The Impact of "Kampus Mengajar MBKM Program" on Students' Social Skills

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Abstract

"Kampus Mengajar" The Campus Teaching Program is a form of program to improve the quality of learning in schools and equip students to maximize their competencies. One of the competencies built is social competence as a provision for students to face the era of society 5.0. Based on these problems, this study aims to see the impact of the campus teaching program on the development of student social skills. The research method used in this research is the ex post facto quantitative research method. Participants in this study were 142 students consisting of 71 students who participated in the campus teaching program and 71 students who did not participate in the program. The research instrument used by researchers to measure the level of social skills is the social skills scale. The research analysis used the t-test to determine the differences in the skills of students who took part in the campus teaching program and those who did not, as well as to determine the effect of the teaching program on improving social skills. The test results show differences in the level of social skills between students who take part in the program and those who do not. The results of this study indicate that the campus teaching program has an impact on increasing students' social skills. These results are expected to be used as the basis for institutional policy making to continue to encourage students to participate in campus teaching programs and participate in the success of the MBKM program from the Indonesian Ministry of Education and Culture.

Keywords: Kampus Mengajar, MBKM, Social skills.

Introduction

The era of Society 5.0 offers a balance between economic progress and solving social problems through a system that is connected between the virtual world and the real world, in this era technology becomes part of humanity itself (Ellitan, 2020). To realize or prepare for the era of society 5.0 in the field of education, especially in Indonesia, individuals need to have the ability to think critically, constructively, innovatively, and have the right understanding of their learning abilities (Nugraha & Aminur Rahman, 2021). Learning in the era of society 5.0 is ideally oriented to the development of life skills and collaboration (Arsana, 2021). The lessons learned to face the era of society 5.0 are expected to facilitate the formation of superior human resources (Kemendikbud, 2021). National character is necessary for the midst of Society Era 5.0 which requires people to be able to control and balance the capabilities of artificial intelligence and social intelligence to solve all kinds of national problems (Falaq, 2020). To deal with the complexities of living conditions in the era of Society 5.0, students are not sufficiently equipped with the ability to read, write and count, but also need to be equipped with global community competencies or also known as skills. chapter 21, namely the ability to communicate, be creative, think critically, and collaborate (Usmaedi, 2021). Communication and collaboration skills are important points in the development of these skills in addition to knowledge, which shows that social skills can play an important role in the success of individuals competing in the era of society 5.0 (Sunawan, 2019). Besides being important as a provision to

face the era of society 5.0, social skills also play an important role in students' academic achievement (Pasiali & Clark, 2018).

Social skills are competencies to be able to regulate feelings and thoughts that can be observed in the form of actions or actions that do not harm others and themselves (Thomson, 1994). Social skills can be developed through the Educational Board Games Training Program (EBGTP) (Türkoğlu, 2019). The Good Behavior Game (GBG) has also been shown to be effective for improving social skills (Sewell, 2020). Music therapy has also been shown to be effective in improving students' social skills and academic performance (Pasiali & Clark, 2018). Teacher-student relationships also contribute to the formation of social skills (Berry & O'Connor, 2010; Vlachou et al., 2016). In addition to the relationship between teachers and students, the condition of the classroom environment

can affect students' social skills, a democratic classroom has been shown to have a positive effect on the development of students' social skills (Ahmad et al., 2015). Furthermore, what needs to be considered in growing social skills is the pattern of parenting in the family (Hosokawa & Katsura, 2017; Şengönül, 2021; Takahashi et al., 2015). From this discussion, it can be understood that social skills can be grown through therapy, but it is also necessary to pay attention to aspects of teacher-student relationships, aspects of the school environment, and family aspects. For this reason, a comprehensive and collaborative effort is needed as an effort to grow social skills (Buchs & Butera, 2015). This strategy is reflected in the Teaching Campus activities of the Merdeka Learning Campus (MBKM) program initiated by the Ministry of Education and Culture Research and Technology (KemendikbudRistek, 2021).

The MBKM program is a comprehensive preparation program to prepare the best generation of Indonesia. MBKM is part of the Independent Learning policy by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia which provides opportunities for students and students to hone skills according to their talents and interests by going directly into the world of work as preparation for future careers (Kemdikbud, 2021). One of the activities or programs for the Merdeka Learning Campus Merdeka (MBKM) is the Teaching Campus program. Campus teaching activities are activities carried out by students to be able to contribute to the learning process in schools that are part of the Merdeka Campus program (Hendayana, 2021). Campus teaching activities are carried out using a team-based project method through making plans and products as external programs. One of the outputs of this program is that it can grow the skills of students who study with their abilities: communication, solving complex problems, and social care and love for the homeland (KemendikbudRistek, 2021). Based on this problem, the question posed is, do Campus Teaching activities affect students' social skills?.

RESEARCH METHODS

Research Design

This study uses an ex post facto quantitative research design, which aims to test a theory (Creswell, 2013; Sugiyono, 2016; Wiyono, 2007). Ex post facto research is not only to test a theory but also to see a causal relationship that is not manipulated or treated ((Creswell, 2013; Sugiyono, 2016; Wiyono, 2007). This study examines the impact of the Teaching Campus activities in the Merdeka Learning Campus Merdeka program on improving the social skills of students participating in the Teaching Campus activities. The test was conducted by comparing the level of social skills of students participating in the Teaching Campus program with the level of social skills of students who did not participate in the Teaching Campus program.

Research Respondents

This research was conducted on students of the Faculty of Teacher Training and Education, PGRI Madiun University. The research respondents were 142 students who were divided into two, namely, 71 student respondents who participated in the Teaching Campus program and 71 student respondents who did not participate in the Teaching Campus program. Determination of respondents is done using a simple random sampling technique, this technique was chosen to provide equal opportunities to the population (Sugiyono, 2015).

Data collection technique

Data on respondents' social skills were measured using a social skill scale that was developed and refers to the indicators of social skills expected in the Teaching Campus program (KemendikbudRistek, 2021), namely: Communication, Collaboration, Solving complex problems, and Social concern and love for the homeland. This indicator also refers to three aspects that need to be considered in measuring social skills, including: cognitive, affective, and psychomotor (Budyartati, 2015). The social skills scale consists of 20 items and uses a scale of 4. The results of the validity test of the social skills scale to 82 respondents showed the lowest arithmetic score was 0.243 and the highest value was 0.944 and the r-table within the 5% significance level was 0.220. The results of the validity test of the social skills scale show that of the 20 items, all of them are declared valid because the results of the calculation show that the r-count is greater than the r-table. The results of the reliability test show a value of 0.883 or greater than the r-table of 0.220, which means that the instrument is declared reliable.

Data analysis

The first data analysis uses descriptive statistics to determine the magnitude of the difference in percentage between the percentage difference between groups of students participating in the Teaching Campus program and groups of students not participating in the Teaching Campus program. Testing the difference between the two groups, the researcher used t-test analysis to determine the difference in students' social skills between those who participated in the Teaching Campus program and those who did not participate in the Teaching Campus program.

RESULT

Descriptive Data Analysis

The results of the research on participant demographics obtained information, including age, gender, the origin of the study program, and level of social skills, both for students participating in the Teaching Campus program and those not participating in the Teaching Campus program. Detailed information is presented in table 1.

Table 1 shows the demographic information of the research respondents. In this study, the researcher used 2 research groups, namely the student group who participated in the Teaching Campus program and the student group who did not participate in the Teaching Campus program. Each of these two groups consisted of 71 respondents. The age of respondents between 11 and 21 years in the group of students who took part in the Teaching Campus program was 60 respondents, and 11 respondents were in the 22-30 year age group. The age of the respondents in the group of students who did not take part in the Teaching Campus program is known: 54 respondents are in the age range of 11-21 years and 17 respondents are in the age range of 22-30 years. For the Teaching Campus participant group, there were 9 male respondents and 62 female respondents. Gender in the group of students who did not attend the Teaching Campus 15 male and 56 female. The group of students participating in the teaching campus comes from the sixth semester as many as 60 students and from the VIII semester as many as 11 students. The group of students who did not attend the teaching campus consisted of 50 students from semester VI and 21 students from semester VIII.

Table 1 also shows information that the students who were respondents came from 10 study programs under the Faculty of Teacher Training and Education. The latest information from table 1 relates to the level of social skills of the respondents, in the group of students participating in the Campus Teaching program, the social skill level is vulnerable to a score of 60-80 and the social skill level in the group of students who do not

take the Campus Teaching program at a vulnerable score of 40-59. This social skill level score shows the respondent's social skill level in the group of students who follow the program in the high category and students who do not take part in the program are in the medium category. The average score between groups of students who follow the program and not is presented in Figure 1.

Figure 1 shows that the average score of the social skills group of students participating in the Teaching Campus is 69.28 and the score for the social skills of non-participants in the Teaching Campus is 50.77. This score indicates that the students participating in the Teaching Campus have higher social skills than students who do not attend the Teaching Campus. Furthermore, data analysis to determine differences in social skills between group students who follow the program and those who do not participate in the program is descriptively presented in table 2.

Table 2 shows that N or respondents in each group amounted to 71 respondents. The mean or average value of social skills in the group of participants of the Teaching Campus program is 69.28 and for the group of students who do not take part in the program is 50.77. The standard deviation of the Teaching Campus participant group is 1.43 and the non-program student group is 2.08. Looking at the results of this descriptive analysis, it is known that there are differences in the social skills of respondents between groups of students who take part in the program and students who do not take part in the program or there is a difference in score of 18.51.

Table 1: Participants Demographic Information

Description	Campus Teaching Students Σ	Students who are not Campus Teaching Participants Σ
Age		
0-10 Year	0	0
11-21 Year	60	54
22-30 Year	11	17
Gender		
Male	9	15
Female	62	56
Semester		
VI	60	50
VIII	11	21
Social Skills Average Score		
60-80	71	0
40-59	0	71
20-39	0	0
0-19	0	0

Data source: Social Skills Scale Data Tabulation
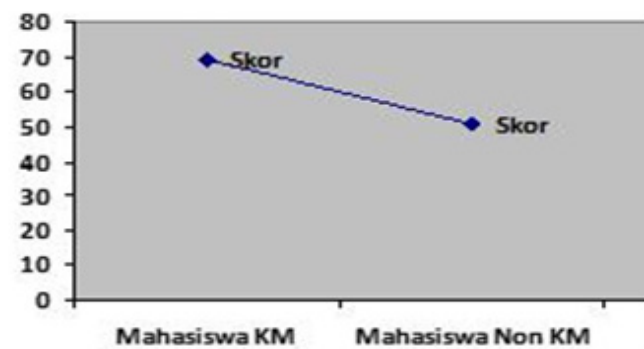
Fig. 1: Average Score of Student Social Skills

Table 2: Descriptive analysis of the social skills of the group of program participants and the group of participants who did not take part in the program

Description	Participating Student Group	Non-Participant Student Group
N	71	71
Mean	69.2817	50.7746
Std. Deviation	1.42611	2.07844
Minimum	67	50
Maximum	73	57

Table 3: Results of Social Skills Analysis through T-test

Analysis	Sig.	Sig. (2-tailed)
t-test	0.164	0,000

The results of the group of participants in the Teaching Campus program showed that the implementation of the Teaching Campus program affected students' social skills.

The Influence of Campus Teaching Program Activities on Students' Social Skills

The results of the hypothesis analysis seen from the difference test between groups of students participating in the program and students not participating in the program through the t-test are presented in table 3. Table 3 shows a significance level of 0.164 or greater than 0.05 which means there is no correlation between the two research sample groups and sig level. (2-tailed) of 0.000 or less than 0.05, which means that there is a difference in the level of social skills between groups of students participating in the Teaching Campus program and those not participating in the Teaching Campus program.

DISCUSSION

The results of this study indicate that the level of social skills of students has increased after joining the Teaching Campus program. This shows that the process and quality of education have an impact on students' social skills. This finding is in accordance with the results of research by Akelaitis & Malinauskas (2016) which shows that the level of individual social skills is influenced by the educational process. The quality of the relationship between students and teachers and the school environment also has a significant effect on improving students' social skills (Ahmad et al., 2015; Berry & O'Connor, 2010; Vlachou et al., 2016). Social skills are one of the government's targets through the Teaching Campus program in addition to helping improve the quality of learning in schools.

The Campus Teaching Program based on this research can foster students' social skills which are reflected in their abilities in: communication, collaboration, solving complex problems, as well as social care and love for the homeland as expected by the Government (KemendikbudRistek, 2021). This achievement can be achieved from student activities during the Teaching Campus program, such as in activities: 1. Solving complex problems in the field of education (knowledge), 2. Internalizing empathy and social sensitivity to community problems (attitudes), 3. Internalizing mutual respect in problem solving (attitude), 4. Internalizing the ethics of communication, collaboration, and social interaction (attitude), 5. Developing leadership, soft skills, and character in innovation and collaboration with teachers to improve

the quality of learning (special skills).), and 6. Maintain and develop work networks, with superiors, co-workers, and colleagues (general skills) (KemendikbudRistek, 2021). Campus Teaching activities are carried out using a team-based project method (KemendikbudRistek, 2021). This proves that project-based learning is effective for developing 21st century student skills, especially social skills (Bani Issa & Khataibeh, 2021; Lopes et al., 2021; Musa et al., 2012).

The results of this research also show the need for comprehensive and collaborative efforts to grow social skills (Buchs & Butera, 2015). Social skills can be developed through the Educational Board Games Training Program (EBGTP) (Türkoğlu, 2019), The Good Behavior Game (GBG) (Sewell, 2020), traditional sports games (Irmansyah et al., 2020), music therapy (Pasiali & Clark, 2018). In addition to therapy or methods of teacher-student relationships, they also contribute to the formation of social skills (Berry & O'Connor, 2010; Vlachou et al., 2016). In addition, the condition of the school environment can also affect students' social skills (Ahmad et al., 2015). Furthermore, what needs to be considered in growing social skills is the pattern of parenting in the family (Hosokawa & Katsura, 2017; Takahashi et al., 2015). From this discussion, it can be understood that social skills can be grown through therapy, but it is also necessary to pay attention to aspects of teacher-student relationships, aspects of the school environment, and family aspects, all of which are integrated with Campus Teaching activities.

Social Skills is one of the priority goals of implementing the Teaching Campus program. This goal is in line with the opinion Musa et al., (2012) which states that social skills are one of the 21st century skills that are important for students to have as a provision to face competition in the era of society 5.0. In addition, social skills can also contribute to students' academic achievement (Pasiali & Clark, 2018; Zimmerman, 1989). Through the Teaching Campus program, students are required to be able to establish effective communication with various parties, and collaborate with friends, teachers, lecturers, and policy makers. In addition to these two things, students are also required to be able to solve complex problems, and students are also required to have social care and love for the homeland. All of these skills are a form of social skills that must be possessed by students participating in the Teaching Campus, this activity that distinguishes the achievement of the level of social skills between students participating in the Teaching Campus and students who do not attend the Teaching Campus. Students who do not have more experience in the learning process and are not supported by a conducive environment find it difficult to develop their social skills (Ahmad et al., 2015; Vlachou et al., 2016). This finding shows that the Campus Teaching program is proven to be effective in improving students' social skills and also affects their academic achievement.

CONCLUSION

This research shows that the Campus Teaching program has an impact on the formation of students' social skills. This effect can be seen from the difference in the level of social skills of students who attend the Teaching Campus and students who do not attend the Teaching Campus. Social skills are an important issue to be researched and grown in students as a provision to face the era of society 5.0 and improve their academic achievement. For this reason, related parties are expected to use the results of this study as a basis for research and policy making related to efforts to improve students' social skills. In this study, the respondents were only students from the Faculty of Teacher Training and Education, Universitas PGRI Madiun, so caution is needed in generalizing to a wider population..

Thank-you note

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