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The Contribution of *Kampus Mengajar* Program to the Students' Personal Development and Employability

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ABSTRACT

This research aimed to examine the effect of *Kampus Mengajar* program experience on personal development and employability, with the usefulness of the program as an intervening variable. This study applied the quantitative method with causality research design and the Structural Equation Model (SEM) for the research analysis approach. The data collection technique used the Likert scale questionnaires sent through a Google form. 62 students of the Accounting Education Study Program joined *Kampus Mengajar* program Batch 1 and Batch 2. The data were analyzed by software SmartPLS 3 with a Partial Least Square (PLS) approach. The first step of the analysis was model measurement, which consisted of construct reliability, construct validity, and discriminant validity. The second step was structural model measurement to examine the hypotheses which comprised of R^2 value, f^2 value, direct effect, and indirect effect. The result revealed a direct and significant effect of Kampus Mengajar experience on program's usefulness. Besides, *Kampus Mengajar* experience showed an immediate and significant effect on each personal development and employability variable. Another research result showed an indirect significant effect of Kampus Mengajar experience on personal development with the program's usefulness as an intervening variable. This study concludes that *Kampus Mengajar* program as a teaching internship program positively influences students, and thus, this program needs to be followed up.

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1. INTRODUCTION

Education is a basic human need to equip themselves in an increasingly advanced and developing life. Education is one of the important social sub-structures in society. Education is a standard for

measuring the quality of human resources, which is an indicator of the progress of a nation. The higher the school enrollment rate in a country, the more it shows that the country is developed (Endaryono & Djuhartono, 2017). The issue of education is considered very important so that sustainable education becomes an important issue in the Sustainable Development Goals (SDGs). The implementation of fair and equitable education is the goal of achievement in all countries. The importance of education makes every country required to continue to improve the quality of education through various program policies to achieve ideal learning activities.

Educational programs must continue to develop according to the needs of the times, because education must continue to keep abreast of developments in life that continue to progress. In facing the need for education in response to the era of the Industrial Revolution 4.0, the Minister of Education and Culture, Research and Technology (Mendikbud Ristek) of the Republic of Indonesia, Nadiem Anwar Makarim created the "*Merdeka Belajar* or Freedom to Learn" program. The goal of *Merdeka Belajar* is fun learning, which frees teachers and students from the pressures that have existed so far (Sihombing, Anugrahsari, Parlina, Kusumastuti, 2021). *Merdeka Belajar* Program at the college or university level is known as the *Merdeka Belajar Kampus Merdeka* (MBKM or Freedom to Learn-Independent Campus). MBKM activities for students include student exchanges, internships/work practices, humanitarian projects, entrepreneurial activities, independent study, research, and *Kampus Mengajar*. MBKM program provides opportunities for students to study outside their study program and outside their campus (Ariani & Zulhawai, 2022). The focus is on increasing students' self-development and work skills, by expanding the scope of student learning.

The results of various studies prove that by integrating conceptual knowledge and training through an academic internship program, students get the opportunity to better apply their concepts in the workplace (Anjum, 2020; Suhartoyo et al., 2020; Hong, Zhang, Ye & Ye, 2021). According to (Gault et al., 2000), an academic internship is a bridge to connect theory and practice by taking part in supervised and scheduled work. This internship program not only enhances students' personal skills but also enhances their professional growth and experience (Kuat, 2017). Currently, educational institutions, students and the world of work are very aware of the importance of internship program (Ruslan et al., 2021). The internship program is an opportunity for educational institutions to improve their students' skills and evaluate their curriculum's suitability for the world of work (Suwandi dan Sidik, 2016). For students, an internship is practical work experience. As companies prefer graduates who have the necessary practical skills and knowledge (Adeosun et al., 2021), internship supplies valuable human resources and competent job applicants to companies (Hurst & Good, 2010).

The internship program at MBKM that has high enthusiasm among students is *Kampus Mengajar Kampus Mengajar* Program is an internship activity at a school that involves student participation. *Kampus Mengajar* program aligns with Merdeka Belajar's goal, which is to increase student involvement in learning (Siregar et al., 2020). Students participating in *Kampus Mengajar* are asked to help, assist, and carry out activities in schools that still require quality improvement. The involvement of students is expected to participate in improving the quality of learning in schools, especially in literacy, numeracy, and technology adaptation skills. Whereas for the students themselves, the MBKM program is expected to be able to improve their soft skills and hard skills, preparing students to become excellent, moral and ethical graduates (Suhartoyo et al., 2020). Internship activities such as *Kampus Mengajar* are expected to provide experience for students. The students of *Kampus Mengajar* are expected to be able to help overcome problems that exist in schools, can be actively involved and take initiatives in program planning up to the implementation stage. Activities that collaborate with students from various campuses can also enhance the experience of interacting and communicating with colleagues, teachers, and field assistant lecturers. The participants of *Kampus Mengajar* students in 2021 are 14,621 students in the *Kampus Mengajar* 1 (KM-1) program and 22,000 students in the *Kampus Mengajar* 2 (KM-2) program. *Kampus Mengajar* Program is also attended by students of accounting education, at Muhammadiyah University of Surakarta as students of teacher training. This internship program is considered very appropriate to the specified competencies and learning outcomes.

In tertiary education, it is very important for students to be able to develop their abilities, both soft skills and hard skills. Self-development can be built through the learning process in the classroom and outside the classroom (Rohmah & Rahmawati, 2012). Personal skills such as self-confidence, discipline, responsibility, and good communication are important abilities for students to face the world of work later. Another thing that is also an important concern is the students' employability skills. They must have career readiness so they need relevant experience that is appropriate to their field of work later (Sami'an & Premana, 2014; Adeosun et al., 2021).

In fact, so far there is still a lot of casuistic learning that has not led to personal development and student work skills. Learning is more dominant in-class theory and does not present practical experience in the field. Through the *Kampus Mengajar* program, students are expected to have experience that can better improve these two abilities. The Kampus Mengajar program as a newly initiated program will certainly raise an interesting research question: Does the *Kampus Mengajar* program provide its main benefits for students? Can the *Kampus Mengajar* program enhance students' personal development and employability skills? This study answers these questions, namely to prove the influence of experience following the *Kampus Mengajar* on the personal development and work skills of students. This research can be used to assess and evaluate the effectiveness and usefulness of the *Kampus Mengajar* program that has been implemented so far.

2. METHODS

This study used a quantitative method with a causality design where the analytical approach is Structural Equation Modeling (SEM). This multivariate analysis was used to find out how the impact of student implementation represented by the variable "*Kampus Mengajar* Experience" on the perception of the Usefulness of Program, which was then measured for its effect on personal development and employability. The construct in this study was reflective. The population of this study was 71 students of the Accounting Education Study Program. A 4-point Likert scale questionnaire (4 for "strongly agree", 3 for "agree", 2 for "disagree" and 1 for "strongly disagree") was distributed and 62 respondents were obtained whose data could be processed (87.32% of the population).

Questionnaire development was based on previous research literature studies that had been published for each variable. In SEM analysis, variables were divided into 2 categories, namely latent variable and manifest variable. The latent variable used in this study included the exogenous latent variable (*Kampus Mengajar* Experience), intermediary latent variable (Usefulness of Program), and endogenous latent variable (personal development and employability). To explain the latent variable, a manifest variable or indicator was used, which was explained through a questionnaire. At the beginning of its development, the questionnaire for the exogenous variable *Kampus Mengajar* Experience consisted of 7 items, the intervening variable Usefulness of Program contained 6 items, for Personal Development contained 12 items, and Employability contained 4 items. The use of more than one questionnaire item in social science has the advantage of being more accurate in representing the variables studied. This assumption is based on the existence of measurement error that can occur from inaccurately prepared statement items, errors in the use of scales, and errors in the application of statistics. The purpose is to minimize errors as much as possible. Multivariate measurement it allows the researchers to identify the measurement error more accurately.

The analysis software used was SmartPLS 3, which used the Partial Least Square (PLS) approach (Ringle et al., 2015). The first stage of analysis is model measurement which includes construct reliability, construct validity, and discriminant validity. At this stage, the indicators that had been compiled could be dropped if they do not meet the Goodness of Fit. If the model measurement stage has been fulfilled, then structural model measurement or the second stage of analysis can be carried out. Structural model measurement is mainly for testing hypotheses which include the values of R^2, f^2, direct effect and indirect effect (Garson, 2016; Hair et al., 2017).

3. FINDINGS AND DISCUSSION

3.1 Descriptive Analysis

Students who took part in *Kampus Mengajar* program from the Accounting Education Study Program and could respond to provide answers were as many as 62 samples. After Google Forms online questionnaire was given, the data was then organized descriptively as follows.

Table 1. Descriptive statistics of research samples

Characteristics	Respondents % (n=62)
Gender	
Male	3.23% (2)
Female	96.77% (60)
Kampus Mengajar Placement	
Elementary school	88.71% (55)
Junior high school	11.29% (7)
Semester while taking *Kampus Mengajar*	
5th	29.03% (18)
7th	70.97% (44)

Source: The researchers' primary data

Based on the descriptive statistics table for the research sample, it is known that the majority of the sample is female (96.77%). The majority of students from *Kampus Mengajar* program got placement in elementary schools. This placement was determined by the Ministry of Education and Culture of the Republic of Indonesia. Meanwhile, based on the semester level, respondents were dominated by students who took part in *Kampus Mengajar* program in the 7th semester of 70.97%.

Table 2. Descriptive Statistics of Manifest Variable/Indicator (n=62)

	Mean	Median	Standard Deviation
KM1	3.581	4.000	0.61
KM2	3.532	4.000	0.499
KM3	3.661	4.000	0.473
KM4	3.855	4.000	0.352
KM5	3.565	4.000	0.527
KM6	3.355	3.000	0.65
KM7	3.726	4.000	0.544
U1	3.290	3.000	0.681
U2	3.855	4.000	0.395
U3	3.645	4.000	0.511
U4	3.258	3.000	0.67
U5	3.774	4.000	0.418
U6	3.532	4.000	0.588
PD1	3.758	4.000	0.428
PD2	3.581	4.000	0.493
PD3	3.726	4.000	0.446
PD4	3.661	4.000	0.473
PD5	3.613	4.000	0.487
PD6	3.661	4.000	0.473
PD7	3.710	4.000	0.454
PD8	2.468	2.000	0.893
PD9	3.177	3.000	0.661
PD10	3.274	3.000	0.652
PD11	3.323	3.000	0.59
PD12	3.565	4.000	0.496

	Mean	Median	Standard Deviation
E1	3.468	4.000	0.56
E2	3.468	4.000	0.56
E3	3.613	4.000	0.487
E4	3.694	4.000	0.495

*KM = Kampus Mengajar Experience; U = Usefulness of Program; PD = Personal Development; E = Employability

Source: The researchers' primary data processing

In the first stage, before the model measurement is carried out, the PLS Algorithm is carried out to identify whether there are manifest/indicator variables that do not meet the requirements. The condition is that the outer loading value must be > 0.6 for the exploratory model (Leguina, 2015). The results of the first outer loading show that there are several indicators that have a value of <0.6, so they need to be dropped from the model, namely, KM1 (0.579), KM2 (0.571), KM6 (0.495), U2 (0.359), PD2 (0.577), PD8 (0.138), PD9 (0.051), PD10 (0.597), and PD11 (0.523). After being dropped from the model, a second algorithm analysis was carried out and it was found that item U4 (0.589) had to be dropped. Then, a third algorithm analysis experiment was carried out and a model with a fit indicator was obtained.

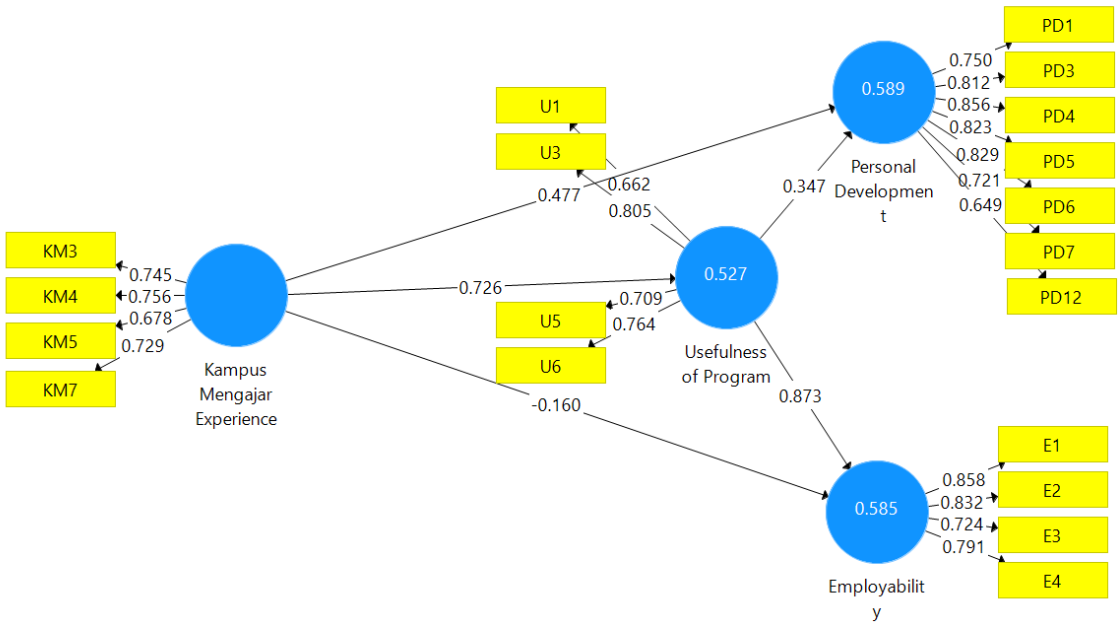

Figure 1. PLS Algorithm Output

Figure 1 shows an indicator or manifest variable (yellow box) already has a value > 0.6 so it is fit to be used on a latent variable (blue circle).

Overall, the model which involves variables and indicators has fulfilled the nomological network (Trochim, 2021).

3.2 Model Measurement

The model measurement is used as an effort to determine the construct validity and reliability, as well as the discriminant validity of the model studied. Model estimation will show the relationship between indicators/manifest variables and latent variables, and also the relationship between latent

variables and other latent variables studied. This makes it possible to compare existing theory with reality, with the data used. So, this stage will show how compatible the theory is with the data (Joseph F. Hair et al., 2017

3.2.1 Construct Reliability and Validity

The Cronbach's Alpha value is generally used in measuring construct reliability, but SEM analysis suggests a more accurate and consistent value by reviewing the Composite Reliability value (Garson, 2016). The composite reliability value will be between 0 and 1, where 1 is the best reliability. The expected Composite Reliability value for good reliability is > 0.7 (Henseler et al., 2015) (Benitez et al., 2020), or > 0.8 (Daskalakis & Mantas, 2008). The ρ_A value is also suggested to be used to see construct reliability with the condition > 0.7 (Vinzi et al., 2010).

Table 3. Construct Reliability and Validity

	Cronbach's Alpha	**ρ_A**	**Composite Reliability**	**AVE**
Kampus Mengajar Experience	0.703	0.702	0.818	0.530
Usefulness of Program	0.720	0.736	0.826	0.543
Personal Development	0.892	0.901	0.915	0.608
Employability	0.816	0.827	0.879	0.645

Source: SmartPLS 3 output

In the construct reliability and validity table, strong values were found for both Cronbach's Alpha, Rho_A and Composite Reliability so that the assumption of construct reliability can be fulfilled. Next is to determine convergent and divergent validity by looking at the Average Variance Extracted (AVE) value. AVE must be > 0.5 (Chin, 1998) (Garson, 2016), the AVE value < 0.5 means that the variance error exceeds the variance that can be explained. Based on the table of construct reliability and validity, it is known that all latent variables meet the requirements.

3.2.2 Discriminant Validity

Discriminant validity is used to see how different the construct under study is from other constructs, or in other words, how unique or different it is. One way that can be used to see whether discriminant validity has been achieved is to use the Fornell-Larcker discriminant validity criterion.

Table 4. Fornell-Larcker Criterion

	***Kampus Merdeka* Experience**	**Usefulness of Program**	**Personal Development**	**Employability**
Kampus Merdeka Experience	**0.728**			
Usefulness of Program	0.716	**0.737**		
Personal Development	0.719	0.694	**0.780**	
Employability	0.473	0.727	0.640	**0.803**

Source: SmartPLS 3 output

The Fornell-Larcker Criterion value for each latent variable is displayed diagonally, in the Fornell-Larcker Criterion table in bold. It must be greater than the correlation value of the latent variable below it to guarantee discriminant validity. In the Fornell-Larcker criterion table, it is known that the discriminant validity requirements have been met.

Based on the model measurement results, which include construct validity, reliability, and discriminant validity, it is known that the model meets the requirements and can carry out structural measurement.

3.3 Structural Measurement

3.3.1 R^2

R^2 (R-square) is also called the coefficient of determination, is the overall effect given by exogenous variables. The value of R^2 has a category, namely, if = 0.25 it is classified as weak, if = 0.50 it is classified as moderate, and = 0.75 it is classified as strong (J. F Hair et al., 2018). In addition, in the explanation R^2 can also be converted in percent (%). In the PLS Algorithm Output image, the R^2 value can be seen in the value in the middle of the blue circle in the Usefulness of Program (0.527), Personal Developmen(0.589) and Employability (0.585) variables. However, if the model uses more than 1 exogenous variable, it is recommended to use an adjusted value (Joseph F. Hair et al., 2017).

Table 5. R^2 and R^2 adjusted

	R^2 (R-square)	R^2 adjusted (R-square adjusted)	Category
Usefulness of Program	0.527	0.519	Moderate
Personal Development	0.589	0.575	Moderate
Employability	0.585	0.571	Moderate

Source: SmartPLS 3 output

Based on the values of Table R^2 and R^2 adjusted, it is known that the three categories of endogenous variables are in the moderate category. In the Usefulness of Program variable, it is known that the value given by *Kampus Mengajar* Experience variable is 0.527 or 52.7%, referring to the value of R^2. While the Personal Development variable is 0.575, it means that the ability of *Kampus Mengajar* Experience and Usefulness of Program variables in explaining is 57.5%. Likewise, the Employability variable, the value that can be explained by *Kampus Mengajar* Experience and Usefulness of Program variables is 0.571 or 57.1%, referring to the adjusted R2 value. The explanation for why the basic values used between the usefulness of program and the personal development and employability variables are different is because there are many exogenous variables that influence them, as explained earlier. The usefulness of the program variable only has 1 exogenous variable, namely *Kampus Mengajar* experience, while the personal development and employability variables have 2 exogenous variables, namely *Kampus Mengajar* experience and usefulness of the program. In this position, the intervening variable can have two roles, namely as an endogenous variable and in other relationships as an exogenous variable.

3.3.2 f^2

Effect size or f^2 is used as the relative impact value of a variable between exogenous variables and endogenous variables. The effect size value category is divided into 3, namely if < 0.15 means it has a small effect, 0.15 - 0.35 has a medium effect, and > 0.35 has a large effect (Cohen, 1988; Garson, 2016).

Table 6. f^2

Construct	f^2	Category
Kampus Mengajar Experience → Usefulness of Program	1.113	Large
Kampus Mengajar Experience → Personal Development	0.262	Medium
Kampus Mengajar Experience → Employability	0.029	Small
Usefulness of Program → Personal Development	0.139	Small
Usefulness of Program → Employability	0.869	Large

Source : SmartPLS 3 output

Based on the results in Table f2, it is known that the greatest influence is on *Kampus Mengajar* on the Usefulness of the Program (1.113), followed by the usefulness of the program on employability (0.869). This confirms that in research, the variable usefulness of the program plays an important role in impacting students' perceptions of employability.

3.4 Direct Effects & Indirect Effects

As described in the research hypothesis, to determine whether each variable is significant, it needs to be analyzed based on direct and indirect effects. The variable is significant if the P-value < 0.05 and the T-value> 1.96. The original sample value can also be used as additional identification. In general, variables that do not have a significant effect have a low original sample value (less than 0.1).

Table 7. Path coefficients

Hypothesis		Original Sample*	T-Statistics	P-Value	Effects	Decision
H_1	KM → U	0.726	11.402	0.000	Significant	H_1 Accepted, H_0 Rejected
H_2	KM → PD	0.477	3.528	0.000	Significant	H_2 Accepted, H_0 Rejected
H_3	KM → E	-0.160	1.094	0.274	Insignificant	H_3 Rejected, H_0 Accepted
H_4	KM → U → PD	0.252	2.435	0.015	Significant	H_4 Accepted, H_0 Rejected
H_5	KM → U → E	0.634	5.179	0.000	Significant	H_5 Accepted, H_0 Rejected

Source: SmartPLS 3 output

Based on the path coefficients table, it is known that there is an insignificant relationship, namely *Kampus Mengajar* Experience (KM) to Employability (E), with an original sample value of -0.160. This is quite surprising because kampus mengajar experience is actually not related to students' perceptions of skills in entering the world of work. However, the indirect relationship involving the usefulness of program as an intervening variable can change the effect on employability to be significant.

3.5 The Direct Effect of Kampus Mengajar Experience on the Usefulness of Programs, Personal Development, and Employability

H1: There is a significant direct influence of *Kampus Mengajar* Experience on the Usefulness of the Program

Kampus Mengajar Program is a form of internship program initiated by the Government of the Republic of Indonesia through the Ministry of Education and Culture, which aims to provide real experience to the undergraduate level students. In this study, the impact of participating in *Kampus Mengajar* was also measured on the perception of the usefulness of participating in the program, where Usefulness of Program was used as a variable. Based on the results of the structural model analysis, it is known that there is a significant direct effect between participating in *Kampus Mengajar* (KM) program on the perceived usefulness of the program (T-Value 11.402 > 1.96; P-Value 0.000 < 0.05; original sample 0.726). This is in accordance with the research of Karunaratne et al. (2019), students' learning experiences while participating in *Kampus Mengajar* directly influence perception regarding the usefulness of *Kampus Mengajar* program. *Kampus Mengajar* Program provides opportunities for students to build relationships with other students and lecturers, the opportunity to apply a work

culture at school, develop self-confidence, improve problem-solving skills, apply knowledge gained, develop good communication and social interaction (Gault et al., 2000) (Williams et al., 2020), and project a career (self-reflection) and future (Hora et al., 2020).

H_2: There is a significant direct influence of *Kampus Mengajar* Experience on Personal Development

As with the internship program, *Kampus Mengajar* program also has a purpose for student personal development. In this study, it was found that *Kampus Mengajar* Experience had a direct and significant influence on Personal Development (T-Value 3.528 > 1.96; P-Value 0.000 <0.05; original sample 0.477).

This is in accordance with Martin's research (2021) that the experience of participating in *Kampus Mengajar* program has a significant direct influence on the student personal development, mainly related to the student's increased self-confidence. Through the experience of participating in an off-campus internship program (as in *Kampus Mengajar*), students will gain experience working together in teams (Abdulla et al., 2019; Salih et al., 2019). In addition, students become more aware and critical of their own skills and knowledge, and the personal development they will need throughout their careers.

However, the internship programs, such as in *Kampus Mengajar*, also had a negative impact related to the high number of student coursework being set aside (Brown et al., 2018). This is due to the implementation of the program was concurrent with the effective schedule of lectures on each campus. Students can have soft skills and hard skills (Jawabri, 2017) from *Kampus Mengajar* activities, such as self-confidence, communication skills, teamwork, innovation, and experience working with people from different backgrounds. In the academic field, internships such as *Kampus Mengajar* can provide practical skills.

H_3: There is a significant direct influence of *Kampus Mengajar* Experience on Employability

The internship has great usefulness for employability (Jawabri, 2017). Students have an overview when they go directly into the world of work through internships. In this study, the results were quite surprising because *Kampus Mengajar* Experience did not have a significant direct effect on employability, in fact, it had a negative effect (T-Value 1.094 < 1.96; P-Value 0.274 > 0.05; original sample -0.160). This is quite interesting because it turns out that not all students perceived that participating in *Kampus Mengajar* could have a significant impact. However, it needs to be explored in more depth in future research.

3.6 Indirect Effect of Kampus Mengajar Experience on Personal Development and Employability with Usefulness of Program as an Intervening Variable

H_4: There is a significant indirect effect of *Kampus Mengajar* Experience on Personal Development with Usefulness of Program as an intervening variable

In the constructs that involve an intervening variable, there are two types, namely as mediation or as moderation. In the construct of this study, Usefulness of Program is treated as an intervening variable that connects *Kampus Mengajar* Experience with Personal Development. The results of the analysis revealed that there was a significant indirect effect (T-Value 2.435 > 1.96; P-Value 0.015 < 0.05; 0.252). In line with Martin's opinion (2021) that students who have high perceptions regarding the usefulness of programs such as internship (in this case, the *Kampus Mengajar*), will affect the increase in personal development that students perceive when they have experience taking part in the internship. This is also reinforced by the results of research by Sonti et al. (2016) that if students have a perception of usefulness when participating in an internship program, their personal development will increase, in this case, improving work skills in time management, teamwork, and public speaking. In addition, internship participants will experience an increased sense of responsibility, a high level of self-confidence, and a strong relationship with their community, as well as being precise in making decisions.

Based on its nature, the type of mediation that occurs in *Kampus Mengajar* Experience → Usefulness of Program → Personal Development construct is Complementary Partial Mediation. This is because the direct effect already has a significant influence, so when it involves usefulness of the program as an intervening variable, its role is more complementary.

H_5: There is a significant indirect effect of *Kampus Mengajar* Experience on Employability with Usefulness of Program as an intervening variable.

In the indirect relationship between *Kampus Mengajar* Experience on Employability and Usefulness of Program as an intervening variable produced a significant relationship (T-Value 5.179 > 1.96; P-Value 0.000 <0.05; original sample 0.634). The role of the intervening variable in this construct was quite important because it was able to change the relationship that was not significant in the direct effect to be significant when it involved the intervening variable. The type of mediation in the *Kampus Mengajar* Experience → Usefulness of Program → Employability constructs is Full Mediation. This is consistent with the research by Borah et al. (2021) and Galloway et al. (2014) that students who have positive perceptions regarding the usefulness that will be received when participating in internship programs or off-campus training together with industry tend to have higher levels of employability. This is because they obtain various ethical and disciplined applications in the world of work, as well as the attachment of the academic world (Higher Education) to industry (IDUKA), which focuses on learning activities, as well as the application of academic competencies, that can improve better work competencies. Competence and expertise in this particular field of work will improve students' ability to be accepted in the world of work.

4. CONCLUSION

Kampus Mengajar Program as a student internship program in the world of education has a positive impact and needs to be followed up. In the aspect of personal development, through *Kampus Mengajar* activities, students are able to develop self-confidence, be creative, be communicative, and develop team work because the form of activities is not only teaching or helping school administration but there are also work programs carried out by the students. Meanwhile, in terms of students' perceptions of skills (hard skills and soft skills), the students do not necessarily think that *Kampus Mengajar* activities will be related to the world of work in the future. Therefore, it is important for students to understand the usefulness of *Kampus Mengajar* (Usefulness of Program) so that the students can relate to the usefulness that will be obtained later. *Kampus Mengajar* Program has usefulness that is similar and different from internship program in general which is held by internal tertiary institutions. Meanwhile, the fundamental difference is that the activity participants of *Kampus Mengajar* Program come from students from various other tertiary institutions, so that they can add to the experience of socializing and collaborating with inter-campus students. This study has a limited number of variables and a limited area of research objects. The next research is expected to be able to add other research variables and expand the research object, so that it can find a better generalization of research results.

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