

Analysis of the Role and Constraints of Field Supervisors in *Kampus Mengajar* Program at School

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Abstract. This paper aims at describing the role and identify the obstacles encountered by field supervisors in *Kampus Mengajar* program from Batch 3, 4, 5, and 6. The research was conducted in Riau Province with the main informants, namely several DPLs assigned to several elementary schools in Riau province in addition to the students participating in *Kampus Mengajar*, the research was conducted in the time span of February 2022-December 2023. The research data were collected through interviews and documentation studies. The data analysis technique uses the miles and Huberman model which consists of data collection, verification and data reduction, conclusion drawing. The triangulation technique uses data source triangulation. The results of the study found that there are several roles of DPL, namely (1) communicator, in this role DPLs are required to always coordinate with the Education office and target schools to explain the usefulness and smooth running of *Kampus Mengajar* program; (2) facilitator, meaning facilitating students to discuss with each other about the design, implementation and evaluation of *Kampus Mengajar* program and; (3) mentor, meaning guiding students to follow the program according to the direction of the ministry but still be able to innovate and develop creativity for the success of the program. The obstacles encountered by DPLs are (1) the remote location of the target schools; (2) *Kampus mengajar* students who do not obey the rules, making it difficult for DPL positions; (3) the honorarium for *Kampus Mengajar* program which is compensated and sometimes late in disbursement.

Keywords: Analysis; Role of Constraints; Field Supervisors; *Kampus Mengajar*; Elementary School.

INTRODUCTION

Kampus Mengajar is part of the implementation of the merdeka Belajar Kampus Merdeka (MBKM) curriculum launched by the ministry of education, culture, research and technology through minister Nadiem Makarim, which was initiated in 2021 and has been running in the 7th batch in 2024. (Khotimah et al., 2021; Shabrina, 2022).. This program focuses on literacy and numeracy, administrative structuring and technology

adaptation assistance to target schools. (Satyahadewi et al., 2022) which are determined based on several criteria including (1) schools with accreditation C (Pardede, Ongsina, et al., 2022) (2) schools located in 3T areas (frontier, outermost, underdeveloped). (Hariyanti, 2023c) (3) schools with special conditions that require HR assistance from outside the school, such as a shortage of teaching staff or schools that accept students with special needs but do not have an

accompanying teacher (Hariyanti, 2023b). (Hariyanti, 2023b).

There are two main objectives of *Kampus Mengajar* program, namely (1) to transform higher education, which is intended to encourage universities to be faster and better able to provide relevant competencies for their graduates in the future; (2) to accelerate the improvement of student literacy and numeracy in primary education schools in areas in need. (T. Kampus mengajar program, 2022; nuria hikami, 2023). *Kampus Mengajar* is counted as a co-curricular program that is in great demand by students and lecturers in higher education, until the 6th batch in 2023, there have been more than 91,000 students assigned to more than 21,000 elementary and junior high schools throughout Indonesia, even especially in the 6th batch which began in August 2023, more than 43,000 students registered and became the highest number of registrants throughout the implementation of the program since 2021. (T. P. K. Teaching, 2023) *Kampus mengajar* is also a form of inclusive education as it seeks to facilitate both students and learners in the target schools to get a better education. (Molina et al., 2016).

Participants in *Kampus Mengajar* program consist of students and lecturers from various public and private universities and are cross-department / department, both educational and non-educational. This program was designed from the beginning as a form of service for the academic community

from universities as well as a forum for developing the co-curricular competencies of students and lecturers, as well as a means to improve the quality of literacy-numeracy in target schools. (Shabrina, 2022; Thanzani, 2022).

To become a participant in *Kampus Mengajar* program, prospective participants, both lecturers and students, must go through a series of required tests, namely (1) substance selection, which is a selection of dossiers to see whether the qualifications of the participants' requirements have been met. For prospective field supervisors, the required files are a statement letter / integrity pact stating the willingness to fulfill the obligations and responsibilities as DPL, signed on stamp duty; recommendation letter from superiors, at least the dean at the faculty; proof of experience guiding students outside the campus such as supervising lecturers of real work lectures (KKN) students which can be proven through certificates or assignment letters from the campus; (2) VCAT test through the application, which is provided by the Ministry of Education and Culture, where there are 40 test questions that must be answered within 40 minutes by prospective DPLs. Based on initial interviews with several DPLs, preliminary findings were obtained that generally the theme of the VCAT test on *Kampus mengajar* batches 3,4,5,6 was sexual violence in higher education and the practice of the Pancasila precepts. Lecturers who are declared to have

passed as DPLs are lecturers who pass the substance selection and pass the VCAT test with the highest score based on the order of accuracy in answering questions based on the assessment of *Kampus Mengajar* central committee.

In addition to students as implementers of *Kampus Mengajar* programs in target schools, the DPL position plays a strategic role in the successful implementation of programs in the field. (Saefullah et al., 2022). This paper aims to explore in more depth the role of the DPL of *Kampus Mengajar* program which can be identified as a communicator, facilitator and supervisor in the field as well as identifying the obstacles encountered and the Solution Efforts offered. The MBKM of *Kampus mengajar* program is actually an effort to expand the role of lecturers in higher education who not only teach but also have an educational impact on the community. (Wong & Chiu, 2019).

RESEARCH METHODS

This research used a qualitative design with descriptive methods. Qualitative-descriptive research was research that analyzes and explores research findings through detailed narratives. Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and conducted in a natural setting. (Fadli, 2021). The research was conducted in Riau Province, between February

2022 and December 2023. Data were collected through in-depth interviews and documentation studies. The interviews were conducted with 4 field supervisors who were assigned to several elementary schools and 10 students participating in *Kampus Mengajar* Batch 3, 4, 5 and 6. Meanwhile, the documentation study was carried out mainly on program documentation in schools and final reports made by students and DPL. Furthermore, the data analysis technique used the Miles and Huberman model which consisted of data collection, data verification and reduction, data display and conclusion drawing. (Harahap, 2020). The triangulation technique used data source triangulation.

DISCUSSION

DPLs are active lecturers in their respective universities, who pass the selection of *Kampus Mengajar* program, assigned to assist students in coordinating, communicating with the Education Office and school parties as well as facilitating and guiding students in making programs related to improving numeracy literacy, administrative arrangements, technology adaptation in target schools and making a final report on activities as an accountability for the programs that have been implemented. (Waldi et al., 2022; Wilson Sitopu, 2022). On the Force 3 and 4 *Kampus mengajar*, each DPL is required to make weekly reports, check students' daily logbooks and weekly reports and conduct *sharing sessions*. (Anugrah, 2021; Fahmi et al., 2021)..

However, on the Force 6 teaching campus, DPLs are required to make weekly reports as well as monthly reports, and are also encouraged to go down to the target schools every month to conduct monitoring and evaluation. In addition, they also check students' weekly reports, and conduct sharing sessions every week. (Islami & Imron, 2023; Sijabat, 2024).. The following 3 main roles of DPL in *Kampus Mengajar* program can be identified, namely:

Communicator

This means that the DPL is in charge of opening initial communication with the Education Office and the school. When the DPL has passed the selection test and gets the assignment school and student group to be guided, the DPL must be proactive in contacting students based on the student contact number that has been given in the MBKM DPL account, then generally the DPL makes a WhatsApp group and then conducts initial communication in the form of introductions because DPLs and participating students usually do not know each other because they come from different universities and majors. (Safaringga et al., 2022). Furthermore, DPL coordinates with the Education Office based on the schedule arranged by the central committee of *Kampus Mengajar* by bringing a letter of assignment from the Ministry of Education and Culture and the university of origin, as well as students. (Hariyanti, 2023a). Coordination

with the Education office can be done collectively, meaning that all DPLs in charge of the same Education office area agree to jointly meet the head of the Education office for coordination or it can also be done independently between one DPL and 5 students under his guidance. The technicalities are left to each DPL by the central committee of *Kampus Mengajar*.



Figure 1: DPL and student coordination with the Kampat District Education Office in the 4th batch of the *Kampus Mengajar* program.

This coordination aims to inform the target schools in the work area of the Education office concerned as well as to ask to be facilitated to communicate with the school so that activities can run smoothly. Furthermore, the Education office will issue a letter of assignment for DPL and students to coordinate with the target schools. (Aan et al., 2021).

Furthermore, DPL and students come to the target school with a letter of assignment from the Education office and communicate about what *Kampus Mengajar* program is and

its objectives as well as other technical matters such as the length of time students will serve in the target school, the difference between Kampus Mengajar program and field teaching practice (PLP) and real work lectures (KUKERTA/KKN) and the obligation of the principal to appoint one teacher as a pamong teacher who is in charge of guiding students while at school. (Hamzah, 2021).



Figure 2: initial coordination of one of the DPLs and students with SDN 001 Air Tiris as the target school on the 4th batch of Kampus Mengajar

Later on, students will often communicate with the mentor teacher to discuss planning, implementation and evaluation and final reporting of the program. The mentor teacher contributes 40% of the student's score while the DPL contributes 60% of the student's score. This assessment will be based on attendance, activeness, cooperation, effectiveness of the implementation of Kampus Mengajar program at school as well as from the final report. (Ifrida et al., 2023). Later, the combined grades from DPL and student teachers will be processed again by the central committee of *Kampus Mengajar* and become the final student grade which will be

used as a substitute for one semester grade for students participating in *Kampus Mengajar*. This is done because students participating in *Kampus Mengajar* are active students who should study in college but because they register for *Kampus Mengajar* program, the courses taken in the current semester will be converted to the grades given by *Kampus Mengajar* committee. High standards of assessment from lecturers of student programs will have an impact on the implementation of the program with high commitment to students as well (Kazár, 2014)

Facilitator

This means that the DPL facilitates students to have initial communication with the Education Office and school principal and further discuss the program design that will be implemented in the target school. Furthermore, it can be understood that DPLs help their student groups to equalize perceptions about the goals of *Kampus Mengajar* program and design follow-up plans to achieve these goals. This means that *Kampus Mengajar* applies student-centered learning as the executor and the lecturer as a facilitator like in a classroom. This aims to train students' responsible attitude towards the tasks they carry out. (McCabe & O'Connor, 2014).. In addition, DPL also helps student groups to reach a common consensus so that in the future the group's actions become more directed (Rachman et al., 2021). (Rachman et al., 2021). One way for DPLs to facilitate

student directed discussions is through weekly sharing sessions. (Lindawati, 2022) namely discussion and evaluation activities that can be carried out face-to-face or online via zoom / WAG to see how the program progresses every week as well as a means of pouring out students' hearts during activities at school.



Figure 3: sharing session between DPL and students participating in the online kampus mengajar for Batch 3.

Specifically related to the role as a facilitator, the DPL facilitates students to discuss together and reach consensus related to program planning that will be carried out in target schools. Based on the results of an interview with one of the DPLs of the 6th batch of *Kampus Mengajar* who was assigned to one of the elementary schools in the city of Dumai, he explained that he only facilitated the discussion by providing a zoom platform, determining the time of the discussion and the rest was listening to how students expressed their opinions about the program design that would be carried out. Occasionally the DPL provides input in the discussion. The point is that DPL ensures that the discussion runs in a

directed and focused manner, DPL does not monopolize program ideas, everything is left to students as implementers as long as the proposed program makes sense and is in accordance with school needs. The following can be described through the table below.

Table 1. example of a program run at one of the elementary schools in the 6th year of the Kampus Mengajar program in dumai city.

No.	Program/activity 1
1	students teach Riau Malay Culture (BMR) subjects, starting from grades 1, 2, 3, 4, 5, and 6 because specifically for this subject, at school there is indeed an absence of teachers who hold specifically this subject before, so the presence of Kampus Mengajar teaching is very helpful in the BMR learning process at school.
2.	Substituted for some teachers to teach in class because the class teacher was absent due to illness.
3	implementing a private reading literacy strengthening program for students who are not fluent in reading from both low and high classes, which is carried out in the library, for 30 minutes after school hours, each week there are different classes that are targeted so that students focus.
4	implementing a private tutoring program to help students do homework at the boarding house of Kampus Mengajar participants, carried out after maghrib every day, and free of charge.
5	making posters from used items with students;
6	For the administrative field, students carry out programs to help borrow and return library books and make library borrowing cards that previously did not exist and also help teach library staff to manage book loans through the Microsoft excel program.
7	students carry out toga planting in the school yard

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- 8 students create numeracy learning media in the form of a fraction clock
 - 9 running a reading corner program in each class
 - 10 making school madding
 - 11 assisted in technology matters such as teaching teachers of SDN 011 Bukit kapur to use canva media to create power points and cap cut applications to create and edit videos. In addition, students also teach students basic computer applications;
 - 12 assisting with other technical matters needed at school such as picketing, practicing flag ceremonies and teaching students to dance.
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Source: final report of one of the DPLs of Kampus Mengajar Batch 6

Based on the table above, it can be said that the program is focused on improving literacy-numeracy competencies, administrative arrangements and technological adaptation in target schools. (Febianti, 2023; Prayudi et al., 2023)..

In addition, DPL must also ensure that the program is in accordance with the needs and curriculum applicable at school, namely the Merdeka learning curriculum, where one of its objectives is to foster the character of Pancasila students, namely having faith in God Almighty and having noble character, critical reasoning, global diversity, mutual cooperation, independence and creativity. (Jamaludin & , Sunarto Amus, 2022; Satria et al., 2022).. All activities at school must be aimed at developing the character of Pancasila students, including *Kampus Mengajar* program initiated by the Ministry of Education, Research and Technology. (Aditomo, 2021).

Based on an interview with one of the DPLs of the 6th Generation *Kampus Mengajar*, the values of the Pancasila teaching profile that are developed in *Kampus Mengajar* program, namely the value of faith and piety in God Almighty and noble character are internalized through routine morning recitation activities every day before the learning process begins; the character of critical reasoning and global diversity is fostered through literacy programs in the library, the character of mutual cooperation is fostered through toga planting activities together every Saturday at school, independent character is fostered through the making of madding materials individually; and creative character is fostered through making posters and learning media in the classroom. This means that it can be said that *Kampus Mengajar* program is an effective activity in helping to shape the profile of Pancasila students in elementary schools from an early age. (Numertayasa et al., 2022; Ulfah et al., 2023)..

In addition, the character of Pancasila students can also be developed by accommodating the values of local wisdom in the local area. (Nurasiah et al., 2022; Sulistiawati et al., 2023).. Pancasila as the ideology and foundation of the state must be introduced early and internalized in learners so that they become citizens who always practice the values of Pancasila in their daily lives. In addition, this is done to avoid misperceptions

about the meaning of Pancasila and clashing it with religious teachings, causing intolerance and radicalization that are closely related to the younger generation who tend to search for their identity (Angel Dwi Septianingrum et al., 2023). (Angel Dwi Septianingrum & Dini Anggraeni Dewi, 2021; Asmaroini, 2016; Subagyo. This means that it can be said that developing the character of Pancasila from an early age is aimed at forming citizens who have ideological intelligence. (Ahmad Eddison, Hambali, 2020; Muchtar & Iswandi, 2018).

Advisor

This means guiding students to follow the program according to the direction of the ministry but still be able to innovate and develop creativity for the success of the program. DPLs are required to guide students to make weekly reports to see the progress of the program that is compiled every week, this is done to ensure that students participating in the program do their respective tasks according to a predetermined timeline. In addition, DPLs are also required to guide students to make a final report containing a comprehensive report on the results of initial observations of the school situation, initial coordination with the Education Office and school principal, program design with DPL, peers and student teachers, implementation and obstacles encountered in implementing the program, as well as evaluations carried out to see the effectiveness of the program carried

out. Regarding this evaluation, the central committee of *Kampus Mengajar* always asks student participants to conduct an AKM pretest and posttest on several students to see how the initial and final conditions of literacy and numeracy in the target schools after the student program is carried out. The implementation of AKM is mandatory and reported to the central committee of *Kampus Mengajar*. In addition, specifically for this Batch 6 teaching campus, the central committee asked students to conduct a numeracy literacy festival at school to improve and enliven numeracy literacy. The numeracy literacy festival is filled with various competitions and the prizes are given by student participants assisted by the school. The activities that were contested included poetry reading, speeches and ranking 1.



Figure 4: Literacy Festival at SDN 008 Bukit kapur Kota Dumai during the *Kampus Mengajar* Program Batch 6.

Guidance carried out by DPL to students participating in *Kampus Mengajar* is intended so that student activities are directed so that they are successful in achieving common goals, namely the success of *Kampus Mengajar* program in the target school.

In addition to the 3 main roles described above, DPL has also encountered several obstacles in carrying out its duties in the field, the following identification of obstacles can be described, namely:

The location of the target school is far from the participant's domicile.

The determination of target schools as well as the placement of DPLs and students in target schools is determined by the central committee based on the needs of each region and school to help improve the quality of learning in target schools in the area. (Utami et al., 2023) However, on *Kampus Mengajar* of Batch 4 onwards, the placement of DPL and student locations is determined through the proximity of the domicile of the participants to the target schools. (Pardede, Pardede, et al., 2022)..

This was done because of the many cases of *Kampus Mengajar* participants who resigned, both lecturers and students, due to the distance between the placement location and the domicile concerned or the location of the target school which was in a remote and difficult to access area. As stated by one of the DPLs of *Kampus Mengajar* Batch 3 with the initials HY, where he was placed in an elementary school located in the middle of a government-owned oil palm plantation in the city of Dumai, while HY is domiciled in the city of Pekanbaru. In addition, the location of the elementary school is also difficult to access because it is only through a dirt road, which is

dusty when it is hot and muddy when it rains, taking about 30 minutes from the highway to the school location.



Figure 5: Road conditions leading to the location of one of the target schools in the city of Dumai during the 3rd batch of the *kampus mengajar* program.

In addition, the elementary school also did not have a smooth electricity and internet network. DPL HY still accepted the assignment in the area but according to him there was one student under his guidance who resigned at the beginning of the program because he did not get parental permission to continue participating in the *kampus mengajar* program because the location of the school was far from his domicile. While the rest of his group of friends continued the program and chose to rent rent near the highway entering the school because of their average domicile in Pekanbaru City.

Kampus mengajar Students Who Disobey the Rules, Making DPL's Position Difficult

Students participating in *Kampus Mengajar* have been released from the obligation to attend lectures in the classroom and the course grades in the current semester are converted to the value of *kampus Mengajar* activities. Technical conversion of grades and communication with lecturers teaching courses are usually taken care of by the MBKM coordinator in each study program and each participant's college. (Sintiawati et al., 2022). However, there are always students who do not follow *Kampus Mengajar* rules, making it difficult for DPL, such as student participants who take real work courses (KUKERTA) while participating in *Kampus Mengajar* program, rarely attend school, do not make weekly reports or rarely communicate with DPL / lose contact. Cases like this become an obstacle in the success of the group running the program at school because teamwork is the core of this *Kampus Mengajar* program for both DPLs and students. Based on the narrative of one of the DPLs of the 4th batch of *kampus mengajar* with the initials H in ones of the target schools in Kampar district, he stated that he received protests and complaints from pamong teachers in his placement school because there was one student participant who rarely attended school. In addition, the student concerned also sometimes did not want to be asked to help replace teachers teaching in class with the

excuse that it was not included in *Kampus Mengajar* agenda or his major was not in accordance with the theme taught in class. The student was from the information technology department while he was asked to replace the 4th grade teacher in the classroom. Problems like this really make it difficult for DPL as a result, the pamong teacher gave a verbal warning to DPL and the group of students at the school. The solution was that the student apologized to the pamong and finally diligently came to school and helped implement the program after also being reprimanded by the DPL and warned about the future of his grades for the current semester which depended on *Kampus Mengajar* activities that were entirely given by the DPL and the pamong teacher.

From the beginning before *Kampus Mengajar* activities take place in schools, the central committee has provided briefings to students online which contains material about numeracy literacy in elementary schools by presenting competent speakers. Debriefing is carried out to increase students' understanding of numeracy literacy in elementary schools, help design programs as well as provide provisions for non-education students or those who do not come from elementary school teacher education (PGSD) majors. (Lestari & Fatonah, 2021) to be able to carry out tasks in the target elementary schools considering that this program is attended by various students across departments.

Honorarium for *Kampus Mengajar* Program which is sometimes late in disbursement.

Kampus mengajar participants receive incentives for their participation in this program, where students get a reimbursement of Education funds (SPP) of a maximum of Rp.2,400,000, - and a monthly allowance of Rp.1,200,000, - to help with monthly living expenses and smooth student activities while carrying out *Kampus Mengajar* program at the target school, while DPL is also given an honorarium. The DPL honorarium is paid on a monthly basis, transferred to the DPL account and paid in 2 (two) terms, namely in the middle of the assignment period and after the assignment period is completed, provided that the person concerned has completed a number of required reports. (Tobing et al., 2022). The disbursement of student living expenses has no problems other than cases where students are not actively participating in the program and do not carry out their obligations in making weekly reports. Meanwhile, for DPLs, it is an obstacle because of the delay in disbursement so that DPLs must first overcome it with personal funds when going down to the target schools. Based on comments and discussions in the DPL telegram forum (unofficial, some are officially made by *Kampus Mengajar* central committee and contain committee contacts in it), especially in *Kampus Mengajar* program Batch 6, there are delays in the

disbursement of honorarium where the first term honorarium is paid after the program is completed, precisely at the end of December 2023, while the rest is paid at the end of January 2024. There are also cases where there are several DPLs who have not been paid honorarium either term 1 or term 2 until the end of January 2024. Cases like this even caused a heated debate among DPLs, some of whom asked to be patient with their fellow colleagues because the expenditure of the state budget was regulated by a strict mechanism and was quite long to check, while some DPLs commented that honoraria should be paid in accordance with performance and guidebooks because they felt they had carried out their duties well and according to schedule. While the explanation from the central committee of *Kampus Mengajar* is that there are still thousands of DPLs who have not completed their duties such as checking and approving student final reports in the MBKM DPL account or have not made and submitted the DPL final report so that this is what makes the disbursement delay. Hopefully in the future this obstacle can be overcome properly because *Kampus Mengajar* program both has a good impact on the target schools and on the participants, namely students and DPLs. (Net et al., 2022).

CONCLUSION

Kampus Mengajar is part of the MBKM curriculum policy which has proven to have a positive impact on the target schools. The

success of this program is inseparable from the role of the participants, namely DPL and students. The main role of DPLs can be identified as communicators, facilitators and mentors, but in carrying out their duties in the field, DPLs encountered several obstacles such as the location of target schools that were difficult to access (remote) and far from the domicile of the participants, the presence of student mentors who did not obey the rules such as rarely attending school and did not carry out the obligation to make weekly reports and final reports so that the program at school was disrupted because everything was teamwork, ultimately complicating the DPL's position and delays in the disbursement of DPL honorarium. Future recommendations are suggested so that the location of the target schools is really adjusted to the domicile of the participants so that there are no more problems such as participants who resign due to the distance of the location or complaints and structuring the financial administration of *Kampus Mengajar* so that there are no more complaints and protests from DPLs whose honorarium is disbursed late even though they have carried out all obligations as required.

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and have an impact on the world of Indonesian education.

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