

IMPROVING NUMERACY LITERACY SKILLS OF ELEMENTARY SCHOOL STUDENTS THROUGH THE KAMPUS MENGAJAR (KAMPUS MENGAJAR) PROGRAM POLICY

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Abstract

Literacy and numeracy abilities are determining factors for individual success in learning. Currently, literacy and numeracy skills are the main subjects in the independent curriculum. As one of the programs of the independent curriculum in tertiary institutions, the kampus mengajar is intended to serve the purpose of increasing students' literacy and numeracy skills. This study aims to describe the results of research on improving literacy and numeracy skills in elementary schools. This research uses a qualitative approach. Data was collected through interviews and questionnaires. The object of this research is schools that run kampus mengajar programs in Garut Regency. The data were then analyzed using qualitative methods. The results of this study indicate that the kampus mengajar program has contribution in increasing students' literacy and numeracy in elementary schools, especially 3T schools. The kampus mengajar program contributes a lot to activities both in learning and activities outside the classroom. This is very possible for students to have good literacy skills. This is due to the existence of learning innovations offered by students in the target schools.

Keywords: literacy; campus teaching; numeracy

Abstrak

Kemampuan literasi dan numerasi menjadi faktor penentu keberhasilan individu dalam belajar. Saat ini kemampuan literasi dan numerasi menjadi pembelajaran pokok di kurikulum merdeka. Sebagai salah satu program dari kurikulum merdeka di perguruan tinggi, kampus mengajar dimaksudkan untuk melakukan pengabdian pada peningkatan kemampuan literasi dan numerasi siswa. Kajian ini bertujuan untuk mendeskripsikan hasil penelitian tentang peningkatan kemampuan literasi dan numerasi di sekolah dasar. Penelitian menggunakan pendekatan kualitatif dengan metode studi fenomenologi. Data diambil melalui wawancara dan angket. Objek penelitian ini yaitu sekolah-sekolah yang menjalankan program kampus mengajar di Kabupaten Garut. Data kemudian dianalisis dengan metode kualitatif. Hasil penelitian ini menunjukkan bahwa program kampus mengajar memiliki kontribusi dalam meningkatkan literasi dan numerasi siswa di sekolah dasar terutama sekolah 3T. Program kampus mengajar memberikan banyak kontribusi kegiatan baik dalam pembelajaran ataupun kegiatan di luar kelas. Hal ini sangat mungkin siswa memiliki kemampuan literasi yang baik. Ini dikarenakan adanya inovasi pembelajaran yang ditawarkan oleh mahasiswa di sekolah sasaran.

Kata Kunci: literasi; kampus mengajar; numerasi

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Introduction

Literacy and numeracy skills are an important part of the student learning process at school. Literacy in the strict sense is often defined as the ability to read and write while numeracy is the ability to count. Both literacy and numeracy are the initial skills for a person to learn. Through literacy, a person can get information and gain sources of knowledge. At the primary school level, numeracy literacy is the main aspect that becomes the achievement of the

learning process. In this independent curriculum, literacy and numeracy are the main points in learning (Hendrowati & Faelasofi, 2021). The importance of literacy and numeracy skills for elementary school students has led the government to provide many program interventions. Especially in areas with low educational report card results. One of the main causes of learning in elementary schools is constrained, including during the pandemic the phenomenon of lost learning.

The condition of education during the pandemic is a concern for many people. The phenomenon of *lost* learning causes the learning process in some areas to be less effective. Although some regions carry out learning by utilizing information technology, in some areas that do not have learning facilities, many are constrained. Many students are forced to study sober, arranged in such a way as not to violate health protocols, ranging from limited face-to-face, assignments and other adjustments (Hazin, et al. 2021).

In some areas in Indonesia, they don't even teach at all, for example in several schools in Garut. Teachers and students have learning difficulties. This is because the support of learning facilities is still lacking. This condition makes learning lag so that the term lost learning appears, a condition that results when students do not get educational services optimally. Lessons carried out sober (Susanto 2021).

Due to the conditions that occurred, the Directorate of Learning & Student Affairs of the Ministry of Education and Culture launched one of the service programs designed to restore education (Chandra, 2022). The program is one part of the independent curriculum in universities. The program is called the *kampus mengajar*, which is a program offered for students to carry out service in remote schools. The target schools, in this case, are elementary and junior high school levels. (Vishnujati, et al. 2022).

The *kampus mengajar* program as part of the independent curriculum is offered as one of the options of the independent campus learning program (Studies & Bilgiler, 2022). As the concept suggests, universities appear to provide freedom for lecturers and students to be independent and free to determine according to their interests. In its implementation, students are given the freedom to carry out off-campus activities according to their interests. The idea of an independent curriculum in higher education is structured to produce superior human resources by prioritizing character values and creativity (Savitri, 2020). In the independent curriculum program in higher education, there are program options including student exchanges, indefinite studies, internships, *kampus mengajares*, entrepreneur, and Thematic KKN. This activity is by the Minister of Education and Culture No. 3 of 2020 Article 15 paragraph 1 which states that learning for students can be carried out within the study program and outside the study program (Utomo, 2022).

In particular, this paper will be focused on reviewing policy analysis on *kampus mengajar* programs. This *kampus mengajar* has a target, namely the elementary school level and the first level in improving the literacy and numeracy skills of students in schools in the 3 T (lagging, outermost, and foremost). The purpose of holding this program is so that schools affected by *Covid-19* can continue to carry out learning and implement the independent learning program that was previously launched by the government (Nurhasanah & Nopianti, 2021).

The *kampus mengajar* program is very interesting to study, considering that this program does not only have an impact on the student side as the target of implementing this program. But on the other hand, elementary and junior high schools are the targets of program implementation. This analysis will try to outline how campus programs are implemented about improving student literacy and numeracy. This analysis will use a SWOT analysis.

This paper will specifically examine the *kampus mengajar* program in terms of its target aspect, namely elementary schools. To what extent this program has an impact on 3T schools to improve students' literacy and numeracy skills?

Research Methods

This research takes a qualitative approach with a phenomenological method. This means that this research is based on what happens with field conditions and then connected based on phenomena based on the subject's point of view. Data was obtained by conducting interviews and documentation studies. In addition, researchers conducted library research, namely research in which data collection was carried out by collecting data from various literatures. The literature studied is not limited to books but can also be in the form of documentation materials, magazines, journals, and newspapers. The emphasis of library research is to find various theories, laws, arguments, principles, opinions, ideas and others that can be used to analyze and solve the problems under study (Zakariah, Afriani dan K 2020). To dig up the data, researchers conducted interviews with students who participated in the *kampus mengajar* program. Interviews are included in the secondary data. The collected data is then analyzed using qualitative methods through, reduction, data display, conclusion, and verification.(Zakariah, Afriani and K 2020).

Results and Discussion

The *kampus mengajar* program is motivated by the many obstacles experienced by teachers and students in the learning process during pandemic conditions in various regions of Indonesia. This program began in 2020 under the name of the pioneering *kampus mengajar* program, which is a program of students from various campuses carrying out a form of service to help to learn during a pandemic (Rawati et al., 2022). This program deploys students to share inspiration and care about various educational problems in primary and secondary education units (Manihuruk & Haryana, 2022).

The Directorate of Learning and Student Affairs of the Ministry of Education and Culture, Research and Technology compiled the *Kampus mengajar* Program. *Kampus mengajar* is a testament to the dedication of the campus through students to move to make national education a success during pandemic conditions. *Kampus mengajar* is a form of implementation of Merdeka Belajar Kampus Merdeka (MBKM) which provides students with the right to study for three semesters outside the study program to improve the competence of both *soft skills and hard skills* to be more prepared and relevant to the needs of the times as a superior and personal future leader of the nation. The implementation of the *Kampus mengajar* helps teaching and learning activities during a pandemic, especially for elementary schools in the 3T area or at least C Accreditation(Khotimah et al., 2021)

In addition, the *kampus mengajar* program is also part of the realization of the tri dharma of higher education. In ttri dharmarma of higher education, namely education, research, and community service, the role of students can be said to be agents of change or pioneers of change in improving human resources by contributing to helping society towards changes that have an impact on the progress of the nation. In other words, students can actively or jointly help the government identify community problems, and contribute to solving them, especially in the world of education (Suyatno et al., 2023).

The *kampus mengajar* program provides opportunities for students from various campuses in Indonesia with various study program backgrounds to give their work teaching in elementary or junior high schools (SMP) (Sumani et al., 2022). Students have the freedom in

thinking both individually and in groups so that in the future they can produce superior, critical, creative, collaborative, innovative, and participating students (Siregar et al., 2020)

Many studies revealed, *kampus mengajares* are proven to have many benefits for students, showing that students who take part in the *kampus mengajar* program are proven to have better abilities in terms of social skills, their research also mentioned that campuses should indeed encourage forms of student activities outside of lectures. Through this program, students can have the opportunity to develop themselves through activities outside the classroom, especially creativity, leadership, and other interpersonal skills (Adellia & Himawati, 2021)

In practice, this *kampus mengajar* is an assignment to students from the ministry of education and culture to teach in schools for one semester. Students of the *kampus mengajar* program have four tasks, namely literacy learning, numeracy learning, technology adaptation, and helping school administration. The scope of the *Kampus mengajar Program* covers learning in all subjects that focus on literacy and numeracy, technological adaptation, and school administrative assistance (Khotimah et al., 2021)

The schools involved in the *kampus mengajar* program are schools that have low AKM scores. Usually, this school is school that is located in a remote area, has few students, and is at a low score in its AKM. The target of the *kampus mengajar* program is a school whose accreditation is C (Rezania & Rohmah, 2021).

The activities carried out are not solely taking the role of the teacher in teaching but as a complement to enrich the material and learning strategies for students in schools. Activities are not only helping to teach but also helping in the administration of both schools and classes and also helping teachers in adapting to technology to support better administration and learning processes. *Kampus mengajar* activities not only involves students but also involves Field Supervisors to monitor and provide doubts to students on duty in elementary schools (Anugrah, 2021).

One of the criticisms of this *kampus mengajar* program is the existence of a 20-credit conversion policy (Susanti et al., 2023). The 20-credit conversion policy for students of the *kampus mengajar* program also needs to be questioned. At the time this program was able to increase the value of students' literacy and numeracy skills, but on the other hand, the learning achievements of graduates on the student side were slightly questioned. The participation of students from various programs is very possible for the *kampus mengajar* program to be followed by various study programs. Even though not all students are linear with teacher training. For example, a student from an agricultural study program is legally allowed to convert 20 credits when the student attends a *kampus mengajar* program. The student is very likely to lose credits of important courses that should be followed as well as the achievements of graduates in the study program he chooses (Fuadi, 2021).

But despite this, previous research has shown that this program can foster empathy and social sensitivity to existing problems; hone thinking and cooperation skills between teachers and students of the *Kampus mengajar*; develop students' insights, character, and *soft skills*; increase the role and real contribution of universities and students in national development. (Khotimah et al., 2021) By participating in the *kampus mengajar* program, the spirit of leadership and character development of students will be honed (Rosita & Damayanti, 2021).

Elementary School Numeracy Literacy Learning

The ability of Indonesian students in the field of numeracy literacy is indeed quite concerning, the results of the 2018 Programme for International Student Assessment (PISA) put Indonesia in 74th place with a score with a reading ability score of 371. His mathematical ability

score of 379 is ranked 73rd, and his science ability score of 396 is ranked 71st (Purnama, Boru, and Hariyana 2022).

Literacy, numeracy, and technological adaptation are fundamental competencies that have an important role in determining the quality of a nation. Especially basic education, literacy, and numeracy competencies are used as a focus in learning and are set as competency standards that students must have to adapt to life outside the classroom. Literacy is an important ability for every individual to be able to learn (Carrol, 2022; Fatonah, 2022; Fatonah, 2019; Lie, 2022). However, in fact, the literacy, numeracy, and technological adaptation of students in Indonesia are still low and have not developed as they should be so far behind other countries. In addition, through habituation, the three components will improve in quality but must involve various parties in their implementation, including principals, teachers, and also collaborating parents of students (A Walidi, et al; 2019; Suwandayani, 2020).

The kampus mengajar program is expected to provide solutions for increasing student literacy and numeracy (Safaringga, Lestari, and Aeni 2022). In addition, this program also provides opportunities for students to develop and participate in helping the learning process at school, especially at the elementary school level. As the goal is, the kampus mengajar program is devoted to improving students' literacy and numeracy skills. To measure numeracy literacy skills, the Ministry of Education and Culture made AKM which was carried out twice during the kampus mengajar program. AKM is carried out in the early week as an effort to diagnose students' literacy and numeracy skills. The first AKM is also called the *pre-test*. At the elementary school level, the numeracy literacy pre-test is carried out for class V while the junior high school level is carried out in class VIII. Students and schools then calculate the scores of student test results and download modules according to student abilities then the results are used as material to compile learning activity designs according to the needs and level of student ability.

To find out the implementation of the kampus mengajar program, the author conducted interviews with 26 students spread over their assignments in 7 elementary schools in Garut Regency. The students interviewed are participants in the 2022 kampus mengajar program. In detail, the results of interviews regarding the activities of the kampus mengajar program are described in the table as follows:

Table 1. Kampus mengajar Program Activities

No	Kind	Implementation
1	Literacy Learning	<ul style="list-style-type: none"> • 2 M (Reading and Writing) • Five-Minute Read • Turn on reading corners in the library room • Review of Film Content • Scribbles • Digital literacy (Instagram content related to material summaries or motivational words) • Digital quiz • Reading assistance • Word guessing games (to train and supplement students' vocabulary) • Create an information corner • Introduction of numbers through leaf color types • Creating a literacy tree

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| 2 | Numeracy Learning | <ul style="list-style-type: none"> • Word guessing game • Listening • Writing dictation • Arrange letters using letter cards • Bringing making to life • Math puzzles • About the story • Digital quiz • Quick count • Math games • Hand multiplication tips • Provides quick tricks for solving math problems • memorization of multiplication • Market day • Read multiplication before going home • Explore the numbers |
| 3 | Technology Adaptation | <ul style="list-style-type: none"> • Create learning videos • Implementation of AKM pre-test and posttest • Create a biodata in Microsoft word • Introduction of tiktok app • Help register a civil service teacher account • Creating Movie-Watching social media accounts • Technology training (introduction and tips on making PPT) • Provides tips on making interesting videos • Help teachers who are struggling with Microsoft Word • Create a digital quiz • Assisting teachers in making posters and twibbons |
| 4 | Administration | <ul style="list-style-type: none"> • Create an absentee star • Help update school administration • Help tidy up your library • Organize books according to grade level and subject • Arranging the teacher's and principal's room • Holding student council and IRMA elections • Inaugurating student council and IRMA administrators • Help create teacher attendance • Create class discipline • Create learning media |

5	Additional Activities	<ul style="list-style-type: none">• Helping the student council organization• Holding <i>a School Greening</i>• Help hold the Prophet's maulid activities• Celebrating the 77th Anniversary of the Republic of Indonesia• Filling scouting activities• Conducting officer training for tree-planting ceremonies• Gymnastics• Helping students to fill in the absenteeism of brushing and handwashing movements
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From the data above, it can be seen that some literacy and numeracy learning activities may be commonly carried out by teachers in elementary schools. But students of the *kampus mengajar* program bring it with a new feel that appeals to students. For example, doing film reviews or guessing words so that learning can be elaborated in a fun game.

What is new for students in the 3T region is the adaptation of technology. This has been proven during the pandemic when learning in 3T schools has obstacles. Through the campus teaching program, teachers and students learn to get to know technology. For example, teachers are trained to be able to use power points (Oktapiani & Choli, 2022).

In addition to literacy, numeracy, and technological adaptation. Additional questions were asked to respondents, namely related to other activities outside of learning literacy, numeracy, and technological adaptation. Students of the *kampus mengajar* program carry out various activities such as being involved in learning programs to replace the duties of temporary teachers if there are teachers who are unable to do so. In addition, some are involved in extra-curricular school extracurricular activities.

Nevertheless, there is a misconception in some assignment schools. Students are often considered temporary substitute teachers during assignments. Meanwhile, the teacher feels released as long as there are students in the campus teaching program. Even though student assignments only include four tasks, namely literacy, numeracy, technology adaptation, and administration. But some consider students to replace teachers.

Students are only assigned to focus on these four tasks by looking for innovations in the learning process. The class teacher still teaches his students. However, occasionally class hours are given to students to teach literacy and numeracy. So literacy and numeracy learning from students are additional, while the learning that is usually done by teachers continues as usual.

To see the development of student literacy and numeracy scores, the *kampus mengajar* program carried out AKM (Minimum Completion Assessment) which was held twice at the 2nd meeting and the 16th meeting. A total of seven primary schools collected data on the results of the first AKM and the second AKM. As one of the research ethics, the name of the school is hidden, so the researcher does the coding using alphabet letters.

The following is an overview of the development of students' numeracy literacy scores in 7 Target Elementary Schools in Garut Regency:

Table 2. AKM Results of Students in Target Schools of the Kampus mengajar Program

Target Schools	Average Percentage of Students Answering Right		Percentage Increase of Right Answer Score
	Pre Test	Post Test	
SD A	39%	48%	9%
SD B	46,20%	54%	8%
SD C	85,30%	89%	4%
SD D	8%	13%	5%
SD E	32,60%	46%	13%
SD F	11,30%	31%	20%
SD G	22%	30,60%	9%

The table above is the average percentage of correct answers from elementary school students in the pretest (first AKM) and the post-test (second AKM).

Based on the table above it can be seen that all AKM scores get an increase in the percentage of correct answers. Although in each school gets a different increase. From the data above, it can also be seen that the percentage of correct answers seen from the average is still below 50%, meaning that the school still needs special interventions to improve student literacy and numeracy scores.

Critical Analysis of the Kampus mengajar Program

Several kampus mengajar programs need to be criticized in the practice of implementing their policies. In this case, a SWOT analysis is used to review the analysis of the kampus mengajar program.

a. Strength (Power)

1) Funding

The kampus mengajar program receives financial support from the LPDP (Education Fund Management Institute) of the Ministry of Finance in full. Financial support in the form of UKT fees for students during the program as well as living expenses during assignments. Through this financial support, the interest of registrants for this program always increases every year. Every student who participates in this program receives UKT assistance to be paid tuition financing of Rp. 2,400,000, besides that students, get living expenses of Rp. 1,200,000 per month. Total assignment for five months. Funding support from the government is expected to be able to support the implementation of the program. So that the program implemented has maximum results (Sihombing et al., 2021).

b. Weakness

1) Student Debriefing Is Still Limited Online

The debriefing currently carried out by the Ministry of Education and Culture is limited to online methods. So debriefing is only limited to listening to the material. Even though at this time, debriefing should be done offline. The current debriefing of students, which is still limited by online methods, makes this program less optimal. Even though the different backgrounds of student study programs should be the reason that debriefing for students should be offline. So that students can understand the tasks and roles in the program to the fullest. The offline method is predicted to provide strengthen students' capacity in implementing the program (Supriyoko et al., 2022).

c. Opportunity

- 1) Kampus mengajar activities provide opportunities for target schools to be able to provide innovative teaching to students. The teaching carried out is expected to be able to provide new, not monotonous learning to provide color for students to be given interesting learning models.
- 2) This program also allows schools to start adapting to technology, where technological abilities are an important skill that must be possessed by students ahead of the 21st century.
- 3) This program provides opportunities for target schools to improve students' literacy and numeracy skills through innovative programs.
- 4) This program provides opportunities for students to learn many things in the community.

d. Treath

1) Value conversion rules

One of the policies that have become a criticism of independent learning is the existence of value conversion rules. The value conversion policy is contrary to the achievements of graduates that must be followed by students in each study program. For example, if a student of the faculty of agriculture if the student converts as many as 20 credits from the kampus mengajar program, the student will not take as many as 20 credits of courses that must be taught in the curriculum in his study program. Therefore, the student will not take the matkul because it is replaced by participation in the kampus mengajar program. Then students will lose material insight or skills that students should have in the study program. This policy may not conflict with educational or teacher training courses. However, if the student is not majoring in education or teacher training, the student loses the opportunity to study in his study program (Maipita et al., 2021).

2) Misconception of independent learning

As the concept is, freedom to learn in all programs can be followed by students with any study program. In this case, it is a challenge for students who come from non-educational study programs. For example, students with industrial engineering study programs, these students scientifically do not understand the paedagogic or didactic side. Meanwhile, in terms of teaching, it is not only the substance of learning to read and calculate but teaching must also be followed by the ability to teach knowledge. Moreover, in the task of the campus teaching program, it is not only numeracy literacy learning but teacher administration. Therefore, the challenge for students involved in this program is to find various references to teach.

Another challenge in implementing this program is for teachers and schools. The school must collaborate in learning and programs launched by students of the kampus mengajar program. In addition, after the completion of the kampus mengajar program, the school must be able to carry out adaptation so that the improvement of literacy and numeracy skills is still implemented.

The kampus mengajar program has had a positive impact on improving students' literacy skills. Target schools post as beneficiaries of the kampus mengajar program must be able to carry out the sustainability of the numeracy literacy program, and technological adaptation for the development of the school. After the implementation of the kampus mengajar program, the school should carry out a series of agendas to increase the numeracy literacy value of students. Activities can be adapted from program innovations carried out during the implementation of the kampus mengajar program. The implications of the kampus mengajar program are on improving students' literacy and numeracy skills in target schools. Especially in 3T schools.

Conclusion

Based on the analysis that has been carried out above, the kampus mengajar program has benefits to help teachers in target schools in improving literacy and numeracy skills. The learning presented by students appears with a model that is not monotonous. Especially for schools that are in the 3 T (lagging, frontier, and outermost). There are several recommendations for improving the kampus mengajar program, including debriefing for students should be done offline with the concept of TOT (*Training Of Trainer*) or training for trainers. Students are not only equipped with insight but there is skills training as well. Training can be accommodated by the college coordinator to ensure that the students who will be assigned to the school are ready. Suggestions from this kampus mengajar program include, it should be that when the assignment of the campus program teaches accompanying teachers or civil service teachers do not feel replaced by their teaching positions. Both parties, the civil service teacher and students must both attend the classroom to conduct learning together in increasing student numeracy literacy. The intention is for civil service teachers to know the steps taken by students so that if the implementation of the kampus mengajar program is completed, numeracy literacy learning will still be given special interventions for students. So far, many teachers deliberately do not enter the classroom when there is learning by campus teaching students so that both teachers and students do not learn from each other. The two can learn from each other so that learning is carried out Sustainable.

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