

ADOPTION OF THE TEACHING CAMPUS AS A STUDENT LEARNING MEDIA (Case Study of Students Participating in the Teaching Campus)

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Article Info

Article history:

Received Apr 25, 2024

Revised Jan 15, 2024

Accepted June 28, 2024

Keywords:

Adoption

Innovation

Students

Teaching Campus

ABSTRACT

The purpose of this research is to determine the process of spreading Teaching Campus Program innovations and the decision process for accepting (adopting) Teaching Campus Program innovations, especially at stage III. To realize the research objectives, this research uses qualitative research methods with a constructivist paradigm. Through the constructivist paradigm in question, researchers can describe social reality, through direct and detailed observations of Campus Teaching Program participants who utilize digital media naturally and see these activities in real life, creating a construction process by remembering and re-expressing experiences, the ability to compare and make decisions. from the results of interviews, and observations. The research results show that the diffusion process which includes relative, advantages, and compatibility elements strengthens the innovation adoption process. The decision process for accepting (adopting) the Campus Teaching Program III innovation goes through the same adoption stages based on the order of the 5 adoption stages proposed by Rogers, namely knowledge, persuasion, decision, implementation, and confirmation. The adopter category based on how quickly they accept the Campus Teaching Program III innovation is divided into four types, namely: innovators (innovators), early adopters (pioneers), early majority (followers), late majority (late followers).

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1. INTRODUCTION

The very rapid development of science and technology today has brought about very rapid changes in various aspects of life. Jobs and ways of working are changing, many jobs are disappearing, while new types of jobs are emerging. Economic, social and cultural changes are also occurring at a high rate. In these very dynamic times, universities must respond quickly and appropriately. Learning transformation is needed to equip and prepare higher education graduates to become a superior generation. A generation that is responsive and ready to face the challenges of its time, without being uprooted from the cultural roots of its nation. Currently, creativity and innovation are important keywords to ensure Indonesia's sustainable development. Students who are currently studying at universities must be prepared to become true learners who are skilled, flexible and tenacious.

The Independent Campus Learning Policy (Abbreviated MBKM) launched by the Minister of Education and Culture is a framework for preparing students to become strong graduates, relevant to the needs of the times, and ready to become leaders with a high national spirit. Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020 gives students the right to study for the third semester outside their study program [1]. Through this program, wide opportunities are opened for students to enrich and improve their insight and competence in the real world in accordance with their passion and ideals. Learning can occur anywhere, the universe of learning is limitless, not only in classrooms, libraries and laboratories, but also in villages, industry,

workplaces, places of service, research centers, and in the community. Through close interaction between higher education and the world of work, with the real world, higher education will be present as a wellspring for the progress and development of the nation, contributing directly to the coloring of the nation's culture and civilization [2].

The Directorate General of Higher Education has prepared the Teaching Campus Program (Abbreviated KM) as part of resolving problems that arise during online learning. The Teaching Campus is a form of MKBM in the form of teaching assistance to empower students to assist with the learning process in elementary schools (Abbreviated SD) in various villages/cities in Indonesia. This is done to improve competence, both soft skills and hard skills, so that they are better prepared and relevant to the needs of the times as future leaders of the nation who are superior and have personality [3].

The aim of implementing the campus teaching program is to empower students who collaborate with schools. Through the campus teaching program, students have activities that are responsible for assisting with learning activities, assisting with technology adaptation, and assisting administration at the school where they are assigned. The scope of learning at the teaching campus includes learning in all subjects that focus on literacy and numeracy. Adaptation of technology by helping to implement technology-based learning systems 4.0, such as the use of applications in online learning. As well as covering matters related to the administration of learning and school administration. Apart from that, the teaching campus also provides students with the opportunity to hone their leadership and character as well as have learning experiences. Apart from that, through this program it is hoped that there will be an increase in the effectiveness of the learning process in the emergency conditions of the Covid-19 pandemic because online learning has the risk of losing an effective learning process [4].

In the campus teaching program issued by Minister of Education and Culture Regulation Number III of 2020, students need to carry out the process of adopting innovation along with their activities. In this regard, Roger and Shoemaker argue that innovation is an idea, action or something that is considered new by someone, and the elements contained in the adoption of innovation are (a) the mental attitude to adopt the innovation, (b) confirmation of the decision that has been made [5]. Meanwhile, Lionberger and Gwin interpret innovation not just as new goods, but further than that, namely something that is considered new or can encourage renewal in a particular society or community [6]. And Soekartawi emphasized that innovation is an idea that is considered new by someone. Because a person's background is different, in assessing objectively, whether the new idea in question is a new technology, a new organizational method, a new marketing method, and so on [7]. Of the three innovation adoption arguments referred to, each provides significant enlightenment, but borrowing what Sahin stated, Rogers' innovation diffusion theory is the most appropriate for investigating technology adoption in the world of higher education and the educational environment [8].

Regarding the innovation adoption process itself, it concerns the decision-making process which is influenced by many factors, in this case Rogers and Shoemaker provide a definition of the decision-making process for adopting innovation: the mental processes of an innovation to a decision to adopt or to reject and to confirmation of this decision [5]. The innovation adoption process requires a mental attitude and confirmation of every decision taken by someone as an adopter [5]. Then Rogers added that there are four things that are closely related to innovation adoption, namely, the innovation decision process, individual innovation, adoption level, and perceived attributes [9].

Based on the above background, a study was carried out with the title Adoption of the Teaching Campus as a Student Learning Media (Case Study of Teaching Campus Participants), to answer the question, how is the process of spreading the innovation of the Teaching Campus Program and the decision process for accepting (adopting) the Teaching Campus Program innovation, especially at stage III.

2. RESEARCH METHOD

This research uses the constructivism paradigm. Constructivists believe that knowledge exists within the person who is knowing. In the communication process, messages cannot just be transferred from one person to another. The recipients of the message themselves must interpret what has been taught by adapting it to their experience. The importance of experience in this knowledge process means that the construction process requires the ability to remember and express experiences, the ability to compare and make decisions, and the ability to prefer one experience over another [10].

The constructivism paradigm sees truth as something subjective and created by participants. The constructivist paradigm is a paradigm that is almost the antithesis of the understanding that places observation and objectivity in discovering reality or science. This paradigm views social science as a systematic analysis of socially meaningful action through direct and detailed observation of the social actors concerned and maintaining or managing the social world [10].

Through the constructivism paradigm, researchers describe social reality through direct and detailed observations of the Teaching Campus participants, how they use digital media naturally and try to see these activities in real terms, create a construction process by remembering and re-expressing experiences, the ability to compare and make decisions from the results of interviews and observations.

This research uses a qualitative approach and the method that will be used is the case study method. According to Golasfhani in Lutfiyah, qualitative research is a type of research whose findings are not obtained through quantification procedures, statistical calculations, or other forms of methods that use numerical measurements but rather a research procedure that uses descriptive data in the form of written or spoken words from observable people and actors [11]. Qualitative means something related to aspects of quality, value and meaning that lie behind the facts. Meanwhile, according to Jane Richie, qualitative research is an effort to present concepts, behavior, perceptions and problems about the people being studied [11]. Furthermore, case studies are research that tries to explain a phenomenon by studying in depth one case example of that phenomenon. Cases can be individuals, events, groups, or institutions [12]. And the sources who will be interviewed to obtain the data needed in this research are students participating in the Teaching Campus Program III from University of Mercu Buana and University of Bhayangkara Jakarta Raya.

3. RESULTS AND ANALYSIS

Based on the results of the research conducted, there are several things that can be studied, namely, first, the diffusion of the Teaching Campus Program III. The Diffusion Campus III Program is a continuation of the Teaching Campus I/Pioneer Program and the Teaching Campus II Program. If you look at the specialization from those who register to those who are accepted and take part in activities, then in general it has not been accepted by many students. The diffusion process includes four elements, namely 1) relative advantages, students are given easy access to information related to the Teaching Campus program. Although students have to search for information independently. Then, 2) compatibility, the Teaching Campus Program is a new curriculum idea that focuses on literacy and numeracy as well as strengthening the Pancasila student profile. The background to this curriculum is to restore the learning loss experienced by students due to the pandemic. Therefore, students participating in the Teaching Campus are given the challenge to collaborate with teaching staff in the regions to maximize the implementation of this curriculum. In the Teaching Campus Program III there is a novelty from the previous Teaching Campus Program, namely placement according to the address of the Resident Identity Card (KTP) and also collaboration between students, Field Assistant Lecturers (DPL) and University Coordinators.

The Teaching Campus Program was formed to facilitate and assist school education in the regions and also help students to develop their competencies in society. Furthermore, 3) complexity, students experience a quite complicated process to be able to take part in the Teaching Campus Program. This can slow down the adoption process for students. And, 4) observability, students have not paid much attention to and been influenced by the Campus Teaching Program. This could be due to a lack of information or because other MBKM activities are more interesting than this program. So of the 8 (eight) Flagship MBKM activities, if the faculty is not from the Education Study Program, few will see and take part in the program. Slightly different from universities which have Education Study Programs, the number of participants is greater. The diffusion process which includes elements of relative advantages and compatibility can be used to strengthen the innovation adoption process. This means that the three methods can fill each other's existing deficiencies.

Second, adopt the Teaching Campus Program III. In the decision process for accepting or adopting innovation in the Teaching Campus III program, it turns out that it is in accordance with the stages of innovation adoption according to Rogers, namely 1) knowledge, at this stage students are aware of the existence of innovation and open themselves to the Teaching Campus III Program. Students have become aware of the existence of the Teaching Campus III Program which was established by the Ministry of Education and Culture through various means; 2) persuasion, students begin to form attitudes of interest and disinterest in the Teaching Campus Program III. Students are interested in considering the relative advantages, compatibility, complexity, and observability of the Teaching Campus Program III; 3) decision, at this stage students choose between accepting or rejecting the Teaching Campus Program III. Students will experiment first to see whether this program will be useful for them. There are also those who see evidence from other people who have previously participated in the Teaching Campus Program before; 4) implementation, students have decided to use the Teaching Campus Program III innovation because the program is considered to provide benefits and positive value for adopters. This is in accordance with what is experienced by students who have decided to participate in the Campus Teaching Program; and 5) confirmation, at this stage, students after deciding to adopt the Teaching Campus Program are looking for reinforcement of other information, if they find any discrepancies while carrying out the Teaching Campus Program III. This was found by

several students who did not continue the Campus Teaching Program because they were not satisfied with these activities.

Of the five stages, the decision process for accepting the Campus Teaching Program III innovation goes through the same adoption stages. Of the 5 (five) sources, the five sources went through five stages in determining decisions innovation. Through the stages when they know about the Teaching Campus Program (knowledge), are interested (persuasion), choose to accept (decision), take part in the Teaching Campus III Program (implementation), and will complete the Teaching Campus III program (confirmation). The five sources were grouped into five types adopter category (recipient of innovation) based on the speed of adopting the innovation, namely as follows, a. Innovator, is someone who likes discovering new ideas. The student with the initials Sy was the fastest to adopt this Campus Teaching Program III innovation. I have first searched for information related to the Teaching Campus Program and have even coordinated with the Faculty regarding what needs to be done; b. Early Adopter (pioneer). An early adopter is someone who accepts an innovation early. Students with the initials Bds are included in this group. Bds participated in the Teaching Campus Program III after receiving socialization and information related to the Teaching Campus Program III; c. The Early Majority (early followers), is one third of the members of the social system who accept the innovation. People from this group often become opinion leaders and interact with fellow early followers. Students with the initials Ry and Mh are part of this adopter group; d. Late Majority (late followers), this group is those who are very careful about accepting innovation. Students with the initials Id are included in the late majority group in the Teaching Campus Program. Because he thought about stopping this activity, but then carried it out and continued.

There are also factors that facilitate the process of diffusion and adoption of the Campus Teaching Program III to students, namely the characteristics of adopters who like new things that provide benefits for them and are free of charge. Students are not charged any fees when applying for the Teaching Campus Program. Students can even get living expenses and a single tuition payment from the government. Apart from being free when taking part in the Teaching Campus program, students also gain new experiences in a new environment that they cannot get on their respective campuses.

The communication behavior of students is also another driver, where the communication behavior of students targeted by the Campus Teaching Program activities is very open to innovation with positive value. They have the will and actively seek information about the Teaching Campus Program after finding out that the program suits their needs. The active participation of the University, University Coordinator, Field Assistant Lecturers (DPL) helped facilitate the diffusion process of the Third Teaching Campus Program. The communicator, in this case the Teaching Campus Management Team, is assisted by the University, in this case the MBKM Ambassador, University Coordinator and Field Assistant Lecturer (DPL) who is used as a role model for the students.

Inhibiting factors in the Teaching Campus Program III include, a. Communication channels are one of the factors that hinder the diffusion process of the Teaching Campus Program. Limited channels of information received by students, especially students who do not come from education study programs. The most effective communication channel is only communication via social media such as Telegram; b. innovation acceptance (adoption) decision process. The long process to convince students to take part in this program is sometimes not supported by the duration of time for acceptance and opening of the program.

4. CONCLUSION

The process of disseminating the Teaching Campus Program is the dissemination of new information or ideas regarding Teaching Campus activities to students through communication channels and a certain time period. Organizational communication is carried out top down. Apart from that, group communication with social media is also used as a medium for outreach to students. Furthermore, the diffusion process which includes relative, advantages and compatibility elements strengthens the innovation adoption process.

The decision process for accepting (adopting) the Campus Teaching Program III innovation goes through the same adoption stages based on the order of the 5 adoption stages proposed by Rogers, namely knowledge, persuasion, decision, implementation, and confirmation. The adopter category based on how quickly they accept the Campus Teaching Program III innovation is divided into four types, namely: innovators (innovators), early adopters (pioneers), early majority (followers), late majority (late followers).

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