



Investigating English College Students' Perspectives on National Education Program Kampus Mengajar

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Abstract

Kampus Mengajar is a program that offers college students the opportunity to engage in off-campus learning for a duration of one semester. As part of this program, students become teaching partners, contributing to innovative and creative strategies and models in targeted educational units. The primary focus is on enhancing students' literacy and numeracy skills within the designated schools. The research's objective was to uncover and describe the perspectives of English college students who participated in the Kampus Mengajar program. Employing a qualitative research approach, the study centered around phenomenological studies. Data analysis was conducted using the triangulation theory and the likert scale. The study's subject pool consisted of 20 English college students enrolled in the Kampus Mengajar program. Validation of the research instrument was achieved through Pearson Correlation and Cronbach's Alpha. Research findings underscored that English college students attending elementary schools expressed strong agreement with the Kampus Mengajar program. Similarly, participants from the junior high school level also conveyed their agreement with the program. Moreover, the study identified several issues faced by English college students upon joining the national Kampus Mengajar program.

Keywords: English College Students, Kampus Mengajar Program, Perspectives.

INTRODUCTION

Nadiem Anwar Makarim, B.A., M.B., the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, highlighted the significance of the Kampus Mengajar 3 (2022) initiative during its launch. He emphasized that Kampus Mengajar aims to foster student learning, enhance literacy and numeracy, embrace technology, and enable students to explore their interests and potentials within their respective majors. The program presents university students as educational collaborators to stimulate creativity and innovation in the learning process. The Minister envisions that through the activities of the Kampus Mengajar program, students will develop vital soft skills such as social awareness, compassion, leadership, problem-solving, and critical thinking.

Meanwhile, Ubaid Matraj (2021), the National Coordinator of the Indonesian Education Monitoring Network (JPPI), has highlighted the alignment of the Kampus Mengajar program with the development of the 3T areas. This alignment has been supported by various campuses. Instead of introducing a new program, Matraj suggests that the Ministry of Education and Culture should maximize the existing Community Service Program (KKN). This can be achieved by ensuring that students are well-equipped with clear objectives and strategies before embarking on fieldwork.

The Kampus Mengajar program has encountered several challenges, as identified by educational figures. This program, similar to the Community Service Program (KKN), could potentially reach the 3T areas (Disadvantaged Regions, Outermost Regions, and Frontier Regions). However, some issues arise from Kampus Mengajar's primary goal, where students lacking expertise in education management become involved in assisting teachers.

In line with these discussions, Basuki et. al (2018) defines "higher education/college" as any institution providing specialized education after the age of 16 or after completing secondary school. Its purpose is to equip individuals with knowledge and skills to earn specific degrees. Furthermore, Knopfemacher in Kurniati and Baroroh (2016) emphasizes that college students are potential undergraduates who are increasingly integrated into the community through education, with expectations of becoming intellectual candidates. Based on these notions, college students are those registered at specific universities and are expected to evolve into intellectual candidates.

Ieuan A Hughes (2015) defines "perspective" as a noun with various meanings depending on context, originating from the Latin "perspective," which pertains to the science of optics. Additionally, Nurul Fitriyah (2021) clarifies that "perspective" involves viewing an object, while "perception" refers to interpreting information to comprehend the environment. Hence, "perspective" signifies an individual's viewpoint, and "perception" encapsulates their assumptions.

The implementation of the Kampus Mengajar program has encountered challenges, as highlighted by educational experts. This research endeavors to delve into the perspectives of English college students participating in the Kampus Mengajar program. Furthermore, it seeks to assess the value of the Kampus Mengajar program from the standpoint of these English college students. Ultimately,

the study aims to uncover and describe the viewpoints of English college students who engage in the Kampus Mengajar program. The anticipated outcome of this research is to provide a valuable reference for exploring the perspectives of English college students regarding the national program, Kampus Mengajar.

METHOD

The researchers employed a qualitative research approach. Moser A, Korstjens I (2017) describe qualitative research as an approach that delves into and provides deeper insights into real-world issues. Their study focused on phenomenology. According to Neubauer et. al (2019), phenomenology is a form of qualitative research that centers on understanding an individual's lived experiences within the context of the world. Despite being a powerful investigative method, the nature of this approach can be daunting for researchers in health professions education (HPE).

The research population consisted of 30 college students from STKIP PGRI Trenggalek who participated in Kampus Mengajar. For the study's sample, the researcher selected 20 English college students from STKIP PGRI Trenggalek who were part of the Kampus Mengajar program's 1st to 4th generations (2020-2022). The data collected were categorized into two groups: English college students placed in Elementary Schools and those placed in Junior High Schools. However, the study of English college students' perspectives did not align perfectly with the actual implementation in schools.

The researcher gathered the data on English college students' perspectives regarding the National Education program Kampus Mengajar, the researcher employed purposive sampling. As stated by Sugiyono (2018), purposive sampling involves selecting samples based on specific considerations. The data were assessed using both a Likert scale and an open-ended questionnaire. Sugiyono (2012) defines a Likert scale as a tool to gauge attitudes, opinions, and perceptions regarding social phenomena. The researcher divided the questionnaire into two sections: one for English college students in Elementary Schools and the other for those in Junior High Schools. The questionnaires explored respondents' perspectives, encompassing their experiences and impressions of the national education program Kampus Mengajar. The responses were then organized, ordered, and analyzed to reveal natural

perspectives on the program. The researcher's analysis of the questionnaire data was descriptive, focusing on the percentage of student responses and its details.

Furthermore, the instruments used were both valid and reliable, as evidenced by Pearson Correlation and Cronbach's Alpha tests. In the case of Elementary Schools data, the Pearson Correlation results exceeded 0.05, indicating validity. Additionally, Cronbach's Alpha for Elementary Schools' data was above 0.7, signifying reliability. Similar observations were made for the Junior High School data. The Pearson Correlation results for this data were suitable for analysis, and Cronbach's Alpha exceeded 0.7, indicating reliability.

The survey employed a scale with Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) response options. Data were collected from 20 respondents who were English college students participating in Kampus Mengajar at STKIP PGRI Trenggalek. The scale ranged from 1 (Strongly Disagree) to 5 (Strongly Agree). The maximal and minimal score interpretations for each survey instrument were determined by the researcher. For the Elementary School data, the maximal score was 45 ($5 \times 9 \times 1$), and the minimal score was 9 ($1 \times 9 \times 1$). Similarly, for Junior High School data, the maximal score was 55 ($5 \times 11 \times 1$), and the minimal score was 11 ($1 \times 11 \times 1$).

Table 1. Total Score Interpretation (Elementary School)

Score	Score Range	Interpretation
45	37-45	Strongly Agree
36	28-36	Agree
27	19-27	Neutral
18	10-18	Disagree
9	0-9	Strongly Disagree

Table 2. Total Score Interpretation (Junior High School)

Score	Score Range	Interpretation
55	45-55	Strongly Agree
44	34-44	Agree
33	23-33	Neutral
22	12-22	Disagree
11	0-11	Strongly Disagree

The researcher attained information as follows: The Elementary Data; maximal score (5 x 25 x 9) = 1.125, minimal score (1 x 25 x 9) = 225, score range (1.125- 225) = 900. Further, the junior high school data; maximal score (5 x 25 x 11) = 1.375, minimal score (1 x 25 x 11) = 275, score range (1.375- 275) = 16.000.

Figure 1. Continuum Diagram of Elementary School Participants

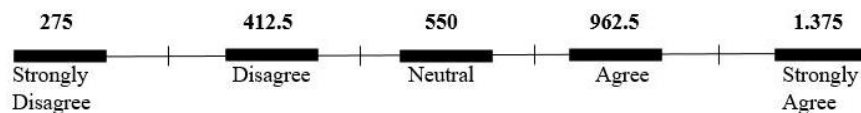
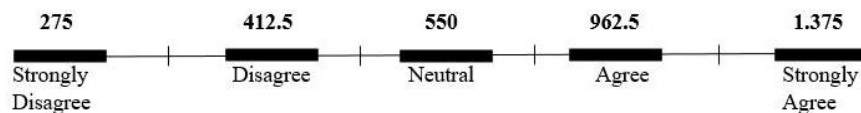


Figure 2. Continuum Diagram of Junior High School Participants



RESEARCH FINDINGS AND DISCUSSIONS

Findings

The researchers obtained their findings through a questionnaire process, which comprised two distinct sections. The first section was tailored for participants from the Elementary School level, while the second section was designed for those in Junior High School. Subsequently, the researcher consolidated the questionnaire responses and data into following comprehensive tables.

Table 3. Table of English College Student Perspectives in Elementary School

No	Items	Score					Item Score	Response
		(5) SA	(4) A	(3) N	(2) D	(1) SD		
Perspectives								
1	Website pendaftaran program Kampus Mengajar mudah di akses	15	4	12	0	1	32	Agree
2	Proses penyeleksian program Kampus Mengajar dilaksanakan secara terbuka dan adil	35	8	0	0	0	43	Strongly Agree
3	Program Kampus Mengajar sudah tepat sasaran	15	16	3	3	0	37	Strongly Agree
4	Kesesuaian antara tujuan adanya program Kampus Mengajar dengan pelaksanaan program Kampus Mengajar di lapangan	25	16	0	0	0	41	Strongly Agree
5	Program Kampus Mengajar meningkatkan rasa dedikasi mahasiswa dalam pendidikan generasi bangsa	30	12	0	0	0	42	Strongly Agree
6	Program Kampus Mengajar menciptakan kesempatan mahasiswa untuk belajar dan mengembangkan kemampuannya dalam kegiatan diluar kelas perkuliahan	30	12	0	0	0	42	Strongly Agree
7	Fasilitas yang diberikan pemerintah untuk mahasiswa dalam pengembangan kemampuan mengajar di program Kampus mengajar sudah sesuai dengan pelaksanaan program Kampus Mengajar di lapangan	15	4	6	6	1	32	Agree
8	Mahasiswa sudah memiliki bekal mengajar (micro teaching) saat mengikuti program Kampus Mengajar dan saat pelaksanaan program Kampus Mengajar di lapangan	10	4	9	3	2	28	Agree

Experiences								
9	Penempatan mahasiswa Kampus Mengajar jauh dari wilayah domisili	0	16	6	9	0	31	Agree
10	Pelaksanaan yang ada di program Kampus Mengajar tidak sesuai dengan bidang atau mata kuliah yang telah diterima oleh mahasiswa Bahasa Inggris	5	0	15	3	2	25	Neutral
11	Permasalahan yang muncul di lapangan lebih rumit dari pada yang dipikirkan	20	0	12	3	0	35	Agree
12	Program Kampus Mengajar membantu mahasiswa dalam mengembangkan kemandirian, dalam mencari dan menemukan pengetahuan melalui kenyataan dan dinamika lapangan seperti persyaratan kemampuan, permasalahan riil, interaksi sosial, kolaborasi, manajemen diri, tuntutan kinerja, target dan pencapaian mahasiswa.	35	4	3	0	0	42	Strongly Agree
13	Sering terjadi kendala saat mengumpulkan tugas harian pada website Kampus Mengajar pada sistem Merdeka Belajar Kampus Merdeka	20	0	6	6	1	33	Agree
14	Dengan mengikuti program Kampus Mengajar, ilmu mata kuliah yang ditinggalkan setimpal dengan ilmu yang di dapat melalui program Kampus Mengajar	15	8	6	6	0	35	Agree
15	Program Kampus Mengajar bernilai dan bermanfaat untuk diikuti	35	8	0	0	0	43	Strongly Agree
16	KKN dan program Kampus Mengajar memiliki kegiatan yang sama, yaitu mengabdikan kepada masyarakat dalam hal pendidikan	10	4	6	12	0	32	Agree

Impressions								
17	Mahasiswa di tuntut untuk kreatif dalam mendidik anak didik Sekolah Dasar (SD) selama melaksanakan program Kampus Mengajar	40	4	0	0	0	44	Strongly Agree
18	Mahasiswa menjadi lebih kreatif dan inovatif dalam manajemen pendidikan anak didik Sekolah Dasar (SD)	25	12	0	3	0	40	Strongly Agree
19	Selama mengikuti program Kampus Mengajar, apakah keahlian sosial anda bertambah dalam menyikapi permasalahan yang muncul ketika di sekolah Kampus Mengajar	20	16	0	3	0	39	Strongly Agree
20	Anda sudah menerima mata kuliah Pedagogi di perkuliahan sebelum mengikuti program Kampus Mengajar	0	8	15	3	1	27	Neutral
21	Anda mengalami kesulitan mengajar anak didik selama mengikuti program Kampus Mengajar karena belum mendapatkan pendidikan Pedagogi	0	4	15	9	0	28	Agree
22	Anda tidak memahami manajemen anak di Sekolah Dasar (SD)	5	8	6	6	2	27	Neutral
23	Anda mendapatkan ilmu mengajar yang baru dari program Kampus Mengajar	35	4	0	3	0	42	Strongly Agree
24	Program Kampus Mengajar berkesan bagi anda karena program Kampus Mengajar sudah sesuai tujuan dan esensi awal diadakannya program Kampus Mengajar	25	16	0	0	0	41	Strongly Agree
25	Program Kampus Mengajar meringankan UKT mahasiswa	35	4	3	0	0	42	Strongly Agree
TOTAL							889	Strongly Agree

Figure 3. Continuum Diagram of Elementary School Participants

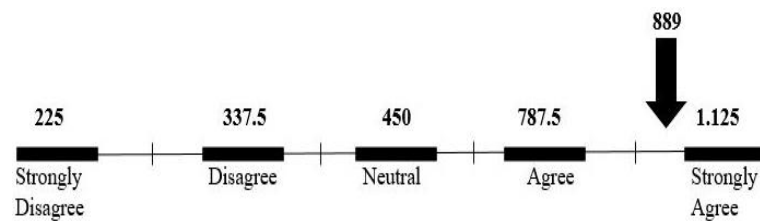


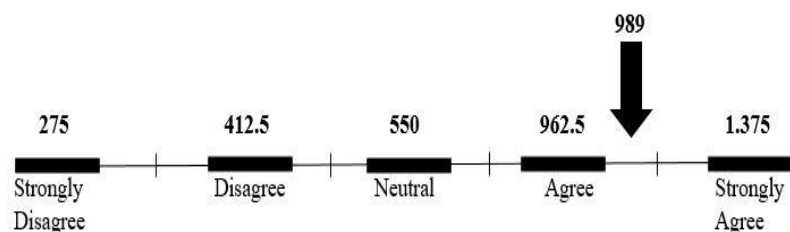
Table 4. Table of English College Student Perspectives in Junior High School

No	Question	Score					Total Score	Response
		(1) SA	(2) A	(3) N	(4) D	(5) SD		
Perspectives								
1	Website pendaftaran program Kampus Mengajar mudah di akses	15	20	9	0	0	44	Agree
2	Proses penyeleksian program Kampus Mengajar dilaksanakan secara terbuka dan jujur	20	20	6	0	0	46	Strongly Agree
3	Program Kampus Mengajar sudah tepat sasaran	15	24	3	2	0	44	Agree
4	Kesesuaian antara tujuan adanya program Kampus Mengajar dengan pelaksanaan program Kampus Mengajar di lapangan	20	16	9	0	0	45	Strongly Agree
5	Program Kampus Mengajar meningkatkan rasa dedikasi mahasiswa dalam pendidikan generasi bangsa	30	12	6	0	0	48	Strongly Agree
6	Program Kampus Mengajar menciptakan kesempatan mahasiswa untuk belajar dan mengembangkan kemampuannya dalam kegiatan diluar kelas perkuliahan	35	16	0	0	0	51	Strongly Agree
7	Fasilitas yang diberikan pemerintah untuk mahasiswa dalam pengembangan kemampuan mengajar di program Kampus mengajar sudah sesuai dengan pelaksanaan program Kampus Mengajar di lapangan	10	16	12	2	0	40	Agree
8	Mahasiswa sudah memiliki bekal mengajar (micro teaching) saat mengikuti program Kampus Mengajar	5	4	18	2	2	31	Neutral

	dan saat pelaksanaan program Kampus Mengajar di lapangan							
Experiences								
9	Penempatan mahasiswa Kampus Mengajar jauh dari wilayah domisili	10	8	15	2	1	36	Agree
10	Pelaksanaan yang ada di program Kampus Mengajar tidak sesuai dengan bidang atau mata kuliah yang telah diterima oleh mahasiswa Bahasa Inggris	0	0	18	6	2	26	Neutral
11	Permasalahan yang muncul di lapangan lebih rumit dari pada yang dipikirkan	10	16	6	4	1	37	Agree
12	Program Kampus Mengajar membantu mahasiswa dalam mengembangkan kemandirian, dalam mencari dan menemukan pengetahuan melalui kenyataan dan dinamika lapangan seperti persyaratan kemampuan, permasalahan riil, interaksi sosial, kolaborasi, manajemen diri, tuntutan kinerja, target dan pencapaian mahasiswa.	30	16	3	0	0	49	Strongly Agree
13	Sering terjadi kendala saat mengumpulkan tugas harian pada website Kampus Mengajar pada sistem Merdeka Belajar Kampus Merdeka	5	4	12	8	1	30	Neutral
14	Dengan mengikuti program Kampus Mengajar, ilmu mata kuliah yang ditinggalkan setimpal dengan ilmu yang di dapat melalui program Kampus Mengajar	10	4	12	8	0	34	Agree
15	Program Kampus Mengajar bernilai dan bermanfaat untuk diikuti	25	20	3	0	0	48	Strongly Agree
16	KKN dan program Kampus Mengajar memiliki kegiatan yang sama, yaitu mengabdikan kepada masyarakat dalam hal pendidikan	10	0	18	6	0	34	Agree
Impressions								
17	Selama mengikuti program Kampus Mengajar, apakah keahlian sosial anda bertambah dalam menyikapi permasalahan yang muncul ketika di sekolah Kampus Mengajar	30	16	3	0	0	49	Strongly Agree

18	Anda sudah menerima mata kuliah Pedagogi di perkuliahan sebelum mengikuti program Kampus Mengajar	5	16	12	0	3	36	Agree
19	Anda mengalami kesulitan mengajar anak didik selama mengikuti program Kampus Mengajar karena belum mendapatkan pendidikan Pedagogi	0	0	18	2	4	24	Neutral
20	Anda belum menguasai ilmu strategi atau metode mengajar Sekolah Menengah Pertama (SMP)	0	0	24	4	1	29	Neutral
21	Anda kesulitan dalam memahami karakter anak didik di Sekolah Menengah Pertama (SMP)	0	0	15	4	4	23	Neutral
22	Anda mendapatkan ilmu mengajar yang baru dari program Kampus Mengajar	30	16	3	0	0	49	Strongly Agree
23	Program Kampus Mengajar berkesan bagi anda karena program Kampus Mengajar sudah sesuai tujuan dan esensi awal diadakannya program Kampus Mengajar	25	20	3	0	0	48	Strongly Agree
24	Program Kampus Mengajar meringankan UKT mahasiswa	35	12	3	0	0	50	Strongly Agree
25	Anda memahami karakter anak didik yang mana berada diusia remaja pada saat melaksanakan program Kampus Mengajar	10	8	18	2	0	38	Agree
TOTAL							989	Agree

Figure 4. Continuum Diagram of Junior High School Participants



As a result of the responses gathered from various perspectives, it is evident that the Kampus Mengajar program holds significant value. The program's website is easily accessible, and its fundamental objectives align well with the actual implementation of Kampus Mengajar. Participants in the program have been actively engaged in promoting literacy, numeracy, technology adaptation, and administrative assistance within schools. Consequently, the Kampus Mengajar initiative enhances students' commitment to national educational advancement. It serves as a platform for them to acquire knowledge and skills beyond the confines of a traditional classroom setting. Government-provided facilities for implementing Kampus Mengajar are commendable. However, there remains a gap in terms of Kampus Mengajar participants' acceptance of the micro-teaching course. Consequently, English college students find themselves involved in teaching activities without the requisite pedagogical knowledge.

Upon analyzing the experiences shared by respondents, the researcher concluded that the primary objective of Kampus Mengajar, which is to aid schools in remote areas, has been effectively achieved. However, the courses of English college students differed from those offered within the Kampus Mengajar program, resulting in a lack of application of their college-acquired teaching knowledge. Participants encountered unforeseen challenges during their involvement with Kampus Mengajar. Yet, this program has contributed to enhancing the participants' independence and critical thinking skills, particularly in the face of various challenges.

Additionally, it has equipped them with the ability to function independently in unfamiliar environments far from their homes. There exists a diversity of opinions among English college students. Elementary School participants generally agreed that the Kampus Mengajar system experiences frequent technical disruptions, whereas Junior High School participants leaned towards disagreement with this notion. Furthermore, insights garnered from respondents' impressions revealed that Elementary School participants emphasized the demand for creative teaching approaches from English college students. Kampus Mengajar has nurtured problem-solving skills in them, necessitating effective communication with school administrators and coordination with teachers. On the other hand, Junior High School participants presented mixed responses. While half of them acknowledged embracing the pedagogical aspects, the remaining half did not. A contrast emerges between the

two groups, as all Elementary School participants concur that they have yet to accept the pedagogy course. Moreover, both Elementary and Junior High School participants agreed with the statement that the Kampus Mengajar program alleviates the financial burden of college tuition for students.

Discussions

The initial finding highlights the effective alignment of the Kampus Mengajar program with its intended target of aiding elementary schools in remote villages with accreditation C. However, some respondents suggested that certain areas might merit the program more than the current location. Among junior high school participants, a prevailing agreement is seen regarding the program's purpose, emphasizing the enhancement of literacy and numeracy skills. In practice, the Kampus Mengajar initiative successfully fosters literacy and numeracy development, technology adaptation, and administrative support. This mirrors the aspirations voiced by Nadiem Anwar Makarim, the Indonesian Minister of Education, Culture, Research, and Technology in 2022. His goals encompass encouraging learning, refining literacy and numeracy, embracing technology, and allowing students to realize their interests and potential within their chosen fields. The program enlists college students as educational partners to stimulate innovation, aiming to cultivate social awareness, compassion, leadership, problem-solving, critical thinking, and other essential soft skills.

The second finding, stemming from research findings, underscores respondents expressing concerns about the absence of a micro-teaching course prior to their involvement in Kampus Mengajar. This issue becomes more pronounced as students enter the program in their fifth semester while the micro-teaching course is introduced in the sixth semester, as per Deputy Secretary General of FSGI, Fahrizal Martha Tanjung (2021). The implementation of Kampus Mengajar has unveiled complex challenges, leading some participants to remark that these challenges were beyond their initial expectations. While acknowledging these difficulties, they also acknowledge the acquisition of valuable experiences and knowledge. It is evident that the participants' readiness for micro-teaching prior to joining the program is questionable, further aligning with Fahrizal Tanjung's argument that college students may not possess the requisite skills to effectively aid educators.

Additionally, the disparity between English college students' courses and the actual Kampus Mengajar program is evident. This incongruence results in English college students joining the Kampus Mengajar initiative without applying their pedagogical training. Consequently, participants in the program encounter unforeseen challenges that necessitate increased independence and critical thinking. They are also trained to function autonomously in environments far from their homes.

Respondents' opinions on the Community Service Program (KKN) and Kampus Mengajar are explored. Their view is that while these programs share similarities, they are packaged differently. This perspective resonates with Fahrizal Martha Tanjung's assertion that Kampus Mengajar resembles the Community Service Program (KKN), both having the potential to serve Disadvantaged Regions, Outermost Regions, and Frontier Regions. Despite these parallels, Kampus Mengajar is found to be school-focused, whereas the Community Service Program (KKN) emphasizes community engagement, particularly in underdeveloped areas.

The third finding reveals that college students participating in the Kampus Mengajar program often adopt administrative roles rather than engaging in classroom teaching. While the program aims to develop literacy, numeracy, and technology adaptation, participants are frequently found assisting with administrative tasks and maintaining the school's library. This diverges from Nadiem Makarim's vision, which emphasizes student learning, literacy and numeracy enhancement, technological integration, and the realization of potential within their chosen fields. Kampus Mengajar's portrayal as a partnership for fostering creativity and innovation is somewhat challenged by these findings.

CONCLUSION

The conclusions drawn from the perspectives of English college students regarding the National Education program Kampus Mengajar underscore the program's essential alignment with key principles. These principles encompass stimulating student engagement in learning, enhancing literacy and numeracy, adapting to technological advancements, and enabling students to explore their interests and potentials within their chosen fields. Furthermore, it is crucial for the Kampus Mengajar program to establish clear objectives. A notable limitation is that college students are ill-equipped to contribute effectively to classroom teaching,

primarily due to the absence of a comprehensive micro-teaching course in their university curriculum. Consequently, they lack the foundational skills required for effective teaching.

A noteworthy observation is the similarity between Kampus Mengajar and the Community Service Program (KKN), both initiated by the Ministry of Education. Despite their distinct titles, these programs share substantial commonalities. In the practical execution of Kampus Mengajar, college students primarily engage in administrative duties and library oversight. This contrasts with the vision articulated by Nadiem Makarim, which highlights Kampus Mengajar as a means to encourage learning, enhance literacy and numeracy, embrace technology, and foster creativity and innovation through partnerships between college students and educators.

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