J. Pijar MIPA, Vol. 18 No. 4, July 2023: 465-471 ISSN 1907-1744 (Print)
DOI: 10.29303/jpm.v18i4.5263 ISSN 2460-1500 (Online)

BIOLOGY EDUCATION STUDENT RESPONSES ON TEACHING CAMPUS PROGRAM

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Received: June 22, 2023. Accepted: July 26, 2023. Published: July 30, 2023

Abstract: The teaching campus (kampus mengajar) is part of the Independent Learning Independent Campus (Merdeka Belajar Kampus Merdeka), MBKM program which provides opportunities for students to provide teaching assistance in basic education units. This study aims to analyze the responses of Biology Education Study Program students at FKIP, University of Mataram to the teaching campus. This study uses a quantitative descriptive method, with sample in this study were 57 students participating in campus teaching batches 2, 3, 4, and 5. The results showed that students' responses to the teaching campus from agree to disagree were obtained with 37.65% positive responses, 29.82% neutral responses and 33.3% negative responses. Student responses in indicators of knowledge about the teaching campus (42.11%) were positive, (29.82%) neutral, (17.54%) negative, and (10.53%) very negative. Student responses to the teaching campus activity indicator (33.33%) were positive, (36.84%) neutral, (24.56%) negative, and (5.26%) very negative. Student responses to the benefits of the teaching campus indicators (10.53%) were very positive, (19.30%) positive, (47.37%) neutral, (17.54%) negative, and (5.26%) very negative. This shows that most students respond positively to the teaching campus program, because through the teaching campus students get teaching experience, understand the context related to education, and can develop soft skills by doing activities directly in the community and developing creativity to make new innovations to create independent learning.

Keywords: *Response of students, Teaching Campus, Independent Learning, Independent Campus*

INTRODUCTION

Human resources are an important asset for a country. Proper human resource management can reflect the quality of a country [1]. The quality of human resources can be seen through the quality of education provided to its citizens. Referring to Law Number 20 of 2003 Article 3, National Education aims to develop capabilities, shape a cultured and dignified national character, and enlighten the nation's life. Additionally, education also serves to develop competent human resources capable of competing globally [2].

Educational qualification standards in Indonesia are regulated in Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI); university graduates must have the ability equivalent to learning outcomes at the KKNI qualification level 6, which is equivalent to a Bachelor's degree, including aspects of employability, mastery of knowledge, managerial skills and attitudes and values [3]. Education in Indonesia still produces graduates who need to be more relevant to the demands of the world of work [4]. Students are challenged with a social, cultural world of work and rapid technological advances. Universities must design innovative, student-centered learning to support the achievement of quality graduates ready to deal with the changing situation of the times [5].

Independent Learning Independent Campus (Merdeka Belajar Kampus Merdeka), MBKM, is one of the activities programmed by the Ministry of Education, Culture, Research, and Technology. The MBKM program is stated in the Minister of Education and Culture Regulation Number 3 of 2020 concerning the National Standards for Higher Education, which grants students the right to study outside their study program for three semesters. The program aims to "improve graduates' competencies, both in terms of soft skills and hard skills, to be more prepared and relevant to the needs of the time, and to prepare graduates as future leaders of the nation who are excellent and have strong character" [6]. Through the MBKM program, students are free to seek learning experiences according to their passion and needs while instilling the values of Pancasila.

One form of implementing the MBKM program is teaching assistance at educational institutions or teaching campuses. The implementation of this program is directly supported by the Education Fund Management Agency (LPDP). The Teaching campus activity is expected to shape leadership qualities, character, and soft and hard skills. This activity is also recognized and can be equated with semester credit units.

Through the teaching campus activity, students act as teacher partners during learning, allowing them to gain direct teaching experience. Field experience is considered a meaningful and practical teaching skill seen as a fundamental requirement for prospective teachers [7]. Therefore, prospective teachers require more practical opportunities to enhance their abilities, understand students, and manage teaching skills and practices.

Seventy-two students have participated in the teaching campus program 231 Biology Education

ISSN 1907-1744 (Print)
ISSN 2460-1500 (Online)

students at the University of Mataram class of 2019 and 2020. Considering this, it is necessary to research student responses to the teaching campus program, especially since the program has garnered significant interest among Biology Education students. Research on the recently launched teaching campus program has been limited, prompting researchers to study the Responses of Biology Education Students at the University of Mataram to teaching campus."

RESEARCH METHODS

This research is a quantitative descriptive study. It analyzes information quantitatively and then elaborates it with descriptions. This study describes the implementation of teaching campus in the Biology Education program at FKIP Mataram University based on student responses. The research instrument is a questionnaire of 3 statement indicators to measure student responses to teaching campus. This research instrument is a modified version of previous studies conducted by [8] and [9].

The population of this study consists of all students in the Biology Education program at FKIP Mataram University from the 2019 and 2020 cohorts who have participated in the teaching campus program, totaling 72 students. The sampling technique used in this study is saturated sampling. Saturated sampling, or census, is a technique where the research population is used as the sample [10]. The sample size used is 57 students, while 15 students refused to participate as samples.

The construction of the questionnaire measurement scale uses the Likert Summated Rating (LSR) method with five response options, ranging from strongly agree to strongly disagree. Before distributing the questionnaire, validity and reliability tests of the research instrument were conducted.

The data analysis technique in this study uses descriptive statistical analysis. The formula used to obtain relative frequency refers to [11] as follows:

$$P = \frac{F}{N} x\ 100\%$$

Information:
P : Relative Frequency Percentage
F : Frequency
N : Number of respondents

Table 1. Category Determination

No	Interval	Category
1	X > (M + 1,5 SD)	SP
2	(M + 0.5 SD) < X < (M + 1.5 SD)	P
3	(M – 0.5 SD) < X < (M + 0.5 SD)	M
4	(M – 1.5 SD) < X < (M – 0.5 SD)	N
5	X < (M – 1.5 SD)	SN

Information:
X = Score
M = Mean
SD = Standard deviation

Categorization based on Mean and Standard Deviation is divided into five categories, that are; Strongly Positive (SP), Positive (P), Neutral/Moderate (M), Negative (N), and Strongly Negative (SN) [11].

RESULTS AND DISCUSSION

The questionnaire on student responses to teaching campus consists of three indicators. The first indicator is knowledge about teaching on campus. The second indicator is teaching campus activities. The third indicator is the benefits of teaching on campus. The distribution of research data can be seen in the following Table 2

Table 2. The Category of Student Responses on All Indicators

Interval	Category	Frequency	Percentage (%)
> 252	SP	1	1.75
232 - < 252	P	20	35.09
213 - < 232	M	17	29.82
193 - < 213	N	14	24.56
< 193	SN	5	8.77

Based on the research data on all indicators, it is found that among the students of the Biology Education program at FKIP Universitas Mataram, batch 2019 and 2020, who participated in the teaching campus program, 35.5% of students gave a positive response, 29.82% gave a neutral response, 24.56% gave a negative response, 8.77% gave a very negative response, and 1.75% gave a very positive response. These results indicate that most students responded positively to the teaching campus program. Throughout their participation in teaching campus activities, students gained teaching experience, understood the educational context, developed soft skills, interacted directly with the community, honed their creativity, and generated innovations related to independent learning.

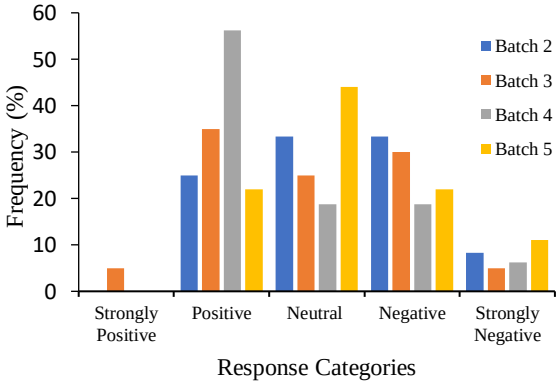

Figure 1. Distribution of Students Frequency in Each Category

Next, the frequency of students in each category will be presented based on the teaching campus batch in the figure 1.

Based on teaching campus batches, the highest frequency of positive student responses is

dominated by the participants teaching campus batch 4, which accounts for 56%. Here is the description of student responses based on indicators:

The Description of Student Responses on the Indicator of Knowledge About Teaching Campus

The distribution of student responses to the indicators of knowledge about teaching on campus can be seen in the following Table 3.

Table 3. The Category of Student Responses to The Indicators of Knowledge About Teaching Campus

Interval	Category	Frequency	Percentage (%)
> 82	SP	-	-
75 - < 82	P	24	42.11
69 - < 75	M	17	29.82
62 - < 69	N	10	17.54
< 62	SN	6	10.53

The frequency of students in each category will be presented based on the teaching campus batch in the figure below:

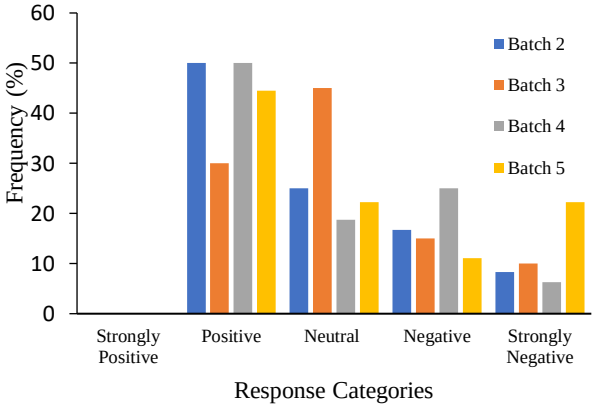

Figure 2. Distribution of Student Frequency on The Knowledge About Teaching Campus Indikator

Based on the research data, on the indicator of knowledge related to teaching on campus, 42.11% of students responded positively, followed by 29.82% of students responding neutrally, 17.54% responding negatively, and 10.53% responding very negatively. The distribution of student frequency based on teaching campus batches shows that the positive category is dominated by participants from batches 2 and 4, with a percentage of 50%, followed by participants from batch 5, with 44%. Most students are already aware of the MBKM policy and the teaching campus program, and more than 63% of students are interested in the teaching campus program.

Most students provide positive responses because, in addition to gaining experience and insights, students also receive other benefits such as monthly intensive financial assistance during the program and a reduction in the Single Tuition Fee (UKT). In a study conducted by [12], the benefits that students receive when participating in the teaching campus program are explained, including the conversion of 20 credits of courses, a teaching campus certificate, a maximum UKT reduction of IDR 2.4 million, a monthly allowance of IDR 1.2 million or IDR 500,000 for Kemendikbud scholarship recipients, and transportation funding for students placed outside their domicile.

Some students provide neutral responses because there is still limited information about the teaching campus program in their study program. Most students obtain information about the teaching campus program through online channels provided by Kemendikbud (Kemendikbud's website and social media). It indicates the need for the study program and faculty to provide more effective socialization and information about teaching campus to students, especially regarding the conversion of course credits. In addition, students strongly agree that curriculum documents, guidelines, and operational procedures related to the teaching campus program in the study program need to be provided.

Some students provide negative responses because they receive conversions of fewer than 20-course credits. It shows that not all students who participate in the teaching campus program receive provided benefits. According to the teaching campus program guidebook by Kemendikbud (2022), the recognition and equivalence of credits are left to the home university and study program, following applicable regulations [13]. Each program has policies because not all courses can be converted according to campus teaching decisions. Not all requests for financial assistance and Single Tuition Fees (UKT) are processed immediately [14]. Furthermore, students can only obtain a national certificate online in PDF format sent to their respective MBKM Teaching account.

The Description of Student Responses to Indicators of Teaching Campus Activities

The distribution of student responses to the indicators of teaching campus activities can be seen in Table 4.

Based on the research data, on the indicator of teaching campus activities, 36.84% responded neutrally, 33.33% of students responded positively, 24.56% responded negatively, and 5.26% responded very negatively. The distribution of student frequency based on teaching campus batches shows that the neutral category is dominated by participants from batches 2 and 5, both reaching 56% and 50%, respectively. Then, the positive responses are dominated by participants from batches 3 and 4, with 35% and 44%, respectively.

ISSN 1907-1744 (Print)
ISSN 2460-1500 (Online)

Table 4. The Category of Student Responses to The Indicators of Teaching Campus Activities

Interval	Category	Frequency	Percentage (%)
> 89	SP	-	-
80 - < 89	P	19	33.33
72 - < 80	M	21	36.84
63 - < 72	N	14	24.56
< 63	SN	3	5.26

The frequency of students in each category will be presented based on the teaching campus batch in the figure below:

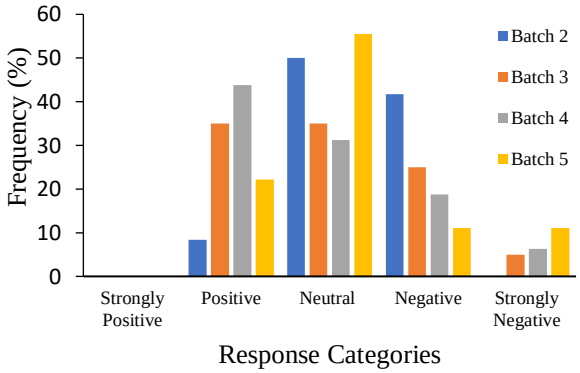

Figure 3. Distribution of Students Frequency on the Teaching Campus Activity Indicator

The main activities of the students in the teaching campus at the school are teaching assistance, technology adaptation, and supporting school administration. Students can participate in equalizing the quality of education in Indonesia and making innovations to create learning independence, especially in the field of literacy and numeracy of students. The independent learning policy is based on the results of research conducted by the Program for International Student Assessment (PISA) related to literacy and numeracy [15]. The low literacy skills of Indonesian children thus provide students in campus teaching activities to support, participate and become a driving force in literacy activities.

The majority of students provide neutral responses because there are still inadequate facilities in some schools. Some of these limitations include the implementation of a Minimum Competency Assessment (AKM) aimed at measuring students' literacy and numeracy skills. Implementing AKM requires thorough preparation, including devices and networks, skilled proctors and technicians, computers, and others. Similar results were found in previous research by Andriyani et al., which stated that during the implementation of Campus Teaching batch 4 at SDN 43 Cakranegara, there were still facility constraints to support ANBK and AKM activities, the establishment of reading corners, and the limited availability of library books[16].

Students responded positively because participating in teaching campus activities allows them to sharpen their skills by directly engaging with the community. Students gain the necessary experience to engage with the community after participating in the MBKM learning method [17]. As agents of change, students are expected to inspire the community and help their placement schools through the teaching campus program. It is because student contributions to society can enhance the quality of human resources, leading to progress for the nation [18]. In other words, the active role of students and the government can identify community issues and contribute to their resolution, particularly in education.

Teaching campus activities can prepare students after graduating from college to be better prepared to enter the world of work. The teaching campus program is related to implementing an independent campus, which is to connect the college world and the work environment [19]. MBKM can provide opportunities for students to develop their independence in seeking and finding knowledge through the realities and dynamics of the field, such as ability requirements, real problems, social interactions, collaboration, self-management, performance demands, targets, and achievements.

Additionally, students can collaborate with peers from various fields of study. Students and their teams will develop a work program based on observations made in their placement schools. Students with diverse educational backgrounds can collaborate to create work programs encompassing their respective areas of expertise [20]. Through the teaching campus, students were expected to be more active, creative, innovative, and able to collaborate with other students between majors and faculties inside and outside the university. Being immediately involved in self-programmed learning activities can provide a meaningful learning experience.

Students agreed that teaching on campus is relevant to the future needs of graduates. The teaching campus program equips students with skills to help them compete in the job market after graduating. A similar opinion is shared by Widiyono et al., stating that the teaching campus program is related to MBKM [19]. Both programs aim to connect the world of higher education with the world of work. The MBKM program provides opportunities for students to develop their ability to seek and acquire knowledge through real-life events in the field, such as competency requirements, real-world problems, social interactions, collaboration, self-management, performance demands, targets, and achievements [15].

Some students responded negatively because the supporting facilities and infrastructure necessary for teaching campus activities were unavailable in their placement schools. It becomes an obstacle to the implementation of the program. Similar findings were reported by Bataha & Haniyuhana, highlighting the

ISSN 1907-1744 (Print)
ISSN 2460-1500 (Online)

limitations of facilities and infrastructure in implementing teaching campus activities, which could have improved the continuity of certain program activities [21].

The Description of Student Responses to Indicators of Benefits of Teaching Campus

The distribution of student responses to indicators of benefits of teaching campus can be seen in Table 5.

Table 5: The Category of Student Responses to The Benefits of Teaching Campus Indicators

Interval	Category	Frequency	Percentage (%)
> 87	SP	6	10.53
79 - < 87	P	11	19.30
70 - < 79	M	27	47.37
62 - < 70	N	10	17.54
< 62	SN	3	5.26

The frequency of students in each category will be presented based on the teaching campus batch in the figure below:

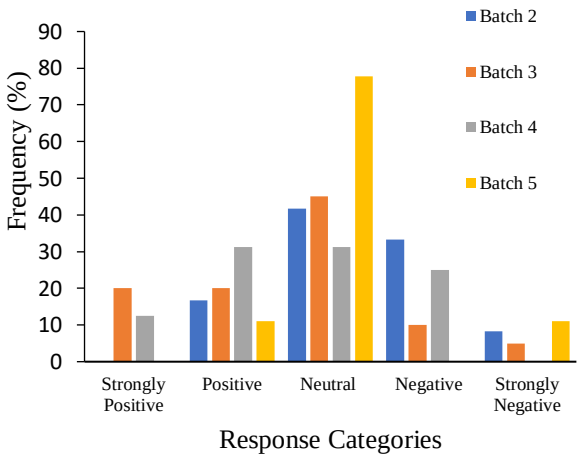

Figure 4. Distribution of Students Frequency on The Benefits of Teaching Campus Indicator

The research results on the benefits of teaching on campus show that 47.37% responded neutrally, 19.30% responded positively, 17.54% responded negatively, 10.53% of students responded very positively, and 5.26% responded very negatively. Based on the research data, it can be observed that most students provided neutral responses regarding the benefits of teaching on campus. The distribution of student frequency based on teaching campus batches shows that the neutral category is dominated by participants from batch 5, reaching 78%, followed by participants from batches 2 and 3, with 42% and 45%, respectively.

Students responded neutrally because the placement of teaching campus assignments needs to align with their academic level. For example, students majoring in biology education should be placed in junior high schools. It would allow them to easily carry out teaching activities based on the subjects they have learned in their coursework. The target educational levels for the teaching campus program are primary schools (SD) and secondary schools (SMP) located in remote, disadvantaged, and underdeveloped areas (3T areas). Student placements in this program are based on their residential addresses [22]. It is important to note that teaching campus students are not intended to replace teachers but rather to assist them, particularly in literacy and numeracy instruction.

Students responded positively to the benefits of teaching on campus based on the reviews they received during the program's implementation. Students gained valuable experience related to school environments' teaching and learning processes. Additionally, students could develop basic teaching skills during their assignments, such as questioning, reinforcing opinions, incorporating variations, explaining concepts, opening and closing lessons, guiding small groups, and managing classrooms. Teaching campus provides experiential learning and competency development tailored to the student's needs, which proves useful for their teaching skills and future employment. The significant influence of teaching campus activities is on the motivation to become a teacher among students [23].

Several benefits that students will gain from participating in teaching assistant programs include: 1) acquiring the latest information, knowledge, and direct experience regarding the roles and responsibilities of teachers, schools, and the dynamics of education; 2) gaining experience in developing lesson plans that align with the characteristics and developmental levels of students; 3) developing reasoning skills for analysis, formulation, and problem-solving in education; 4) gaining a deeper understanding of the learning process, thinking, and expressing ideas of students; 5) enhancing a sense of responsibility and concern for education in 3T areas and rural communities [24]

Some students responded negatively due to a need for more awareness among teachers about the teaching campus program. Regarding teaching aspects, some teachers still ask teaching campus students to replace them in the classroom. Teaching campus students at schools includes assisting in teaching in and outside the classroom, both online and offline, strengthening literacy and numeracy skills, assisting in technology adaptation, and developing interests and talents in their respective fields of study [13]. Furthermore, the tasks of students during the teaching campus activities include: 1) strengthening student competencies and fostering a culture of quality, 2) assisting and complementing the role of teachers by providing additional materials and designing appropriate learning strategies for students,

and 3) initiating and building a learning community in partner school [25].

CONCLUSION

The response of Biology Education students at Faculty of Teacher Training and Education University Of Mataram to the teaching campus was 37.65% positive responses, 29.82% neutral responses and 33.3% negative responses. Overall, students responded positively to the implementation of the teaching campus program. Through the teaching campus, they gain teaching experience, understand the context related to education and can develop soft skills by doing activities directly in the community environment and develop creativity to make innovations to create independent learning.

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