

## Assessing the Implementation of Kampus Mengajar Program: A Comprehensive Evaluation of Relevance, Efficiency, Effectiveness, and Impact



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**ABSTRACT:** This study aims to evaluate the implementation of the Kampus Mengajar Program, especially at the Faculty of Economics and Business (FEB), State University of Malang. The research subjects were 97 FEB students who participated in the Kampus Mengajar Program from batch 1 to batch 5. Evaluation of the Kampus Mengajar program is needed to determine the suitability between the goals and targets designed and the program's implementation in the field. The data collection method was carried out by distributing evaluation questionnaires consisting of 19 statement items covering aspects of relevance, effectiveness and efficiency, and program impact. The results of data analysis showed that 44.33% of respondents assessed the program as relevant to the initial objectives, 45.59% of respondents set that the implementation of this program was efficient and effective, and 43.45% of respondents assessed that the program had an impact on increasing their knowledge and teaching skills. The results of this evaluation can be used as an impetus so that stakeholders can improve and increase the program's quality so that the output obtained is maximized.

**KEYWORDS:** Kampus Mengajar program, program evaluation, program relevance, program efficiency, program effectiveness, program impact

### INTRODUCTION

In the Era of Disruption 4.0 and Society 5.0, the demand for the quality of educational output due to rapid changes due to globalization and the development of science and technology is getting higher. Education reform by creating quality education is needed in order to meet global demands and face challenges in the 21st century (Asongu & Odhiambo, 2019). The high quality of education is assessed by the ability to provide holistic education to form complete human resources (Lombu & Haryanto, 2022). Educational units are continuously required to improve their academic products and processes in order to produce the next generation of the nation who are able to become lifelong learners, master various global competencies, and are guided by the values of Pancasila.

The duty of enhancing the quality of education lies not only with stakeholders inside each educational institution but also encompasses all education stakeholders, such as teachers, government, society, and academics. The Ministry of Education, Culture, and Research has implemented the Kampus Mengajar program, with support from the education fund management agency of the Ministry of Finance, as part of their efforts to achieve this improvement (Muyassaroh et al., 2022). The Kampus Mengajar is a component of the Merdeka Belajar Kampus Merdeka (MBKM) initiative, which aims to enhance the quality of education in schools by offering learning opportunities for students to enhance their skills in challenging circumstances caused by the COVID-19 pandemic (Sumani et al., 2022).

The Kampus Mengajar program not only enhances the quality of educational units but also focuses on developing students' competencies, including both soft and hard skills, as well as providing off-campus learning experiences. This ensures that educational outcomes are well-prepared and aligned with current needs and demands (Bhakti et al., 2022). The learning process at Kampus Mengajar is a crucial example of student-centered learning. Kampus Mengajar offers students the chance to enhance their originality, creativity, capability, and personality. It also fosters independence in the pursuit and acquisition of information through self-management, job requirements, goals, and accomplishments (Manurung & Maramis, 2022). The Kampus Mengajar program enhances education by prioritizing the development of reading and numeracy skills, providing administrative support, incorporating technology, and nurturing students' interests and talents in their respective areas of specialization. Rahmadani et al. (2022) asserted that the MBKM strategy aims to achieve independent, adaptable, and high-quality education.

State University of Malang (UM) is one of the universities that implement this MBKM program. UM fully supports the implementation of the MBKM program because the actual experience felt by students will hone their ability to compete,

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communicate and provide adaptability. Since 2020, several MBKM activities have been carried out in stages, including Kemdikbudristek Certified Internship, Kemdikbudristek Certified Independent Study, Kampus Mengajar, Student Exchange, Teaching Assistance, and Thematic Community Service Program (KKN). For the Kampus Mengajar program itself, five batches have been running since 2020 with 2,956 participants from all faculties at UM. Batch 1 was attended by 426 participants, batch 2 was attended by 898 participants, 629 participants attended batch 3, batch 4 had a total of 414 participants, and batch 5 was attended by 589 participants.

An evaluation of the Kampus Mengajar program at the Faculty of Economics and Business is important, given the implementation of MBKM activities, particularly after 2020. Evaluation pertains to the predetermined program objectives. Program assessment is a process used to ascertain the degree of effectiveness or accomplishment of program objectives (Frye & Hemmer, 2012; Warju, 2016). Explicitly, assessment is the process of assessing the extent to which goals have been realized. Implicitly, evaluation involves comparing the actual achievements of a program with the predefined criteria that should have been met (Hakim & Saputra, 2022; Muryadi, 2017). The assessment of the Kampus Mengajar program is a component of endeavors to enhance the standard of the education sector. Burli et al. (2012) assert that there is a need for education to enhance its quality. This process of improvement is an integral component of comprehensive quality management.

Elements of total quality management are related to customer orientation. In the education sector, students are consumers who are the main focus of quality improvement efforts. Students are the ones who need educational services. Therefore, the university's superior quality of education must be a top priority. Psomas & Antony (2017) argue that improving education quality will encourage achieving good institutional performance. Sahney (2016) also stated that there is a need to strengthen the quality elements in the institution in an effort to create a better educational process.

Assessments of the Kampus Mengajar program have been conducted by Bhakti et al. (2022), Mayasari et al. (2022), Risza et al. (2022), Ramadhani et al. (2023), Rahmawati et al. (2023), and Fauziah et al. (2020). Nevertheless, the assessments conducted by the scholars mentioned are limited to a certain institution of higher education. Hence, this study assesses the execution of the Kampus Mengajar initiative at the State University of Malang. Evaluation of the program is conducted at the faculty level. The faculty, as an educational entity, is accountable for executing education and supervising various study programs. The faculty further oversees, arranges, and develops policies pertaining to the Tri Dharma of higher education. The assessment approach used in this study specifically targets the program's relevance, effectiveness, efficiency, and impact. The data gathering process involved the dissemination of questionnaires to participants of the Kampus Mengajar program, specifically those from the Faculty of Economics and Business at UM. The analysis of the questionnaire data serves as the foundation for enhancing the execution of the Kampus Mengajar program in the future, benefiting both participants and institutions.

### **RESEARCH METHOD**

This research is exploratory descriptive research with a quantitative approach. The research population is all Faculty of Economics and Business UM students. The sample used in this study were all FEB UM students who participated in the Kampus Mengajar program from batch 1 to batch 5. The data used in this study are primary data obtained from filling out questionnaires by research respondents.

The Kampus Mengajar program evaluation questionnaire was prepared based on the program guidelines issued by the Ministry of Education, Culture, and Research by considering the program's achievements, objectives, and evaluation. The indicators in the questionnaire are broadly divided into three parts: relevance, efficiency and effectiveness, and program impact. A total of 19 indicators were formed with answer options using a semantic scale with five scale options. These indicators were then compiled into a validation form to obtain a qualitative assessment by an expert reviewer. The validation form that passed this test was then used as an evaluation questionnaire for the Kampus Mengajar program.

Before being disseminated, the questionnaire was first tested for validity and reliability. The questionnaire was distributed to 20 respondents and tested for validity and reliability with the help of SPSS software. The questionnaire that has proven its validity and reliability is then distributed to students participating in the Kampus Mengajar program at FEB UM. After all respondents completed the questionnaire, the data were collected and processed to obtain tabulations with the help of SPSS software. The results of this analysis are then further examined using the framework for evaluating the Kampus Mengajar program to conclude whether the program has run according to the objectives and achievements set.

### **RESULT AND DISCUSSION**

The respondents who filled out the Kampus Mengajar Program evaluation questionnaire were 97 students of the Faculty of Economics and Business at UM. The demographics of the research respondents were dominated by students from undergraduate accounting majors, as many as 87 people, and the rest came from undergraduate accounting majors (4 people) and D3 Accounting (6 people). Of the 97 respondents, 27 were batch 1 KM program participants, 19 were batch 2 participants, 29 were batch 3 participants, 10 were batch 4 program participants, and the remaining 12 were batch 5 KM program participants.

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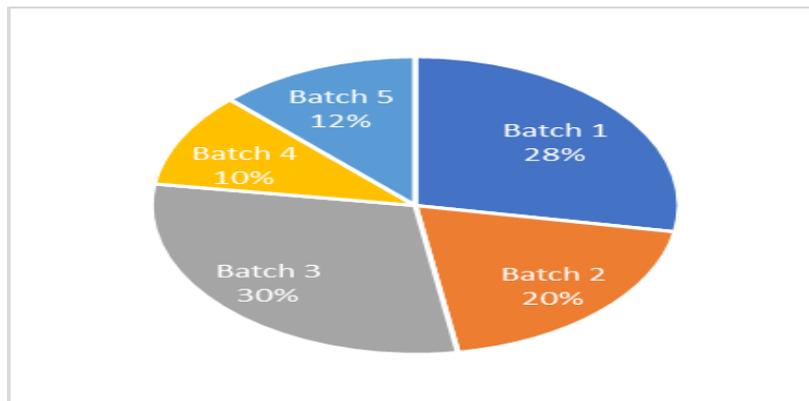


Figure 1. Demographics of Kampus Mengajar Participants

The results of the validity and reliability analysis of the questionnaire show that all indicators are valid and the questionnaire is reliable. Indicator validity is measured by considering the Pearson correlation coefficient of each indicator calculated with the help of SPSS software and compared with the r-table with a degree of freedom (df) of 18 and a significance level ( $\alpha$ ) of 5%. Indicators are considered valid if the Pearson correlation exceeds the r-table (Anggraini et al., 2022). The analysis results show that all indicator Pearson correlation values are more significant than r-table=0.4438. After being proven valid, a reliability test is carried out to evaluate the suitability of the measuring instrument for use (Puspasari & Puspita, 2022). The reliability test was carried out in the second stage because the questionnaire indicators needed to be proven valid before their reliability as a whole questionnaire was assessed. The reliability test is used to establish the reliability of measuring instruments in measuring consistently, even though measurements are made many times. The reliability test was conducted by assessing the Cronbach's alpha coefficient. The recommended Cronbach's alpha threshold is 0.7. So that, the measuring instrument is considered reliable if Cronbach's alpha coefficient is greater than 0.7 (Hair et al., 2017). The results of the reliability test with SPSS show that the questionnaire has a Cronbach's alpha value of 0.942, so it is concluded that the Kampus Mengajar Program evaluation questionnaire is valid and reliable. The valid and reliable KM program evaluation questionnaire was then distributed to be filled in by program participants from FEB UM. The data obtained was then analyzed with the help of SPSS software. The analysis results are presented in 3 dimensions: relevance, efficiency and effectiveness, and impact. The first dimension analyzed was relevance. The relevance aspect relates to the extent to which the program is per the priorities and policies of the target. Relevance is also related to the KM program's importance in providing overall support for student activities. The results showed that the Kampus Mengajar program at FEB UM was relevant. As many as 44.33% of respondents stated that the program had run according to the priorities and targets set.

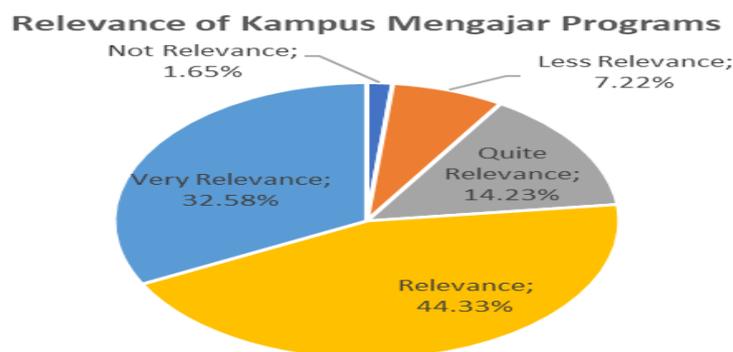


Figure 2. Diagram of Analysis Results of KM Program Relevance Aspects

Respondents considered that the Kampus Mengajar program helped them understand the conditions and difficulties experienced by partner schools, which would then help them formulate a solution. Program participants play a role as teacher partners in innovating and being creative in improving the quality of learning and assisting students who are experiencing difficulties (Muyassaroh et al., 2022). Respondents also considered that this program was relevant in enhancing off-campus learning experiences. The Kampus Mengajar program offers students the chance to enhance their communication, interpersonal, and leadership abilities (Anugrah, 2021; Muyassaroh et al., 2022). These findings align with the research conducted by Arsyad & Widuhung (2022), which indicates that the Kampus Mengajar program enhances students' exposure to the teaching profession and fosters a greater feeling of accountability and commitment towards the advancement of education in Indonesia. The issues being

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considered pertain to both efficiency and effectiveness. The optimization of time and resources in program management interconnects the efficiency and efficacy of the Kampus Mengajar program, resulting in the maximization of benefits for both students and partner schools. The analytical results indicate that the execution of the Kampus Mengajar program at FEB UM is both efficient and successful. A significant proportion of respondents, namely 45.95%, believed that this program effectively used time and resources, resulting in tangible advantages.

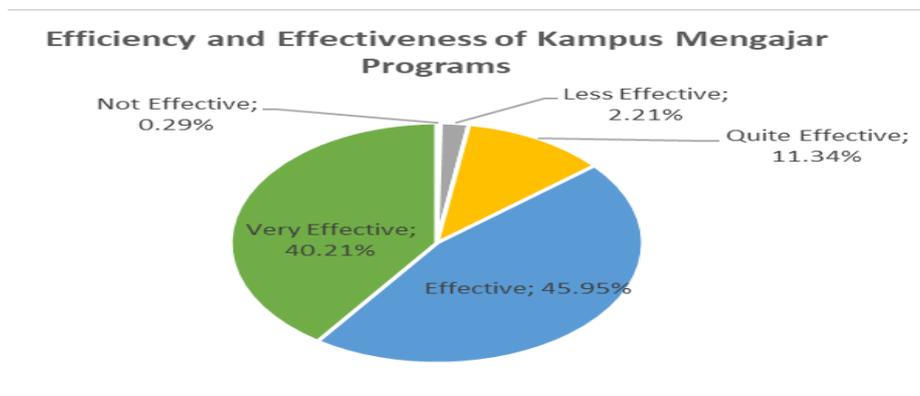


Figure 3. Diagram of KM Program Efficiency and Effectiveness Analysis Results

Students perceived that the KM program facilitated their acquisition of appropriate literacy and numeracy learning skills. This KM program provides students with the opportunity to engage in innovation, collaboration, and the practical application of knowledge from their specific academic areas. This curriculum enables students to comprehend the innovative approaches to both offline and online learning employed by partner institutions. Rahmadani et al. (2022) conducted research that indicates the Kampus Mengajar program has a beneficial effect, particularly in enhancing teaching abilities such as lesson introduction, rapport building, and the capacity to identify and address student challenges. Students also evaluate that the Kampus Mengajar program motivates them to become exemplary agents of behavioral change and have the ability to exert influence on their environment. Students, as catalysts or trailblazers, have a crucial role in enhancing the caliber of human resources by actively contributing to societal advancements that drive national growth. The KM program focuses on serving elementary school children and the academic community inside the school. An effective measure is to actively support instructors in implementing character-focused education for kids. Character-based education refers to an educational approach that focuses on developing the character of the nation's children through an integrated curriculum in schools (Meilia & Erlangga, 2022). Character has a crucial role in equipping the younger generation to embrace the process of nation-building. The final component examined pertains to the program's influence. The Kampus Mengajar initiative is anticipated to have broad and particular consequences across several domains. The data reveals that 43.45% of students reported that this program had an influence on them. Students perceived that the training had a positive influence on enhancing their communication abilities. The students' communication skills were enhanced as a result of their engagement in student teaching and their contacts with instructors and stakeholders at school. According to Rahmadani et al. (2022), their research findings align with the notion that communication skills are the most developed abilities during the Kampus Mengajar assignment.

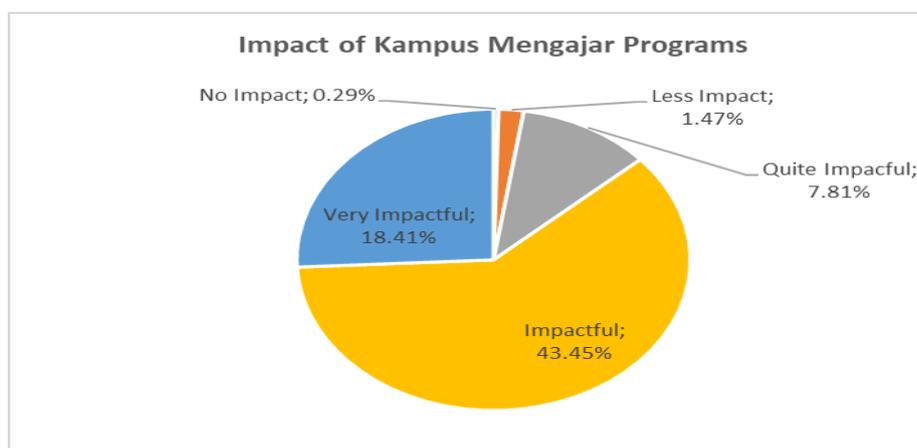


Figure 4. Diagram of KM Program Impact Analysis Results

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Students considered that this program also positively impacted their ability to position themselves as future educators. This ability includes skills in approaching, greeting and making students want to talk and engage in class discussions. These skills are honed due to the experience of taking a personal approach to students who are deemed lacking in understanding a material or lesson. This finding is supported by Anandha & Susanto's research, which states that the Kampus Mengajar program helps students increase their confidence as prospective educators in facing the duties and responsibilities of educators in the future. The data analysis process of the evaluation questionnaire of the Kampus Mengajar program at the Faculty of Economics and Business, State University of Malang, batch 1 to batch 5, shows that the program is relevant to the objectives and targets, efficient and effective in implementing work programs, and has a significant impact on the students concerned. In terms of process, the Kampus Mengajar program at FEB UM has been successful because its implementation has followed the guidelines and regulations set by the Ministry of Education, Culture, and Research. From the results perspective, this program has also succeeded in creating the expected output per the program objectives. The Kampus Mengajar Program has successfully encouraged students to improve relevant skills and knowledge. The usefulness of this program has reached both students and partner schools.

### CONCLUSIONS

This research assists the faculty in knowing the extent of the relevance, efficiency, and effectiveness of the Kampus Mengajar program and its impact on students as program participants. The research analysis results show that the Kampus Mengajar program has been running relevantly or by the stated objectives. The program has been running efficiently and effectively by maximizing available resources and time and positively impacting students. This is supported by the results of data processing of the evaluation questionnaire, which shows that 44.33% of respondents assessed the program was relevant, 45.59% of respondents assessed that the program was efficient and effective, and 43.45% of respondents assessed that the program had an impact on increasing their knowledge and teaching skills. These results can be used as an encouragement for the faculty to continue to improve the program's quality so that students and school partners can feel the maximum benefits of the program, which leads to improving the quality of students and improving the quality of education in Indonesia.

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