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Evaluation the Effectiveness of the Kampus Mengajar Program in Enhancing Student Motivation

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Abstract: This study aims to evaluate the effectiveness of the Kampus Mengajar Program in enhancing elementary school students' learning motivation in rural areas, with a case study at SD 040443 Kabanjahe. The program is part of the Merdeka Belajar–Kampus Merdeka (MBKM) policy, which involves university students as assistant teachers in schools facing limited educational resources. The study employed a quantitative approach with a quasi-experimental design (one-group pretest-posttest design), involving 94 students as respondents. The analysis results showed a significant increase in students' learning motivation scores from a pretest average of 64.37 to a posttest average of 81.35, with a p-value < 0.05 in the Wilcoxon Signed-Rank test and an effect size of 0.88, indicating a large effect. Additionally, observations and interviews revealed increased student participation, interest, and confidence in learning. These findings suggest that the Kampus Mengajar Program is effective in creating a learning environment that supports students' intrinsic motivation and is relevant as a community-based educational intervention model that can be applied in various global contexts facing similar educational challenges.

INTRODUCTION

Learning motivation is one of the key factors in the success of the educational process, especially at the elementary school level which is the initial foundation for the formation of students' character, attitudes, and cognitive abilities. In the context of educational psychology, learning motivation refers to internal and external motivations that lead individuals to actively engage in learning activities, set goals, and maintain consistency in achieving academic achievement (Fiorella, 2020; Yu, 2022). Students with high learning motivation tend to show diligence, high curiosity, and active involvement in the learning process, both individually and collaboratively (Kong, 2021). On the other hand, low motivation to learn is often the main cause of lack of participation in class, low academic achievement, and even high dropout rates in some areas. Therefore, increasing students' motivation to learn from an early age is a major concern in the development of national education, especially in areas that experience limited educational resources.

However, the reality of education in various regions of Indonesia still reveals serious issues related to the low learning motivation of elementary school students. One of the main contributing factors is the lack of adequate educational facilities and infrastructure, such as limited access to digital learning media, the absence of well-equipped libraries, and a shortage of teaching personnel with optimal pedagogical and professional competencies (Wildan et al., 2023). In addition, teaching methods that tend to be monotonous, teacher-centered, and lacking in active student participation further exacerbate the situation. In elementary schools, teachers face significant challenges in fostering students' enthusiasm for learning due to limited teaching aids and the continued reliance on conventional instructional approaches (Suharni, 2021). This situation is further exacerbated by the socioeconomic background of students' families, most of whom work as farmers and lack adequate educational literacy, resulting in very limited support for learning at home. The complexity of these factors makes learning motivation a critical issue that must be addressed through innovative and contextually relevant interventions.

In response to these challenges, the Ministry of Education, Culture, Research, and Technology initiated the Kampus Mengajar Program as part of the strategic policy Merdeka Belajar–Kampus Merdeka (MBKM) (Wibisono & Umiyati, 2023). This program involves university students from various higher education institutions to serve in elementary schools, with the primary tasks of supporting the learning process, assisting school management, and developing teaching strategies based on technology and local needs (Wijayanto & Wulandari, 2023). The involvement of these students not only provides alternative human resources in education, but also brings new energy, creative approaches, and adaptability to the use of learning technology. Students who are members of the Teaching Campus are equipped with pedagogical training and digital innovation, so that they are able to implement active learning models such as *project-based learning*, *gamification*, and *blended learning*, (Leitão et al., 2022; Wahono et al., 2020; Wijnia et al., 2024; Zhang & Ma, 2023) which is believed to be able to significantly increase students' motivation to learn (Prastha, 2022; Zhang & Ma, 2023). Therefore, this program is considered to have great potential as a concrete solution to overcome low motivation to learn, especially in elementary school environments with limited resources.

A number of previous studies have examined the implementation of the Teaching Campus Program and its influence on learning at the elementary school level. Student involvement in teaching and learning activities can increase student participation and encourage more lively two-way interactions (Hayati & Habibi, 2023). Anggi et al. (2023) also noted that the use of project-based learning strategies by Teaching Campus students can significantly increase student learning motivation. The integration of technology carried out by students participating in the program can bridge the digital divide in elementary schools that lack access to information (Umniyya et al., 2023). However, most of the studies still focus on urban or semi-urban contexts, and have not specifically evaluated the effectiveness of these programs in rural areas with unique socio-cultural conditions and greater logistical challenges. Thus, there is a research gap in understanding

how the implementation of the Teaching Campus can affect learning motivation, as well as how much of an impact the intervention has if measured quantitatively and empirically.

Based on this background, this study aims to evaluate the effectiveness of the Teaching Campus Program in increasing the learning motivation of elementary school students. This research is expected to provide a valid and reliable picture of the impact of the Teaching Campus Program on the overall dimension of student learning motivation. The findings of this study will not only make a practical contribution to the development of the MBKM program in the future, but also enrich academic studies on innovative approaches in improving the quality of learning in disadvantaged and remote areas.

METHOD

1. Research Approach and Design

This study uses a quantitative approach with a quasi-experimental method to evaluate the effectiveness of the Teaching Campus Program in increasing the learning motivation of elementary school students in rural areas. The design used is One-Group Pretest-Posttest Design, where measurements are carried out twice, namely before (pretest) and after (posttest) the implementation of the learning program facilitated by students participating in the Teaching Campus. This design was chosen because it allowed researchers to observe significant changes in students' learning motivation as a result of the intervention, even without a comparison (control) group.

2. Research Location and Time

The research was carried out at SD 040443 Kabanjahe, an elementary school located in rural areas of Karo Regency, North Sumatra Province. This location was chosen because it represents educational challenges in rural areas, such as limited infrastructure, access to technology, and low availability of professional educator resources. The research lasted for three months, starting from April to June 2024, along with the implementation of the 7th Batch of the Teaching Campus Program at the school.

3. Population and Sample

The population in this study is all students in grades IV to VI at SD 040443 Kabanjahe which totals 94 people. Given the relatively small and homogeneous population, a saturated sampling technique (total sampling) was used, where all members of the population were used as research samples. This approach was chosen to ensure a full representation of the impact of the intervention provided in the context of the school.

4. Research Instruments

Data collection was carried out through a learning motivation questionnaire which was compiled based on the theoretical framework of Self-Determination Theory and learning motivation indicators namely: (1) perseverance in learning, (2) enthusiasm for the task, (3) interest in the subject matter, (4) activeness in asking questions and discussing, and (5) desire to achieve achievements. The questionnaire consists of 25 statement items,

each using a Likert scale. The validity of the content of the instrument was obtained through the judgment of experts, consisting of two education lecturers and one field practitioner. While reliability was tested with Cronbach's Alpha calculations in an initial trial with 30 other elementary school students in different regions, resulting in a coefficient of $\alpha = 0.89$, indicating high reliability and strong internal consistency.

5. Data Analysis Techniques

The data of pretest and posttest results were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to look at the mean scores, standard deviations, and distribution of learning motivation scores before and after the intervention. Meanwhile, to test the significance of the difference in scores, the Wilcoxon Signed-Rank Test was used because the data was ordinal-scale and did not meet the assumption of normal distribution. The analysis was carried out using SPSS software version 26, and the results were considered significant if the p value < 0.05. In addition, effect size was calculated with the formula $r = Z / \sqrt{N}$ to determine the effect of the program on increasing student learning motivation.

RESULT AND DISCUSSION

RESULT

This study aims to evaluate the effectiveness of the Teaching Campus Program in increasing the learning motivation of elementary school students in rural environments, with a case study in SD 040443 Kabanjahe. To achieve this goal, data was collected using a learning motivation questionnaire compiled based on the Self-Determination Theory theory and indicators from Sardiman (2012), and measured twice, namely before (pretest) and after (posttest) program implementation. The total respondents in this study were 94 students, all of whom actively participated in learning interventions facilitated by students of the Teaching Campus Program. The data obtained were then analyzed using descriptive and inferential statistical techniques.

Table 1. Descriptive Statistics of Pretest and Posttest Scores on Learning Motivation

Descriptive Statistics	Pretest Score	Posttest Score
Mean	64.37	81.35
Standard Deviation	2.90	3.81
Minimum Score	60.00	75.00
Maximum Score	69.00	88.00

Based on the results of the descriptive analysis, it is known that there is a significant increase in students' learning motivation scores after participating in the program. The average pretest score obtained by students before the implementation of the program was at 64.37 with a standard deviation of 2.90, while after the program was implemented, the average posttest score increased to 81.35 with a standard deviation of 3.81. This shows an average increase of almost 19 points, which can be interpreted as a positive impact of the learning interventions applied. This increase is also seen in each student's minimum and maximum scores. The minimum score that was originally in the range of 60, increased to 75, while the maximum score that was previously in the range of 69, increased to 88 after

the intervention. The change not only reflected improvements in specific student groups, but also showed an even improvement in almost all respondents.

To test whether the difference between pretest and posttest scores is statistically significant, the Wilcoxon Signed-Rank Test is performed. This test was chosen because the data was in the form of ordinal scores that did not meet the assumption of normality, as is common in single-group experimental designs. The results of the analysis showed that the value of Z was -8.52 with p-value = 0.000 ($p < 0.05$). This means that there is a significant difference between the scores before and after the intervention, and that the Teaching Campus Program makes a significant contribution to increasing student learning motivation.

In addition to the significance test, an analysis of the magnitude of the intervention effect was also carried out through the calculation of effect size using the formula $r = Z / \sqrt{N}$. Based on the results of the Wilcoxon test, an r value of 0.88 was obtained, which indicates a large effect according to Cohen's classification. With this high effect size value, it can be concluded that the Teaching Campus Program not only provides a statistically significant influence, but is also practically relevant in the context of increasing learning motivation in the primary education environment.

These findings are also reinforced by documentation data and field records that show changes in student learning behavior during the intervention period. Based on observations made by classroom teachers and teaching students, students were seen to be more active in learning activities, more courageous to express their opinions, and showed higher enthusiasm for academic tasks. In the project-based learning process and digital media, students are not only passive recipients of information, but also play an active role as idea creators and implementers of activities. These changes show an increase in students' intrinsic motivation which is reflected in emotional and cognitive involvement in the learning process.

In addition to direct observation, the results of informal interviews with several teachers and students also support these quantitative findings. The teacher said that during the implementation of the program, the classroom atmosphere became more lively and dynamic. Interventions carried out by Teaching Campus students are considered to be able to bridge the limitations that teachers have faced in managing the classroom, especially in the use of technology and active learning approaches. Students also admitted that they felt more happy and motivated to learn because the material was delivered in an interesting way, involving educational games, group discussions, and the use of simple learning applications that they had never used before. This shows that innovative learning can be an important catalyst in increasing students' enthusiasm for learning in an environment that previously lacked touch of technology and creativity.

DISCUSSION

The main findings of this study show that the implementation of the Teaching Campus Program at SD 040443 Kabanjahe has a significant positive impact on increasing the learning motivation of elementary school students. The increase in the average score

from 64.37 to 81.35 with an effect size value of 0.88 indicates a change that is not only statistically significant, but also large in the strength of the effect. This reflects the success of the interventions carried out by the teaching students in creating a more interactive, contextual learning environment and encouraging active student participation (Usman & Hartati, 2024). Apart from quantitative data, classroom observations and interviews with teachers also show that students are more active in asking questions, more confident in expressing opinions, and showing greater interest in the subject matter. This indication shows that learning motivation not only increases in numbers, but also in the real expression of students during the learning process.

This result has a broader meaning in the context of education policy development in Indonesia, especially in the implementation of the Independent Learning-Independent Campus (MBKM) program. The Teaching Campus, as a concrete form of MBKM, provides space for students to be directly involved in strengthening the capacity of elementary schools, especially in underdeveloped and under-resourced areas (Hayati & Habibi, 2023; Sampelolo & Kombong, 2022; Usman & Hartati, 2024). These findings prove that the role of students is not solely as a complement or helper, but as an agent of change who is able to bring a new approach to the classroom. Students bring active, contextual, and often closer learning methods to the digital world that interest students (Hayati & Habibi, 2023; Prastha, 2022; Sampelolo & Kombong, 2022; Usman & Hartati, 2024; Wijayanto & Wulandari, 2023). This reinforces the position of the Teaching Campus as a collaborative learning model that has a real impact in creating a learning atmosphere that motivates and liberates from monotonous traditional teaching patterns.

Teaching Campuses are not only relevant in Indonesia's local context, but are also part of a larger global movement that emphasizes the equitable distribution of educational human resources, the empowerment of non-traditional teachers, and the integration of modern learning approaches into under-supported systems (Wibisono & Umiyati, 2023). Theoretically, the success of the Teaching Campus Program in increasing students' learning motivation strengthens the relevance of Self-Determination Theory (SDT) as a conceptual framework. Self-Determination Theory emphasizes that learning motivation will grow stronger when individuals feel autonomous, competent, and socially connected (Gagné et al., 2022). Student teachers create learning situations that meet these three needs: they provide students with autonomy, provide learning challenges that are appropriate to the student's level of competence, and build positive relationships that support them. This theoretical implication shows that educational strategies based on social relations and concrete experiences are more effective in increasing learning motivation than a top-down approach that is purely instructional.

Furthermore, the success of the Teaching Campus also reflects the importance of a participatory and transformative approach in basic education reform. This intervention shows that change can start from the grassroots through the involvement of the younger generation in educational practices. This is in line with the global spirit carried by UNESCO through Education for Sustainable Development (ESD) which emphasizes the importance of cross-stakeholder engagement in education, including students, local

communities and non-governmental institutions (Acosta Castellanos & Queiruga-Dios, 2022). Within this framework, the Teaching Campus is not only a national program, but can be considered a global pilot model of how educational reform can run through the synergy between innovation, collaboration, and the use of local resources.

Thus, the findings of this study emphasize that the Teaching Campus is not only a short-term policy program, but also a transformational strategy in building student learning motivation at the elementary level. In the midst of the challenge of the education gap that is still large in Indonesia, this model can be expanded and strengthened as part of a systemic solution to improve the quality of learning across the board. At the same time, the effectiveness of this program strengthens Indonesia's position in the global conversation on participation-based educational innovation and community empowerment.

CONCLUSION

This study concludes that the Teaching Campus Program as part of the Independent Learning-Independent Campus (MBKM) policy has proven to be effective in increasing the learning motivation of elementary school students in rural areas, which is shown by a significant increase in pretest and posttest scores and strengthening qualitative student learning behavior indicators. Through the active involvement of students in the project-based learning process, the use of simple digital media, and inclusive interactions, this program is able to meet the basic psychological needs of students that encourage the growth of intrinsic motivation to learn. The effectiveness of this program is not only relevant in the local context of Indonesia, but also in line with the global approach to participatory and community-based education, making the Teacher Training Campus a model of educational intervention that has the potential for replication and scalability in an effort to equalize the quality of basic education. This research answers the effectiveness of the Independent Campus program in elementary schools, thus providing input to continue the program in elementary schools, especially in semi-urban areas. This research has limitations because it is only conducted in one elementary school, the hope is that the next researcher can do it on a regional scale and a larger number of schools and spread geographically in Indonesia.

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