

Implementation of Teaching Campus Program Based on Communication Approach

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Abstract—This study aims to analyze and evaluate the implementation of campus teaching communication in study programs at the UPI Faculty of Education. This research uses a descriptive method with a qualitative approach. The technique used in collecting the necessary data was direct communication techniques (instruments) in the form of interview guides, documentation studies, observations and Focus Group Discussions (FGD), while indirect communication techniques used instruments in the form of questionnaires. The results of the study show that communication carried out in campus teaching programs uses various media and there are differences in the use of communication media used, the University represented by the Head of Study Program, Partners and Students tends to get information through digital media that is contemporary. Meanwhile for schools represented by the Principal, the information obtained tends to be traditional (by correspondence or face-to-face meetings)..

Keywords— *interest analysis, distance program*

INTRODUCTION

The world of higher education can not only be a means for improving the quality of human resources, but the learning process on campus is also expected to be a very important vehicle for changing the mindset of society towards the realization of a democratic civil society. Higher education human resources must be of high quality who are also innovative, creative, and efficient so that this strategic and primary role can run well [1]. The Industrial Revolution 4.0 with technology-based industries as a measure of its progress, where the industrial revolution is faced with having to master digital technology [2],[3], adding to the complexity of the challenges of higher education to produce competitive university graduates [4]. Conditions in the future also face the problem of Volatility, Uncertainty, Complexity, and Ambiguity (VUCA) where in the VUCA era many changes occurred accompanied by uncertainty, uncertain levels of complexity and ambiguity that are not easy to describe [5][6]. In the end, student must be able to adapt to every change and become more independent. Facing this, the Ministry of Education and Culture responded ti

this by launching several new policies on January 24, 2020, including the Merdeka Learn Kampus Merdeka (MBKM) policy.

Merdeka Learning Merdeka Campus (MBKM) is a policy introduced by the Ministry of Education and Culture through the Minister of Education and Culture Regulation No. 3 of 2020. The MBKM program gives students the right to study three semesters outside of the study program (1 semester outside the Higher Education internal study program and 2 semesters outside Higher Education). Learning activities outside college, including Industrial Internships/Work Practices, Community Service in Villages, Teaching in Education Units, Student Exchanges, Research/Research, Entrepreneurship, Independent Studies/Projects, and Participating in Humanitarian Programs [7]. Through this policy, universities are expected to be able to produce graduates who are in line with the times, advances in science and technology, the demands of the business and industrial world, as well as the dynamics of society. [7].

Strengthening the analysis above, a number of scientific studies related to the MBKM policy have been found. Fuadi and Aswita's research found the same obstacles in the MBKM program, namely 1) the process of adapting the IQF curriculum to the MBKM program, 2) partner limitations, and 3) collaboration between PTS [8]. It is feared that some of the obstacles they face will in turn affect student satisfaction. The low level of student satisfaction will ultimately affect student interest and involvement in the MBKM programs.

Based on the statement above, this study aims to analyze the implementation of the Teaching Campus program based on Charles Edward III's approach, especially in the communication approach. Meanwhile, Edward III's approach was chosen with the consideration that it could be used to measure or analyze policy implementation by anyone.

LITERATURE REVIEW

Approach of George Charles Edward III

George Charles Edward III stated that the implementation process is a stage in the policy process that is between the stages of policy establishment and the results or consequences posed by the policy (output, outcome). In the model he developed, he put forward four factors that could become a problem when implementing a policy (affecting the success or failure of implementation), namely in the following figure:

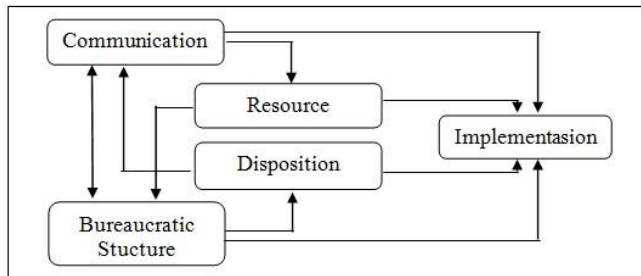


Figure 1. Model of Relations Between Variables of Policy Implementation Edward III [9]

In detail, the relationship model between the variables of Edward III's policy implementation is described as follows:

a. Communication

Communication is information conveyed from one place to another by transferring information, ideas, emotions, skills and so on by using symbols such as words, figures and graphics as well as giving, convincing speech and writing [10]. Meanwhile, indicators of successful communication in the context of public policy include transmission, clarity and consistency [11].

b. Resource

According to Grima and Berkes, resources are assets for fulfilling human satisfaction and utility. Meanwhile, Edward III said that resources consist of elements of staff (HR), information, authority, facilities and financial resources [12], [13].

c. Disposition

Disposition is the attitude and commitment of policy or program implementers that must be implemented because each policy requires implementers who have a strong desire and high commitment to be able to achieve the expected policy objectives. The three main elements that affect the ability and willingness of the implementing apparatus to implement the policy include cognition, direction and implementation response, the intensity of the response or the response of the implementer.

d. Bureaucracy

Edward III's bureaucratic structure is a work mechanism established to manage the implementation of a policy. Program implementation mechanisms are usually defined through Standard Operating Procedures (SOP) and easily understood in program/policy guidelines. There

are two characteristics that can boost the performance of the bureaucratic/organizational structure in a better direction, namely 1) creating a more flexible Standard Operating Procedure (SOP) and 2) fragmenting to spread responsibility for various activities [14].

METHODOLOGY

This research uses a descriptive method with a qualitative approach. The technique used in collecting the necessary data was direct communication techniques (instruments) in the form of interview guides, documentation studies, observations and Focus Group Discussions (FGD), while indirect communication techniques used instruments in the form of questionnaires. The processing of the findings data uses the NVIVO QSR software. The research data needs are as follows:

Table 1. Research Data Needs

The scope of research	Required Data Description	Data Type
MBKM Program Policy Implementation	a. Ministry of Education and Culture's Teaching Campus Program Policy b. The Indonesian University of Education's Teaching Campus Program Policy	Secondary Data
Evaluation of the Implementation of the Campus Teaching Program Policy	a. Programs are communicated precisely, accurately and consistently b. Transmission of program information c. Clarity of program information d. Consistency of program policy orders/directions e. Determination of infrastructure standards	Primary and secondary data

FINDING AND DISCUSSION

The communication dimension is a dimension that describes the process of conveying policy information from policy makers to policy recipients. Policies that are communicated must be precise, accurate and consistent so that decision makers and implementers are more consistent in implementing policies. This communication dimension includes three indicators, namely: (a) transmission of information, (b) clarity of information, (c) consistency of information.

a. Transmission of Information

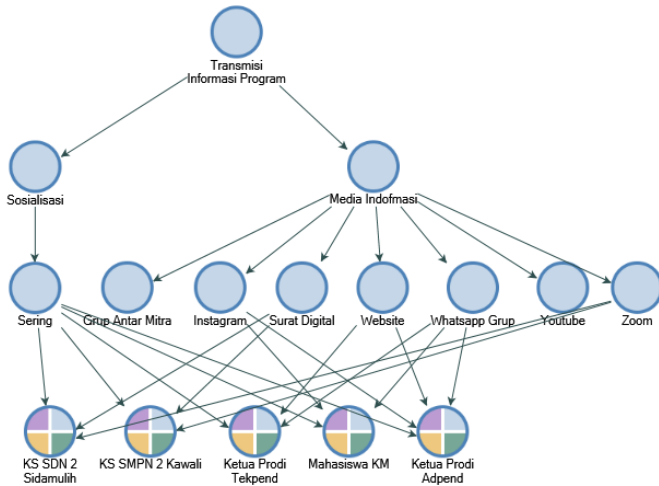


Figure 2. Transmission of the Teaching Campus Program

Communication carried out in the Teaching Campus Program with various media, there are differences in the use of communication media used, the University represented by the Chair of the Study Program, Partners and Students tends to get information through digital media that is contemporary such as Youtube, WhatsApp Group, Instagram and the Website.

Students get initial information from social media accounts (Instagram), Telegram and the campus, then follow the flow until they are declared graduated. Instagram is considered the most helpful social media because apart from being publicly accessible and active in program communication, the Admin routinely shares information in the form of Instagram story posts, but is still less active in answering questions and problems experienced by participants or prospective participants (students) of the Campus Program. Teach. Program communication is then carried out through routine debriefing, guidebooks and telegrams (W.PKM).

b. Clarity of Information on Campus Teaching Programs

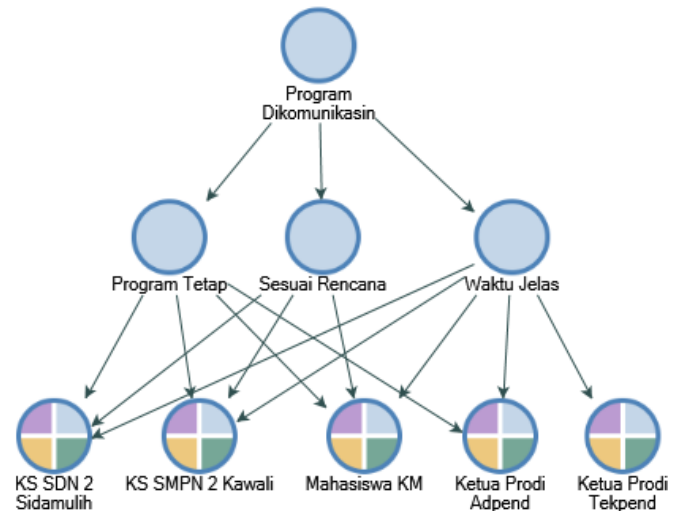


Figure 3. Clarity of Information on Campus Teaching Programs

Then regarding the clarity of information obtained from MBKM, there were several responses from the informants, but in general, the informants could understand the clarity of information about MBKM, especially this teaching campus program. Schools and students consider that the MBKM program is permanent, as stated by one of the students namely

“Through the media above information related to the types of programs and the general description of the program, the stages and timing of program implementation are clear enough, so that students can make the choice of the program they are interested in..”

Furthermore, at the beginning of the implementation of the program, students were given mass debriefing (thousands of participants) via zoom media and live YouTube with a wide range of material provided. This is considered by students to be less effective, student involvement in debriefing on zoom or live YouTube is not monitored enough, causing a lack of information obtained (W.PKM). Some of the programs that were informed followed up when they were already in the field so that impromptu webinars were held via zoom and live YouTube. For example webinars about AKM, and numeracy literacy. The AKM class is held class-by-class in the middle of the semester. In addition, communication during program implementation is carried out via telegrams in solving various technical problems, besides students are also provided with a guidebook as a guideline for program implementation. In the end, the program material can be understood by students clearly and completely (W.PKM) through explanations of various

media, and debriefing from the beginning of the debriefing, mentoring by DPL during program implementation.

Meanwhile, the head of the study program said that the BMKM program had undergone several changes due to adjustments to existing policies. However, the MBKM program from the Ministry of Education and Culture still has 8 programs. In particular, the Teaching Campus program is considered fixed and consistent and in accordance with the original plan. Then the implementation time is also clear so that in its implementation, students do not experience confusion over the implementation of the Mangajar Campus program. However, it is very unfortunate that in the Teaching Campus program the campus is not involved at all in planning and implementation in the field (W.WD, W.KP1, W.KP2), for example during the debriefing, the government directly designs and during implementation in the field the campus does not have any role other than conversion after the report is received.

c. Consistency of Campus Teaching Program Instructions

Furthermore, according to Edward III that in the policy communication process apart from clear communication, a good transmission process, policy implementation must also be consistent and not changeable.

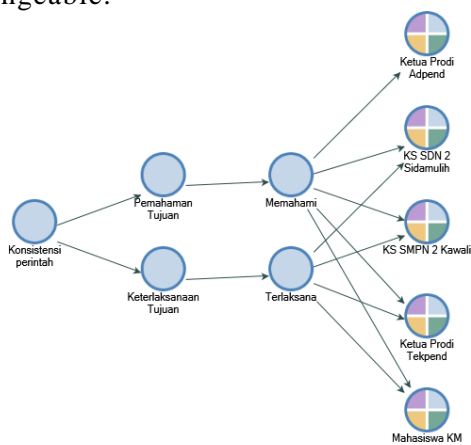


Figure 4. Consistency of Campus Teaching Program Instructions

The understanding of the goals and implementation of the objectives of the Teaching Campus program can be understood and implemented properly, especially by students and the school. This is in accordance with the narrative from the informant from the Principal that there is an understanding between students and DPL that was built through the outreach that has been carried out. On the other hand, the Head of Study Program

also corroborated the statement made by the Principal by answering that the Head of the Study Program had understood the objectives of the Teaching Campus program..

At the beginning of the implementation of the Teaching Campus program at school there were several obstacles that students felt including: 1) there was a miss of communication during the initial information with several teachers, in which the teacher defined the Teaching Campus with the presence of students replacing teaching in class even though what students should be working with teacher); then based on student narratives that the Implementation of the Teaching Campus has many programs, students must carry out the 6 roles as stated in the guide, however in practice the 6 roles are implemented but some have a low level of implementation, some have a high level; 3) There are a number of Campus Teaching programs batch 3 which are informed following when they are already in the field; 4) Communication when debriefing with quite a lot of material via zoom is not effective because many students who pass are not monitored even though there is a live YouTube (W.PKM).

DISCUSSION

Communication of the Teaching Campus program is conveyed by the government to students, schools and campuses through various media. The policies communicated must be precise, accurate, and consistent. Furthermore, he put forward three indicators of successful communication in the context of public policy, namely consistency, clarity and transmission. Information on the Campus Teaching program to students during preparation, implementation until the activity ends is as follows [11]:

- a. Initial information was obtained from social media (Instagram and Telegram) and from the campus and then followed the flow until it was declared passed;
- b. Registration and graduation are submitted via the MBKM website and email;
- c. DPL contacted students and created a whatsapp group to facilitate communication.
- d. Program communication is then carried out through debriefing. Submission of material is delivered clearly and completely. At the Teaching Campus batch 3, the organizers conducted additional training on Strengthening Literacy and Numeracy and AKM;
- e. The government directs the deployment to schools together with the district/city education office and DPL;

- f. Communication during program implementation is carried out via telegrams in solving various technical problems;
- g. Students are also provided with a guidebook as a guideline for program implementation;
- h. After the program was completed, students were withdrawn together with DPL and the district education office.

From the process of conveying this information, transmission of program communications to students is carried out via telegram, Instagram, zoom/live YouTube during debriefing and the MBKM web. All media are effectively used except in debriefing, it should be packed with more attention to the presence of participants. The information received by the school is quite good, namely as follows:

- a. The District Education Office received information from the Ministry of Education and Culture and LPMP through digital letters conveying policies to school principals regarding the Teaching Campus through meetings during student deployments. The government also informs the concerned school supervisors who are coordinators for the area of education (district level)
- b. Information was also obtained from Field Assistant Lecturers (DPL) on a regular basis and when the superintendent made direct visits to schools to ensure the whereabouts of students and then held deliberations. Meetings with students are held with teachers to provide school information, background, vision and mission, conditions based on 8 national education standards as well as introduce teachers and school principals. In deliberations, apart from school outreach, students convey programs to be implemented until an agreement is reached with the school. Teachers with their role are given more technical information because they will collaborate with students.
- c. The school supervisor/coach has conducted several monitoring visits to schools to find out the implementation of the program and find solutions to technical problems that arise in schools.
- d. In the Teaching Campus program batch 3, in addition to providing directions during the deployment with the District Education Office and communicating with DPL, the government routinely holds online meetings using zoom to support program implementation in schools by students.

Information on the Campus Teaching Program was conveyed to campuses at the UPI Faculty of Education, namely as follows:

- a. Structurally delivered directly by the Ministry of Education and Culture;

- b. confirmation through a letter of assignment from the chancellor which was communicated to vice-chancellor 1, vice-dean 1, study program coordinator, MBKM adhoc team consisting of 5 clusters, one of which is the Teaching Campus;
- c. Delivered to students;
- d. After that it was designed (confirmation was made between lecturers and students for the lecture adjustment process and credit conversion) and then the program was implemented in the field.

In practice, the government is trying to convey information to the maximum so that it is conveyed properly. Some examples of these government efforts are:

- a. Even though the debriefing is only done by zoom meeting, whenever students can watch it again on live YouTube the Director General of Higher Education (the party responsible for carrying out the Campus Teaching debriefing).
- b. Giving assignments during debriefing is one of the efforts to monitor and evaluate student attendance. However, because the number of students is too large, it cannot guarantee maximum student attendance. In addition to live YouTube, it is better if the guidebook provides notes or debriefing materials or separately to make it easier for students to carry out programs that are in accordance with the targets or policy directions.
- c. Even though the pandemic conditions have changed the way of communication, the delivery of program information was carried out properly, namely adjusting to conditions and observing health protocols. For example, by meeting directly at student jumps or via zoom meetings.

Even though overall program communication has been well received, there are several problems that have arisen during the Teaching Campus program in Schools, namely the following:

- a. Miss communication when initial information with several teachers regarding the Teaching Campus. The teacher defines Campus Teaching as meaning that students replace teaching in class, even though students should work together with teachers.
- b. Communication during debriefing with quite a lot of material via zoom was not effective because many students passed even though it was live YouTube. Not all of the students as executors were monitored to participate in the debriefing, which led to a lack of information obtained and had an impact on program achievement in the field.
- c. There were several batch 3 Teaching Campus programs which were informed following when they were already in the field so impromptu webinars were held via zoom and live YouTube. For example webinars about AKM, and numeracy literacy
- d. The campus is not involved in the planning and implementation in the field so that the campus does not

know the effectiveness of the program in the field, while this concerns the conversion of 20 credits of student courses and concerns graduation standards in certain study programs (eg Nondik).

Through collaboration with various parties and finalizing preparations and monitoring, this is a form of the government in trying to achieve the program according to the initial objectives and policy directions. This was proven as stated by the school that students carried out the program as directed by the government. So it can be concluded that policies can be implemented properly with consistent planning, monitoring and evaluation.

Monitoring Campus Teaching is carried out in several ways, namely:

- a. Conducted by Field Supervisors through whatsapp groups and regular online meetings;
- b. Daily reports (logbook) and weekly reports uploaded on the Teaching Campus website;
- c. The Education Quality Assurance Institute, which has now changed its name to the Center for Education Quality Assurance (BBPMP), also conducts direct monitoring in the field to see directly in the field the achievement of the vision and mission of the Teaching Campus program and conducts a checklist of programs that have been implemented. However, at the Teaching Campus Batch 3, only a sample (several schools) were visited directly;
- d. The Education Office facilitates coaching and monitoring with LPMP directly by ensuring activities in the field are in accordance with activities that have been planned from the start and achievements in the monitoring instrument.

CONCLUSION AND RECOMMENDATION

Communication carried out in the Teaching Campus Program with various media, there are differences in the use of communication media used, the University represented by the Chair of the Study Program, Partners and Students tends to get information through digital media that is contemporary such as Youtube, WhatsApp Group, Instagram and the Website. Meanwhile for schools represented by the Principal, the information obtained tends to be traditional, namely by correspondence and face-to-face meetings (both virtual and real). Then regarding the clarity of the information obtained, the resource person can understand the clarity of the information about this Teaching Campus Program.

Meanwhile the recommendations in this study are as follows (a) Implement clear communication to prevent misunderstandings in program implementation; (b) Transparency in the selection of students for the Teaching Campus Program; (c) Providing debriefing material papers as guidelines for program implementation; (d) Adjustment of the student's home campus with field

assistant lecturers to facilitate the conversion process and to be properly monitored by the campus; € Upgrade and carry out MBKM (Teaching Campus) web development so that it doesn't go down even though there are many users; (f) Getting around the delivery of debriefings so that all participants are monitored to follow them; (g) Communication by students needs to be prepared especially when considering the program to be implemented so that it can be implemented smoothly; (h) Involving the campus in monitoring programs implemented by students.

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