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Evaluating the Impact of the *Kampus Mengajar* Program on Problem-Solving Skills in Primary School Teacher Education Students

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ABSTRACT

Problem-solving is an essential skill for students, necessary for both acquiring knowledge and preparing for future challenges. The *Kampus Mengajar* Program, part of the MBKM (Independent Learning Independent Campus) initiative by the Directorate General of Higher Education, aims to enhance students' soft and hard skills, including problem-solving abilities. This study investigates the impact of the *Kampus Mengajar* Program on the problem-solving skills of Primary School Teacher Education students. This qualitative research focused on students from the Primary School Teacher Education program at Riau University who participated in the *Kampus Mengajar* Program Batch 3. Data were collected through case studies, with participants' problem-solving abilities being the primary focus. Descriptive analysis was used to present the findings. The findings revealed that the *Kampus Mengajar* Program had a positive impact on students' problem-solving skills. Through this program, students were able to develop their soft skills, particularly problem-solving, by engaging in real-world teaching experiences and addressing challenges in primary school education. The *Kampus Mengajar* Program provided a practical platform for students to apply theoretical knowledge in real-world contexts, thereby enhancing their ability to analyze and solve problems. This hands-on experience proved effective in improving the students' problem-solving abilities, making it a valuable component of their teacher education. The *Kampus Mengajar* Program significantly contributed to the development of problem-solving skills in Primary School Teacher Education students, offering an effective approach to enhance both their soft and hard skills through practical, real-world engagement.

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1. INTRODUCTION

Problem-solving skills are crucial for students to understand knowledge and prepare them to survive in life in the future. It is hoped that they will be able to use the knowledge gained in their future lives, especially in the world of work. In the 21st century, the skills needed are not only academic skills but also skill-based learning outcomes (Rahman, 2019). Critical thinking and problem-solving are one of the learning and innovation skills that prospective teacher students must have. This is considered by

many to be the new basis for 21st-century learning. Using the knowledge being studied such as problem-solving, critical thinking, and creativity skills, to content knowledge can increase motivation and improve learning outcomes (Putra, 2020). Therefore, students need to have problem-solving skills to prepare themselves for the world of work or study. Science and application are interrelated, so theory is not the only one needed to face problems.

Problem-solving skills must be a concern for students. The reason is, even though humans are involved in solving problems every day in their activities, there are problems such as problems related to other individuals that require mental readiness. Then, in facing the era of revolution 4.0, it is not only academic skills that are needed by students, but also soft skills are needed. In realizing this there are 5 soft skills that students must hone to face the era of Industrial Revolution 4.0, namely foreign language, problem-solving, public speaking, communication, and leadership (Syafriafdi, 2020). According to Sapardi in (Puriani & Dewi, 2021), the problem-solving skills possessed by students are different, the difference lies in how they behave when facing problems. Furthermore, students' success in learning also depends on how they overcome the difficulties or problems they face. Puriani & Dewi (2021) state that the problem-solving skill possessed by individuals can help individuals to deal with internal needs, conflict, tension, and frustration and to align demands from within themselves with the demands of the environment in which the individual is located. From this opinion it can be concluded that problem solving skills can influence students in learning. These things are related to each other. Learning can be a place for students to hone problem solving skills, whereas in learning students will also be faced with problems that require problem solving skills.

Evans, as cited by Sudarmo and Mariyati (2017), defines problem-solving as an activity that involves selecting a solution based on one's abilities, bridging the gap between current and desired conditions. Similarly, Anderson, as cited by Ulya (2016), describes problem-solving as a life skill encompassing the processes of analysis, interpretation, reasoning, prediction, evaluation, and reflection. Thus, problem-solving is the application of prior knowledge to new situations through advanced cognitive processes. Walgito, as cited by Indraswati et al. (2020), characterizes a problem as a conflict between two situations or a mismatch between expectations and reality. He further explains problem-solving as a mental process of identifying and resolving issues using accurate data and information to reach appropriate conclusions. According to Sudarmo and Mariyati (2017), problem-solving involves selecting a feasible solution, thereby facilitating movement from present conditions to the desired state. In daily life, individuals often encounter situations that do not go as planned, which constitutes a problem. The MBKM (Merdeka Belajar Kampus Merdeka) program aims to develop students' soft skills, including problem-solving abilities. One initiative within this program, Kampus Mengajar, incorporates elements that foster these skills.

Gick, as cited by Indraswati et al. (2020), identifies three stages in the problem-solving process: constructing the problem, finding a solution, and implementing the solution. In contrast, Polya, as cited by Indraswati et al. (2020), outlines four stages: understanding the problem, planning a solution, executing the plan, and evaluating the actions taken. According to Djafar (2022), an ideal education system must foster skills required for the 21st century, including problem-solving abilities. When students enter the workforce, they are expected to collaborate with others to address complex challenges (Andrews-Todd, Forsyth, & Forsyth, 2018). The MBKM (Merdeka Belajar Kampus Merdeka) program, initiated by the Directorate General of Higher Education (Dikti) under the Ministry of Education and Culture, is highly effective in enhancing both the soft and hard skills of students (Rahmawanti & Nurzaelani, 2021).

Soft skills are related to Emotional Intelligence Quotients (EQ) while hard skills are related to Intelligence Quotients (IQ). Hard skills are needed to adapt to technology, while soft skills are for creativity, critical reasoning, and problem-solving skills (Rahmawanti & Nurzaelani, 2021). According to Baron in (Kim, Choi, Sung, & Park, 2018), experience is needed to increase success in problem-solving. The higher a person's experience and knowledge in dealing with a problem, the greater the choice of methods that a person can adopt to solve the problem they face. Problem-solving skills are recognized as

a key element for responding to rapid change by increasing the prediction of results and alternatives to produce positive results for choosing a solution to a problem.

The aim of implementing *Kampus Mengajar* (Teaching Campus) Program is to empower students who collaborate with schools (Anwar, 2021). Through *Kampus Mengajar* (Teaching Campus) Program, students have activities that are responsible for assisting learning activities, assisting technology adaptation, and assisting administration at the school where they are assigned (Anwar, 2021). *Kampus Mengajar* (Teaching Campus) Program is a program of the Independent Campus of the Ministry of Education, Culture, Research and Technology. Students who can take part in this program are students who pass the selection. This program allows students to develop and help themselves with activities at their placement school for one semester. Students who are sent to school will be taught by the existing policies at their respective schools. Apart from that, students also bring assignments directed by the *Kampus Mengajar* Program committee. These assignments will be adjusted to each school where they are placed. Each school has different problems so students must be careful in preparing the work program they will apply at that school for one semester (Djafar, 2022). *Kampus Mengajar*(Teaching Campus) program is an activity that continues cooperation between the government, schools and universities represented by students who pass the selection. This program gives assignments to students who work at placement schools that have been determined by the committee.

Kampus Mengajar Program activities consist of debriefing, fielding, observation, and program planning. The initial activities, namely providing students with assistance or direction in implementing the program, equipping students with knowledge and skills to support program implementation, facilitating program implementation, monitoring and evaluation, and assisting in program sustainability (Doloksaribu et al., 2022). To measure students' problem-solving skills, instruments are needed that can test students' abilities in depth–because it require students' understanding, not just knowledge and memorization. Problem-solving skills even reach the level of analysis to measure the level of understanding. In this case, the instrument needed is an instrument that can ask students to describe information, find assumptions, differentiate opinion factors, and find cause-and-effect relationships (Dr. Rina Febriana, 2021).

In carrying out this research, the researcher refers to research that has previously been carried out by other researchers and that is relevant to the research to be carried out. Previous research that is relevant to this research is the result of research conducted by Rahmawanti & Nurzaelani (2021) with the title "Dampak Program Merdeka Belajar Kampus Merdeka Bagi Peningkatan Soft Skills Dan Hard Skills Mahasiswa FKIP Universitas Ibn Khaldun Bogor (The Impact of the Independent Campus Learning Program for Improving Soft Skills and Hard Skills of FKIP Students at Ibn Khaldun University, Bogor)". This research is descriptive research with a survey method. The results of this research were that 84.9% of students thought that implementing MBKM activities had an impact on increasing their ability to solve problems. Apart from that, 12.3% of students felt doubtful about this statement, and 1.4% of students stated that implementing MBKM did not affect their ability to solve problems.

The next relevant research is research conducted by Umami & Ramdhani (2022) with the title "Dampak Program *Kampus Mengajar* Bagi Peningkatan Soft Skill (Kemampuan Interpersonal) dan Hard Skill (Kemampuan Intelektual) Mahasiswa Program Studi Pendidikan Ekonomi Universitas Bhinneka PGRI (The Impact of the Campus Teaching Program on Improving Soft Skills (Interpersonal Abilities) and Hard Skills (Intellectual Abilities) of Students in the Economic Education Study Program at Bhinneka University PGRI)". The results of this research were that after participating in the *Kampus Mengajar* Program, students in the economics education program at Bhinneka PGRI University increased in both their soft and hard skills, with a problem-solving approach of 87%.

Both studies generally discuss the hard skills and soft skills of students who take part in campus teaching programs, and one of the skills studied is problem-solving. Due to the discovery of theories as described above regarding the urgency of problem-solving skills and the benefits of campus teaching programs, namely to improve hard skills and soft skills, the researchers were interested in conducting special research regarding problem-solving skills, especially for prospective elementary school teacher

students determine the influence of campus teaching programs on students' problem-solving skill. From this problem, the researchers conducted research to answer the question, how does the *Kampus Mengajar* Program influence the problem-solving skills of primary teacher education students? This research needs to be carried out to be used as material for evaluating *Kampus Mengajar* (Teaching Campus) program.

2. METHODS

In this research, the researchers used qualitative research methods with descriptive research type. Qualitative research method is a research method used to examine the condition of natural objects which the researcher is the key instrument. The data collection techniques were carried out using triangulation, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. This research aims to determine the influence of the *Kampus Mengajar* Program on the problem-solving skills of PGSD FKIP UNRI students.

This research was conducted on *Kampus Mengajar* Students Batch 3 for Primary School Teacher Education, Faculty of Teacher Training and Education, Riau University, Kec. Tampan, Pekanbaru City, Riau Province. The research was carried out in the even semester of the 2022/2023 academic year.

The data in this research is a text description of the influence of the *Kampus Mengajar* Program on the problem-solving skills of Primary School Teacher Education, Faculty of Teacher Training and Education, Riau University students obtained by the author from the results of data collection through questionnaires and interviews. Data source is anything that can provide all information about existing data. The data source that has been used in this research *Kampus Mengajar* (Teaching Campus) students batch 3 of which there were 15 students who carried out the research.

The data collection methods that the researcher used were questionnaires and interviews. Obtaining data by combining several methods is called triangulation.

1. Questionnaire
   This data collection method is a form of data acquisition that involves giving questionnaires containing questions to research subjects. These questions were answered by the research subjects to measure the research subjects' abilities. In this research, the questions are about cases faced by Class 3 Teaching Campus students when they were at the placement school.
2. Interview
   An interview is a form of verbal communication, a kind of conversation aimed at obtaining information, or can be interpreted as a data collection technique carried out by asking questions and answers between the researcher and the object under study. This interview was conducted in February 2023. This interview was conducted guided by the interview guide that had been prepared previously. The interview guide uses problem-solving indicators from Polya.

Research instruments are tools used in research that are useful for collecting research data and measuring phenomena related to what researchers observe (Sugiyono, 2017:218). In this research, the researchers collected data through interviews. The research was carried out by presenting questions to students and analyzing them using Polya problem-solving indicators.

The research instrument used in this research contains cases solved by students to measure the level of students' problem solving skill. The cases presented are solved using guided questions that will be answered by students. The problem-solving indicators used are from Polya, namely "(1) Understanding the problem, (2) Devising a plan, (3) Carrying out the plan, (4) Looking Back". The results of the analysis of these indicators are included in the assessment rubric as a basis for creating questions. Before being included in the rubric, existing indicators will be divided according to need into sub-indicators, which will make it easier to assess problem-solving. The problem-solving sub-indicators are adapted to the problems commonly faced by teachers in schools.

Table1. Problem-Solving Indicators and Sub-Indicators

No	Indicator	Sub-Indicator
1.	Understanding the problem	• Understand the problem
2.	Devising a plan	• Prepare support • Plan the solution
3.	Carrying out the plan	• Implement the plan
4.	Looking Back	• Check again • Follow-up

The cases used as an assessment of students' problem-solving skills are as follows:

Case 1:

As *Kampus Mengajar* (Teaching Campus), we are expected to be able to help with the problems that exist in the placement school. Tell us about the problem/case that you think is the most monumental that you have solved while implementing the *Kampus Mengajar* (Teaching Campus) program!

1. Tell the root of the problem from the case you presented!
2. What causes the case to happen?
3. When you became a *Kampus Mengajar* (Teaching Campus) Student how did you solve the problem?
4. What is the obstacle when you solve the problem? How do you solve it?
5. Tell the result of solving the problem!
6. How do you follow up on problems and problem-solving that you have done?

Case 2:

Tina is a 2nd-grade elementary school student. In learning, Tina was lagging behind her other friends, tending to forget easily when it was explained many times around, within 2 minutes, Tina had forgotten. When asked to hold a pencil, Tina also tended to refuse, and Tina often immediately gave in to being asked to write letters such as P or B. Tina's speech was also unclear. When studying Tina is more difficult to focus especially for a long time. When Tina was taught face-to-face, Tina could only focus on listening to the explanation for 30 minutes at most, after that Tina couldn't focus anymore on listening to the explanation. As for Tina's family, the problems Tina is facing are problems related to mystical things. Tina's teacher has treated Tina more specifically, but it hasn't shown results yet because she has to pay attention to other students so she can't focus too much on Tina alone. Even though the environment where Tina lived was indeed an environment that didn't care about children's education, Tina's other friends weren't like Tina. In everyday life, Tina is not too afraid of hanging out with others, even when she is made fun of by many of her friends, Tina doesn't seem to care.

1. Find the root cause of the case!
2. If you were a student at the *Kampus Mengajar* (Teaching Campus) and encountered this problem, what would you do to help Tina's learning?
3. If you were a teacher what would you do about the problem to help Tina's learning?
   - What kind of learning did you do to overcome the problem?
   - What method will you use when solving problems in the lesson?
   - Are there any learning media that you will use to solve the problem? If so, please state in detail!
   - How do you think the effectiveness of the learning media?
4. In your opinion, what things will hinder you from solving the problem? Choose one when you are a student or a teacher!

The procedure used in this research was interviews conducted based on cases that had been prepared previously. Students were contacted one by one and interviewed one by one. Interviews were conducted in a language that the students mastered. During the interview process the researcher recorded the interview conversations which were then transcribed into written form to facilitate data analysis.

The data analysis techniques used in this research are data reduction, data presentation, and verification stage. Miles and Huberman (1984) stated that activities in qualitative data analysis are carried out interactively and continuously until the data is saturated. After obtaining the data, the researcher tested its validity. Researchers used triangulation techniques. Triangulation in credibility testing is

defined as examining data from various sources in various ways, and at various times. The triangulation used is source triangulation. Source triangulation to test the credibility of the data is carried out by checking data that has been obtained through several sources. This is to ensure that the data that the researchers obtain from respondents is correct data.

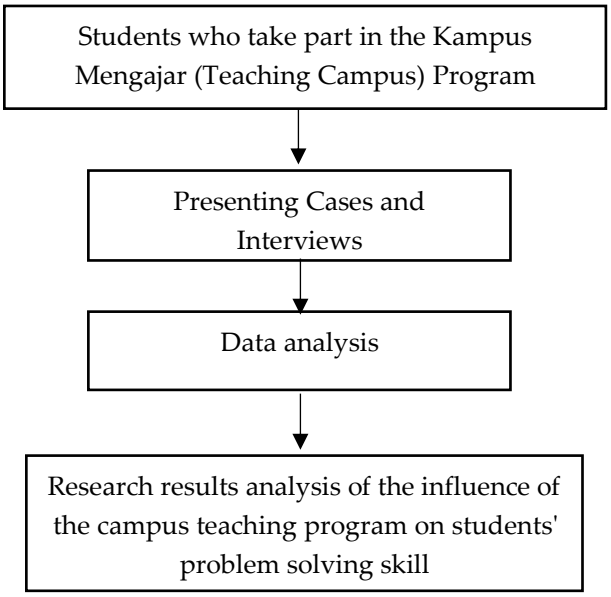

Figure 1. Research Procedure

3. FINDINGS AND DISCUSSION

Problem-solving skills or the ability to solve problems is a person's ability to overcome obstacles in achieving a goal. Students in the demands of the 4.0 century not only need academic skills when entering the world of work, students are also required to master hard skills and soft skills. One of the soft skills that students need is problem-solving skills. This ability will be needed when studying in the world of work. Problem-solving ability is a person's ability to explore and come up with creative strategies to gain knowledge and find solutions to problems faced (Subekti & Jazuli, 2020).

Kampus Mengajar Program is a program where students will go to schools that have been determined by the committee to help with problems at placement schools. Students who pass the selection will be required to carry out programs according to the problems they encounter at the placement school. This activities, it is hoped that students can hone hard skills and soft skills, especially problem-solving skill. The concept applied in the independent learning program allows students to socialize more with the environment outside the classroom. Therefore, students will be indirectly invited to learn how to live in a community environment. This policy aims to introduce students to the world of work from an early age. So that students will be much more ready to work after graduating from an available university (Simatupang & Yuhertiana, 2021).

This research aimed to find out how *Kampus Mengajar* Program influences the problem-solving skills of Primary School Education students at Riau University. Before conducting the research, the researchers prepare the research instruments in the form of problem-solving questions that would be solved by students later. These questions are created based on the assessment rubric indicators used to measure students' problem-solving skills.

Data was collected by using interviews so that the researchers had more freedom to explore data from the answers submitted by students. The researchers started by collecting data on students who took part in *Kampus Mengajar* Programs, and then the researchers contacted the students and conducted interviews with students who were willing to participate in this research. The number of students

interviewed were 15 students who took part in the *Kampus Mengajar* (Teaching Campus) Program. The results of the assessment of student answers are processed to obtain the following data:

3.1 Understand the problem

According to Goel (Mahmud & Pratiwi, 2019), that's because unstructured problems usually exist in real-life contexts rather than ordinary cases. This means that the unstructured problem-solving process requires knowledge from a specific domain. The obstacles that arise usually involve social and economic problems or problems that can be resolved through interpretation and negotiation. The problems that everyone usually faces are problems that are often unstructured. So the cases presented must be in line with this so that students can be grouped into several categories.

The first category is very good. At this stage, students could be categorized as very good. Students who are categorized as very good are students who can understand the problems presented based on the knowledge and knowledge they previously knew (Ridwan, Syukri, & Badarussyamsi, 2021). There are 2 methods presented. The first method is through a questionnaire regarding the problems they faced when implementing the Teaching Campus Program, while the second method is by conducting interviews containing material about children who have the characteristics of children with special needs. In the questionnaire, on average students were able to understand the problems they encountered at placement schools well, while in the interview, some students were unable to recognize these problems. In interviews, knowledge and knowledge that students have previously had is needed to understand the problem. So, students are required to only know the characteristics and conditions of the parents in this case. Students' answers that can be categorized as very good are the following:

I.F: "As for me, I think Tina has a lack of ability compared to other students. It's said to be a bit special. Special child."

"You can see that Tina often forgets, she doesn't speak clearly, even though at her age, especially in grade 2, she should be able to speak the language like us. You can understand what we are talking about. Meanwhile, Tina is still not speaking clearly."

T.A.H : "But from what I learned from lectures, it seems like he is retarded.

The answers above show that the respondents previously knew children with special needs so when presented with problems regarding children with special needs the respondents were able to understand the problem with previously possessed knowledge.

There are 3 students in the good category. Students in the good category are students who are able to understand when filling out the questionnaire, while interviewed, they answered incorrectly. Their understanding in filling out the questionnaire was seen from their answers when asked to explain the problems they encountered during placement very well. Then, they are also able to understand directly the root of the problem of the case, which they are telling well.

Meanwhile, there are 3 students in the medium category. Students who fall into this category are students who are only able to understand the problems presented both in the interview session and the questionnaire they face as they are. This can be seen from their inability to explore the root causes of the cases they face. When they were asked about the root of the problem, their answers were long-winded. Then, they were asked for details about the case, but they were unable to answer the question. There were no students who were categorized as lacking the understanding of the problem stage. Students who are categorized as lacking are students who do not understand all the problems presented.

In general, the problems encountered by *Kampus Mengajar* students that can hone students' problem-solving skills are problems related to student learning. So, prospective teacher students must be able to understand problems well, especially regarding students. According to Abdurrahman & Kibtiyah (2021), the problem will become more complicated when the teacher cannot understand the problem well, so he labels problematic students as lazy, naughty, naughty, likes to make a fuss, and other nicknames. If teachers fail to understand students' problems, then good problem solving will also

be difficult. Therefore, prospective teacher students should have the provisions to be able to understand problems well.

3.2 Prepare Support

Students who can prepare support in the very good category are students who can prepare support based on pre-existing knowledge and knowledge gained during the assignment period. However, after conducting the research, no respondents were found who prepared support based on their pre-existing knowledge and knowledge. Generally, the support that was prepared was spontaneous. So, there are no respondents who can be categorized into the very good category.

Students who prepare support can be categorized into the good category if they student can prepare support carefully. In this case, after conducting research, generally, the support they provide is support from teachers, parents, group members, or the community. In the data obtained, 10 respondents could be categorized into the good category in preparing support. The respondents who included into this category are on average able to provide support from teachers and establish smooth communication with teachers or school officials. By preparing support, respondents can resolve problems more easily because there are parties who help and support them. This support takes the form of permits, as well as the material assistance needed (Nirmala Sari, 2022).

Students categorized in the medium group were those who provided some support in solving problems at their placement schools. Respondents in this category prepared support, but not as thoroughly as those in the good category. A total of four respondents fell into this moderate category. These students were characterized by offering support, but their communication was less intensive compared to those in the good category. Their communication typically involved only basic requests for permission and providing information to the relevant parties.

Students who were categorized as lacking are students who do not provide any support at all in solving their problems. In this study, it was found that 1 student was categorized as lacking in preparation support. This was because when solving the problem the respondent did not take action to prepare support. These respondents tend to be passive in terms of preparing support. This can be seen from respondent A.A's answer when asked about support:

> *A.A: "When it comes to licensing, sometimes teachers from other classes come to monitor. But if the teacher seems to be teaching, just support him."*

A teacher will face problems both in the classroom and outside the classroom. To face and solve problems, there are things that teachers need and prepare, one of which is preparing support. The challenge for teachers in managing the classroom so that it is effective and optimal does not only come from the teacher's ability but there are external factors that also influence it. Namely the environment and support from various parties related to learning (Nirmala Sari, 2022). This support can come from fellow teachers, parents of students, or other school officials. This is in line with students who face problems at placement schools; they will prepare for support from teachers and schools so that they can solve problems more easily. It can be seen that when they are at the placement school, students need support from other parties in solving the problems they encounter. Students who lack support will have more difficulty in solving their problems.

3.3 Planning a Solution

Students who are categorized as very good at planning solutions are students who can plan problem solutions based on pre-existing knowledge and knowledge. However, in this study, no students were able to plan the solution very well. The students planned problem-solving using only their observations at the placement school. Meanwhile, 11 students could be categorized as good at planning problem-solving. Respondents who were included in the good category usually prepared a plan carefully, one of which was by involving other people such as the school or group of friends in planning the solution.

While the categorized respondents are currently planning a solution totaling 3 people. Respondents categorized as moderate are those who plan to solve problems with less maturity. Then the respondents who were categorized as lacking were those who did not plan, numbering 1 person. This can be seen from A.A.'s answer:

A.A: "It was just spontaneous."

Carrying out problem-solving requires planning that must be prepared so that solving the problem is more focused. Especially for problems related to learning, student teachers must understand planning for conducting learning. This is because there are several things that a teacher must pay attention to when carrying out learning, such as the use of methods, learning resources, and learning media (Ananda, 2019). By planning well, students have taken one of the steps that will make it easier to solve the problems they will face in the future when teaching in class. In this research it can be seen that planning is needed when solving problems. Especially problems related to learning.

3.4 Carry out Planning

Three respondents could be categorized into the very good category in carrying out planning. Students who were categorized into the very good category were students who can carry out problem-solving plans based on pre-existing knowledge and skills. D.F, V.M.A, and M.A were categorized in the very good category as can be seen from the answers as follows:

D.F : "So, when teachers are with parents, parents usually listen more. Because it's like we have been entrusted to educate their children. Usually what I see is what my siblings usually do. My sister is a teacher like that, it's not a case like this, it's just that she approaches her parents more like that.."

M.A : "There are lessons like what the lecturers say, yes, students must be given special attention and we have to be able to think about how the students will be able to do it. We have to find out how the students can pay attention to us. So we have to see what the student's personality is. So if we know their personality, we know what we have to do so that they can follow the learning. Yesterday, if I'm not mistaken, a lecturer at a lecture said something like that."

Furthermore, 9 respondents were categorized as good. Respondents who are categorized as good are respondents who carry out plans based on planning but improvise when there are circumstances that do not allow carrying out exactly as planned and can confidently express their level of success in solving problems during campus teaching programs. So that you get satisfactory and visible results.

Next are the students who are categorized as medium, 2 students are categorized as medium. The respondent is categorized as moderate. It can be seen when the respondent faces obstacles when implementing the plan. The respondent does not seek a solution to the obstacle.

Meanwhile, for the poor category, there were no respondents who fell into this category. The inadequate category itself is a category if the results achieved are not appropriate. Meanwhile, all respondents were able to achieve the expected results in this research.

According to Widyanto & Wahyuni (2020) carrying out learning is the implementation of plans that have been carried out. This means real implementation of the plans made by the teacher. In this case, it means that students who have previously carried out learning planning at this stage carry out problem-solving. Student teacher candidates who carry out problem solving in learning should already know this in advance so that when carrying out problems related to learning, the students already know and can apply it in life. From previous research, it is known that implementing planning is needed to solve problems, especially learning. In this research, it was seen that students in carrying out planning did not always comply with the planning carried out previously. This adapts to the circumstances they encounter when executing the plan.

3.5 Check Again

In checking again, 2 categories were met, namely the moderate and good categories. Respondents who are categorized as good are respondents who carefully review the process and results that have been completed. In this process, the respondent will be shown a flow chart which the respondent must check again. The flow chart is filled in by the researcher when the respondent answers the case resolution. There were only 2 respondents who checked carefully. V.M.A and S were categorized into the good category, with V.M.A rereading the flow chart for approximately one minute until it was decided that the flow chart was appropriate. Wise respondent S, checked his answers again until he found something missing from the flow chart that had been filled in. Meanwhile, 13 other people only checked briefly.

The process of checking again can improve a person's ability to solve problems. As mentioned by Setyawan (2020) the process of checking again in problem-solving is a step for someone to check the answers or planning results or understand the results to prove the correct procedure used or the answer given to the problem. The process of checking back in problem-solving is a very important step because it increases problem-solving skills. This can also be seen from the research that has been carried out. Students need to check again after solving the problem. This is useful for improving and reconfirming what has been done, besides that it can also be used as evaluation material in resolving future problems.

3.6 Follow-up

Follow-up was assessed by what respondents did after solving problems at the placement school. After conducting research, data was obtained that 7 respondents were categorized as good. The good category is given to respondents who carry out follow-up well, namely by knowing more about the follow-up carried out after solving the problem.

The 7 respondents continued to dig up information about the school or students even though they had completed solving the problem. The above is different from respondents who are categorized as moderate. Respondents who are categorized as moderate still carry out follow-up, but not as much as respondents who are categorized as good. The number of students categorized as a medium is 8 people.

There were no respondents who could be categorized into poor or very good levels. Respondents who will be categorized as lacking are respondents who did not carry out follow-up, while all respondents in this study carried out follow-up. Then, respondents who will be categorized as very good will carry out follow-up actions based on their previous knowledge. Meanwhile, the follow-up carried out by respondents was spontaneous follow-up without thinking about the science and knowledge to do it.

Following up means that students are doing things that will be needed in the future in the world of education, especially when they become teachers. Follow-up means that students will find out what the results of the problem-solving were. When you become a teacher, you will also carry out evaluations of your learning. As Sadapotto, Hanafi, & Usman (2021) state, evaluation in learning is useful for knowing the level of success and weaknesses of a lesson that has been carried out by the teacher. evaluation in learning is useful for knowing the level of success and weaknesses of a lesson that has been carried out by the teacher.

So, follow-up on problem-solving becomes the conclusion in solving the problem. In the follow-up, students evaluate their problem-solving. The results of this evaluation will become a source of student knowledge for solving future problems. Apart from being a source of knowledge for students.

4. CONCLUSION

This research analyzed the impact of the Kampus Mengajar Program on the problem-solving skills of PGSD FKIP UNRI students, using Polya's indicators as a framework. The findings indicate that the program positively influences students' problem-solving abilities, though the extent of this influence varies based on factors such as the complexity of problems at the placement school, the location of the

placement (with remote areas posing greater challenges), and the level of support from schools or field lecturers. Students placed in schools with more complex problems or in remote areas had more opportunities to develop their problem-solving skills, while those in schools with fewer challenges became more passive. However, the research has limitations as it only provides a general overview of students' problem-solving abilities, without focusing specifically on problem-solving in the context of learning. Future research should address how the Kampus Mengajar program can specifically improve teaching-related problem-solving skills. It is suggested that students maximize their participation in the program by applying classroom knowledge and recognize that knowledge gained during their studies will be critical in solving real-world problems in the field.

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