditation scores at the National Accreditation Board for Higher Education and the Independent Accreditation Institute. Several lecturers at Hang Tuah University still do not understand the *Merdeka Belajar Kampus Merdeka* activities, not only the Teaching Campus, where there is an opinion that if all students take MBKM then the courses they teach will be eliminated because they convert courses that are in accordance with the MBKM program in general. and the *Kampus Mengajar* in particular.

To prepare students to face social, cultural, and world-of-work changes and rapid technological advances, student competencies must also be prepared to be more responsive to the needs of the times. It is hoped that the Independent Learning - Independent Campus policy will be an answer to these demands. An independent campus is a form of learning in higher education that is autonomous and flexible to create a learning culture that is innovative, not restrictive, and in accordance with student needs.

One of the challenges faced by Non-Education Study Programs is the problem of communication competency in teaching. Malik and Putri<sup>29</sup> stated that the communication barriers faced by students in implementing the *Kampus Mengajar* program were caused by several factors. Among other things, perception factors regarding the condition and existence of the target school, psychological factors, especially in establishing relationships with

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<sup>29</sup> "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>.

teachers, as well as language and cultural factors, especially when interacting with students.

With their communication competence, students can overcome various obstacles or barriers that exist, so that the adaptation and interactions carried out can run well. Likewise with the program from the *Kampus Mengajar*, in the end, it was also implemented well. The provision provided before implementing the program 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. In this way, the communication competence possessed by students is a factor in the success of implementing the *Kampus Mengajar* program at the target school.

The policy adopted is that students receive provisions provided by MBKM before the program takes place. The material provided in the briefing does not only revolve around administrative issues but also technical material, including material on ethics and communication. In the 2022 *Kampus Mengajar* Program Student Pocket Book, it is stated that the aims of student training are; first, to provide the knowledge and skills needed by students when helping schools and teachers in the learning process, especially to improve literacy and numeracy competencies, help adapt technology, and develop personal abilities both in soft skills and hard skills.<sup>30</sup> Second, so that students have the readiness to adapt to a new environment while being able to carry out their duties in accordance with the established guidelines. Debriefing before student assignments includes instilling concepts, discussions, case studies, designing learning strategies that focus on increasing literacy and numeracy, and practical implementation in the context of basic education. The briefing material before assignments consists of literacy and numeracy material, soft skills, national vision, current issues, and collaboration material during assignments which all students must follow.

With the provision provided, apart from being able to fully understand what and how the Teaching Campus program is, the goals to be achieved, and what must be done, students can also prepare everything well. Meanwhile, on the other hand, material such as ethics and communication is also provided during debriefing, enabling them to quickly adapt to the school environment. Because the briefing conveys attitudes and behavior that must be prioritized, and how to build and improve competence in communication. Therefore, even though at the beginning they experienced a kind of culture shock because the target school where they were assigned did not match

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<sup>30</sup> Iriawan and Saefudin, *Buku Saku Utama Aktivitas Mahasiswa Program Kampus Mengajar 2021*. Kementerian Pendidikan Dan Kebudayaan 2021, 37.

what they had imagined, this situation was successfully overcome as the awareness emerged that their task was to help the teaching and learning process and form learning strategies that focused on increasing students' literacy and numeracy skills with the target schools being schools in the 3T category.

Based on this explanation, it can be understood that the various communication challenges experienced by students during the implementation of the *Kampus Mengajar* program can be overcome thanks to the competencies they have. Namely communication competence in the form of the ability and willingness of everyone to participate in a communication activity to produce maximum meaning. In this case, students can build openness so that they can receive various input and suggestions from parties for the success and running of the *Kampus Mengajar* program. With an open attitude, students can establish effective communication not only with teachers but also with students. Because, with effective communication, students can overcome and minimize misunderstandings which are characterized by creating a common meaning, resulting in what is called mutual understanding and good relationships between all parties. Apart from that, students also have social competence in the form of skills to develop themselves in teamwork, so that they can overcome various obstacles that occur. Hilmi, et al.<sup>31</sup> stated that one of the challenges in implementing Teaching Campus activities is the issue of communication barriers. Likewise, Bhakti et al.<sup>32</sup> based on their research, outlined several technical obstacles in implementing *Kampus Mengajar* programs. Among them is the issue of communication barriers

Basically, this teaching campus is relatively the same as guest teachers who are invited to the school from various professions and professionals in their fields according to the learning theme. The difference is that the guest teachers are students from various scientific backgrounds and there are non-teaching study programs that carry out *Kampus Mengajar* duties and are not professionals with a relatively long period, namely 6 months. Becoming a professional teacher requires quite a long process and time so it can be understood that students are not meant to replace the teacher's position.

This *Kampus Mengajar* activity is an effort to pursue a transformative learning process by emphasizing fulfilling one's own interests in learning. Literacy skills as well as mental attitudes are needed as something

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<sup>31</sup> "Tantangan Dan Solusi Pelaksanaan Program Kampus Mengajar Angkatan 2 Di Yogyakarta."

<sup>32</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>.

fundamental in learning activities. Through the process of learning activities and technology Adaptation Activities, it is hoped that students can become a superior and competitive generation. One of the fundamental challenges is how this implementation can run without reducing the quality of learning. Implementing online learning requires innovation and creativity in managing online classes. *Kampus Mengajar*, students are assigned to assist teachers and school principals in the online learning process and improve school management, or what is called School-Based Management (MBS). Through this program, students are also expected to have skills and abilities (hard skills and soft skills) through the achievements of the Teaching Campus program in the form of leadership skills and the ability to interact with and analyze the conditions of the surrounding environment. Students are expected to have learning experiences outside the study program and implement the knowledge and knowledge they have while studying on campus in the school community or learning community, especially aspects of literacy and numeracy.

Online learning began to be implemented intensively during the outbreak of the Covid-19 pandemic in Indonesia. In general, online learning or what is usually called an online system has been implemented for a long time in developed countries, the only university that has implemented online learning for a long time in Indonesia is the Open University. Online learning is closely related to the availability of an internet network and adequate bandwidth capacity. Anticipating and facilitating online learning, Hang Tuah University has a Learning Management System as a medium for implementing online learning. Hang Tuah University's E-Learning address is <https://lms.hangtuah.ac.id>.

The Academic Administration System and Learning Management System (e-learning) are two applications that have different aims and objectives. Where the Academic Administration System is an abbreviation for the Academic Administration System which was created with the aim of making it easier for students, lecturers, and educational administration staff to collect and archive student files while studying at Hang Tuah University. Meanwhile, the Learning Management System (e-learning) was created with the aim of being a forum for students to obtain lecture material that they have not received due to the problem of not being able to attend class directly.

Through the Academic Administration System, lecturers and students can carry out two-way communication during the learning process. Guardian lecturers can also monitor and provide recommendations on whether students are eligible to take part in the Merdeka Belajar Kampus Merdeka program. Through these two applications, it is hoped that students who



undertake Merdeka Belajar Kampus Merdeka outside the study program and outside the university will not experience obstacles in the learning process if they are assigned to a regional area. However, not all lecturers at Hang Tuah University use these two applications. Research findings show that based on data on the use of the Learning Management System at vendors, the number of Hang Tuah University lecturers who actively use these two applications is still 35% of all lecturers in the 7 (seven) existing faculties. This is one of the causes of reduced student interest in participating in the Merdeka Belajar Kampus Merdeka program.

In addition, the focus on technology adaptation is providing training to teachers. Training takes the form of workshops. The workshop introduced various applications that have been provided by the Ministry of Education and Culture for the elementary school level. Examples of applications provided by the Ministry of Education and Culture include the AKSI application, sharing teacher, learning house, and SEAMOLEC. With the introduction of these applications, it is hoped that teachers will be able to carry out various kinds of innovations to support learning. Apart from that, with the help of these applications, it can be easier for teachers to see references for making Principal Learning Plans, assessing students, and much more.

## Conclusion

Based on research findings, it was concluded that the main challenges to the *Kampus Mengajar* program policy in Non-Educational Study Programs were administrative challenges and technical challenges. The administrative challenge is that universities must take their own policies in implementing the *Merdeka Belajar Kampus Merdeka* in accordance with their financial conditions and capabilities. The challenges faced in implementing the *Merdeka Belajar Kampus Merdeka* program, and other *Kampus Mengajar* program policy in Non-Educational Study Programs were administrative are limited funds, especially from students, and the academic information system to facilitate activities is still inadequate. lack of information regarding the technical implementation of the *Merdeka Belajar Kampus Merdeka* program. Among the challenges described, several similar challenges are found in many universities, namely: funding, academic systems, quality, and productivity of human resources. Technical challenges in campus teaching programs include issues of communication competence in teaching, challenges of literacy skills as well and mental attitude as something fundamental in learning activities.

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