

OPPORTUNITIES AND CHALLENGES FOR IMPLEMENTING THE INDEPENDENT CAMPUS PROGRAM IN 3T REGIONS

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Abstract

This research aims to; (1) knowing the opportunities for implementing independent campuses in 3T areas; and (2) knowing the challenges of implementing independent campuses in 3T areas. This research is qualitative research with descriptive methods. The data source used in this research is a library source. Researchers collected library sources to find out the opportunities and challenges of independent campuses in the 3T area. The data analysis technique used in this research is SWOT analysis. The results of this research show that; (1) Mapping opportunities for implementing MBKM on Teaching campuses in 3T areas shows opportunities for students to hone their skills before entering the world of work and opportunities for students to be able to develop and improve the quality of partner schools; and (2) the paradigm that occurs in practice shows that the implementation of the MBKM policy encounters various challenges, namely school facilities and infrastructure that do not meet standards such as difficulty in internet access and road access to schools in 3T areas,

limited teacher competency, and students who take part in campus teaching programs. Most people who come to the 3T area come from outside the 3T area and are not familiar with the social and cultural conditions of the local area.

INTRODUCTION

Seeing that there are still many educational gaps that exist in Indonesia, efforts are needed to accelerate educational equality, especially in the 3T areas. Handoko states in his book that 3T areas (Disadvantaged, Frontier and Outermost) are defined based on social, economic, cultural and regional conditions (inter and intra-spatial functions both in natural aspects, human aspects and population infrastructure). Determining Disadvantaged Areas uses criteria based on 6 approaches, namely community economy, human resources, infrastructure, local financial capacity (fiscal), accessibility and regional characteristics (Syafii, 2018).

The government through the Ministry of Education is trying to overcome this educational gap. One of the efforts is to create an independent learning program. Freedom to learn on your own can be interpreted as the freedom to learn independently and think individually or in groups, so that the hope is that in the future students will be born who are wise, critical, creative, collaborative and innovative. The independent learning program policy is not only launched for basic education level, but is also launched for tertiary institutions. Before becoming a graduate, students are required to improve their competencies, both soft skills and hard skills, to be better prepared. At the same time, the government needs to design innovative programs through Merdeka Belajar-Kampus Merdeka (Dwi, 2021).

In the independent learning campus program, there are various activities that students can carry out, one of which is the teaching campus program. This program was created because the quality of education in primary and secondary schools is still very low (Indonesia's 2018 PISA ranking is number 7 from the bottom). This program makes schools a place for teaching practice for both schools in cities and remote areas. The teaching campus program is a partnership MBKM program which aims to provide students with learning opportunities outside the classroom and develop technological innovations for education together with teachers (Yuliandari, 2020).

This teaching campus program is one of the efforts made by the government to improve and advance the education system in Indonesia. This program is aimed at all Indonesian students who pass the selection to participate in helping implement learning, especially in improving students' literacy and numeracy skills. The educational levels targeted by the campus teaching program are Elementary Schools (SD) and Middle Schools (SMP) in 3T areas (frontier, remote and underdeveloped). Student placement in this program is adjusted to their respective domicile addresses (Risan, 2022).

The implementation of the Teaching Campus program is supported by the Education Fund Management Institute (LPDP). Students from various regions in Indonesia in this program should be able to create, collaborate and act to support improving the quality of learning in schools, especially in the 3T area and also hone social sensitivity, emotional maturity and leadership. Activities are carried out to assist teachers in carrying out learning, especially training students' skills in literacy and numeracy. By participating in campus teaching programs, students' leadership skills and character development will be honed (Shabrina, 2022).

Numeracy literacy according to Han (in Shabrina, 2022) has skills and knowledge including: (a) using symbols and numbers related to mathematics in finding solutions to problems in everyday life; (b) reviewing the information shown in making a decision. Meanwhile, PISA (Program for International Student Assessment) provides another explanation about numerization, namely emphasizing students' ability to convey ideas effectively, provide reasons, analyze, solve, formulate and interpret various mathematical problems in various situations and forms (Marpaung, 2022).

Meanwhile, Perdana & Suswandari (in Siregar, 2023) stated that literacy culture in Indonesia is very interesting to study considering that Indonesia has a literacy culture that is still low, not yet ingrained, and has not been cultivated in society. The presence of books in the midst of cultural developments is now not a top priority. Some people believe that it is faster to absorb culture by listening and speaking, compared to reading and then putting the results of the reading into writing.

Based on the explanation above, this research aims to; (1) knowing the opportunities for implementing independent campuses in 3T areas; and (2) knowing the challenges of implementing independent campuses in 3T areas.

METHODS

This research is qualitative research with descriptive methods. Qualitative research is methods for exploring and understanding the meaning that a number of individuals or groups of people ascribe to social or humanitarian problems (Wijaya, 2020). The data source used in this research is a library source. Researchers collected library sources to find out the opportunities and challenges of independent campuses in the 3T area. The data analysis technique used in this research is SWOT analysis. SWOT analysis is used to explore opportunities and challenges.

RESULTS AND DISCUSSIONS

Independent Campus Program in 3T Regions

In accordance with the Ministry of Research, Technology and Higher Education's policy, the MBKM curriculum began to be prepared and implemented in 2020. Interested students can take credits for one semester in another program at the same university, then

spend two semesters studying off campus through internships, research activities, student exchange programs, or community service.

One of the keys to success in implementing the MBKM curriculum in tertiary institutions is to strive for a more autonomous and flexible learning process so that an innovative, realistic, varied and free learning environment can be created for students. Students are given the freedom to take part in MBKM programs provided by their respective universities and by the Ministry of Research, Technology and Higher Education and transfer credits.

The Independent Learning-Independent Campus program aims to improve student competency so that they can better equip themselves with work exposure and experience before graduating. To achieve this goal, a study program must provide new courses or learning activities that are relevant for students to take. Researchers highlight the need to restructure the curriculum to be able to implement the MBKM program.

The MBKM program is also implemented at border campuses. A study conducted by Dimerra (2022) shows that the management of policies, programs and activities is in accordance with the established mechanisms even though there are still obstacles faced in their implementation. In this case, the difficulty faced by universities in border areas is inadequate infrastructure. The difficulty of meeting the standards set by the Ministry of Education and Culture according to the MBKM guidelines regarding collaboration is because several partners have strict collaboration standards so they implement a selection system for collaborating.

There are 8 forms of MBKM programs that can be carried out, namely student exchange, thematic community service, independent study, entrepreneurial activities, humanitarian projects, research, internships/industrial practice, and teaching assistance in education units. Of the eight MBKM programs, one of the programs hosted by the Ministry of Research, Technology and Higher Education is teaching assistance in education units or what is known as the campus teaching program.

The stages of implementing the Teaching Campus Program for elementary, middle school and vocational school targets consist of pre-assignment, assignment and post-assignment. Pre-assignment activities are activities carried out by students before carrying out assignments at Partner schools. This activity includes provision, coordination with district/city/provincial education offices, and coordination with target SD/SMP/SMK. Assignment activities include initial assignment activities, daily activities, weekly activities and preparation of final reports. Post-assignment activities are activities carried out by Teaching Campus students to carry out continuous self-development to become drivers of change in the university environment and society in general.

Teaching Campus activities do not make students become class teachers, but rather collaborate with teachers in helping the process of increasing literacy and numeracy as well as strengthening technology in target schools. Campus teaching or learning activities in the

form of teaching assistance can be carried out in elementary schools, middle schools and high schools.

Opportunities for Implementing the Independent Campus Program in 3T Regions

Teaching Campus is a teaching activity at school and includes the Independent Campus program which is intended for students from various departments and universities throughout Indonesia to participate, develop themselves, and at the same time make changes. Students in schools, especially in the 3T area, experience obstacles in learning such as limited access to computers and smartphones, while teachers have to be creative and adapt to technology. These students will later be assisted by Teaching Campus students to turn challenges into hopes.

Mapping opportunities for implementing MBKM on Teaching campuses in 3T areas is based on literature studies. First, the opportunity for students to hone their skills before entering the world of work. secondly, campus teaching activities have the opportunity to develop and improve the quality of partner schools. Widoyono's study (2021) shows that the implementation of the Pioneer Teaching Campus (KMP) carried out at SDN 01 Sowan Lor has been proven to have a positive impact on students, such as increasing interest in learning, increasing integrated literacy and numeracy skills.

The campus teaching program in the 3T area is considered capable of providing mutual benefits between schools and students. By participating in this program, students have the opportunity to hone their interpersonal skills and gain learning experience. Meanwhile, students at school get the opportunity to interact and be inspired by teaching students who take part in campus teaching programs.

As a form of community service, activities carried out at partner schools must of course have a real impact on the development and improvement of school quality. Therefore, schools, both elementary and middle school, that are appointed as partners have certain criteria, namely a maximum of B accreditation. This is with the assumption that these schools still need quality improvements which hopefully can be helped by the Teaching Campus program.

Apart from helping the learning process, students also help the school in other aspects such as technology transfer in the form of learning media and classroom and school administration so that they are able to provide students with real learning experiences. Therefore, student participation in campus teaching programs has a positive impact both for students and for the progress of partner schools. However, student activities during the campus teaching program must remain in accordance with the university course credit bill. Therefore, it is necessary to limit the activities that students can do while at school.

The real benefit that students get by participating in a campus teaching program is that they can work together with many students from various universities. Students work together to find solutions to problems experienced by the school by offering solutions that

help the school. The campus teaching program in the 3T area provides opportunities for students at each campus from various educational backgrounds to help schools in various aspects such as teaching and learning aspects, technological adaptation aspects, and also administrative aspects.

Seeing that the condition of literacy and numeracy skills in Indonesia is still very low, efforts to increase literacy and numeracy are one of the national priority agendas. The Teaching Campus Program provides students from various majors with the opportunity to dedicate their skills and knowledge to help improve literacy and numeracy at the elementary and middle school levels.

As a study conducted by Khotimah (2021) shows that student motivation and learning have increased both in terms of literacy and numeracy. Before campus students taught, the percentage of student motivation and interest in learning was only around 50-60%. However, after there were campus teaching students who also accompanied teachers in teaching in class, it increased by around 80-90%. This can be seen from the results of assessing student assignments at the end of each day's learning. In accordance with the achievements contained in the objectives of the campus teaching program.

The Teaching Campus program is related to the aim of implementing an independent campus, namely to have a connection between the world of higher education and the real world or the world of work. The hope of the KM program is that students become agents of change who are able to provide inspiration in the community and of course help schools to be able to sustain their learning by transferring the application of technology mastered by students. In practice, students' tasks in the Teaching Campus program include improving students' literacy and numeracy learning, assisting teachers in adapting and using technology, as well as assisting with school managerial administration. This task is of course complex but will hone students' soft skills in terms of leadership, cooperation, empathy, creativity, and so on which will be useful after graduation. These tasks are also in line with the Teaching Campus slogan, namely "Serving the Nation", through service in the field of education at the elementary and junior high school levels.

Implementing a teaching campus in the 3T area has several benefits that students can gain, namely (1) Students gain experience on how to package learning in accordance with the characteristics and level of development of students; (2) Students have the opportunity to channel their abilities in teaching through learning innovation in the form of developing media, methods and technology; (3) Students have the opportunity to study outside campus. From here students can obtain additional up-to-date information and knowledge and experience about being a teacher, school, and the dynamics of education directly at school; (4) Students gain reasoning power in studying, formulating and solving educational problems at school; (5) Students have the opportunity to hone their leadership skills, soft skills and character; and (6) Increase students' sense of responsibility and concern for education in 3T areas and villages.

Meanwhile, the benefits for partners by implementing a teaching campus in the 3T area include (1) Supporting the progress of the 3T area because students are deployed to teach, educate and inspire the community; (2) Village communities receive young intellectuals because students are given the opportunity to teach in the area; (3) Partners obtain student input, ideas and suggestions that can play a role in the development of an organization/institution/region and become solutions in solving existing problems; (4) Ease for partners in obtaining human resource input from college graduates who already have competency; (5) Improving partnership relations between partners and universities.

Challenges of Implementing the Independent Campus Program in 3T Regions

In general, problems with the implementation of education in the 3T area include educational problems, such as a shortage of teaching staff, unequal distribution, qualifications that are below quality standards, lack of competence, and a mismatch between educational qualifications and the field being covered. Other problems faced in the implementation of education are the school dropout rate which is still high, the school participation rate is still low, the facilities and infrastructure are inadequate and the infrastructure for easy access to education is still very lacking.

The paradigm that occurs in practice shows that the implementation of the MBKM policy has not been fully implemented due to various problems. This means that the process of implementing campus teaching activities cannot be separated from several existing obstacles. Some of these obstacles include difficult road access to school, especially when it rains. When it rains or after it rains, the access road to the school is very slippery because the access road is made of dirt. Besides that, internet access is difficult. This is quite hampering the process of implementing the technology adaptation program. However, these obstacles are not something that can break students' enthusiasm and hard work but rather motivate them to be able to complete all the programs that have been previously planned.

The results of research from Eka T.P Simanjuntak, senior researcher at The Willi Toisuta & Associates and The Institute of Good Governance and Regional Development (IGGRD) show that there are at least 3 reasons why this program is irrational; (1) the teaching staff assigned are graduates with 'zero' experience; (2) they are imported from outside the 3T area, where most are not familiar with the social and cultural conditions of the community where they will be placed; (3) This program only lasts 1 year and after the program ends, there is no guarantee that the school will get substitute teachers in the same number and subjects.

Mapping the challenges of implementing MBKM on Teaching campuses in 3T areas is based on literature studies. First, school facilities and infrastructure are not up to standard, such as difficulty in internet access and road access to schools in 3T areas. As a study conducted by Tanzani (2022) shows that difficult internet access at SD Negeri 013 Nunukan causes obstacles in implementing technological adaptation. Apart from that, the access road

to SD Negeri 013 Nunukan is very difficult to pass and slippery because it is still dirt so it can be dangerous if the weather rains heavily. Obstacles related to internet access in this school were successfully overcome by implementing a technology adaptation program in the homes of residents around the school in higher areas, making it easier to find an internet network even though it was not very smooth.

Second, the limited competence of teachers. Students help fill the shortage of teachers and the lack of quality teaching staff in areas that need it. Technology adaptation activities are needed by helping teachers provide technology-based learning materials, for example showing video-based learning media using laptops. Showing this video also teaches students to be technologically literate and that learning can use any media. Students also help teachers use the Microsoft Excel application to process student data and grades so there is no need to input manually.

Third, students who take part in campus teaching programs in 3T areas on average come from outside the 3T area and are not familiar with the social and cultural conditions of the local area. Therefore, students who are interested in participating in campus teaching programs are selected by the Ministry of Research, Technology and Higher Education. Students who have been selected will be guided by various competent parties to be placed and assist with the learning process at selected schools in their area. Students play a role in increasing the distribution of educational quality and the relevance of primary and secondary education to higher education and keeping up with current developments in the era of digitalization.

In an effort to accelerate the equality of national education, comprehensive reform is needed, namely the Sustainable Education Best Program (SEBsP): Efforts for equal distribution of sustainable education in the 3T regions. This program provides a solution to the problem of educational equality in Indonesia. The advantages of this program are a curriculum that is adapted to the potential of the 3T region, educators who are equipped with special skills according to the 3T region, an education system that demands creativity from teachers and the local community, the welfare of educators that is more improved than educators in urban areas, and the provision of adequate infrastructure and creating a family atmosphere between educators in the 3T area.

Table 1. SWOT Analysis of the Implementation of the Independent Campus in the 3T Region

SW	<p>Strengths</p> <p>(1) Collaboration between teachers and students</p>	<p>Weakness</p> <p>(1) Educator Problems (2) Problems with school facilities and infrastructure</p>
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OT	(2) Collaboration between campus and school partners	(3) the quality of education in primary and secondary schools is still very low
Opportunity (1) students become agents of change (2) master learning technology	Strategy SO hone your skills before entering the world of work	Strategy WO Developing and improving school quality; (1) helping the process of increasing literacy and numeracy (2) developing technological innovation for education in target schools.
Treat/Challenge (1) Teaching staff (students) have zero experience (2) The average student comes from outside the 3T area and is not familiar with the social and cultural conditions of the local area	Strategy ST Before entering the field, students receive training from people who are competent in their fields	Strategy WT helping schools to be able to sustain their learning by transferring the application of technology mastered by students

CONCLUSION

Mapping opportunities for implementing MBKM on Teaching campuses in 3T areas shows opportunities for students to hone their skills before entering the world of work and opportunities for students to be able to develop and improve the quality of partner schools. Improving school quality can be done by helping the process of increasing literacy and numeracy as well as developing technological innovations for education in target schools. Meanwhile, the paradigm that occurs in practice shows that the implementation of the MBKM policy encounters various challenges, namely school facilities and infrastructure that do not meet standards such as difficulty in internet access and road access to schools in 3T areas, limited teacher competence, and students who take part in campus teaching programs to 3T area, most of whom come from outside the 3T area and are not familiar with the social and cultural conditions of the local area.

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