



The Effect of Campus Teaching Program on Increasing Student Civic Engagement

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ABSTRACT

This study aims to determine and analyze the influence of teaching campus programs on increasing civic engagement. This research uses a quantitative approach with a descriptive method. Furthermore, the results obtained were analyzed using a partial t test and simple linear regression. The contribution made by students in the implementation of this teaching campus program is the involvement of citizens (students), it can be known through the summary model of linear regression test results, we can know that the magnitude of the correlation value (R) is equal to 0.708 of the results can be obtained coefficient of determination (R Square) of 0.501 means that in the implementation of campus teaching program contributed 50.1% in increasing student civic engagement. While 49.9% civic engagement can be influenced by other variables that are not studied. Then the hypothesis test results show that the value of $t_{count} = 9.015 > t_{table} 1.989$, then it can be concluded that H1 or the first hypothesis is accepted. This means that there is an influence between the implementation of campus teaching programs (X) to increase student civic engagement (Y).

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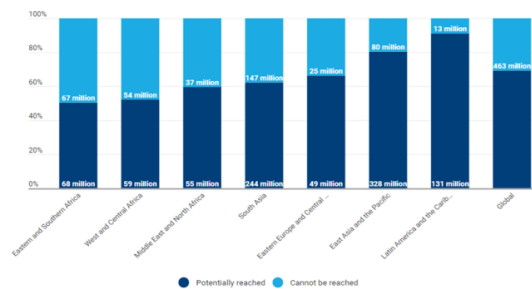
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1. INTRODUCTION

Since the outbreak of Covid-19 two years ago, this pandemic has disrupted education systems globally, affecting the most vulnerable students. The closure of almost an entire school year and the lack of connectivity and devices make it difficult for students to learn distance. This problem has increased inequality and exacerbated the pre-existing education crisis. This year 2022, regardless of the Omicron variant, schools have reopened in most countries, including Indonesia, supported by health and safety protocols and vaccination programs. This requires much money to support students to maintain their learning, health, and well-being and stay in school. Prioritizing education as a primary public interest is critical to avoiding generational catastrophes and promoting sustainable recovery. To be more resilient, equitable, and inclusive, education systems must transform, leveraging technology to benefit all learners and building on the innovations and partnerships catalyzed during this crisis.

The difficulty of online-based distance learning is certainly felt by all elements of education, according to dataUNICEF published on 26 August 2020 (<https://data.unicef.org/resources/remote-learning-reachability-factsheet/> Taken on 20 June 2023). there are 463 million children or a third of the number of children worldwide having difficulty accessing learning at home or PJJ after face-to-face activities at schools temporarily stopped due to the Covid-19 pandemic. More details on the focus of the research subject can be seen in the following **Figure 1**.



Source: <https://data.unicef.org/resources/remote-learning-reachability-factsheet/> Taken on 20 June 2023.

Figure 1. Percentage and number of students potentially reached and not reached

The Ministry of Education and Culture, Research and Technology, together with UNICEF conducted a quick survey on Learning from Home, the results stated that there were \pm 45 million students who were ready to carry out distance and face-to-face learning because they had been supported so that they would not lose their learning obligations during the school closure period. In accordance with the survey, 35% of students reported a bad internet connection or signal, and 73% indicated students with disabilities had difficulty learning from home. Other disturbances were an unsupportive learning environment, lack of concentration and lack of family support (Astuti, 2021; Muslih, et al., 2021). The outbreak of Covid-19 has had a major impact on the learning process which is felt directly by teaching staff or teachers due to the enactment of the WFH policy which requires learning activities to be carried out online, According to Indonesian government policies, distance learning is carried out online and reaps many obstacles and challenges; one challenge is decreasing student learning motivation. However, with the support and participation of all elements of education and society, we can answer this challenge in the complicated era of the Covid-19 Pandemic. Therefore community involvement is necessary to ease the burden and difficulties education faces today. To make distance learning successful, there must be a collaboration between teachers, students, parents, and the community. Participation and collaboration among

citizens need to be fostered amidst this complicated situation (Adi, Oka and Wati, 2021; Novianto, Herman and Hadiapurwa, 2021).

Seeing the increasingly complicated problems that are occurring in people's lives due to the outbreak of the Covid-19 virus and the Covid-19 pandemic, student figures who are considered educated people with a young soul and a volunteer spirit are urgently needed in responding to the complex problems experienced by all sectors, especially the education sector.

Student involvement is a citizen participation or also known as Civic Engagement, citizen participation is a very important part because it is included in the goal of civic education (Citizenship Education). The embodiment of education must always keep up with the times because education is an obligation that must be fulfilled as a provision for humans to live an increasingly modern life. Based on this, the Ministry of Education and Culture and Research and Technology under the leadership of Nadiem Anwar Makarim made a new breakthrough, namely "Freedom to Learn" with the aim of overcoming the demands of Industrial Revolution 4.0 education.

The Merdeka Campus has many excellent programs, one of which is the Teaching Campus program. Teaching Campus is a program that offers students to do activities and study in public spaces, in order to develop themselves through positive activities off campus, with a mission to strengthen literacy and numeracy learning, as well as assist learning during a pandemic, especially for schools in the 3T areas (Outermost, Frontier, Disadvantaged) and Schools with C accreditation (Enough), with the hope that they will be able to improve the quality of education equity in Indonesia.

Student figures as agents of change are required to be problem solvers in fixing problems that exist in society by involving their actions and thoughts (Hidayah and Trihastuti, 2022; Wulandari, 2018). It is on this basis that the Merdeka Campus policy, in this case the 3rd year 2022 Teaching Campus program, provides a forum for students to return to collaborating, being creative and taking action for 21 (twenty one) weeks to help teachers and to improve the quality of learning in the program's target schools, as well as hone social sensitivity, emotional maturity and student leadership spirit, this is citizen involvement (civic engagement) in responding to public problems, in this case education.

In this regard, participation is an inseparable part of the concept of civic engagement which has the intention of awakening every citizen to participate in development goals, in this case, education. Then if this is related to the idea of research studies, in fact the Teaching Campus is a program to increase the spirit of cooperation, helping, and citizen involvement in social activities, especially in the education sector (del Moral Pérez and Villalustre Martínez, 2012; Shaw, 2018).

The results of several previous studies show that people who understand the problems that are happening will affect their social responsibility. In other words, their social responsibility arises because they can improve conditions. At the same time, those who think of responsibility as someone else's business, because they haven't fully felt the impact. This understanding of responsibility is the source of problems that often occur currently (Lindell and Prater, 2007; Putri and Fakhrudiana, 2018; Zuckerman, Siegelbaum and Williams, 1977). An understanding of the issues that are currently booming in society can increase social tolerance and responsibility thereby influencing individual or collective action to change the situation to a better condition. Experience in participating in making changes, can foster an understanding of individuals, in this case students, to be involved again in humanitarian and community activities even further, this is influenced by the growing awareness of social issues

and problems that occur. Understanding the problems in society will also affect the sense of social responsibility, so that action can be taken to change the situation to a better stage.

Based on the facts found, the researcher is interested in conducting in-depth research on the focus of social studies associated with the Teaching Campus program. From the study of the problems above, researchers have not found research that focuses more on the Teaching Campus program on the concept of civic engagement using numerical data as the basis for research assumptions. It is from this background that underlies the researcher to create a study entitled "The Effect of the Teaching Campus Program on Increasing Student Civic Engagement", as a conscious and planned effort to increase participation, concern and build civic responsibility through the Teaching Campus program.

2. LITERATURE REVIEW

2.1. Teaching Campus

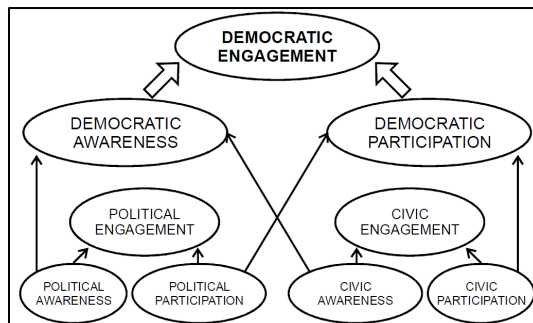
The Teaching Campus is a program organized by the Ministry of Education and Culture Research and Technology of the Republic of Indonesia under the leadership of Nadiem Anwar Makarim, in empowering students at all tertiary institutions in Indonesia to help increase and equalize the quality of education in order to produce extraordinary human resources through the application of character values to develop thoughts and the creativity of every student in the target school is able to develop (Riowati and Yoenanto, 2022). Through the Teaching Campus program, the Ministry of Education and Research and Technology presents student figures in the process of strengthening literacy and numeracy as well as instilling Pancasila student profiles for elementary and junior high school students in the 3T (Foremost, Outermost, Disadvantaged) regions as well as schools affected by the Covid-19 pandemic. Students as participants in the Teaching Campus program will be assigned to partner schools to assist target schools with the main tasks of teaching assistance, administrative processing assistance, and technology adaptation assistance. Participants in the Mnegajar Campus program are students from various study programs and tertiary institutions from all over Indonesia, who were given the opportunity by the Ministry of Education and Culture and Research and Technology to devote the knowledge and knowledge they had acquired in lectures. Students from various scientific fields collaborate with a strong volunteer spirit to do the service representing a strong sense and desire to help (Karlioni, 2014).

2.2. Civic Engagement

Civic engagement or Citizen engagement is described as an individual process that can influence the larger civil society through collective action, this action is expressed through attitudes and behavior. Ramaley (Adlerand and Goggin, 2005) defines in more detail the concept of civic engagement or citizen involvement through a specific description in several senses, namely: civic engagement as community service, civic engagement as collective action, civic engagement as political engagement, and civic engagement as social change. Judging from the definitions above, it can be emphasized that the dimensions of civic engagement are broad and elastic. Practitioners use the term civic engagement in accordance with their intended wishes. hence (Stamm, 2009) that "civic engagement is a complex and polyonymous concept". Where the concept of civic engagement has a complex meaning and a broad perspective. Based on the above understanding, civic engagement can be defined as the collective action of citizens to be involved in every civic activity to deal with public issues. Civic engagement can also be called the concept of civic participation or active citizenship,

the similarity in meaning of the concept of participation makes the two of them one part that are mutually bound.

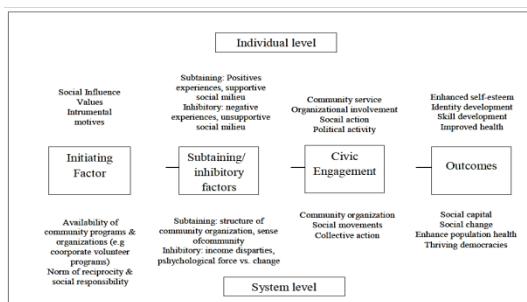
White provides an overview of the concept of civic engagement in building democratic engagement (Mycock and Tonge, 2012), as follows **Figure 2**:



Source: Mycock and Tonge, (2012).

Figure 2. Key Terms of Democratic Engagement

From the conceptual schema above, it can be said that civic engagement is formed by citizen awareness and citizen participation (civic awareness and civic participation). The awareness component of students participating in the campus teaching program can be identified through three aspects namely, knowledge, attitude, and action (Zsóka, et al., 2013). In the scheme of integrative theory of civic engagement, Citizen engagement is driven by initial and enabling factors (Condor, 2021). More details on the focus of the research subject can be seen in the following **Figure 3**.



Source: Condor, (2021).

Figure 3. Integrative Theory of Civic Engagement scheme

Student participation is based on 4 (four) things [14] namely: (a) the situation is unsatisfactory and must be corrected; (b) the situation cannot be corrected through human action or by the individual himself; (c) its ability to participate in activities that can be done; (d) the perception that he can contribute to the activity in question. Arnstein in a journal *Journal of The American Planning Association*, describes the Arnstein Participation Ladder consisting of eight steps divided into 3 (three) categories (Endah, 2020) namely Citizen Power, Tokenism and Non-Participation. The tendency of citizen participation is related to the inherent experience and behavior of citizens, compared to unmotivated people, motivated people tend to participate (Arnstein, 1969; Bowman, 2011; Pradana, et al., 2021).

3. METHODS

This research was carried out using a quantitative approach with descriptive methods. This quantitative approach was used by researchers to measure the effect of the Teaching Campus

program on increasing the civic engagement of Indonesian University of Education students participating in the 3rd year 2022 Teaching Campus program placement in West Java Province with a total population of 433 students by taking samples using the Slovin formula with the results of a sample calculation of 83 respondent.

While the use of the descriptive method is an effort made to characterize the condition of a phenomenon in an organized manner, as well as the status of a phenomenon under a thorough examination (Mycock and Tonge, 2012) it is intended to provide an overview of the influence of the Teaching Campus program which is a program developed by the Ministry of Education and Culture by inviting students to become citizens. countries to participate in helping schools affected by the Covid-19 pandemic.

Retrieval of research data using a questionnaire distributed to 83 respondents with the following criteria:

1. Indonesian University of Education student
2. Participants in the Campus Teaching Program Batch 3 of 2022
3. Placed in West Java Province

4. RESULTS AND DISCUSSION

Based on the results of the validity test, it was proven that all of the research questionnaire statement items were declared valid because $r_{count} > r_{table}$. Then, based on the results of the reliability test, it shows that the reliability coefficient criterion index is at (Cronbach alpha = 0.881), which means it has a very high level of reliability.

4.1. Classic Assumption Test

Based on the results of the classical assumption test including the normality test, multicollinearity test, and heteroscedasticity test, it can be seen that the classical assumption test passed. More details can be seen in the following **Figure 4**.

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual	
N			83	
Normal Parameters ^{a,b}	Mean		0,0000000	
	Std. Deviation		2,54558907	
Most Extreme Differences	Absolute		0,093	
	Positive		0,055	
	Negative		-0,093	
Test Statistic			0,093	
Asymp. Sig. (2-tailed) ^c			0,075	
Monte Carlo Sig. (2-tailed) ^d	Sig.		0,073	
		99% Confidence Interval	Lower Bound	0,067
			Upper Bound	0,080

Source: processed by Researchers, 2022

Figure 4. Normality Test Results

The results of the normality test show the significance of Asymp.Sig. (2-tailed) of 0.075 which means it is greater than 0.05. So it can be concluded based on the One Sample

Kolmogorov-Smirnov normality test above that the research data can be said to be normally distributed. More details can be seen in the following **Figure 5**.

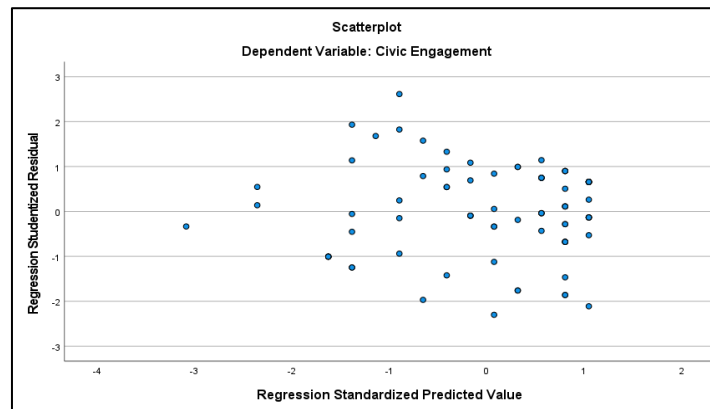
Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistic	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	19,246	3,496		5,505	<0,001	
	Kampus Mengajar	0,620	0,069	0,708	9,015	<0,001	1,000 1,000

a. Dependent Variable: Civic Engagement

Source: processed by Researchers, 2022

Figure 5. Multicollinearity Test Results

The results of the multicollinearity test show that the VIF value of the Teaching Campus variable (X) is 1,000 less than <10 and the tolerance value of 1,000 is greater than > 0.1, so that the data does not have multicollinearity. More details can be seen in the following **Figure 6**.



Source: processed by Researchers, 2022

Figure 6. Heteroscedasticity Test Results

These points are randomly scattered above and below 0 (zero) on the Y axis, according to the heteroscedasticity test with the scatterplot graph in the table above. As a result, it can be stated that the regression model used has no indication of heteroscedasticity.

4.2. Partial T Test

Partial t test results can be known through the following coefficients table. More details can be seen in the following **Figure 7**.

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	19,246	3,496		5,505	< 0,001
	Kampus Mengajar	0,620	0,069	0,708	9,015	< 0,001

Source: processed by Researchers, 2022

Figure 7. Coefficient table

It is known that the significance value (Sig.) of the Teaching Campus variable (X) is 0.001. This means that there is influence between the implementation of the Teaching Campus program (X) on increasing student civic engagement (Y). While the comparison of tcount with ttable shows that the tcount value of variable X, namely the Teaching Campus, is 9.015. Because the tcount value is $9.015 > t_{table} 1.989$, it is concluded that H1 is accepted. This means that there is a significant influence between the implementation of the Teaching Campus (X) on increasing Student civic engagement (Y). It can also be seen from the image of the partial t test regression curve, as follows **Figure 8**.



Source: processed by Researchers, 2022

Figure 8. Partial t Test Regression Curve

This means that there is an influence between the implementation of the Teaching Campus program (X) on increasing Student civic engagement (Y). The Teaching Campus Program provides space for students to be able to contribute to increasing civic engagement. Through this program, students can contribute by dedicating the knowledge skills they have acquired on campus to then be channeled to the target schools of the Teaching Campus program, so that students are able to hone their emotional maturity, social skills, and leadership spirit. This involvement can be seen from the contributions of students in a series of activities in the Teaching Campus program which in general include three urgent activities namely (1) teaching assistance, (2) administrative assistance, (3) technology adaptation assistance. In their involvement, 83 research respondents from Indonesian University of Education students participating in the Campus Teaching program batch 3 of 2022 placed in West Java Province, students stated that they contributed to teaching assistance, 97.59% of student respondents/participants of the Teaching Campus program carried out teaching assistance to help teachers in partner schools. develop creative and innovative learning content, strategies, and media. In administrative assistance a total of 98, 8% of respondents stated that students/participants in the Teaching Campus program could assist teachers and schools in optimizing administrative management to optimize school administrative management. Then in technology adaptation assistance, 96.38% of respondents stated that students/participants in the Teaching Campus program carried out maximum technology adaptation assistance for teachers and schools to optimize the learning process.

The contribution made by students to the implementation of the Teaching Campus program is the involvement of citizens (students), this can be known through model summary of the results of the linear regression test, we can see that the correlation/relationship (R) value is 0.708. From these results, a determination coefficient (R Square) of 0.501 means that the implementation of the Campus Teaching program contributes 50.1% in increasing student civic engagement. Meanwhile, 49.9% of civic engagement can be influenced by other

variables not examined. The results of this study indicate that the hypothesis assumed in this study that there is an influence between the implementation of the Teaching Campus program and student civic engagement can be accounted for and its validity tested. Civic engagement in the form of student awareness and participation can increase in proportion to the implementation of the Teaching Campus program, because a program requires citizen involvement and citizen involvement requires a platform (program) to implement this form of involvement. By testing and accepting the hypothesis assumed by the researcher, it means that this study succeeded in proving the civic engagement theory that was previously described in the literature review chapter, namely that it is true that the implementation of the Teaching Campus program has an influence on increasing student civic engagement.

Civic engagement is formed by the existence of citizen awareness (civic awareness) and citizen participation (civic participation). Citizen awareness (civic awareness) of student participants in the teaching campus program can be identified through three aspects, namely, knowledge, attitude, and action. In the aspect of knowledge, 100% of students as research respondents stated that they already knew, understood, felt and were aware of public problems in the education sector during the Covid-19 pandemic, so that as an agent of change involved in the Teaching Campus program. Then in attitude, 97.59% of students can develop a sense of social responsibility, and can develop social skills: communication, empathy, problem solving, leadership, creativity, and innovation in the Teaching Campus program. Armed with the knowledge and attitudes possessed by these students, it is manifested through action, namely participating in the Teaching Campus program with 98.8% of respondents stating that students are actively involved and trying to solve problems and provide services to the community, especially in the education sector through the Campus program. Teach.

Based on the results of the questionnaire calculations distributed to research respondents, it can be explained that in the practice of civic awareness, students already have the provision in the form of knowledge and attitudes as outlined in their involvement through a platform in the form of the Campus Teaching Class 3 Year 2022 program, thus students as intellectual people who have self-awareness will be able to place themselves in situations and conditions and can learn from the events they have passed (experience) so that they can behave and act better accompanied by responsibility in carrying out their obligations.

In the scheme of integrative theory of civic engagement initial factors and enabling factors are the driving forces behind citizen participation. The study of civic engagement initiation factors is related to the system level, namely the availability of community organizations and activities, which the government plays in this regard. Campus Teaching Program. Seeing the urgency of student involvement in the Teaching Campus program it occupies an important position and plays an important role in the process of community development in the education sector, as a teaching assistance program in the midst of the Covid-19 pandemic helping to restore the effectiveness of teaching and learning carried out in elementary and junior high schools.

In the implementation of the Teaching Campus program, student involvement is in line with the notion of civic engagement as social change, Student involvement in the Campus Teaching program illustrates how active citizens participate in community life to help shape its future. Ultimately, community engagement must encompass the dimensions of social change. In the Teaching Campus program, students carry out social action in the education sector through (organized) group actions to help partner schools affected by the Covid-19 pandemic (the health crisis in modern humans) to carry out effective and fun learning and continue to improve literacy and numeracy skills students through teaching assistants,

students as part of a literacy and numeracy learning experience, helping teachers to carry out learning processes designed to develop learning methods that are proactive, creative, and innovative as a medium to support developing students' interests and talents to the fullest. Therefore, the role of students in the Teaching Campus program is very important as a form of social change through educational development.

The role and participation of students as a person's involvement in social groups to take part in national development activities in the education sector, student participation in this activity (program) is as a forum and communication related to the distribution of authority, responsibility, and benefits. which are expected. The Teaching Campus Program as an activity according to the participation possessed by students is based on 4 (four) things, namely:

First, the situation is unsatisfactory and must be corrected. The teaching campus program is motivated by the low literacy and numeracy skills of students in Indonesia, tMoreover, in the situation of the Covid-19 pandemic, the problem is increasingly serious that teachers as education facilitators must face, the condition of the Covid-19 pandemic urges the government to implement Distance Learning (PJJ). However, in practice, PJJ policies are constrained by problems with facilities and infrastructure (logistics), as well as the risk of losing student learning motivation and implementing effective learning. So that the Ministry of Education and Culture and Research and Technology initiated the Teaching Campus program which has the mission of equipping students to work directly by carrying out teaching assistance with their abilities to help schools develop innovation and increase creativity in the implementation of learning so that it will affect student learning motivation so that literacy and numeracy skills will also be also increased.

Second, the situation cannot be corrected through human action or by the individual himself. United Nation stated that the Education sector is the sector most affected by the outbreak of the Covid-19 pandemic, this educational emergency in Indonesia cannot be overcome by individuals, this condition is certainly not an easy thing for individuals to do quickly, this emergency situation demands collective action from various elements of society and government, adaptation is really needed in this pandemic situation, so it is necessary to take collective action quickly and swiftly by every level of society, especially students as problem solvers and intellectual people.

Third, his ability to participate in activities that can be done. Citizen involvement is based on two aspects, namely citizen awareness and citizen participation. The focus of Campus Teaching activities includes three things, namely teaching assistance, administrative management assistance and technology adaptation assistance. As educated people, students have been able to carry out these three main tasks. The Teaching Campus Program has a mission to equip students to master various disciplines and expertise by working with teachers and schools to develop innovation and increase creativity in the implementation of learning so that it will affect student learning motivation so that literacy and numeracy skills will also increase.

Fourth, the perception that he can contribute to the activity in question. Student figures as agents of change are required to be problem solvers in fixing existing problems in society by involving their actions and thoughts. It is on this basis that the MBKM policy, in this case the Teaching Campus program, provides a platform for students to collaborate, be creative and take action again to improve the quality of learning in schools, especially those with low literacy and numeracy levels and are in 3T areas, as well as honing social skills as capital for citizen involvement. state (civic engagement) in responding to existing problems.

From the four foundations of student participation in responding to the urgency of the Teaching Campus program activities, it can add to the accuracy of the influence of the

Teaching Campus program on increasing student civic engagement. The level of participation can be described and categorized based on the participation ladder theory. The first category level is the citizen power category consisting of partnerships, delegated control, and (citizen control). responsibility, and authority between the community and the government, so that the community is voluntarily involved and acts in an activity program.

Second, the tokenism category consists of placation, consultation, and information. This is just a formality at this point that allows people to hear and vote, but their opinion is not yet a factor in decision-making, in this phase, the community already knows the information and benefits of an activity program, but no action has been taken. Third, the non-participation category consisting of manipulative (manipulative) (therapy) and therapy at this stage the community is only used as an object, so there is no awareness and participation in activity involvement. This is also triggered by a lack of knowledge and benefits of an activity program.

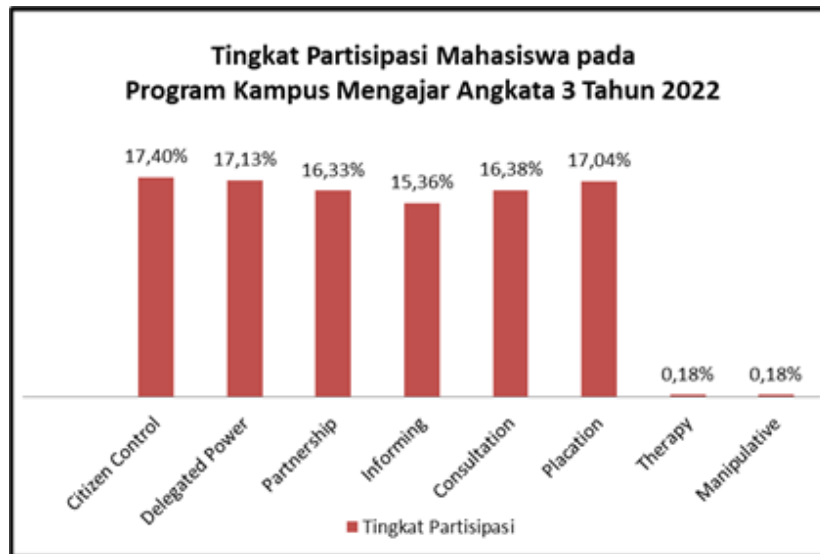
This questionnaire category was then distributed to 83 research respondents to determine the degree of student participation in the implementation of the Campus Teaching Program Batch 3 of 2022 in West Java Province. Based on the data processing that has been done, it is known that in the first category, namely Citizen Power, it obtains a percentage of 50.87% with details at the level of citizen control of 17.40%, meaning that some students are voluntarily involved in every activity (teaching, managing administration and technology adaptation),delegated powerof 13.13% indicates that some students participate in providing ideas, suggestions and opinions in the Teaching Campus program at placement schools, then at the partnership level of 16.33%, indicating that some students have collaborated with the community/parents/teachers/ school principals in the success of Teaching Campus activities in placement schools.

Furthermore, in the second category, namely tokenism, it obtained a yield of 48.78% with details at the informing level of 15.38% indicating that have the initiative to attend because they already know the information and benefits of the Teaching Campus program activities, at the consultation level of 16.38% indicating that students are starting to realize and understand the urgency of Campus Teaching activities to help equity in the quality of basic education, and a placation rate of 17.04% indicates that some students already know the benefits of implementing the Teaching Campus program in schools affected by the pandemic and are in the 3T area.

In the third category, namely non-participation, it obtained a percentage of 0.36% with details at the therapy level of 0.18% indicating that a small proportion of students reluctant to participate, because they do not have sufficient knowledge and do not know the benefits of implementing Campus Teaching activities, and on manipulative of 0.18% indicates that a small portion has no desire to be involved in the implementation of the Teaching Campus program.

Based on the calculation results of 83 respondents using the Sherry Arnstein participation ladder, all levels get an average of 33.33%. From student responses, the highest category is at the level of citizen power, namely in the category of citizen control with a percentage gain of 17.40%. It means students with voluntarily involved in every activity (teaching, managing administration and technology adaptation) in the Teaching Campus program. In other words, students already have the knowledge and attitude that will become the provision for their involvement in national development in the education sector. Students already have the initiative to be involved and do it voluntarily so that they can make decisions and create programs that will be implemented according to the needs of the student placement school (environment).

Based on the discussion of participation levels above, it can be seen further through the diagram below. More details can be seen in the following **Figure 9**.



Source: processed by Researchers, 2022

Figure 9. Student Participation Rate

Based on the results of the percentage level of student participation above, it can be concluded that there is an influence of the Teaching Campus program in increasing student civic engagement, as can be seen from the percentage table which indicates students are at the highest level of participation, namely citizen control, meaning that students are voluntarily involved in every series of activities from planning program, program planning and evaluation in each of its activities. Students provide input ideas for the success of the Teaching Campus program in their placement schools with the provision of knowledge and skills they have learned on campus that can be implemented in the community.

From this research it can be interpreted that the Teaching Campus program has a role in shaping the character of citizens, student involvement in this research means that students carry out teaching assistance activities where the implementation is adjusted to the needs and demands of accompanying schools in carrying out effective learning in the midst of the Covid-19 pandemic, improving literacy and numeracy skills, instilling Pancasila student profiles and improving the quality of learning in program target schools, as well as honing social sensitivity, emotional maturity and student leadership spirit. In relation to the Teaching Campus program, students are motivated by a sense of social responsibility and belonging knowledge, attitude will provide more positive contributive (action) for social interests.

5. CONCLUSION

The Teaching Campus Program has a significant effect on increasing student civic engagement, student involvement as citizens with civic awareness which includes knowledge, attitudes and behavior of students and participation (civic participation) as a form of citizen action. From the results of the study, it was found that the level of student involvement as citizens was at the highest level in the participation ladder according to Arnstein, namely at the Citizen Control level, meaning that students were voluntarily involved in every series of activities from program planning, program planning and evaluation in each activity.

6. RECOMMENDATION

Based on the research that has been done, the researchers recommend several things, including students/participants in the Teaching Campus program need to increase their knowledge and skills as a provision in carrying out activities, to improve the management of activity planning in the form of work programs proposed to target schools by taking more into account their needs and increasing solidarity and harmonization between student groups in placement schools.

Furthermore, the Ministry of Education and Culture and Research and Technology needs to disseminate program information more effectively to the program's target parties so that there is clear communication and timely coordination, then increase systematic efforts to provide information and socialization of program implementation to partner schools. The organizers must be more comprehensive in planning the program to be more structured and well-scheduled and improving working relations and coordination with the local Education Office to be able to monitor the implementation of Campus Teaching activities in schools under the Education Office.

For future researchers, it is hoped that they can develop research studies that not only focus on student involvement but can examine broader and more profound aspects, especially on the Freedom to Learn Campus Merdeka policy which becomes a thirst quencher for students to be able to participate and be involved in actualizing themselves and answering problems. Existing and future researchers can also examine the elements of the beneficiaries of the MBKM programs.

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