

Motivation of Students from Universitas PGRI Yogyakarta in Participating in the Kampus Mengajar Program, 3rd Batch

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Abstract

This research aims to analyze and describe the motivation of students from Universitas PGRI Yogyakarta in participating in the 3rd Batch of the Kampus Mengajar Program. This research is a descriptive qualitative study using the In-depth Interview method. Data sources were drawn from six informants, namely, the LKA UPY, the Target Schools for Placement of the 3rd Batch of Kampus Mengajar, and three student representatives from the 3rd Batch of Kampus Mengajar at Universitas PGRI Yogyakarta. All interview results were then reduced, data were displayed, and conclusions were drawn. The results of this study show that students from Universitas PGRI Yogyakarta are motivated to participate in the Kampus Mengajar Program because they will receive benefits such as: teaching experience to enhance teaching skills, expanding their network, obtaining 20 credits conversion, receiving monthly incentives and tuition fee waivers during the program, and obtaining a certificate to support their teaching career in the future. In addition to these benefits, students are also motivated to participate in Kampus Mengajar because they want to apply the knowledge gained in lectures to real-world situations. From this research, it can be used as a reference for follow-up actions related to motivating students to be interested in participating and increasing participation in the Kampus Mengajar program.

Keywords: Student Motivation, Kampus Mengajar



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INTRODUCTION

Education is one of the reflections and foundations of a nation. The importance of education begins from Elementary School (SD) to Higher Education. In accordance with Law Number 20 of 2003, Higher Education is the last formal education unit in human resource development, thus possessing both hard skills and soft skills that can meet and be in line with the demands of the job market. The Covid-19 pandemic that has occurred since March 2019 in Indonesia has changed the way society operates. Certainly, the impact of the Covid-19 pandemic has spread to all sectors, including the education sector. The most significant change in the education sector is in the Teaching and Learning Activities (KBM) process, which initially was conducted face-to-face (Offline) but changed to online implementation (Online). Based on this condition, the Minister of Education, Culture, Research, and Technology (Mendikbudristek), namely Nadiem Makariem, launched a policy called Merdeka Belajar Kampus Merdeka (MBKM), which aims to provide opportunities for students to learn and develop themselves through activities outside of lectures. One of the programs designed under MBKM is Kampus Mengajar.

Kampus Mengajar is a program that provides opportunities for students to assist School Principals and Teachers in the Formal Education Environment at the Elementary School (SD) and Junior High School (SMP) levels in implementing learning activities affected by the Covid-19 pandemic. Furthermore, this program is designed to improve the quality of education in Indonesia in aspects of learning, particularly in Literacy, Numeracy, and Technological Adaptation. The target of this program is schools located in 3T areas (Underdeveloped, Remote,

and Frontier) and schools with the highest accreditation of B. Kampus Mengajar is expected to address and overcome the challenges and problems faced by educational institutions, hence this program continues until the 3rd Batch and is still ongoing until now, which is the 5th Batch. Universitas PGRI Yogyakarta is one of the Private Higher Education Institutions that follows the policy of the Minister of Education and Culture, registered in the Kampus Mengajar Program. Universitas PGRI Yogyakarta is located within the scope of the Higher Education Service Institution (LLDIKTI) Region V DIY, precisely located at Jl. IKIP PGRI I Sonosewu No. 117, Sonosewu, Ngestiharjo, Kasihan District, Bantul Regency, Special Region of Yogyakarta 55182. Universitas PGRI Yogyakarta has been involved in the Kampus Mengajar program since it was first released by the Minister of Education and Culture or since the First Batch. However, student interest is not stable in participating in the Kampus Mengajar program every year. It is evidenced that in the Second Batch, there were only 44 students, in the 3rd Batch, there were 58 students, and in the 4th Batch, there were 30 students. Based on this, the researcher is interested in conducting a study on the Interest of Students in participating in the Kampus Mengajar program entitled "Motivation of Students from Universitas PGRI Yogyakarta in Participating in the 3rd Batch of Kampus Mengajar Program".

RESEARCH METHODS

This research uses a Descriptive Research Method with a Qualitative Analysis approach. According to Moleong (2017:6), Qualitative Research is research intended to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, and others holistically through description in the form of words and language, in a specific natural context using various natural methods. Qualitative research is conducted because a problem needs to be further studied and deeply understood. In this research, the important aspect to be analyzed and studied in depth is the motivation of students to participate in the Kampus Mengajar program. The research method involves direct observation in the field. Primary data obtained are related to students' participation and involvement in the Kampus Mengajar program, acquired from the Student Affairs and Alumni Institution (LKA) of Universitas PGRI Yogyakarta. Subsequently, the obtained data are processed through analysis and description. Ultimately, this data will be useful for Universitas PGRI Yogyakarta in deciding which policy is the most appropriate and effective in stimulating students' interest in participating in the Kampus Mengajar program. To determine whether the research conducted is appropriate, valid, and complete, it is necessary to use a valid data analysis method. The data analysis technique used in this research is Qualitative Descriptive. This data analysis technique aims to find out the extent of motivation among students of Universitas PGRI Yogyakarta to participate in the Kampus Mengajar Program.

RESEARCH RESULTS AND DISCUSSION

The observation results from this research are used for the thesis entitled "Motivation of Students from Universitas PGRI Yogyakarta in Participating in the 3rd Batch of Kampus Mengajar Program". This research was conducted from June to August 2023. The results of the observation in this study are as follows: Students from Universitas PGRI Yogyakarta who passed as participants of Kampus Mengajar each year are: 1st Batch: 13 students; 2nd Batch: 44 students; 3rd Batch: 58 students; 4th Batch: 30 students. Based on this data, the researcher selected the research informants from the participants of the 3rd Batch of Kampus Mengajar. Thus, the primary data consists of several informants, namely, the Head of LKA UPY, 3 Students from the 3rd Batch of Kampus Mengajar, Headmasters of SMP and SD schools targeted for placement in the Kampus Mengajar program. This research also uncovered how LKA UPY takes

steps to stimulate student motivation to participate in Kampus Mengajar, the processes carried out by participating students, the attractive aspects of this program, the impact on target schools, the implementation at target schools, and the collaboration between students and teachers at schools.

Discussion

The motivation of students from Universitas PGRI Yogyakarta in participating in the 3rd Batch of the Kampus Mengajar Program encompasses various motivations as follows:

1. Firstly, obtaining teaching experience and enhancing teaching skills. This is highly relevant because by participating in the Kampus Mengajar Program, students engage in fieldwork to develop their teaching skills and gain experience.
2. Secondly, expanding networks. According to informants, one motivation for participating in the Kampus Mengajar Program is to build and expand networks. Participating students can expand their networks with peers from different universities and departments. Additionally, students also establish relationships at placement schools and with fellow participants of the 3rd Batch of Kampus Mengajar. Further aspects of networking include: a. Educational network: Through teaching experience in schools or formal education institutions, students can build relationships with educators, administrators, and school staff. These relationships can be beneficial for future careers. b. Collaboration with fellow students: The Kampus Mengajar program creates opportunities to build close relationships with fellow students in teaching projects. c. Access to educational resources: Involvement in this program provides students access to a wider range of educational resources to enhance insights and connections in the field of education. d. Job and internship opportunities: The Kampus Mengajar program often provides opportunities for internships, collaborations, and joint projects with educational institutions or related organizations.
3. Thirdly, while students participate in the Kampus Mengajar program, one semester of coursework is counted with a conversion of 20 credits. This is stated on the official Kemdikbud website (2021), indicating a conversion of 20 credits for coursework during program implementation. Students are informed about the 20-credit conversion, which boosts their enthusiasm and motivation to participate in the program.
4. Fourthly, participants of the Kampus Mengajar program receive monthly incentive payments and a reduction in Single Tuition Fees (UKT). This is stated on the Kemdikbud website as a benefit for students, which increases their motivation to participate in the Kampus Mengajar Program. Consequently, students strive to pass the selection test for participation in the 3rd Batch of the Kampus Mengajar Program.
5. Fifthly, receiving a certificate of recognition from the Ministry of Education and Culture. This certificate will be useful as a teaching credential in the future. It serves as evidence that students have participated in the Kampus Mengajar Program and can be included in their curriculum vitae (CV).
6. Lastly, in addition to the motivations mentioned above, students are also motivated to participate in Kampus Mengajar due to support from the university. By becoming participants of Kampus Mengajar, students receive full guidance throughout the selection process, placement, and completion of the program.

CONCLUSION

This research has successfully revealed the motivations of students from Universitas PGRI Yogyakarta in participating in the 3rd Batch of Kampus Mengajar. These motivations are as follows:

1. Gaining teaching experience and enhancing teaching skills, which will serve as preparation for students to conduct teaching practices in schools and also support their teaching careers as teachers in the future.
2. Expanding networks. Through the Kampus Mengajar program, students not only establish relationships with teachers, students, and school stakeholders but also network with peers from other universities and study programs, with field supervising lecturers from other campuses, and with collaborating institutions during program implementation.
3. Obtaining a conversion of 20 credits. Motivation for students from Universitas PGRI Yogyakarta to participate in the Kampus Mengajar program stems from the opportunity to earn a conversion of 20 credits by participating in this program.
4. Participants of the Kampus Mengajar program also receive monthly incentive payments and tuition fee reductions, providing equal opportunities for economically disadvantaged students to participate in the program and alleviate their financial burden.
5. Receiving a certificate from the Ministry of Education and Culture. This certificate serves as evidence of active participation in the program and provides benefits to support future careers when students start teaching.
6. Developing students' soft skills in teaching. The main benefit for students participating in this program is the development of soft skills, which can support their careers when they start teaching. It equips students with skills to address learners, teach according to their age, collaborate with teams, manage time, and many other skills that can be developed in this program.

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