

## Perceptions of Education and Non-Education Students towards the Campus Teaching Program: A Rasch Model Analysis

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### ABSTRACT

The Teaching Campus Program, as part of the *Merdeka Belajar-Kampus Merdeka* (MBKM) initiative, aims to enhance students' competencies through direct engagement in school environments. However, differences in academic backgrounds may influence how students perceive the program's contribution to their learning outcomes. This study examines the perceptions of education and non-education students toward the program. This study employed a cross-sectional survey design involving 235 university students who completed the Teaching Campus Program (Batches 2–8) at a private university in Jakarta. Data were collected through closed- and open-ended questionnaires using a five-point Likert scale. The instrument's validity and reliability were analyzed using the Rasch Model with Winsteps software, including item fit, person fit, and reliability indices. Descriptive statistics were used to interpret students' perceptions. The findings indicate that students from education majors reported strong agreement that the program enhances pedagogical, professional, social, and personal competencies relevant to their future careers as teachers. Non-education students also expressed positive perceptions, particularly regarding the development of soft skills such as communication, collaboration, adaptability, and leadership, although the perceived relevance to their academic discipline was lower. Overall, most participants acknowledged the program's contribution to skill development and professional readiness. These results suggest that the Teaching Campus Program is positively perceived by both groups, with varying degrees of relevance depending on academic background. The program supports competency development and experiential learning, although improvements in implementation and alignment with students' fields of study are needed.

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## 1. INTRODUCTION

Education is one of the main pillars in human resource development, thus encouraging the need for innovative educational initiatives that cover various levels, especially in the university environment (Mudrikah et al., 2022; Suranto et al., 2023). In Indonesia, the challenges in the world of education are increasingly complex, especially in the face of the demands of globalization and rapid technological developments (Kamalia & Andriansyah, 2021). The Independent Learning Independent Campus Program (MBKM), is one of the government's innovations that aims to improve students' skills, which include pedagogical skills and interpersonal skills, thereby equipping them to face future challenges (Kusumaningrum et al., 2022; Noerbella, 2022).

The Teaching Campus (KM) program offers students the opportunity to spend a semester studying off-campus, with a primary focus on training complex problem-solving skills through collaboration with teachers in designing creative, innovative, and engaging learning (Maha Putra et al., 2023). This program not only provides students with the opportunity to apply the knowledge they have learned, but also serves as a means to improve their pedagogical skills and soft skills (Shabrina, 2022). This program is unique because it explicitly involves students from various majors, both Education and Non-Education. It aims to create interdisciplinary collaborations that can bring diverse perspectives and skills into the school environment (Hasanah et al., 2024; Wiratama et al., 2025). Because they are assigned to schools, it does not mean that only students from education majors can take part in this program, students from non-education majors can also register and contribute (Suwanti et al., 2022). Therefore, a study is needed to determine the effectiveness of KM activities on the CPL of study programs, both from education and non-education groups.

Students majoring in Education are expected to have a positive perception of this program because it offers practical experience that aligns with their professional ideals as aspiring teachers. However, they may also face challenges in adapting to a school environment that is different from that taught in their curriculum (Wiratama et al., 2025). In contrast to students majoring in education, students majoring in non-education bring expertise from other fields (such as technology, economics, or communication) that can provide innovative solutions. However, their perceptions may be more complex, potentially including questions about the relevance of the program to their future careers or the challenges of delivering teaching materials without a formal pedagogical background (Azisah, 2022). These differences in backgrounds create the potential for significant variations in perception. By analyzing the perceptions of students from these two groups, this study can understand the extent to which this program has succeeded in achieving its goals of fostering leadership, social concern, and soft skills competencies in all participants, regardless of their initial field of study.

Research on Independent Learning-Independent Campus (MBKM), especially the Teaching Campus program, has been conducted by several studies in Indonesia that describe how the implementation and impact of the Teaching Campus on the development of student skills, including research related to the implementation of the Teaching Campus on students' soft skills and hard skills (Kusumaningrum et al., 2022; Suranto et al., 2023; Suyatno et al., 2023), Perception and participation of teaching campus participants on the profile of education student graduates (Makhfuza & Hardian, 2022; Shofia et al., n.d.; Sipayung et al., 2023). Likewise, research on the evaluation of MBKM policies in improving CPL in higher education (Hastuti et al., 2022; Rochaendi et al., 2024). The research is conducted at a specific university and focuses on one faculty, or one program only. Then, from the study, it is only the implementation, or evaluation as a whole, that is not specific to CPL, so it is not known how effective the MBKM program is on the achievement of CPL students in education and non-education majors.

Therefore, the research of the Teaching Campus program at the university level aims to find out how effective the Teaching Campus program is on the learning outcomes of study program graduates, both according to the perception of students majoring in education and non-education. With this research, weaknesses or shortcomings can be corrected to the maximum by the government. The following is a summary of the research questions:

- (1) How do students of the education majors perceive the effectiveness of the Teaching Campus program regarding graduate learning outcomes?
- (2) What is the perception of students majoring in non-education towards the effectiveness of the Teaching Campus program related to graduate learning outcomes?

## 2. METHODS

This study adopts a cross-sectional study design. According to (Cohen et al., 2018), cross-sectional design is an observational research method that collects data from a diverse sample population at a single, specific point in time, offering a "snapshot" to determine the prevalence of outcomes or characteristics, like a disease or opinion, without tracking changes over time or establishing cause-and-effect. It's widely used in public health and social sciences for quick, cost-effective studies to understand population health, habits, or attitudes at that moment. The research design used in this study is a survey design, where data is gathered from a sample of the population using a questionnaire as the primary tool for data collection (Adiyanta, 2019) with the aim of getting an overview of various aspects of the population group (Maidiana, 2021). The population of this study is all active students who have passed and completed the Teaching Campus program from 2 to 8 as many as 522 people. The number of students who responded was 235 students (45%) of the targeted population, namely 213 women and 22 men. The instrument of learning outcomes of graduates (CPL) was measured using the Likert scale model. Pranatawijaya et al. (2019), the Likert scale is commonly used to assess individuals' or groups' opinions, attitudes, and perceptions toward various social phenomena.

Assessing the instrument's validity and reliability through the Rasch Model approach with Winsteps software. The modeling used is item response theory (IRT) which is a probabilistic model that seeks to explain the relationship between an individual's response to an item (question item) and a latent variable (skill or trait) measured by an instrument. This modeling was chosen because it uses a probabilistic model assuming that the probability of the subject answering correctly does not depend on the item alone but considers the subject's ability and the characteristics of the item (Sharkness & DeAngelo, 2011). Taufiq, dkk., 2021 in the (Salsabila et al., 2023) The Rasch Model stands out because it not only delivers more accurate results but also helps detect problems or misfits in the data. (Sumintono & Widhiarso, n.d.) The Rasch Model enables researchers to analyze the interaction between respondents and individual items. Through logit values, it provides insight into how well each question functions in relation to the abilities or responses of the participants, which are used to calculate values because they can reflect the probability of item selectability from a group of respondents, rather than from raw values (Wibisono, 2016).

According to Holland (2015) in Fadhilah et.al (2024), instruments whose scoring guidelines use a Likert scale, the alternative answers given can be odd or even, where if odd then the instrument will have an alternative answer that is "neutral" or "undecided" which means it is flanked by two groups of opposite answer choices, the even choices that require respondents to make a more decisive decision in answering statement items. Participants responded using a 5-point Likert scale, where 1 meant 'strongly disagree,' and 5 meant 'strongly agree. Using five answer options allows for high reliability and validity scores because the instrument has a more consistent and appropriate statement item in measuring what is being measured, and it is also relatively easy for respondents to give answers (Preston & Colman, 2000).

### 2.1 Context and Participants

There were 235 out of 522 respondents who filled out the questionnaire in this study, where the participants were active students at a private university in Jakarta, Indonesia who had completed the Teaching Campus program Batch 2 to 8. The sampling technique uses purposive sampling, which is the selection of samples that have been determined from the beginning of the criteria in accordance with the initial purpose of the research.

**Table 1.** Number of Participants Passing the Teaching Campus for Each Batch

Batch	Quantity
2	62
3	0
4	94
5	104
6	141
7	79
8	42
<b>Total</b>	<b>522</b>

**Table 2.** Number of Teaching Campus Participants Who Fill Out the Questionnaire

Batch	Male	Female	Quantity
2	0	11	11
3	0	0	0
4	0	25	25
5	1	27	28
6	6	60	65
7	12	63	75
8	3	28	31
<b>Total</b>	<b>22</b>	<b>213</b>	<b>235</b>

The data collection process is carried out online using a Google Form. Before asking the respondent to provide an answer to this instrument, the respondent is given an understanding of the confidentiality of the data provided, so that the respondent clearly understands the purpose of the research and is confident that the data related to the information provided will be protected and maintained securely (Fadhilah et al., 2024). The instruments in this study are as many as 21 closed statements and open questionnaires related to the experience and challenges of participating in the teaching campus program. The list of statements was developed based on the 7 CPLs of the Teaching Campus, namely: 1) Having the ability to take initiative in designing programs that meet needs 2) Having analytical thinking skills in understanding information 3) Having the ability to make various solutions in solving problems 4) Having the ability to design, compile and develop learning strategies that are creative, innovative and fun 5) Have the ability to adapt in dynamic conditions 6) Have the ability to collaborate with teachers to improve the quality of learning 7) Have self-discipline in carrying out tasks (Tohir, 2020). In addition, the questionnaire statement list is compiled based on 4 (four) teacher competency standards, which include: 1) Pedagogic Competence, 2) Personality Competence, 3) Professional Competence, and 4) Social Competence (Sipayung et al., 2023). As for the non-education department, the instrument was developed by the research team itself, where this instrument has gone through a Peer Debriefing process or in-depth discussions between researchers to minimize subjective bias. However, the informed consent process is still being processed by the campus from which the researcher originated.

## 2.2 Validity Test using Winstep

### 1) Item Fit

Winstep software is a computational tool in the Rasch model to analyze the scores generated from the instrument with the aim of knowing the MNSQ Outfit, ZSTD Outfit, and Point Measure Correlation. MNSQ outfits are useful for seeing the compatibility of the data with the model used. The expected mean square value is 1 (one). If the mean-square value on the infit is greater than one, the variation of the instrument is more than the prediction made by the Rasch model. If the infit value is less than 1, then the variation in the instrument is less when compared to the prediction made by the Rasch model (Azizah & Wahyuningsih, 2020).

Validity analysis is conducted on both the item statements and respondent data to evaluate the instrument's precision and relevance in measuring the intended construct. This process ensures that the instrument yields results that accurately reflect the variable being assessed. An item is considered to meet validity standards if it satisfies the criteria for Outfit Mean Square (MNSQ), Outfit Z-Standardized (ZSTD), and Point Measure Correlation (PTMEACORR). However, items that meet at least two of these three criteria may still be deemed acceptable for inclusion (Dianti & Handayani, 2025).

The parameters used as a reference in checking the suitability of the statement can be seen in Table 3 as follows.

**Table 3.** Statement Item Suitability Parameters

Criteria	Value
Outfit Mean Square (MNSQ)	$0.5 < \text{MNSQ} < 1.5$
Outfit Z-Standard (ZSTD)	$-2.0 < \text{ZSTD} < +2.0$
Point Measure Correlation	$0.4 < \text{PT Measure Corr} < 0.85$

#### a. CPL Fit Items for Teaching Campus

In this section, there are 17 items of the same statement to be given to students majoring in education and non-education. The results of the item validity for conformity with the CPL of the Teaching Campus are summarized as follows:

**Table 4.** Fit Item Validity

Status Fulfilled	Interpretation	Number of Statement	Quantity
3 Criteria	Suitable	S1, S3, S4, S6, S7, S8, S9, S12, S14, S16, S17	11
2 Criteria	Suitable	S2, S5, S10, S11	4
1 or 0 Criteria	Not Suitable	S13, S15	2

Based on tables 4, there are 2 statements that are invalid (statements 13<sup>th</sup> and 15<sup>th</sup>) because 2 of the 3 criteria (outfit MNSQ and outfit ZSTD exceed the specified limits.) are not met, so they are not used in the data analysis.

#### b. Item Fit statement of education and non-educational majors

In this section, the validity of the item is used to test 4 statements related to 4 teacher competencies, namely Pedagogic Competence 2) Personality Competence 3) Professional Competence 4) Social Competence. The results of the validity of the items are shown by the following table.

**Table 5.** Fit Item Validity Test Results for Education Major

Item	Outfit MNSQ	Outfit ZSTD	PT-MEASURE CORR	Interpretation
S18	0.76	-0.69	0.89	Valid
S19	0.59	-1.26	0.88	Valid
S20	0.97	0.03	0.87	Valid
S21	1.20	0.72	0.81	Valid

**Table 6.** Fit Item Validity Test Results for Non-Educational Major

Item	Outfit MNSQ	Outfit ZSTD	PT-MEASURE CORR	Interpretation
S18	1.29	0.88	0.49	Valid
S19	1.02	0.17	0.49	Valid
S20	0.86	-0.29	0.61	Valid
S21	0.94	-0.33	0.61	Valid

Based on the results of tables 5 and 6, it was obtained that the four statements items met all of the criteria and could be used to analyze the data further.

## 1. Person Fit

Checking through fit items can detect errors that occur during the calibration phase of an instrument's development. For example, if there is an item that has a bad differential power parameter, then the fit item will be able to detect it (Reise, 1990). Meanwhile, through person fit, it will be possible to show whether there are deviations in response patterns (leading to scores that are too high or too low) due to cheating, careless responding, lucky guessing, careless responding, and random responding (Amelia, 2021).

Checks using Winsteps provide accurate respondent data. Winsteps can identify the right or accurate respondents based on unusual answer patterns. To see this, the test used is a match test of the participant's response to the statement. This test is basically to check the consistency of responses or different response patterns based on participants to the statement items of their difficulty. An unequal response pattern is a mismatch of the response given from its ability compared to the ideal example. A participant who has a ability of 0.5 as much as 1.5, should be able to respond to all statements/question items that have a difficulty level below 1.5, but in the field, there are certainly some students who are inconsistent or result in an aberrant response. How many participants experienced this aberrant response as a measure of the validity of the substantive aspect construct. This deviant response can be caused by inaccuracy, origin in filling out the questionnaire or misconception. The response test of a person has deflection or is not claimed to be a person fit (Riyadi et al., 2024). The following are the results of the test using person fit.

From the number of respondents who filled out, after being processed using the Winstep application, data was obtained on students majoring in Education and Non-Education are summarized as follows:

**Table 7.** Number of Valid Respondents

CPL	Educational	Non-Educational
Teaching Campus Program for educational and non-educational program	12	68
Campus teaching program specifically for educational majors	39	
Campus teaching program specifically for non-educational majors		16

## 2. Reliability Test Using Winstep

Instrument reliability tests are performed to verify that an instrument can consistently produce the same data or information (Nurlatifah et al., 2023). The benchmark of the reliability test in using RASCH modeling is the Cronbach's alpha value (Sumintono & Widhiarso, 2015). Benchmark of instrument reliability coefficient using correlation coefficient criteria guidelines (Arikunto, 2010).

**Table 8.** Reliability Criteria

Interval	Interpretation
0.00 – 0.19	Very Quiet
0.20 – 0.39	Quite
0.40 – 0.59	Sufficient
0.60 – 0.79	High
0.80 – 1.00	Very High

The data obtained from summary statistics is information that shows the value of reliability measurements, both from the respondent side (person reliability), review of question items (item reliability), and interaction between respondents and statement items (Muntazhimah & Ulfah, 2020).

**Table 9.** Reliability Test Processing Results Using Winstep

	<b>Cronbach Alpha</b>	<b>Person Reliability</b>	<b>Item Reliability</b>
CPL Teaching Campus Program	0.94	0.87	0.89
Item for Educational major	0.89	<b>0.24</b>	0.77
Item for Non-Educational Major	<b>0.40</b>	<b>0.48</b>	<b>0.00</b>

Table 9 showed that the Cronbach alpha value was 0.94 which indicates that the interaction between the respondents and the CPL statement item of the Teaching Campus as a whole was very good, so that this instrument in the category was very high because it had a > score of 0.80 and could be declared reliable. In addition, the consistency of the respondents' answers was also very good because the value of person reliability was 0.87. In addition, the item reliability with a value of 0.89 which means that the quality of each item of this instrument is very good and can be used to measure the achievements of Teaching Campus activities well.

The reliability of the statement for the education majors has a Cronbach's alpha value of 0.89 which indicates that the interaction between the respondent and the CPL statement item profile of the education department as a whole is very good, so this instrument is in the very high category because it has a > score of 0.80 and can be declared reliable. However, the consistency of the respondents' answers was not good because the value of person reliability got a result of 0.24. However, the item reliability with a value of 0.77 means that the quality of each item of this instrument is very good and can be used.

The reliability of the statement for non-educational majors has a Cronbach's alpha value of 0.40, which indicates that the interaction between the respondent and the CPL statement item profile of graduates of non-educational majors is quite high, because it has a score of 0.40 and can be declared reliable. Although the consistency of the answers from the respondents and item reliability is not good because the value of person reliability = 0.48 and item reliability = 0.00 which means that the quality of each item of this instrument is not good and cannot be used.

### 3. FINDINGS AND DISCUSSION

The research team formulated 21 statements on a closed-ended questionnaire and tested their validity and reliability using the Rasch model. From the 21 items, 19 valid statements were obtained, of which 15 statements were to measure the achievement of the CPL of the Teaching Campus Program, and 4 statements to measure the usefulness of the program to support the profile of graduates of education and non-education majors. In addition, researchers have also checked the consistency of responses or different response patterns. An unequal response pattern is a mismatch of the response given from its ability compared to the ideal example. Responses from valid participants are data that is then analyzed by the research team.

#### 3.1 Education Student Perception

##### 3.1.1 Professional and Pedagogic Competencies

In analyzing the usefulness of the program to the profile of graduates, reviewed from the perception of students majoring in education, four indicators of competencies that must be possessed by a teacher are used, namely pedagogic, professional, social and personality competencies (Sipayung et al., 2023). Pedagogical competence is an essential skill that every prospective teacher must possess, as it is what sets the teaching profession apart from others. This competence encompasses a deep understanding of student characteristics and educational psychology, allowing teachers to effectively support and guide student learning. (Akbar et al., 2021). While Ikbal in (Mia & Sulastri, 2023) Stating that teachers' professional competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered by teachers in carrying out their professional duties. The importance of professional competence so that the learning process is better, besides that it can motivate students to learn and excel. Teachers who have professional competence will be able to apply learning strategies

and present material well and fun and are not only oriented to mastering learning but to the process of growing and developing students' potential which includes cognitive, affective and psychomotor aspects (Mia & Sulastrri, 2023). The results of the analysis are illustrated in the following table:

**Table 10.** Professional and Pedagogic Competencies (in percentage)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Supporting competence in the scientific field of study programs	0	0	16	59	25
Adding to the insight and competence as a prospective teacher	0	0	3	18	79
Recognizing the characteristics and potential of students	0	0	3	41	56
Ability to design, develop and develop creative, innovative and fun learning strategies	0	0	13	61	26
Being a teacher partner to innovate in learning, develop literacy and numeracy learning strategies and models, and assist in the development of technology adaptation	0	0	5	66	29

Based on table 10, information was obtained that the teaching campus program turned out to be very significant in improving the pedagogic competence and professionalism of students in teaching. This can be seen from the responses of participants who expressed agreement and even strongly agreed that the teaching campus program adds insight and competence as prospective teachers. The above information means that every student participating in teaching campus program (KM) masters the material, curriculum or substance of the knowledge taught and even the participants master the structure and teaching methods at school (Sipayung et al., 2023).

### 3.1.2 Social Competencies

Social competence is a competency that must be possessed by a teacher so that the ability to interact, adapt, and take objective actions in school residents can be realized (Julita & Dafit, 2021). The results of the analysis related to professional competence were obtained as follows.

**Table 11.** Social Competencies (in percentage)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Sharpening social empathy and interpersonal communication	0	0	5	60	35
Ability to adapt in dynamic conditions	0	0	7	63	30
Honing the spirit of leadership and group management	0	0	7	54	39
Acting more objectively, empathically, and being able to adapt to new environments	0	0	5	74	21

The information obtained from Table 11 is that after participating in this program, participants can hone social empathy and interpersonal communication, which is needed by prospective teachers. A Teacher must learn about social competence through training, discussion, direct visits, knowledge of human relationships, knowledge of social psychology, and adaptation to work in the workplace (Simanjuntak & Naibaho, 2023). So, the Teaching Campus program is one of the right ways to train the social competence of prospective teachers, because for 6 months they are placed in school and interact directly with the situation there. In addition to pedagogic, professional, and social competencies, the

competencies that want to be seen further are students' perceptions of students' personalities as prospective educators. Personality is a graph of a teacher's wisdom, authority, morals, stability and maturity (Sukoyo & Juhji, 2021). An ideal teacher must have these competencies.

### 3.1.3 Personality Competencies

The results of the analysis related to personality competencies can be seen from the following table.

**Table 12.** Personality Competencies (in percentage)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Self-discipline in carrying out duties	0	1	13	60	26
Analytical thinking skills in understanding information	0	0	11	59	30
Hone innovation, creativity, and critical thinking in problem solving	0	0	6	60	34
Ability to create a variety of solutions in problem solving	0	0	12	60	28
Being proud to be a prospective teacher, as well as improving my personality to be more mature, knowledgeable and in accordance with social norms	0	0	5	49	46

From Table 12, information was obtained that participants agreed with this program as it can equip them to improve their competence as prospective teachers. This can be seen from one of the indicators that believes in improving their personality to be more mature, wise, and in accordance with social norms. This is necessary for someone who wants to work as a teacher.

Based on the analysis of the results of the open questionnaire, it was found that the respondents at the beginning had difficulties because they were still unfamiliar with the students and had to adapt to group friends who came from different majors and university backgrounds. However, as time goes by, participants are able to adapt and even collaborate. According to respondents, there are more benefits than challenges obtained from this program, including being able to hone soft skills, interact directly with students, and be involved in various projects to develop school literacy and numeracy. In addition, this activity also helps develop teamwork skills, train discipline, confidence, public speaking, increase relationships/networking with friends and different campuses. Because they have experience outside of the classroom, students are more adaptable in their learning, which can be useful when they enter the workforce (Suwanti et al., 2022).

### 3.2 Non-Education Students Perception

In addition to students from the education majors, the Teaching Campus program also attracts the interest of students majoring in non-education. Apart from receiving assistance with living expenses and UKT, this program can increase the soft skills of these students. The following is an analysis of the usefulness of the teaching campus program on the profile of graduate students majoring in non-education.

**Table 13.** The Benefits of Non-Education Majors In Campus Teaching Programs (in percentage)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Teaching Campus Program does not increase skills in the world of work later	50	37	13	0	0
Teaching campus programs do not add to scientific competence	44	50	6	0	0
Sharing the knowledge of the study program with the school where the assignment is made	0	0	25	62	13
The scientific discipline is not used at all in teaching campus program	12	63	13	6	6

Based on Table 13, it turns out that they disagree and even strongly disagree if the teaching campus program is considered not to add competencies and skills in the world of work later; this is because during the debriefing activity, participants are equipped with various other soft skills. The benefits of participating in a teaching campus program are being able to work with many students from different universities and study programs (Suwanti et al., 2022). Even though the participants are from non-educational majors, they can still share knowledge in their field with students at school. One example is during the P5 activity (Pancasila Student Profile Strengthening Project) participants from the economics department can apply entrepreneurial science and during technology adaptation activities, participants from the information department can apply their knowledge and skills to students at school.

The highest perception from students is the development of cooperative skills, public speaking, and soft skills, including independence, discipline, and responsibility. The Teaching Campus program can help students to grow in understanding, character, and soft skills so that they can graduate with qualifications and become professionals (Shabrina, 2022). In addition, the benefits that are very felt are that they are proud to be agents of change in the field of education and increase relationships/networking from various universities and departments (Kamalia & Andriansyah, 2021). This is supported by an open survey of student subject perceptions which states that the benefits obtained from participating in the teaching campus program are being able to collaborate with many students from various universities and different study programs. Students work together to find solutions to problems experienced by schools.

**Table 14.** Benefits of Participating in the Campus Teaching Program for education and non-education students (in percentage)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The teaching campus program can develop competencies according to passion and talent	0	0	11	63	26
The teaching campus program provides the opportunity to become an agent of change for education in Indonesia	0	0	14	56	30
Teaching campus programs can increase friendship relationships in various scientific fields	0	0	1	58	41

From the results of research related to the perception of students from both education and non-education majors towards the Teaching Campus program, it can be seen that the policy of learning outside the study program, especially the Teaching Campus program initiated by the government, has

its own attraction for students, one of which is the obtaining of Living Cost Assistance and Single Tuition Assistance (Hidayah & Fatimah, 2024; Sipayung et al., 2023). In general, this KM program is considered very beneficial for students because this program can provide opportunities for students to develop their interests and talents outside the campus (Hidayah & Fatimah, 2024; Shofia et al., n.d.; Suranto et al., 2023). Therefore, in this study, students are very interested in the Teaching Campus program because the percentage of students who participate every year in each batch always increases significantly (Suranto et al., 2023).

In the process of implementing the teaching campus program, it is inseparable from the emergence of problems and challenges (Mansyur et al., 2024). Based on the results of the open questionnaire conducted it shows that during the program implementation process, students generally face challenges related to two things, namely the technical factors of implementation and the recruitment factor of the program. From the technical side of implementation, students face challenges, including (1) the school or teachers do not know the teaching campus program and its duties, this has an impact on many misconceptions of the work program; (2) Even though students receive Living Cost Assistance, they still have to spend a certain amount of funds for the implementation of the program. Some schools expect that they will receive financial assistance for physical development. (3) There are several courses that are not converted, so that students have to divide their time between lectures and teaching campus assignments, especially for students whose assignment location is far from campus.

#### 4. CONCLUSION

Based on the results and discussion above, this writing conclude that the perceptions of students majoring in education and non-education programs of the Teaching Campus Batch 2 to 8 program towards the profile of graduates have positive attitudes. This is the observation conducted from the results of the questionnaire using the Likert scale and an open questionnaire. Furthermore, the results of the questionnaire on the level of soft skill development showed increased results. Students participating in the teaching campus get many positive benefits, particularly related to provisions for them to enter the world of work later after their graduation. In relation to the benefit for participants of the education department, there are four competencies that the prospective teachers must have, both hard and soft skills. It is worth noting for participants in non-education majors, that although they do not come from the education department, they could get significant benefits such as having an interesting experience to meet different environments and friends from various regions to strengthen participants' relationships/networking, and provide a sense of pride for being able to contribute to the world of education.

Therefore, to improve this program in the future to be sustainable, this writing recommends some of the following: The first is. for the policy makers.: The Policymakers is supposed to make a socialization earlier to the education office in every region, schools and teachers. It is hoped that this policy can make the schools are ready to collaborate with the students in this program. The second is that Universities can help to facilitate the student to make the conversion of course credits so that the students can focus on carrying out assignments in their duty place. The third, it is hoped that this research could drive further research exploration for the improvement of students' skill competencies after participating in the teaching campus program

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