

THE INFLUENCE OF KAMPUS MENGAJAR MBKM PROGRAM TO ENHANCING STUDENTS' SOCIAL COMPETENCE

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Abstract

In Society 5.0, Indonesia adapts education for critical thinking and innovation. Learning emphasizes life skills and collaboration for skilled human resources. Global competencies like communication and critical thinking are crucial. Social competence are vital for succes. Approaches like music therapy and democratic classrooms contribute, while MBKM, aligned with independent learning, enhances social competence through collaborative Teaching Campus activities. This quantitative study at Unirow examines the impact of Teaching Campus activities within the Merdeka Learning Campus program on students' social competence that consist of 10 students were divided into two groups. A specially designed social competence scale assessed communication, collaboration, problem-solving, and patriotism. Descriptive statistics and t-test analysis compared social social competence differences between participating and non-participating students. The study examines the impact of the Teaching Campus program on students' social competence, comparing participants and non-participants. Demographic data reveals diversity in the participating group. The analysis indicates a significant positive influence on social competence, emphasizing the program's role in fostering communication, collaboration, and problem-solving skills. Teacher-student relationships and family patterns are also highlighted as crucial factors in social competence development. The study affirms the significant impact of the Campus Teaching program on students' social competence, crucial for Society 5.0 and academic success. The findings provide a valuable basis for future research and policy initiatives. Caution is advised in generalizing the results beyond the specific context of English Language Education at Universitas PGRI Ronggolawe Tuban.

Keywords : Society 5.0, Teaching Campus Program, Social Competence

INTRODUCTION

Society 5.0 is an era where technology blends with our daily lives, aiming for a balance between economic growth and solving social issues through a connected virtual and real world system (Ellitan, 2020). In Indonesia, getting ready for Society 5.0 in education means individuals must think critically, be innovative, and understand their learning abilities (Nugraha & Aminur Rahman, 2021). Learning in Society 5.0 focuses on life skills and collaboration (Arsana, 2021) to create highly skilled human resources (Kemendikbud, 2021b). It also requires a national character to

navigate the challenges of balancing artificial and social intelligence for solving national issues.

In the midst of Society 5.0, students need more than just basic skills; they must also have global competencies like communication, creativity, critical thinking, and collaboration (Usmaedi, 2021). Social competence, including communication and collaboration, play a significant role in success during Society 5.0 and are essential for academic achievement (Daniel Berry & O'Connor, 2010). These skills involve regulating feelings and actions without causing harm (Rod Thomson, 1994) and can be developed through programs like the Educational Board Games Training Program (EBGTP) and the Good Behavior Game (GBG) (Sengonul, 2021).

Various approaches, including music therapy, teacher-student relationships, and democratic classrooms, contribute to social skill development (Daniel Berry & O'Connor, 2010). Additionally, family parenting patterns play a role (Hosokawa & Katsura, 2017). Growing social skills requires a comprehensive and collaborative effort, as seen in the Merdeka Learning Campus (MBKM) program initiated by the Ministry of Education and Culture Research and Technology (Kementerian Pendidikan, Kebudayaan, Riset, 2023)

MBKM is a comprehensive program preparing Indonesia's future generation, aligning with the Independent Learning policy (Kemendikbud, 2021a). The Teaching Campus program under MBKM involves students contributing to the learning process in affiliated schools through team-based projects (yayat hendayana, 2021). This program aims to grow students' competence in communication, problem-solving, and social responsibility (Kemendikbud, 2021b). Considering these aspects, the question arises: Do Campus Teaching activities impact students' social competence?

RESEARCH METHODOLOGY

The objective of this study is a theory using an ex post facto quantitative research design (Creswell, 2015). Ex post facto study aims to find a causal relationship that is untreated or modified in addition to testing theories (Creswell, 2015). The purpose of this study is to analyze how the Teaching Campus activities in the Merdeka Learning Campus Merdeka programme affect students' social competence development. The social competence levels of the students taking part in the Teaching Campus programme and the students who did not engage in the programme were compared in order to administer the exam.

This study focused on students enrolled in the English Language Education Study Program at PGRI Ronggolawe University. The participants, consisting of 10 students from the class of 2020, were divided into two groups: 5 students engaged in the Teaching Campus program and 5 students who did not partake in the program. The selection of respondents using simple random sampling technique to ensure equal representation within the population (Sugiyono, 2013).

The data of the respondents were assessed using a social competence scale specifically designed for the Teaching Campus program (Kemendikbud, 2021b). This scale encompassed key indicators such as Communication, Collaboration, Solving Complex Problems, and Social Concern and Love for the Homeland. Additionally, the assessment considered three crucial aspects : cognitive, affective, and psychomotor while measuring social competence (Budyartati, 2016).

The data analysis utilized descriptive statistics to assess the differences between the two groups, highlighting variations in social competence. To better understand these differences, the researcher using t-test analysis to evaluate the disparity in social competence among students who participated in the Teaching Campus program and those who did not.

RESULTS

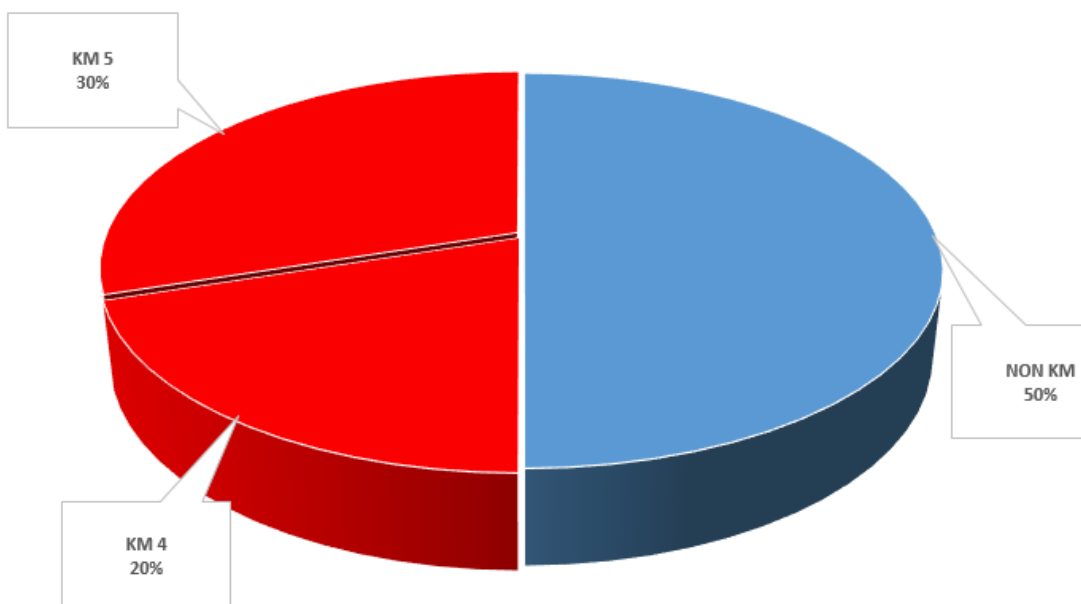
The research findings encompass an in-depth analysis of participant demographics, encompassing key details such as participant names, program batches, levels of social competence, and average scores. This comprehensive information was systematically gathered for two distinct groups within the study: students actively engaged in the Teaching Campus program and those not participating in it. A detailed presentation of this information is provided in Table 1, offering a comprehensive overview of the demographic characteristics and academic performance of the research respondents.

The study categorizes participants into two primary groups. The first group with Red colour of the data comprises students actively participating in the Teaching Campus program, while the second group consists of students who are not part of this program. Each group includes 5 respondents from the sixth semester. The diversity within the Teaching Campus participant group is highlighted, with 2 students enrolled in the KM 4 program and 3 actively participating in the KM 5 program. This group not only showcases diversity in program participation but also in the origin of their Teaching Campuses, with representation from both KM 4 and KM 5.

In other side, the group of students who did not attend the Teaching Campus program is more homogenous are having blue data colour, consisting of 5 students from the sixth semester. Additionally, the research provides insight into the academic performance of the respondents by including average scores. Notably, all respondents in the study belong to the 2020 batch of English Language Education Study Program within the Faculty of Teacher Training and Education at Unirow Tuban. This information enriches the overall context of the study, offering a more nuanced understanding of the research participants' demographic profile and academic achievements.

Table 1

DEMOGRAFI RESPONDEN



The most recent insights gained from the data presented in Table 2, it shows aspects of the participants' social competence within the context of the Campus Teaching program. Specifically, within the cohort of students actively engaged in the program, the social competence level exhibits a notable vulnerability, registering an average IPK score of 3.93. This aggregate score reflects the individual performances of several participants, including Monica Nila Sari, Yunafiun Nayyiroh, Rissa Sofia, Silfa Novitasari, and Putri Amifalahiya Iqlima.

Remarkably, the students Rissa Sofia and Putri Amifalahiya Iqlima distinguished themselves by attaining a perfect IPK score of 4, signifying an absolute score. On the other hand, Yunafiun Nayyiroh and Silfa Novitasari achieved a slightly lower score of 3.87, contributing to the overall average within this group. This variation in individual performances underscores the multifaceted nature of social competence among the participants in the Campus Teaching program.

Contrasting this, the group of students who did not partake in the Campus Teaching program comprises Muhammad Adiep, Muhammad Yusuf, Ichsanul Habib, Putri Hidayatullah, and Fadhila Annisa. Within this cohort, Muhammad Adiep emerged with the highest individual IPK score at 3.74, showcasing commendable academic performance. Conversely, Putri Hidayatullah garnered the lowest IPK score within this group, recording a score of 3.55. The group's collective performance is encapsulated by an average IPK score of 3.64, providing a comparative lens through which to assess the social competence levels between those actively participating in the program and those who are not. This comprehensive analysis underscores the intricate interplay between participation in the Campus Teaching program and the manifestation of social competence among the student result.

Table 2
THE DATA OF 2020 CLASS

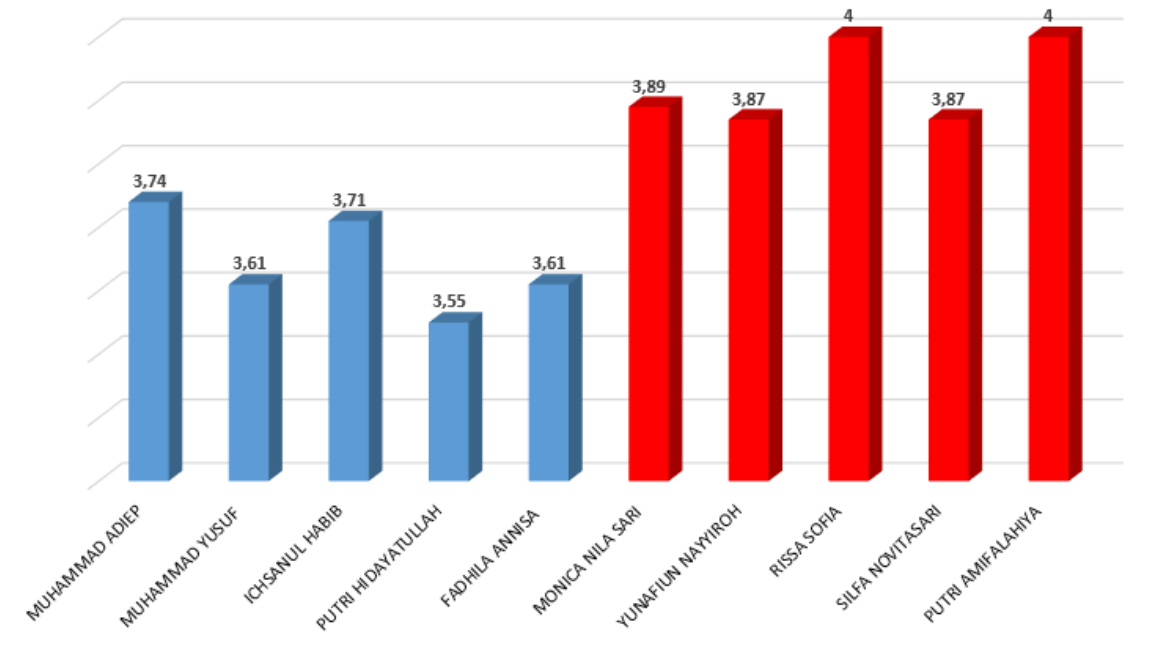


Table 3 provides a breakdown of the number of respondents in each group, with both groups consisting of 5 respondents. In terms of social competence, the mean or average score for participants in the Teaching Campus program is 3.93, whereas for students not participating in the program, the mean score is 3.64. The Mann-Whitney U test, conducted with a significance level of 0.008 (Asymp. Sig 2-Tailed), indicates a statistically significant difference between students engaged in the Teaching Campus program and those who are not, particularly concerning the study outcomes post-program completion.

The results of this descriptive analysis highlight discernible variations in the social competence of respondents between the two groups, suggesting differing levels of social competence. Specifically, the outcomes from the group of participants in the Teaching Campus program suggest that the implementation of this program has a discernible impact on enhancing students' social competence. This underscores the significance of program participation in influencing and shaping the social competence levels of the participating student cohort, as evidenced by the statistical findings from the Mann-Whitney T test.

Table 3

Mann-Whitney

		Ranks		
STAT...		N	Mean Rank	Sum of Ranks
HASIL STUDI	NON KM	5	3.00	15.00
	KM	5	8.00	40.00
	Total	10		

Test Statistics ^b	
	HASIL STUDI
Mann-Whitney U	.000
Wilcoxon W	15.000
Z	-2.635
Asymp. Sig. (2-tailed)	.008
Exact Sig. [2*(1-tailed Sig.)]	.008 ^a

a. Not corrected for ties.

b. Grouping Variable: STATUS KEPESERTAAN

DISCUSSION

The impact of Campus Teaching Program activities on students' social competence is examined through hypothesis analysis, specifically by conducting a t-test to assess differences between participating and non-participating student groups. The findings, as illustrated in Table 3, reveal a significance level of 0.008 (Asymp. Sig 2-Tailed), which is below the conventional threshold of 0.05. This indicates a statistically significant difference in the level of social competence between students actively engaged in the Teaching Campus program and those who are not participating. The results suggest that the program's activities exert an influence on enhancing students' social competence, emphasizing the program's potential in contributing to positive developmental outcomes in this regard.

The study indicates that students' social competence improve after participating in the Teaching Campus program, affirming the influence of education quality on this aspect. This aligns with (Akelaitis & Malinauskas, 2016) findings on the impact of the educational process on individual social skills. The Teaching Campus program, emphasizing social skills as a government target, effectively fosters communication, collaboration, problem-solving, and social responsibility among students.

Implemented through team-based projects, the program's success echoes the effectiveness of project-based learning in developing 21st-century skills. The results also highlight the need for comprehensive efforts, including strategies like Educational Board Games Training, Good Behavior Game, sports, and music therapy for holistic social skills development.

Furthermore, the research underscores the integral role of teacher-student relationships, the school environment, and family patterns in social skills development. These findings emphasize the interconnected nature of Campus Teaching activities and highlight the program's efficacy in enhancing students' social skills and influencing academic achievement.

In essence, the Teaching Campus program stands out as a valuable initiative, addressing social skills development in students and positively impacting their academic performance, particularly for those facing challenges in less conducive learning environments.

CONCLUSION

This study demonstrates that the Campus Teaching program significantly influences the development of students' social skills,

evident in the contrasting levels of social competence between participants and non-participants. Given the importance of social competence in preparing students for the era of society 5.0 and enhancing academic achievement, these findings serve as a valuable foundation for future research and policymaking endeavors aimed at improving students' social competencies. It is essential to note that the study's respondents exclusively belonged to the English Language Education Study Program within the Faculty of Teacher Training and Education at Universitas PGRI Ronggolawe Tuban. As a result, caution is necessary when extending these findings to a broader population.

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