

ASSESSING THE IMPLEMENTATION OF *KAMPUS MENGAJAR* POLICY IN ISLAMIC EDUCATIONAL INSTITUTIONS

Rita Rahmawati¹, Berry Sastrawan^{2*}, Abraham Yazdi Martin³, Martin Roestamy³, Irma Purnamasari², Muhamad Husein Maruapey¹, Muhammad Rendi Ramdhani⁴, Mahmud Danil¹

¹Master Program of Public Administration, Graduate School, Universitas Djuanda

²Department of Public Administration, Faculty of Social and Political Science, Universitas Djuanda

³Department of Law, Faculty of Law, Universitas Djuanda

⁴Department of Islamic Education Management, Faculty of Islamic Studies and Teacher Education, Universitas Djuanda

*Corresponding Email: berry.sastrawan@unida.ac.id

Received: July, 2024. Accepted: September, 2024. Published: Desember, 2024.

ABSTRACT

This research investigates the implementation of *Kampus Mengajar* policies from the perspective of Islamic religious values. The study aims to analyze how these policies align with Islamic teachings, particularly in fostering social responsibility and educational development. Using descriptive analysis methods, the research involved 17 students participating in the *Kampus Mengajar* program, with data collected through questionnaires, in-depth interviews, participatory observation, and literature review. The findings reveal that the overall implementation of *Kampus Mengajar* policies is rated at 3.84, categorized as Good, with the highest score in the Disposition dimension (4.08) and the lowest in the Resources dimension (3.55). Notably, the facility indicator in the Resources dimension received a lower score (2.65) due to limited infrastructure. Despite these challenges, the program positively impacts schools with insufficient teaching staff, fostering creativity and innovation in the learning process. The study concludes that *Kampus Mengajar* is significantly aligned with Islamic principles, particularly in terms of social justice and responsibility, and enhances students' knowledge and contributions to educational quality, reflecting devotion to God and service to humanity. This research highlights the importance of integrating Islamic values in policy implementation to improve education.

Keywords: Islamic Education, *Kampus Mengajar* Program, Literacy, Numeracy, Policy Implementation

INTRODUCTION

Experiential learning outside the classroom plays a crucial role in equipping students with practical skills for the future (Waite, 2020). The Merdeka Belajar Kampus Merdeka (MBKM) initiative, introduced by the Ministry of Education and Culture in Indonesia, aims to offer diverse opportunities for students to engage in activities beyond traditional academic settings, including internships, community service, and teaching through the *Kampus Mengajar* program. This program allows students to contribute to society by teaching in elementary and junior high schools and Madrasah Aliyah, thereby enhancing their abilities through hands-on learning (Nandiyanto et al., 2020; Ma'arif et al., 2022; Wardiyah et al., 2023).

Despite its benefits, the *Kampus Mengajar* program faces challenges in implementation, such as differing perceptions among lecturers, students, and schools (Bhakti et al., 2022; Sa'diyah et al., 2022; Apriliyani et al., 2022). Additionally, the targeted schools in disadvantaged and underdeveloped areas often struggle with inadequate facilities, which hinders the overall success of the program (Siswanto & Hidayati, 2020). In places like Sukabumi Regency, where educational levels remain low, the program offers students the chance to collaborate with schools and local governments, expressing creativity and helping to improve the quality of education (Rahmat et al., 2019; Meilia, 2022; Anderson et al., 2022). By engaging with these

communities, students contribute directly to enhancing education while gaining valuable real-world experience (Wahyudin et al., 2023).

Research on the implementation of MBKM policy has shown positive outcomes, particularly in enhancing both soft and hard skills among students (Kusumaningrum, 2022; Aryanti et al., 2023; Sukirno et al., 2023; Sumani et al., 2022; Hikmawati, 2022). The *Kampus Mengajar* program, a key component of MBKM, primarily targets elementary schools, with some implementation in private institutions as well (Khotimah, 2021; Panjaitan, 2022; Sitopu, 2022). Previous studies demonstrate the program's effectiveness in improving various aspects of student development. These include literacy and numeracy skills (Rachman et al., 2021), learning motivation (Safaringga, 2022; Pardede, 2022), and character building (Jamaludin et al., 2022). Additionally, the program fosters innovation and creativity in the learning process (Abdurahman, 2023; Khasanah, 2022), while also enhancing communication skills and teaching techniques, all of which contribute to shaping a professional character in students (Tuasikal et al., 2021; Prasadha, 2022; Suyatno et al., 2023).

While previous studies have explored the implementation of the *Kampus Mengajar* program, this research aims to fill the gap by analyzing the program through the lens of Edward III's policy implementation theory, providing a comprehensive map and analysis of its effectiveness. In addition to assessing the program's general implementation, this study uniquely examines the *Kampus Mengajar* program from an Islamic education perspective, a viewpoint that has been underexplored in existing literature. The need for this perspective is particularly relevant given concerns about the reduction of instructional time for Islamic religious lessons under the Merdeka curriculum (Ikram, 2023), which may impact student learning outcomes (Titis, 2019), though some argue that it does not affect academic performance (Schultz, 2008). While research has compared the 2013 curriculum with the Merdeka curriculum (Adha et al., 2023; Rohima, 2023), there remains a lack of studies investigating whether the *Kampus Mengajar* program incorporates Islamic educational values. This research seeks to address this gap by offering a novel examination of the program from this perspective.

METHOD

This research employs a quantitative method with a descriptive analysis approach, focusing on 23 Islamic elementary schools in Sukabumi Regency that are categorized as disadvantaged, underdeveloped, and located in outermost areas, as identified by the Sukabumi Regency Education Office. From these schools, a sample of 17 Islamic elementary schools was selected using a purposive sampling technique, with one student from each school serving as the object of study (Creswell, 2016). Data collection was conducted through multiple methods, including questionnaires, in-depth and structured interviews, participatory observation, documentation, and literature review. The collected data was then analyzed using a Likert scale to measure responses, with calculations performed using the Weight Mean Score (WMS) formula to ensure a precise understanding of the data. This mixed-method approach provides both numerical and contextual insights, allowing for a comprehensive evaluation of the *Kampus Mengajar* program's implementation across these schools.

RESULTS AND DISCUSSION

Assessing *Kampus Mengajar* program using George Edward III's policy implementation model

This research evaluates the implementation of the *Kampus Mengajar* program from an Islamic education perspective using George Edward III's policy implementation model, which consists of four dimensions: Communication, Resources, Disposition, and Bureaucratic/Organizational Structure. The findings from the communication dimension reveal important insights into the

implementation of the *Kampus Mengajar* program. The data illustrates the clarity and effectiveness of information exchange between various stakeholders, including students, field advisors, and educational institutions. Table 1 summarizes the recapitulation results, highlighting both strengths and areas for improvement in communication related to the program's execution.

Table 1 Recapitulation Results of *Kampus Mengajar* Policy Implementation from the Communication Dimension

No	Question items	Mean	Assessment criteria
1.	The clarity of information provided by the Kampus Mengajar Program and the education office to students regarding the implementation mechanisms, along with the education office's understanding of these mechanisms, is essential for the program's success	3.65	Good
2.	Clarity of information and directions conveyed by field advisor to students during the <i>Kampus Mengajar</i> period	3.76	Good
3.	Opinions on the coordination between students and the school during Kampus Mengajar assignments in the field, including the extent to which the school supports the students' ideas and initiatives, are critical in evaluating the program's effectiveness	4.47	Excellent
4.	The alignment between the information outlined in Kampus Mengajar policies and its implementation in the field, as well as the consistency of information and guidance provided by field advisors to both students and the school, plays a crucial role in the program's success	3.65	Good

Focusing first on the Communication dimension, the study found that, on average, the implementation of policies scored 3.88 across all indicators, reflecting a good level of communication. However, interviews and observations revealed several challenges, particularly the lack of coordination between the education department and students. Insufficient socialization of the program led to misunderstandings and discrepancies in timelines (Lasmini, personal communication, December 20, 2023). Pre-tests and post-tests before and after socialization highlighted the importance of consistent, clear communication to ensure the program's effective implementation (Derombise et al., 2023).

Another key finding concerns technical challenges, such as delays in processing permits due to the distance from government offices and lengthy administrative procedures. This issue was reflected in the study's results, where the lowest score (3.65) was given to the indicators of information clarity and harmony. From an Islamic education perspective, communication holds particular importance, as it is central to Islamic da'wah, which emphasizes persuasive, consistent, and clear communication (Mukhtar et al., 2023). The historical example of the Al-Qur'an's transmission over 14 centuries, with no alteration to its content, underscores the value of thorough and even communication, serving as a model for how educational policies should be conveyed effectively to all stakeholders.

The research examined the implementation of the *Kampus Mengajar* program through four key dimensions derived from Edward III's policy implementation model: Communication, Resources, Disposition, and Bureaucratic/Organizational Structure. Each dimension plays a critical role in determining the overall effectiveness of the program. The Communication dimension focuses on how clearly information is conveyed between the program, the education office, and the students.

The second dimension, Policy Resources, focuses on the availability and adequacy of both human and physical resources necessary for the successful implementation of the *Kampus Mengajar* program. This dimension assesses key factors such as decision-making support, teaching staff adequacy, and available school facilities. Table 2 below summarizes the results, highlighting the strengths and areas for improvement within the policy resources dimension.

Table 2 Recapitulation Results of *Kampus Mengajar* Policy Implementation from the Policy Resources Dimension

No.	Question items	Mean	Assessment criteria
1.	The involvement of various parties in decision-making for approving the implementation of the <i>Kampus Mengajar</i> Program, along with the level of support these parties provide to meet students' needs, is essential for the program's effectiveness	4.00	Good
2.	Adequacy of teaching staff resources in placement schools	3.53	Good
3.	Available school facilities (adequate classrooms, library, teacher's room, etc.)	2.65	Excellent
4.	Campus program support facilities teach students to conduct programs designed by students	4.00	Good

The resource dimension in the implementation of the *Kampus Mengajar* program highlights significant challenges, with an average value of 3.55, the lowest among the four dimensions studied. This dimension underscores the inadequate facilities in the schools targeted by the program, which are primarily located in disadvantaged, underdeveloped, and outermost areas. Many schools lack essential infrastructure, such as adequate buildings, technological equipment like laptops, projectors, and even loudspeakers, all of which are crucial for supporting modern education. While some countries have advanced to using Augmented Reality (AR) as a learning resource, Indonesian schools, particularly those in rural areas, struggle with basic technological needs (Fauziah et al., 2023; Nguyen et al., 2023). The indicator for available school facilities received the lowest score, with an average of 2.65, reflecting these limitations. Despite these challenges, student resources in the *Kampus Mengajar* program were found to be relatively adequate based on interviews and observations, helping to compensate for the schools' lack of physical resources.

In addition to limited infrastructure, human resources—specifically teaching staff—are also in short supply, which poses a further challenge to the program's success. The *Kampus Mengajar* initiative plays a critical role in supporting these schools by supplementing teacher resources and aiding in the teaching and learning process. In rural areas, where educational resources and experienced teachers are scarce, the program helps improve attitudes, knowledge, and the use of digital resources (Wang et al., 2019). From an Islamic education perspective, human resource development focuses on the teacher's character, emphasizing patience, honesty, and effective communication as essential qualities for dealing with diverse students, including those with special needs. Teachers in Islamic schools must also develop emotional regulation skills to manage challenging student behaviors, and leadership qualities are particularly important (de Ruiter et al., 2021; Eckert, 2023; Mulyani et al., 2021). In Sundanese culture, where this research is conducted, the situational leadership style with participatory and two-way communication is highly effective. Despite these challenges, the support from the local community was found to be strong and conducive to the program's implementation.

The disposition dimension highlights the importance of collaboration among all parties involved in the *Kampus Mengajar* program, reflecting a strong commitment to enhancing the educational experience. Table 3 below presents the results, indicating the positive impact of collaborative efforts on both student creativity and the overall quality of learning in schools. These findings demonstrate that effective teamwork among students, teachers, and other stakeholders is crucial for the program's success.

Table 3 Recapitulation Results of *Kampus Mengajar* Policy Implementation from the Disposition Dimension

No.	Question items	Mean	Assessment criteria
1.	Collaboration exists between the parties involved in the implementation of the <i>Kampus Mengajar</i> Program.	4.18	Good
2.	Collaboration between parties in implementing <i>Kampus Mengajar</i> positively affects the quality of school learning.	4.06	Good
3.	The students' ability to generate new and creative solutions when facing challenges, as well as the extent of support they receive from involved parties for these initiatives and ideas, plays a critical role in the program's success	4.00	Good

The disposition dimension of the *Kampus Mengajar* program reveals a strong commitment to collaboration, with an average questionnaire score of 4.08, indicating a good interpretation of the program's effectiveness. This dimension stands out as having the highest average value among the four assessed. The findings demonstrate that partnerships between schools and students, such as creating and implementing learning videos, significantly enhance students' educational experiences. The collaborative teaching approach fosters not only academic growth but also emotional connections among students and teachers, which are essential for maintaining student engagement and obedience. Interviews indicated that regular collaboration between teachers and students helps address challenges in the learning process, such as difficulties with reading and writing, further solidifying the positive impact of teamwork in education.

Moreover, collaboration in the teaching and learning process is crucial for improving the quality of education in Indonesia, where disparities in teacher competency still exist. Creative media development for teaching basic skills like reading, writing, and arithmetic is a key focus of these collaborative efforts. By involving both students and teachers in the creation of innovative learning resources, the program addresses the need for effective teaching strategies (Nurjanah & Sofiwati, 2019). From an Islamic education perspective, this emphasis on cooperation aligns with principles found in the Al-Qur'an and Sunnah, promoting collaboration for the greater good and encouraging the generation of creative ideas that advance Islamic education. The success of the *Kampus Mengajar* program thus hinges on the effective collaboration of all stakeholders involved.

The organizational dimension of the *Kampus Mengajar* program highlights the effectiveness of policy implementation in schools, showcasing strong collaboration and support for students. The results indicate that schools were successfully facilitating *Kampus Mengajar* activities and providing necessary assistance, even in emergencies. Additionally, the presence of Standard Operating Procedures (SOPs) established by the Ministry of Education further enhances the efficiency and effectiveness of the program's implementation in the field. Table 4 below summarizes these findings.

Table 4 Results of Recapitulation of Implementation of *Kampus Mengajar* Policies from the Organizational Dimension

No.	Question items	Mean	Assessment criteria
1.	The school implements <i>Kampus Mengajar</i> policies by receiving and providing necessary facilities, collaborating with students and field advisors during the program, offering assistance in emergencies, and continuing to uphold the positive changes and practices introduced by students after their assignments..	4.00	Good
2.	The existence of SOP's implemented by ministry of education about the implementation of <i>Kampus Mengajar</i> Program helps increase the efficiency and effectiveness of activities in the field	3.65	Good

Table 4 presents the results of the organizational dimension of the *Kampus Mengajar* program, revealing an overall positive assessment of policy implementation within schools. The first indicator, which evaluates the school's ability to receive, support, and collaborate with students and field advisors during *Kampus Mengajar* activities, achieved a mean score of 4.00, indicating strong performance in these areas. This suggests that schools were not only facilitating the program effectively but were also prepared to assist students in emergencies and sustain positive practices after assignments. Additionally, the second indicator reflects the impact of Standard Operating Procedures (SOPs) from the Ministry of Education, which scored 3.65. This demonstrates that while the SOPs contribute to the program's efficiency and effectiveness, there is still room for improvement. Overall, the findings suggest a well-structured implementation, although ongoing enhancements to procedural guidelines could further strengthen the program's outcomes.

The organizational dimension of the *Kampus Mengajar* program demonstrates a commendable average score of 3.85, indicating effective policy implementation and efficiency. Observations reveal that the Sukabumi Regency Education Service and local schools were open and responsive to the program's objectives, fulfilling their role in public service by ensuring quick responsiveness. Interviews indicate that the Standard Operating Procedures (SOP) and Implementation Guidelines for the *Kampus Mengajar* Program were effectively applied, which is crucial for maintaining consistency and quality across its various phases. Notably, the program has evolved through five batches, each producing updated guidelines that reflect the lessons learned from previous implementations.

From the perspective of Islamic education, well-structured and organized educational practices are essential, particularly for traditional institutions like Pesantren, which have a long-standing history in Indonesia. Despite their significance, the perception of Islamic education can sometimes be less favorable. To enhance its reputation, it is vital that Islamic education be institutionalized with professionalism and equipped with adequate facilities. Collaborative learning and inclusivity must be emphasized to strengthen educational administration and development within these institutions, ensuring that they can effectively contribute to the broader educational landscape in Indonesia.

The results of the present study indicate a nuanced understanding of the implementation of the *Kampus Mengajar* program within Islamic educational institutions. The communication dimension showed a generally positive reception, with a mean score of 3.76 for clarity of directions provided by field advisors and an excellent score of 4.47 for coordination between students and schools. These findings suggest effective collaboration and a supportive

environment, crucial for the success of the program. However, some areas still require attention, particularly regarding the clarity of information relayed from the education office to students, which received a good score of 3.65. This indicates that while the foundational communication structures are in place, enhancing the consistency and clarity of messages could further improve the program's implementation.

In terms of resources, the study revealed significant challenges impacting the effectiveness of the *Kampus Mengajar* program. With an average score of 3.55, this dimension indicated that while some resources are adequate, many schools, particularly those classified as disadvantaged or underdeveloped, face limitations in facilities and human resources. The disposition dimension, on the other hand, scored the highest at 4.08, highlighting strong collaboration and a positive attitude among stakeholders, particularly between students and teachers. Lastly, the organizational dimension underscored the effectiveness of the local government and educational institutions in responding to the program's needs, with an average score of 3.85. These findings collectively emphasize the importance of improving communication and resource availability while leveraging the positive dispositions observed to enhance the *Kampus Mengajar* program's overall impact (Fauziah et al., 2019; Guo et al., 2022).

The findings of this study strongly align with George Edward III's policy implementation theory, which outlines four essential dimensions: communication, resources, disposition, and bureaucratic structure. In the communication dimension, the study indicates that while the overall communication related to the *Kampus Mengajar* program is good, challenges persist regarding coordination and the clarity of information shared among stakeholders. This aligns with Edward's assertion that effective policy implementation hinges on clear and consistent communication. Furthermore, the resource dimension, which received the lowest score, underscores the necessity for adequate facilities and human resources, reinforcing Edward's argument that sufficient resources are crucial for successful policy execution.

The disposition dimension, conversely, achieved the highest score, reflecting the strong collaboration and commitment among participants, particularly between students and teachers. This demonstrates the significant impact of positive attitudes toward policy implementation (Ramdhani et al., 2012). Additionally, the bureaucratic structure dimension reveals that local government and educational institutions are generally responsive, supporting Edward's theory that a well-organized bureaucracy is vital for achieving policy objectives. Thus, understanding the implementation of the *Kampus Mengajar* program in Sukabumi through Edward III's comprehensive framework highlights how each dimension contributes to the program's overall effectiveness while pinpointing areas for potential improvement.

Analyzing *Kampus Mengajar* Program from Islamic Education Perspective

The *Kampus Mengajar* program positions students as both educators and learners, aligning with the idea that individuals serve as both subjects and objects of education (Rashed & Tamuri, 2022; Karman, 2018). A key goal of this program is to enhance literacy and numeracy, which resonates with Islamic teachings that emphasize the importance of reading as the first commandment (Putri et al., 2022). Interviews reveal that the program not only focuses on academic skills but also promotes environmental literacy by educating students on proper waste disposal and the significance of maintaining a clean environment (Lasmini, Personal Communication, December 19, 2023). This commitment to environmental education is essential for fostering awareness of sustainability among students, equipping them with the knowledge needed for their lives and the hereafter (Hapsari, 2023; Rohmatulloh et al., 2022).

In addition to cognitive development, the *Kampus Mengajar* program integrates Islamic spiritual values into the learning process, beginning and ending sessions with prayer. One of its goal is to build students' moral and character (Rusmana et al., 2024). This holistic approach aims

to cultivate not only knowledgeable individuals but also spiritually grounded citizens (Gumiandari et al., 2019; Rusiati et al., 2022). Furthermore, the program addresses national educational competencies by promoting tolerance among students of diverse backgrounds, particularly through the Pancasila Student Profile initiative (Lasmini, Personal Communication, December 20, 2023). By instilling values of coexistence and character development, the program aspires to nurture a generation of individuals who are not only academically proficient but also possess the moral integrity and life skills necessary for contributing positively to society (Hasanah, 2012; Irawati et al., 2022; Mukminin et al., 2019).

To enhance numeracy skills, observations and interviews indicate that students encounter challenges when teaching basic mathematics concepts, with noticeable heterogeneity in student understanding. While many students struggle to grasp these concepts quickly, this variability does not significantly impact overall learning outcomes (Juandi et al., 2022). In response, educators have developed creative, visually-based learning media, which has proven to be quite effective in facilitating comprehension (Jannah et al., 2019). A fundamental role of teachers is to assist students in overcoming their learning difficulties (Hasanah, 2012). From an Islamic education perspective, numeracy skills hold significant importance, particularly in contexts such as calculating inheritance. Additionally, the *Kampus Merdeka* program, as a Community Service initiative led by students, embodies the Islamic principle that the best individuals are those who assist others (Izzati, 2023). This may contribute to students moderate character that they need when they join the community in real life (Umar et al., 2024). Consequently, this program not only fosters academic growth but also enhances social skills, contributing to the holistic development of students (Sumani et al., 2022; Hidayah et al., 2021).

The *Kampus Mengajar* program can be viewed from an Islamic perspective, highlighting its role in fostering individuals and communities grounded in faith, knowledge, and ethical values. Islamic educational institutions are essential in this regard, as they aim to impart knowledge while instilling Islamic principles in students. The hadith of Rasulullah Saw. Emphasizes the duty of seeking knowledge for both men and women, underscoring the importance of education in Islam. By integrating general knowledge with religious teachings, these institutions not only provide academic expertise but also cultivate integrity and responsibility in students (Purwanto et al., 2023). This holistic approach prepares them to face life's challenges through intellectual, spiritual, moral, and social development, supported by activities such as congregational prayers and religious studies (Marwah & Sukendar, 2023; Masturin et al., 2022).

However, Islamic education faces significant challenges in the modern era, particularly in adapting to conflicting cultural values and the influx of diverse information (Kawakip, 2020). These challenges necessitate innovation in teaching and management practices to ensure relevance in contemporary society (Shofiyyah et al., 2023; Setiawan et al., 2020). Despite these obstacles, they present an opportunity for Islamic educational institutions to develop creative and contextual approaches that meet contemporary needs while remaining true to Islamic principles (Ichsan et al., 2020; Idris et al., 2019; Khadavi et al., 2023). By addressing these issues, institutions can enhance their educational offerings, ensuring that students are not only knowledgeable but also equipped to navigate a complex world while upholding their faith and values.

The implementation of the *Kampus Mengajar* program from an Islamic education perspective underscores the vital role of educational institutions in nurturing individuals who are grounded in faith, knowledge, and moral values. This program aligns with the Islamic imperative of seeking knowledge, emphasizing that education is not merely about academic achievement but also about instilling ethical principles and community service. By integrating environmental literacy and character education, the *Kampus Mengajar* initiative fosters a holistic

development approach, preparing students to navigate life's challenges while adhering to Islamic teachings (Hasanah et al., 2016). Additionally, the collaboration between students and teachers in this program reflects the Islamic values of cooperation and mutual support, ultimately aiming to cultivate individuals who embody integrity, responsibility, and a commitment to contributing positively to society. Thus, the program not only addresses educational needs but also reinforces the foundational principles of Islamic education.

CONCLUSION

In conclusion, the implementation of the *Kampus Mengajar* program in Sukabumi illustrates the complex interplay of communication, resources, disposition, and bureaucratic structure as outlined by George Edward III's policy implementation theory. The study reveals that while communication among stakeholders is generally effective, there are notable challenges in coordination and information clarity that need to be addressed to enhance the program's effectiveness. The resource dimension highlights critical gaps in facilities and human resources, emphasizing the need for investment to support educational initiatives. Conversely, the high scores in the disposition dimension reflect strong collaboration and commitment among students and teachers, demonstrating the positive impact of engaged participants on program outcomes. Furthermore, the responsiveness of local government and educational institutions underscores the importance of a well-structured bureaucratic framework for achieving policy goals. Overall, the findings suggest that by addressing the identified challenges and leveraging existing strengths, the *Kampus Mengajar* program can further enhance its effectiveness in promoting literacy and numeracy while instilling Islamic values in students. This study contributes to a deeper understanding of policy implementation in Islamic education and offers practical recommendations for improving educational programs in similar contexts.

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