

Assessing Cognitive Gains from the Teaching Campus Program among University Students

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ABSTRACT: *The Teaching Campus program consists of four core activities: literacy, numeracy, technology adaptation, and administrative support. This study aims to analyze the impact of the Teaching Campus program on students' cognitive development. A descriptive qualitative approach was employed to obtain an in-depth understanding of participants' experiences. Data were collected through observations, semi-structured interviews, and document analysis involving seven student participants. The findings indicate that the implementation of the Teaching Campus program has a positive impact on students' cognitive aspects. Cognitive development is reflected in increased knowledge and understanding of the education system, enhanced pedagogical skills, improved critical thinking abilities, and strengthened problem-solving skills. These outcomes suggest that experiential learning in real school contexts contributes significantly to students' cognitive growth. However, the study also identifies several challenges, including student placement that does not always align with domicile, inadequate school facilities, and excessive dependence of schools on student participants. Despite these limitations, the Teaching Campus program demonstrates considerable potential in supporting students' cognitive development and professional readiness. Future program improvements should address placement policies, infrastructure support, and clearer role boundaries to optimize program effectiveness.*

Keywords: *Teaching Campus program, cognitive development, qualitative study, experiential learning, higher education.*

ABSTRAK: Program Kampus Mengajar memiliki empat kegiatan utama, yaitu literasi, numerasi, adaptasi teknologi, dan dukungan administrasi. Penelitian ini bertujuan untuk menganalisis dampak Program Kampus Mengajar terhadap perkembangan kognitif mahasiswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk memperoleh pemahaman yang mendalam mengenai pengalaman peserta. Pengumpulan data dilakukan melalui observasi, wawancara semi-terstruktur, dan studi dokumentasi dengan melibatkan tujuh mahasiswa sebagai partisipan penelitian. Hasil penelitian menunjukkan bahwa pelaksanaan Program Kampus Mengajar memberikan dampak positif terhadap aspek kognitif mahasiswa. Perkembangan kognitif tersebut tercermin dari meningkatnya pengetahuan dan pemahaman mengenai sistem pendidikan, keterampilan pedagogis, kemampuan berpikir kritis, serta kemampuan pemecahan masalah. Temuan ini menunjukkan bahwa pembelajaran berbasis pengalaman dalam konteks sekolah nyata berkontribusi secara signifikan terhadap perkembangan kognitif mahasiswa. Namun demikian, penelitian ini juga mengidentifikasi beberapa kendala, antara lain penempatan mahasiswa yang tidak selalu sesuai dengan domisili, keterbatasan fasilitas sekolah, serta adanya ketergantungan sekolah yang berlebihan terhadap mahasiswa peserta program. Meskipun terdapat keterbatasan tersebut, Program Kampus Mengajar memiliki potensi besar dalam mendukung pengembangan kognitif dan kesiapan profesional mahasiswa. Perbaikan program di masa mendatang perlu difokuskan pada kebijakan penempatan,

dukungan infrastruktur, serta kejelasan batasan peran mahasiswa agar efektivitas program dapat dioptimalkan.

Kata kunci: Program Kampus Mengajar, perkembangan kognitif, studi kualitatif, pembelajaran berbasis pengalaman, pendidikan tinggi.

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INTRODUCTION

Education plays a crucial role in the progress of a nation, as high-quality education has the potential to produce individuals or human resources equipped with the knowledge, skills, and attitudes required to build the country (Sanga & Wangdra, 2023). However, the quality of education in Indonesia is still relatively low. Data from the 2022 Programme for International Student Assessment (PISA) indicate that Indonesia ranked 68th out of 81 participating countries. Furthermore, students' literacy and numeracy skills declined compared to 2018, a situation exacerbated by learning loss during the COVID-19 pandemic (Kemendikbudristek, 2023b). This low level of educational quality poses a significant challenge to maximizing human resource potential, which is essential for national development.

The Indonesian government has undertaken various initiatives to improve educational quality, one of which is the *Merdeka Belajar Kampus Merdeka* (MBKM) policy, specifically targeting university students. One of the MBKM programs that provides students with opportunities to learn outside the campus while developing their competencies is the *Teaching Campus (Kampus Mengajar)* program. In this program, students act as teaching partners for teachers in primary and secondary education. They are expected to become agents of educational change by contributing to the improvement of students' literacy and numeracy skills in assigned schools, particularly those that show low literacy and numeracy outcomes in the National Assessment (Kemendikbudristek, 2024). The main objectives of this program are: first, to enhance participating students' competencies through the strengthening of leadership, creativity and innovation, problem-solving, communication, team management, and analytical thinking skills; and second, to improve students' literacy and numeracy skills in the target schools (Kemendikbudristek, 2023).

Enhancing student competence is a strategic step in developing the quality of human resources and is expected to contribute to the improvement of educational quality in the future. The goal of producing competent university graduates requires not only obtaining an academic degree as a gateway to the labor market but also equipping students with a wide range of skills as an effort to enhance the quality of Indonesia's human resources (Qatrunnada et al., 2022). Despite its importance, theoretical knowledge acquired in educational institutions is often considered insufficient for independent application, resulting in students tending to be less innovative and creative (Azisah, 2022).

Educational transformation through the *Merdeka Belajar* policy is one of the efforts to develop high-quality human resources with the characteristics of the *Pancasila Student Profile* (Baehaki, 2023). According to the World Economic

Forum, today's learners need more than academic knowledge; they must possess 16 essential 21st-century skills, broadly encompassing literacy, competencies, and character qualities. In addition, to cope with socio-cultural changes, labor market demands, and rapid technological advancement, university students must be prepared to adapt. Higher education institutions can facilitate this preparation by designing and implementing innovative learning processes so that students achieve optimal and relevant learning outcomes, including cognitive (knowledge), affective (attitudes), and psychomotor (skills) domains (Vhalery et al., 2022).

The Teaching Campus (KM) program has opened opportunities for students to develop their skills by serving as teaching assistants and supporting administrative activities in assigned schools. As an implementation of the *Merdeka Belajar Kampus Merdeka* (MBKM) policy, the Teaching Campus program provides opportunities for students from various regions and academic disciplines to participate in supporting teaching and learning processes in schools, particularly at the primary, junior secondary, and senior secondary levels. Through participation in off-campus activities, students have the opportunity to broaden their perspectives and enhance various skills (Utomo et al., 2024). The presence of Teaching Campus students, who often implement engaging and context-based learning methods both inside and outside the classroom, is expected to support and improve the learning process (Anwar, 2021).

The competencies developed through this program are expected to support students' academic studies and align with the competencies required, particularly in the educational context. As a practical implementation of knowledge acquired during university studies, the Teaching Campus program provides opportunities for education-major students to develop themselves through teaching assistance, small-scale teaching practice (*microteaching*), technology adaptation, and administrative support in schools. Improvements in student competence are also reflected in enhanced empathy, communication skills, relationship-building (*rapport*), observational skills, and opportunities to practice guidance and counseling service skills (Rahmadani et al., 2022).

Numerous studies have examined the MBKM policy and have been published in journal articles and conference proceedings, including studies on the implementation of *Merdeka Belajar* (Kurniawan et al., 2020), analyses of the *Merdeka Belajar* concept (Hendri, 2020; Mustaghfiroh, 2020), studies on the pilot Teaching Campus program (Rosita & Damayanti, 2021; Widiyono et al., 2021), and analyses of the implementation of the Teaching Campus program (Nasri & Totalia, 2022; Hamzah, 2021).

Previous studies primarily focused on the impact of the Teaching Campus program on the development of students' teaching competencies and found that the program contributed positively to the enhancement of students' teaching skills. However, program effectiveness has been hindered by issues such as inappropriate school placement, staff shortages, resistance from teachers, scheduling conflicts,

limited collaboration among participants, and the need for clearer standards and equitable teaching opportunities (Bayu, 2022; Rarasantang, 2024). Other studies examining the benefits of the Teaching Campus program on student competencies found that students' competencies improved after participating in the program, particularly in terms of attitudes, general skills, and specific skills (Maulidina et al., 2023).

This study differs from previous research by specifically analyzing the impact experienced by students on the cognitive (knowledge) aspect. In addition, this study analyzes the strengths, weaknesses, opportunities, and threats (SWOT) of the Teaching Campus program implementation to obtain a deep and comprehensive understanding of the internal and external factors that may influence the program's success.

METHODS

This study is a field research (*field research*); therefore, the data were obtained through direct observation at the research site. The researcher was actively involved by going into the field to observe, conduct interviews, and document the objects under study. This research employed a qualitative approach with a descriptive method. Qualitative research is a process of observation and interpretation of social reality based on participants' perspectives regarding the phenomena that occur (Permana et al., 2023). Accordingly, this study was conducted to explore field-based data, specifically data derived from students who are alumni of the Teaching Campus (*Kampus Mengajar*, KM) program.

The instrument used to analyze the supporting and inhibiting factors of the Teaching Campus program in developing students' competencies was SWOT analysis using the SWOT Matrix. SWOT analysis, a method developed at Stanford in the 1970s, is an important tool in formulating organizational strategies. This seemingly simple framework is highly useful because it helps organizations identify their strengths, address weaknesses, mitigate potential risks, and maximize available opportunities (Riyanto et al., 2021).

RESULTS AND DISCUSSION

Results

The Teaching Campus (*Kampus Mengajar*) program can be viewed as one of the efforts to produce high-quality human resources. The active involvement of various higher education institutions in this program ensures that the education provided to students is relevant to real-world challenges and needs, while simultaneously contributing positively to the improvement of educational quality in Indonesia. The research findings regarding the impact of the Teaching Campus program on students' cognitive aspects are described as follows.

The researcher’s experience as a participant in the Teaching Campus program provided a valuable insider perspective for this study. To gain an in-depth understanding, the researcher combined observations of preparatory videos available on the Directorate General of Higher Education, Research, and Technology (Ditjen Diktiristek) YouTube channel with direct experience participating in the series of preparatory activities for the Teaching Campus program, Cohort 7 in 2024. Prior to their school assignments, students attended preparatory training organized by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), which was conducted online via the Zoom application. These activities were carried out for approximately one month and aimed to equip students with deeper knowledge and understanding of educational concepts, innovative and creative learning strategies, and to introduce them to various educational platforms and technologies.

Table 1. Documentation of School Needs Analysis Observation

No.	Results of School Needs Analysis
1	Collaboration with teachers to develop modern and engaging learning creativity that increases students’ interest in learning while supporting technology adaptation.
2	Students’ literacy and numeracy skills remain limited; therefore, the team planned to establish literacy and numeracy habits through initiatives such as a literacy corridor, KATULISTAWA (<i>Students’ Handwritten Works</i>), and a dedicated literacy and numeracy clinic.
3	The front area of the library was poorly maintained and appeared untidy; thus, the team planned to transform it into a reading garden.
4	Students showed low awareness of environmental conservation; consequently, the LISA BERDASI program (<i>See trash, pick it up! Cleanliness upon arrival and departure from school</i>) was introduced.

Source: *Final Report of Teaching Campus Students, 2024.*

Based on the results of observations, interviews, and documentation, the preparatory activities were found to not only provide information but also actively engage students in critical thinking while enhancing their teaching skills, communication abilities, and use of educational technology. At the cognitive stages of application and analysis, students demonstrated the ability to apply various theories learned during their university studies, analyze work programs aligned with school needs, and design creative and innovative learning activities. Improvements in the cognitive aspects of Teaching Campus students were also evident in their ability to evaluate various components of the implementation of the work programs they had carried out.

Based on these findings, the program can be concluded to have a positive impact on the development of students’ cognitive aspects, as reflected in increased

knowledge and deeper understanding of educational concepts. Students' pedagogical abilities also developed as they were able to directly apply their knowledge in the assigned schools. In addition, students' critical thinking skills improved when analyzing work programs that matched school needs and designing creative and innovative learning activities to enhance students' learning motivation. The evaluation process conducted after implementing the work programs further contributed to the development of students' problem-solving skills, as students were frequently confronted with real challenges in the school environment that required them to analyze problems and formulate appropriate solutions.

Discussion

The implementation of Teaching Campus students' work programs focused on four main aspects: improving literacy and numeracy, adapting technology in learning, and providing administrative assistance in schools, in accordance with the objectives of the program. According to Kristiana (2024), the implementation of the Teaching Campus program in assigned schools is designed to enhance literacy, numeracy, technology adaptation, school administrative support, environmental conservation, and student character development.

Based on the research findings, several activities carried out by Teaching Campus students to improve students' literacy and numeracy skills included providing additional tutoring outside regular class hours, implementing 15-minute reading activities before lessons, conducting Literacy Movements, organizing Literacy and Numeracy Festivals, using Numeracy Snakes and Ladders games, as well as religious activities such as *shalawat* and Qur'an reading. For technology adaptation, students conducted training on the use of Canva, Microsoft Word, and Microsoft Excel. In addition, they utilized online learning platforms such as Quizizz and Wordwall to create engaging and non-boring quizzes. Regarding administrative support, students were involved in establishing reading corners in classrooms, creating outdoor reading areas, revitalizing libraries, designing educational posters, and setting up school bulletin boards.

The various positive activities carried out by students during the assignment period had an impact on the development of students' abilities across cognitive (thinking), affective (attitudes), and psychomotor (skills) domains. This finding is consistent with Maulidina et al. (2023), who reported that the Teaching Campus program resulted in improvements in competencies related to attitudes, general skills, specific skills, and knowledge. Cognition refers to abilities involving thinking or intellectual processes and includes various levels, ranging from remembering information, understanding it, applying it in concrete situations, analyzing it into smaller components, synthesizing it into a coherent whole, and evaluating the information. Within the cognitive domain, learners' abilities, including higher-order thinking skills, involve reconstructing information and integrating it with prior knowledge, which then forms the basis for evaluation (Kasenda et al., 2016).

The development of students' cognitive aspects can be observed through increased knowledge and deeper understanding of educational concepts gained through preparatory activities prior to Teaching Campus assignments. Students' pedagogical competencies also developed as they were able to apply knowledge obtained from both the preparatory training and their university coursework in the assigned schools.

Furthermore, students' critical thinking skills improved when analyzing work programs aligned with school needs, as students were required to conduct observations for approximately one week at the beginning of the assignment. Designing creative and innovative learning activities to increase students' learning interest also contributed to the development of students' thinking skills. The evaluation process conducted after implementing work programs enhanced students' problem-solving abilities, as they were frequently faced with real problems in the school environment that required careful analysis and the formulation of appropriate solutions.

These findings are supported by Nurhidayanti (2023), who stated that individuals' cognitive abilities develop through processes such as information processing, problem solving, memory, and abstract thinking. These processes are influenced by hereditary factors, the surrounding environment, life experiences, and social interactions. In addition, Nafiati (2021) emphasized that the cognitive domain in Bloom's Taxonomy is related to memory, thinking activities, and various reasoning processes, including remembering, understanding, applying, analyzing, evaluating, and creating.

Despite the positive outcomes, the implementation of the Teaching Campus program was not free from challenges encountered by students in assigned schools. While existing problems encouraged student development through problem-solving efforts, several issues were identified that potentially hindered program implementation and the development of student competencies. These challenges included limited school facilities and low levels of technological understanding, student placement locations that were sometimes far from their domicile, excessive dependence of schools on students, low student participation, occasional errors in the MBKM system, and resistance from some schools toward the presence of Teaching Campus students.

On the other hand, the Teaching Campus program also had a positive impact on the development of students' abilities and skills, supported by various contributing factors such as support from group members, school staff, and administrative facilitation from students' home universities. Preparatory training prior to assignment, ongoing evaluation, and guidance provided by the Teaching Campus management, Field Supervisors (DPL), and mentor teachers also served as key supporting factors.

Therefore, this study employs a SWOT analysis using a SWOT Matrix to identify and analyze the strengths, weaknesses, opportunities, and threats associated with the

implementation of the Teaching Campus program in developing student competencies.

The SWOT analysis provides a comprehensive overview of the internal and external factors influencing the implementation of the Teaching Campus (*Kampus Mengajar*) program and its role in developing students' competencies, particularly in the cognitive domain. The analysis indicates that the program possesses considerable internal strengths that can be strategically leveraged to address existing weaknesses and external challenges while maximizing available opportunities.

From the internal perspective, the primary strengths of the Teaching Campus program lie in its ability to holistically develop students' cognitive, affective, and psychomotor competencies. Through direct engagement in school-based activities, students acquire valuable field experience that enables them to apply theoretical knowledge to real educational contexts. This experiential learning process enhances higher-order cognitive skills such as analysis, evaluation, and problem-solving. In addition, the development of both soft skills (e.g., communication, collaboration, adaptability) and hard skills (e.g., instructional planning, assessment, and technology integration) strengthens students' professional readiness. Positive collaboration among stakeholders—students, schools, and universities—along with administrative support from home institutions and acceptance from partner schools, further reinforces the effectiveness of program implementation.

In terms of weaknesses, the SWOT matrix reveals several internal constraints that may hinder the optimal development of students' competencies. Limited school facilities and low levels of technological literacy pose challenges to the effective integration of technology-based learning innovations. Technical issues within the MBKM system may disrupt administrative processes and reduce program efficiency. Additionally, low student participation, resistance from some schools, and student placement locations that are distant from their domicile can negatively affect students' motivation, engagement, and overall learning experience. These weaknesses, if not addressed systematically, may reduce the program's impact on students' cognitive and professional development.

Externally, the Teaching Campus program presents significant opportunities. The program contributes to enhancing graduates' competitiveness by equipping them with relevant skills and practical experience aligned with labor market demands, particularly in the education sector. It also opens broader career pathways for students interested in becoming educators or education practitioners. Furthermore, the program fosters collaboration among universities, schools, and government institutions, creating a supportive ecosystem for educational innovation. Opportunities for developing innovative teaching methods and integrating learning technologies further support the enhancement of students' cognitive skills and pedagogical competencies.

However, the program also faces notable external threats. Limited funding and concerns regarding program sustainability may affect the continuity and

scalability of the Teaching Campus initiative. Excessive dependence of schools on student participants risks shifting responsibilities that should be handled by permanent staff, potentially undermining institutional capacity building. Moreover, insufficient support from schools or mentor teachers may reduce the quality of guidance received by students during their assignments, thereby limiting the learning outcomes achieved.

The strategic formulations derived from the SWOT matrix highlight the importance of leveraging strengths to capitalize on opportunities (SO strategies). Encouraging students to innovate in technology-based teaching and expanding collaboration between universities and schools can enhance educational quality while strengthening students' cognitive and professional competencies. Establishing early career pathways for future educators further ensures that students' learning experiences contribute to long-term professional development.

Strategies addressing weaknesses by utilizing opportunities (WO strategies) emphasize the need for optimizing collaboration with government and partner schools, implementing simple and adaptive learning technologies, strengthening monitoring and mentoring systems within MBKM, and improving the alignment of student placement with domicile. These strategies are essential for mitigating internal limitations and ensuring that students can fully benefit from program participation.

Strategies that use strengths to counter threats (ST strategies) focus on reinforcing students' soft skills and hard skills as a foundation for professionalism and using field experience as a strategic asset to strengthen institutional cooperation. Enhancing collaboration with schools is also crucial to securing sustained support and reducing potential resistance.

Finally, strategies aimed at minimizing weaknesses and avoiding threats (WT strategies) underscore the importance of providing technology training and mentoring for teachers and students, increasing student participation and motivation through innovative programs, strengthening program socialization to reduce school resistance, and diversifying funding sources to support program sustainability.

Overall, the SWOT analysis demonstrates that the Teaching Campus program has strong potential to enhance students' cognitive development and professional competencies. However, achieving optimal outcomes requires systematic strategic management that addresses existing weaknesses and external threats while maximizing the program's inherent strengths and available opportunities.

CONCLUSION

This study concludes that the Teaching Campus (*Kampus Mengajar*) program has a positive impact on the development of students' cognitive abilities. Improvements in the cognitive domain are reflected in increased knowledge and deeper understanding of educational concepts gained through preparatory activities prior to assignment. Students' pedagogical competencies also developed as they were able to apply the knowledge acquired during their university studies and program

training in real school contexts. In addition, the program contributed to the enhancement of students' critical thinking and problem-solving skills, particularly when they were required to analyze school needs, design learning activities, and address real challenges encountered during program implementation.

However, the study also identified several factors that may hinder the smooth implementation of the program and the development of students' competencies. These challenges include limited school facilities and insufficient technological literacy, occasional technical issues within the MBKM system, low levels of student participation, resistance from some schools, and student placement locations that are sometimes distant from their domicile.

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