



THE IMPLEMENTATION OF *KAMPUS MENGAJAR PERINTIS* PROGRAM AS AN ALTERNATIVE SOLUTION TO PROBLEMS IN ELEMENTARY SCHOOLS DURING THE PANDEMIC

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ABSTRACT

The COVID-19 pandemic has led to online learning and stay-at-home measures in Indonesia, enabling internet-based study from home (SFH). The Indonesian government regulates a Study from Home (SFH) policy due to the COVID-19 pandemic. This policy certainly affects the learning process, one of which is the readiness of the learning process in elementary schools. This research aims at revealing and evaluating the implementation of the *Kampus Mengajar Perintis* (Pioneer Campus Teaching, hereinafter KMP) program as one of Merdeka Belajar Kampus Merdeka programs. This program is conducted by undergraduate students who are spread out across all universities in Indonesia. They are given the chance to teach at elementary schools and are expected to help improve the learning process within three months. This research is conducted using a descriptive Qualitative research method. Students' responses to the KMP program are collected and used as data. The study involved 17 respondents across schools in West Java. The data is collected through questionnaires, weekly report documents, and students' final reports through the KMP system. The research shows that the implementation of the KMP program is in accordance with the objectives of the program's implementation. Students are able to directly participate in helping the learning implementation in Elementary Schools during the COVID-19 pandemic, and they also have applied service-learning in the process. Conclusively, this program serves as a solution for the implementation of blended learning activities in elementary schools and also aids teachers in enhancing the crucial digital literacy required for learning during the pandemic.

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1. INTRODUCTION

The COVID-19 epidemic has altered people's lifestyles. Stay-at-home programs are being introduced to suppress the spread of COVID-19 (Khasanah, Pramudibyanto, & Widuroyeki, 2020). Furthermore, the Indonesian government promotes online learning or *pembelajaran jarak jauh* (PJJ, long-distance learning), also known as study from home (SFH), through internet-connected gadgets. Furthermore, according to Garad, et al. (2021), internet-based learning or e-learning may be quantified using four indicators: the e-learning system, the electronic device, the application, and internet access. According to Nugroho (2012) and Yulia (2020), this learning uses the internet as a learning tool, which may be seen as a strategy to increase the internet's beneficial impact. It must also be accompanied by direct management for the learning process to succeed. Increased usage of multimedia and interactive simulations or games in online learning is one of the consequences (Kim & Bonk, 2006). One of the benefits of SFH is that students can follow the lesson whenever and wherever they choose without having to interact with the teacher face-to-face (Morgan, 2020; Yuangga & Sunarsi, 2020). Learning over the internet has been a part of formal and informal education in several parts of the world (Suciati, 2017).

Some learning activities can use programs like Ruang Guru, Google Classroom, Zoom, Google Docs, Google Forms, and WhatsApp Groups as distance learning mediums (Dewi, 2020). However, there are certain challenges that arise during the online learning process, particularly at the elementary school level. Students who are unable to operate their devices without the assistance of their parents are one such barrier; second, Megawanti, et al. (2020) report that the physical absence of their teachers and peers prevents them from providing explanations, answers, and even joy during an SFH. The third issue is internet connection issues, such as slow internet, overpriced internet access, or no online access at all for others (Daheri, et al., 2020; Robandi, 2020). According to Rusman in the article entitled *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi [Information and Communication Technology-based Learning]*, in 2011, mentioned that distance learning may cause students who do not have a strong desire to learn to fail.

Through Minister of Education and Culture Notice Number 36962/MPK.A/HK/2020, the Indonesian government has established a long-distance learning policy or PJJ. To prevent the Coronavirus sickness (COVID-19) from spreading, the government states that learning must be done online (Karnawati & Mardiharto, 2020; Wardani & Ayriza, 2020). This strategy is also mentioned by the United Nations Sustainable Development Group (UNSDG) in the article entitled *Policy Brief: Education During COVID-19 and Beyond*, in 2020. This guideline does not apply only to elementary and junior high schools; it also applies to universities. The Minister of Education and Culture, through the Directorate General of Higher Education, organized *KMP* to support the policy. It has something to do with the Merdeka Belajar-Kampus Merdeka policy, particularly the Kampus Mengajar curriculum.

According to Siregar, et al. (2020), university students must choose a university with the best accreditation in order to be prepared to confront problems in the 4.0 industrial revolution age. As a result, the Indonesian government introduced the concept of the right to study outside of study programs for three semesters as mentioned Ministry of Education and Culture in the lecture entitled *Merdeka Belajar: Kampus Merdeka [Independent Learning: Independent Campus]*, in 2020. It is an attempt to address issues that university students encounter in a system that appears to be solely concerned with study programs. Some students are unhappy with their majors and are still searching for their true self. This era necessitates a wide range of knowledge subjects to prepare pupils for difficulties at work and in society.

The "Merdeka Belajar: Kampus Merdeka" (Freedom to Learn-Independent Campus) strategy, according to Minister of Education Nadiem Makarim, is viewed as a kind of independence offering freedom to educational institutions from complex bureaucracy and freedom for students to choose their chosen program as mentioned by Directorate General of Higher Education, Ministry of Education and Culture, in the book entitled *Buku Panduan Merdeka Belajar – Kampus Merdeka [Guidelines on independent learning – independent campus]*, in 2020. The Ministry of Education and Culture's mission is to establish a self-governing, non-bureaucratic, and innovative educational system based on the interests and demands of the modern world (Arifin & Muslim, 2020). Aside from that, university students should be able to develop their potential according to their passion and talent through experiential learning programs with various paths (Sudaryanto, et al., 2020).

With the concept of Kampus Merdeka Belajar, which relates to three semesters of learning rights outside of the study program, university students are expected to be more active, creative, inspirational, and involved in collaboration with their colleagues as a whole, both inside and outside the university, to ensure good cooperation. This is one type of Kampus Merdeka curriculum in which university students receive student-centered learning by preparing them to deal with a variety of real-life challenges.

Students are also trained in the field to broaden their knowledge and experience, as they have the right to study outside of the study programs. The Kampus Merdeka idea provides students with a broad range of information and learning experiences in numerous sectors of science, allowing them to discover their passion and prepare for life in the real world. Aside from that, pupils should be prepared to handle the period of the fourth industrial revolution. They are not expected to be inferior to machines but rather to command them. It's because humans have an intellect, a heart, and a desire to look after one another. This is also in accordance with Abidah, et al. (2020) in the following excerpt.

"*Merdeka belajar*" means freedom of learning, which means allowing students to learn as freely as they can to learn calmly, relaxingly, and happily without stress and pressure by paying attention to their natural talents, without forcing them to learn or master a field of knowledge outside their hobbies and abilities, so that each of them has a portfolio that suits their passion. If the freedom of learning is fulfilled, it will create "independent learning," and the school is called an independent school or a free school.

The Merdeka Belajar program is intended to provide a platform for Indonesian university students to pursue studies in accordance with their abilities and conscience. It is also tailored to each student's desire to create a portfolio as both a work and a learning outcome. Because learning is a long process, students expect it to be enjoyable and humorous. Students are anticipated to maximize their potential as a result of the "Merdeka Belajar" curriculum since they have the opportunity to expand their knowledge according to their particular passions.

Kampus Merdeka is a type of autonomous and flexible learning curriculum used in higher education to foster an inventive, unrestricted, and student-centered culture (Siregar, et al., 2020). The Ministry of Education and Culture has a policy on learning called Kampus Merdeka Belajar-Kampus Merdeka. According to the Ministry of Education and Culture, Kampus Merdeka's learning process exemplifies the importance of student-centered learning. Learning at Kampus Merdeka provides opportunities to develop innovation, creativity, ability, and personality. Through realities and field dynamics such as skill requirements, genuine challenges, social interaction, collaboration, self-management, performance needs, targets, and achievements, students acquire independence in seeking and discovering knowledge. Students' hard and soft skills will be formed powerfully through a well-designed and well-implemented Merdeka Belajar program (Directorate General of Higher Education, 2020)

This program was executed for the first year, from 14 September to 11 December 2020. The program drew university students from all throughout Indonesia, representing a variety of universities and majors. With the goal of regional equality, the government decided on the plotting number of pupils. This curriculum also includes a lecturer who serves as a field supervisor, guiding students through the program. Students and lecturers are chosen through a process that requires them to meet a number of specific requirements as prospective registrants. Learning and teaching activities can be done online or in person, depending on the strategy.

One of the goals of KMP is to provide a solution to schools affected by the pandemic by utilizing university students who live in the surrounding area to assist teachers and headmasters in implementing learning activities. Second, pupils should be taught empathy and social sensitivity when it comes to community issues. Third, to improve critical thinking abilities in collaboration across fields of science and among students of varied backgrounds in order to solve challenges. Fourth, pupils' knowledge, character, and soft skills must be developed. Fifth, through increasing community motivation to participate in development, encourage and accelerate national growth. Finally, universities and students should play a larger role in national development.

Several studies have extensively explored the MBKM program. Research centered on the MBKM program and student readiness has been conducted by Sumani, et al. (2022), Suwanti, et al. (2022), Laga, et al. (2022), and Prasandha and Utomo (2022), all of which demonstrate that students are keen on implementing the MBKM program. This program also aids students in improving their teaching skills. Nevertheless, there are still areas where students' abilities, particularly in diversifying their teaching methods, could be enhanced. Studies investigating schools' preparedness for the MBKM program, undertaken by Soenandi, et al. (2021), Saehana (2021), Sulistyani (2022), and Fuadi & Aswita (2021), indicate the need for improved digital literacy among teachers. Additionally, schools need to meet the digital requirements of both teachers and students, such as providing internet access, computers, tablets, or laptops. Research concentrating on university-level education, conducted by Sahertian, et al. (2022), Sulistyani (2022), and Bhakti (2022), reveals that implementing the MBKM program at universities presents several challenges. These issues stem from universities, professors, and students. Challenges include the mismatch between SD-level placements and graduate profile achievements, inadequate communication between the ministry and local authorities, students not fulfilling their responsibilities, and numerous teachers employing students as substitutes rather than partners in the classroom.

Building on the findings of previous research, various issues have emerged from the perspectives of students, universities, and schools as partners in the MBKM program. This study specifically aims to evaluate one MBKM program, namely 'Kampus Mengajar,' as a solution to the challenges faced by schools. The aspiration is that the MBKM program's introduction can offer a comprehensive solution for post-pandemic learning readiness in schools."

KMP, when examined more closely, has the same purpose as the service-learning model. According to Astin and Sax (1998), Byers and Grey (2012), Scott (2008), and Speck (2011), Roads (2000) service-learning focuses on education experience by allowing students to apply theory, concepts, and skills learned in class to real-world situations. According to Roads (2000), it is critical to assist university students in better understanding social life. Service learning, according to Setyowati and Permata (2018), is a teaching technique that blends academic purpose and effort to foster awareness in directly tackling social problems. Service-learning stems from John Dewey's belief that education should try to make students engaged citizens and responsible members of society.

Programs that have been running for some time require an evaluation procedure as a sort of attention-getting follow-up. The evaluation result can be used as a description of the program by non-participant

university students and professors. It can also be used to see if the software is working as planned. Furthermore, the findings can be used by policymakers to develop a follow-up program. As a result, this study will demonstrate how KMP works from the standpoint of pupils.

2. METHOD

This research is conducted by using a descriptive Qualitative research. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem as mentioned by Creswell, in a book entitled *Research design: Qualitative, quantitative, and mixed methods approach*, in 2017. The research process includes developing questions and techniques, data collection often taking place in the participant's environment, inductive data analysis going from specifics to general themes, and the researcher's evaluation of the significance of the findings as described by Creswell on the book mentioned above. Table 1 consists of the outline of semi-open questions contained in the questionnaire.

Table 1.

Outline of the questionnaire items

No.	Question Outline
1.	The average number of teaching hours per day
2.	The form of teaching conducted by students
3.	Correlation between educational background with the implementation of the KMP program
4.	Impressions of teaching students on the implementation of the KMP program
5.	The students' advice on the implementation of the KMP program

The research subjects are students from a state university of Bandung involved in the KMP. The total number of research subjects is 17 university students spread across several elementary schools in West Java. The data is collected through questionnaires that are shared online using Google Forms. Aside from the questionnaire, the data is collected through a weekly report document and students' final report that is uploaded periodically on the portal <https://kampusmerdeka.kemdikbud.go.id/>.

3. RESULTS AND DISCUSSION

This section is divided into four sub-sections. First, the explanation about the activity preparation. Second, effective teaching hours in elementary schools. Third, the teaching process description is conducted by the students in school. Fourth, the explanation of the relationship between Indonesian Literature and English Literature major with the implementation of KMP.

3.1 Program Preparation Phase

The university students went through a selection process to follow the program. All participants that passed were directed to take training within five days. It started on 5 October 2020 until 9 October 2020. Table 2 below presents the questionnaire results.

Table 2.

Results of the Questionnaire

No.	Question Outline	Questionnaire results
1.	The average number of teaching hours per day	1 – 2 Hours = 1 person 3 – 4 Hours = 10 people 5 – 6 Hours = 6 people
2.	The form of teaching conducted by the university students	<ul style="list-style-type: none"> ● Online, by utilizing various applications using gadgets/smartphone ● Offline, university students and elementary students come to school but still comply with health protocols. It is implemented in some schools with consideration of the lack of online learning facilities. Especially students who do not have gadgets/smartphones. ● Blended learning or a combination of online and offline learning. For example, 3 days in a week are offline, and the next 3 days are online. Offline activities that are carried out are physical education and other subjects that need practice.
3.	Correlation between educational background with the implementation of the KMP program	Some university students argue that the implementation of KMP is difficult at first because they feel that their knowledge is not yet enough, especially in the education field. It happened because they are from non-educational majors. However, after a while, they were able to adapt well so the program could be implemented maximally. Furthermore, university students think that this program is a place for them to train their soft skills even though they are not Primary Teacher Education majors. This program is also a medium for acquiring experience. The acquired experience will not go to waste because, through this program, schools that need help can be developed with university students' help.

	Teachers can also feel the benefit of this program when it's started, and they are helped by the students even though they are not from a related major.
4. Impressions of teaching students on the implementation of the KMP program	Most of the university students believed that KMP is a positive, fun, and challenging activity, as well as other good impressions. They also got various unique and interesting experiences. Furthermore, they claimed that they could take positive values from teaching in Elementary Schools. All the university students argued that this program should be implemented again next year.
5. The students' advice on the implementation of the KMP program	As the name implies, this program still has some drawbacks. Among them is the preparation phase, especially the applications used to support this program often have technical errors. Other than that, there is too much data that the university students must fill in, which causes confusion, and it also needs a relatively long input time. However, the university students argued that this activity must be conducted in the following years with various improvements and a more well-prepared system.

The training is a supplement for the students before going to the elementary schools they choose. The experts in their fields delivered the following nine materials based on Table 3.

Table 3.
Preparation Phase

No.	Discussion materials
1.	The university students' role in long-distance learning or <i>Pembelajaran Jarak Jauh (PJJ)</i>
2.	Offline and online learning strategy
3.	Literacy and numeration learning concept
4.	Balanced numeration and literacy activities
5.	Understanding the students' ability by using diagnostic assessment
6.	Social adaptation and communication in education sector
7.	Mentoring and evaluation of KMP in the MBKM portal for university students
8.	Session 1 of Basic Science of COVID 19
9.	Session 2 of Basic Science of COVID-19

Direct training is conducted using *Zoom Meetings*. The university students are given direction to maximize themselves in providing education to school students about the importance of 3M, which are *memakai masker* (wear a mask), *mencuci tangan* (washing hands), and *menjaga jarak* (keep the distance). Furthermore, the university students are supplied with learning modules from the Directorate General of Higher Education used as a reference in elementary school students' learning-teaching process. Nevertheless, this program is made flexible to follow the learning-teaching process that has been conceptualized in elementary school.

Besides participating in an online briefing, the university students also did some preparation offline, which is conducting the following activity: 1) coordinating with education authorities; 2) having assignment activities; and 3) composing the program's design. First, coordination program with education authorities in each area. The steps that have been conducted during the coordination is consisted of three steps. First, the university students and field supervisor establish communication first with the education authorities as a form of notification. Second, the students report themselves and submit assignments from universities and the Directorate General of Belmawa to the relevant Education office. Third, the students upload the photos taken from the program on the application Merdeka Belajar Kampus Merdeka (MBKM), or it can be accessed via link <https://kampusmerdeka.kemdikbud.go.id>. It is used as evidence that they have reported and submitted a letter of assignment to the Education Office.

Next is assignment activities. In the early step of the assignment, the students coordinate with teachers and the headmaster about the KMP program. They are also directed to observe their choice of elementary school. The observation that they conduct is as follows. 1) School environment (Physical environment/infrastructure, social environment, and academic atmosphere; 2) school administration; 3) school organization; 4) learning process; 5) problem identification (learning, technology adaptation, as well as school and teacher administration)

The last preparatory activity is composing the program's design. The steps that university students have taken in composing a program design are as follows: 1) program design during the MBKM assignment is arranged by the students based on observation results in the target elementary school; 2) program design is consulted by students to their field supervisor, namely 'Dosen Pembimbing Lapangan' (DPL); and then 3) DPL approves the program design.

3.2 Effective Teaching Hours

The main purpose of KMP is for university students to go to school and help the learning process during the pandemic through online, offline, or blended learning. Based on the collected data, the students have done teaching as intended in the program objectives. In the outline, 62,5% of the students have conducted the learning process for 3 to 4 hours a day, 31,3% teach for 5 to 6 hours a day, and 6,2%, teach less than 3 hours a day. The following is a diagram that shows the average number of effective teaching hours by university students, as can be seen in Fig. 1 below.

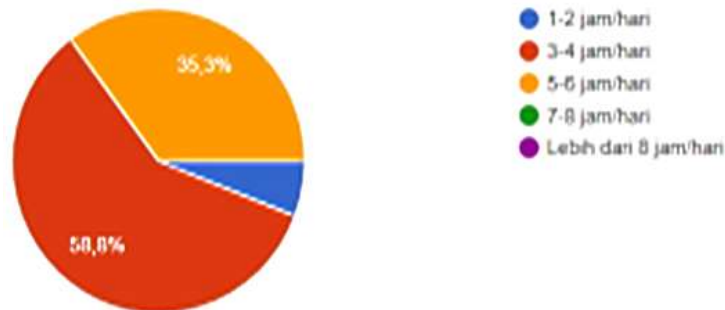


Fig. 1 – The average number of teaching hours a day

Aside from teaching activities, the university students also conducted other activities, both outside and inside the school. Those activities are helping the school administration, teacher administration, making exam questions, making learning videos with teachers, cleaning class and school, and doing social activities together with school teachers like the teachers' day celebration.

3.3 Learning Process

First, learning with the blended learning method. This method combines offline and online learning with directed scheduling. It is implemented based on the agreement between the school and the teachers.

Excerpt

The school and I agree with a blended learning system which is offline and online learning. From Monday to Wednesday, I will conduct learning online via WhatsApp. From Friday to Saturday, I will conduct learning offline in an open hallway or open field for the students to keep their distance from each other.

Based on the questionnaire results, the implementation of the learning process is done by combining offline and online learning. It is done based on the fact that some students are still unable to study online fully and still need direct learning or face-to-face. Direct learning is done while still paying attention to suggested health protocols to minimize the COVID-19 spread. Offline learning can be conducted in schools, and some university students also conduct home visits to provide materials and assignments. In online learning, university students use WhatsApp to facilitate communication between teachers and students.

The blended learning model combines face-to-face learning (traditional) with e-learning. In this way, the advantages of each method can be utilized optimally. Face-to-face meetings in class can be used to discuss the materials available in the e-learning system (Mutaqin, et al., 2016). In addition, Attard and Holmes (2020) revealed that the use of a blended learning system has the advantages of providing differentiation and a more personal learning approach; visualization of subject concepts becomes more dynamic, and alternative methods for teacher-student feedback, as well as communication, can be implemented more optimally. Attard and Holmes (2020) also argued that students' learning experiences could be enhanced through various blended learning approaches by enabling multiple access points to learning opportunities that are more aligned with individual learning needs and released from the temporal constraints of the classroom.

Second, online learning with various media. Not all schools can implement policies to bring students to school because of concerns about the spread of COVID-19. Therefore, some schools still choose online learning to implement *Pembelajaran Jarak Jauh* (PJJ) or long-distance learning. One of the implementations of online learning is by utilizing the Rumah Belajar through <https://learning.kemdikbud.go.id/>.

The learning that I conducted was issuing new innovations using various utilization of technology released by the Ministry of Education and Culture, which is Media Rumah Belajar, where there are various features in it. The features that I use in the platform are Laboratorium Maya, Wahana Jelajah Ruang Angkasa, Buku Elektronik Peta Budaya, and Sumber Belajar, which contain various content along with videos and interesting material. The learning that I apply in this school also uses an educational sound system where there is a lot of content, one of which is short story content with very interesting stories.

Online learning conducted by university students uses various sophisticated technologies with the same goal as classroom teachers, which is to create a pleasant learning atmosphere even though it is through distance. Web-based learning was introduced by one of the university students to facilitate the learning process. All content in Rumah Belajar can be accessed for free by users. The content includes virtual classes, virtual laboratories, learning resources in the form of electronic books, and exercises to facilitate evaluation see.

In addition to the Rumah Belajar website, university students also take advantage of applications that are common and known by teachers and students. Some of these applications include WhatsApp, Zoom Meetings, Google Classroom, Google Meet, and educational games through quizzes (see Fig. 2). All of these applications can be selected and used by university students to facilitate the provision of material to students.

The use of the application has advantages, including being easy to access and free of charge. However, using this application requires internet access. The following is an example of online learning documentation.

Online learning requires teacher competence in mastering information and communication technology in conveying material to students. This is in accordance with the research conducted by König, Jäger-Biela, and Glutsch (2020). The results of the analysis show that information and communication technology, especially teacher digital competencies and opportunities to learn digital competencies, play an important role in adapting to online teaching during COVID-19 school closures. Teachers also require improvement so that they can continue to innovate in the online learning process since the COVID-19 pandemic is still not over.

Third, offline learning or direct learning. This is conducted due to the limitations of students having a device as the main means of implementing online learning. Offline activities are conducted while still observing and enforcing health protocols to minimize the spread of COVID-19.

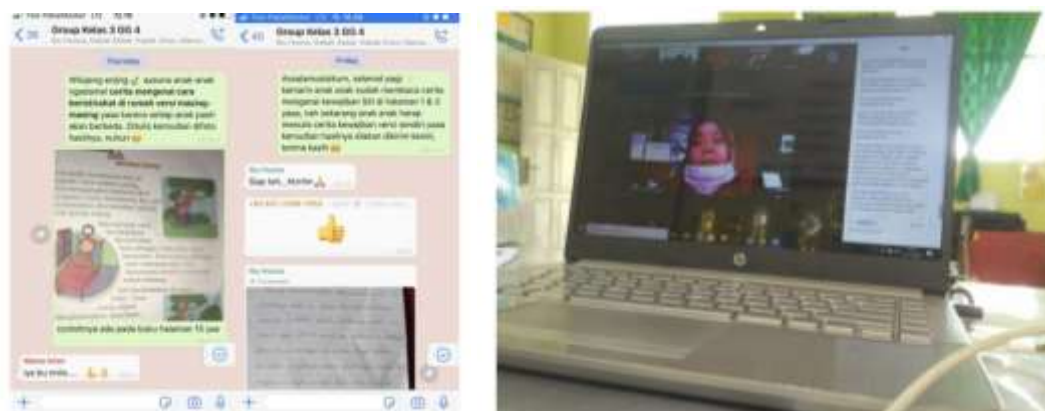


Fig. 2 – Online learning situation

The learning that I give is always in the form of learning while playing. Moreover, the school that I went to is implementing offline learning. I always involve students actively and relate learning materials to the surrounding environment. So, it's not just a theory. In addition, I always encourage students through quizzes and give appreciation for their efforts. It aims to continue to ignite the enthusiasm of students in learning.

Based on this explanation, it can be seen that the offline learning process is carried out with a fun or game-based approach. In addition, university students also use an environmental approach so that learning can be conducted more meaningfully. Various approaches and methods are also conducted so that the learning process can run optimally. Through various activities, offline learning can provide energy, enthusiasm, and motivation to learn. Fig. 3 shows the offline learning process in schools.



Fig. 3 – Offline learning environment

According to Code, et al. (2020), in the coming months, the world will slowly begin to return to the “new normal,” and communities will come back to life. The teacher would return to school, with the students following soon after. With the government’s response to the pandemic came the creation of a list of “essential services” – everyday services that are essential to preserving life, health, public safety, and social functioning as stated by the Government of British Columbia official website, in the article entitled List of COVID-19 essential services, in 2020, from <https://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery/COVID-19-provincial-support/essential-servicesCOVID-19>. Among these essential services are health care, law enforcement, public safety, first responders, critical infrastructure, transportation, industry, and manufacturing, as well as fields requiring engineering and trading skills that only high school students can formally explore.

Adapted to the research by Sutarto, et al. (2020), it can be concluded that several strategies can be conducted based on the learning outcomes that have been running. To encourage student interest in learning during the COVID-19 pandemic, the first thing to do is provide students with an understanding of the importance of learning in any situation, either directly or in collaboration with parents. Second, to prepare learning materials that are short, clear, easy to understand, and interesting. Third, to choose simple and interesting learning media. Fourth, to evaluate learning regularly and continuously

3.4 Helping School administration and Teachers

Based on the university student’s final report, it was revealed that the university students helped tidy up the school administration. One example is the students assigned to an elementary school XIX-2. From the beginning of the program implementation until the middle of the program, the university students helped a lot in labeling library books. The local office provided assistance with a large number of library books that had been in school for a long time but had not yet been labeled and cataloged. Therefore, this KMP team helped label the books.

Another activity is drawing up a scheduled roster to go to school. Even though the pandemic is ongoing, university students and teachers are still required to go to school every day (according to their respective schedules). In the school, the teachers asked the students several times for help in preparing stationaries and the necessary files. Some of the university students also had time to help with school supervision activities and assist in the legalization of alumni report cards and diplomas.

3.5 Helping Technology Adaptation

At the beginning of the assignment, each university student team formed a Whatsapp group with the principal who participated in the KMP Program and the Local Education Office. In addition, the university student team also formed groups with the teachers. These two things were done to facilitate the process of communication and coordination during the pandemic (due to the possibility of not being able to meet in person).

An example of the application of technology in the current program is one of the university students and a teacher implementing an assessment in literacy through the AKSI application when students take offline learning at school. Since students don’t have their own devices, they do assessments on the university students’ and teachers’ devices. The introduction of technology is conducted both online and offline. The introduction of technology is also conducted for school students, not only for teachers or parents who have their own devices.

In addition, some of the university students helped in finding some video references and learning pictures related to the learning sub-themes in implementing online learning. On Teacher’s Day, some of the university students helped make a photo compilation video for 3rd-grade students to wish ‘Happy Teacher’s Day’. They also had time to help the principal fill out online forms from the Ministry of Education and Culture.

3.6 Evaluation of the KMP Program

The KMP program has aligned objectives with service learning. One of the objectives is to make university students active and responsible citizens in society. With the problems that arise during the pandemic in the learning process, university students are involved in the community through this program.

According to Godfrey, et al. (in Setyowati & Permata, 2018), the three main elements in service learning include reality, reflection, and reciprocal relationships. Reality means that the needs of the community must be real and in accordance with the objectives of the course. University students are also faced with certain social problems during their community service period. Reflection is a means for students to measure the effect of community service activities on community empowerment and student self-development. Reciprocal relationship means that students and the community work cooperatively in activities. Even if the two groups have different understandings and experiences from the point of view of teaching content, the reciprocal relationship between the two perspectives will contribute to community development and the development of students’ social-cultural competencies.

Some of the main characteristics of service learning are also applied by university students in the KMP program of 2020. Felten and Clayton (2011) described three main characteristics of service learning. These characteristics are 1) advancing learning goals; 2) involving reciprocal collaboration between students, faculty/staff, community members, community organizations, and education institutions to fulfill common goals and build capacity among all partners; and 3) involving critical reflection and assessment processes that are purposefully designed and facilitated to generate and document meaningful learning based on results.

A clear example in the KMP program is the low public awareness of online learning, which is indicated by a lack of care or difficulty in accepting learning using gadgets. However, university students try to provide further socialization and understanding to students' parents to pay more attention to the course of learning. This has been reflected in several final reports of university students stating that some university students provide understanding to parents from house to house. This is conducted so that parents are more concerned and willing to provide learning facilities and are willing to assist students in the online learning process if they have free time.

The three characteristics mentioned earlier have been achieved through the learning process conducted by university students in several hours of lessons effectively at school, assisting teachers in the school administration process, as well as assisting parents and students in adapting to technology in the online learning process. This is a synergy between university students, field supervisors, schools, universities, and local governments to provide the best education services for elementary school students affected by the COVID-19 pandemic. In addition, the documentation process for the assessment is also fully summarized in an integrated system that related parties can access as a form of follow-up activities via <https://kampusmerdeka.kemdikbud.go.id/>.

In addition, based on the questionnaire, all of the respondents were not from the education study program. They are instead from the Indonesian Literature Department, as well as English Literature Department. In the KMP, the respondents were assigned to teach at elementary schools located near their domicile. Therefore, it is natural that at the beginning of the teaching, university students feel a little constrained in the technical implementation of learning. This is understandable because educational background is indeed needed to be able to provide the best teaching. Elementary school students as teaching targets are also a challenge for university students. The following is one of the students' statements regarding this matter.

A little more difficult, especially when I faced elementary school children who, in fact, needed attention and a different way to teach so they could understand. However, this actually made me learn so much that I was constantly trying to find ways to communicate well with them.

The respondent's statement above shows that university students who come from non-education study programs experience difficulties in adjusting to the school's learning atmosphere at the beginning of the program. But in the end, their enthusiasm and drive were able to change the "difficult" paradigm to "easier" to deal with. The guidance of class teachers and teammates also helps them in the adjustment process. In fact, there are some university students who think that the implementation of this program can provide opportunities for students with non-educational backgrounds to do service in the form of teaching in schools.

The implementation of the KMP has several positive points if it is rated from the perspective of university students as participants. The following are the positives compiled from the data: 1) increase students' knowledge and experience in terms of teaching in elementary schools. This is proven when they are asked to write down an unforgettable experience. All of them answer and share various experiences they have had while participating in the KMP; 2) as a means to train the student's soft skills, especially in education, teaching, social, communication, etc; 3) develop knowledge about educational psychology, which is about how to deal with elementary school children who have unstable emotional levels and require more attention; 4) train the students' patience. With the various obstacles found inside and outside the classroom, university students must be able to control their feelings and emotions, and 5) as a form of student service to the knowledge obtained on campus which is then applied in the learning process at school and the community around it, this is an application of a service-learning approach that is conducted in a structured manner for maximum results.

In addition to the positive points already mentioned, all students expressed the opinion that the KMP should be conducted again in the following years. Fig. 4 shows the opinion given by the students.

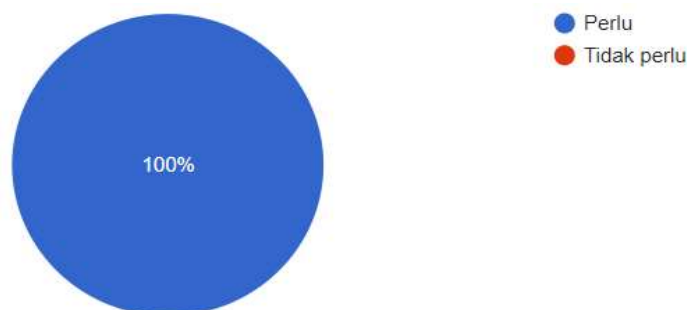


Fig. 4 – Student opinion regarding program implementation

In addition to the statements above, there are several suggestions given by the students as the participants. This suggestion is addressed to several parties, including the organizers, schools, and also lecturers. Some of the improvement points includes: 1) improvements in the announcement of students'

admission to the KMP. The announcement time is very short, and the distribution is uneven. This makes some students feel that this needs attention and improvement, both technically and in practice; 2) improvement in terms of preparation. Most of the students felt that the preparation of the KMP was too rushed. In fact, as non-educational students, they need adequate preparation because they realize that successfully participating in the program requires qualified skills; and 3) review of the student placement section. This is due to the lack of equal distribution among the university students. There are some schools that have more than three university students, but there are also schools with only one student. Improvement of information communication systems between program participants, communication of student information with supervisors, clarity of information from the Ministry of Education and Culture with schools, and information from schools.

4. CONCLUSION

Based on the discussion above, the implementation of the KMP in the first year has been conducted successfully and is considered effective. In the preparation process, students attend online debriefing. In addition, students also made several preparations that were conducted offline, which are 1) coordination with the Education Office; 2) assignment activities; and 3) preparation of activity plans. In the process of implementing learning activities, some examples of activities conducted by the university students are the implementation of the blended learning method that combines offline and online learning, the implementation of home-visit learning, and online learning by utilizing several online applications with an average teaching hour of 3 to 4 hours a day. The university students' activities include assisting the school administration as well as the teachers in adapting to technology. The student's activities are aligned with implementing the program proclaimed by the Ministry of Education and Culture. In addition, they are also in accordance with the service-learning approach, which makes the students become active citizens in providing real solutions to the community in the form of service. Several evaluations for implementing the next program include the distribution of initial information, preparation, students' placement, and the communication system. The university students hope that the KMP will be conducted again in the following years with various improvements to make it more optimal.

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