CHAPTER II

REVIEW OF LITERATURE

In this chapter consist of previous study, some pertinent idea, and conceptual ramework.

2.1. Previous Study

There is been several studies similar to this research. Here are some related literature reviews from previous research as comparisons.

Usral et al., (2022) had conducted a research on Kampus Mengajar during covid-19. This study uses qualitative descriptive methods. It aims to find out the motivation of Padang State University students in participating in the Kampus Mengajar program during the Covid-19 pandemic. They founded that there are several motivations that encourage students to take part in the Kampus Mengajar program during the Covid-19 pandemic. These motivations include recognition of one semester's credit, developing teaching skills, gaining teaching experience, building relationships, receiving financial incentives, and receiving a certificate from the Ministry of Education and Culture.

The following research has been conducted by Suwandi et al., (2023). They conducted research on MBKM Kampus Mengajar program. This study used quantitative discritative method with survey method. The purpose of this research is to analyze student interest in participating in Kampus Mengajar program, spread

the implementation of the program, determine student interest in participating, and provide

references for future research. Based on the research results, it was found that 75% of students were interested in participating in Kampus Mengajar programs, while the remaining 25% were not interested.

Fauzannur et al., (2023) also had conducted the similar research on Kampus Mengajar. The research method used in this research is quantitative descriptive method. The aim of this research is to determine students' perceptions of the Merdeka Belajar Kampus Merdeka (MBKM) program policy and their interest in participating in the program. The results of this research show that the majority of PG PAUD study program students have a variety of knowledge regarding MBKM policies, but only a small portion have sufficient knowledge. However, the majority of students show a high interest in taking part in MBKM activities, especially the Independent Student Exchange (PMM) program and Teaching Assistance in the Education Unit (Kampus Mengajar). Entrepreneurial activities are also of interest to students. However, research activities and independent studies are not in great demand. Students also have high intrinsic and extrinsic motivation to take part in the MBKM program.

The next research that conducted by Febrianti, (2021) about Merdeka Belajar Kampus Merdeka" The research method used in this research is a survey method. The aim of this research is to determine students' perceptions and understanding of the Merdeka Belajar – Kampus Merdeka (MBKM) program and their interest in participating in this program. The research results show that the majority of students

have a good understanding of the MBKM program and respond positively to this program. Even though there are some students who don't know about the MBKM program, they agree with the existence of this program and are interested in taking part. This shows that the MBKM program has the potential to gain high interest and participation from students. Students' motivation to take part in the MBKM program is to enrich their experience, network, insight and character. This program is also considered a response from the Ministry of Education, Culture, Research and Technology in preparing graduates who are strong in facing changes in the world of work, social, cultural and technological developments which are increasingly developing rapidly in the era of industrial revolution 4.0. Students also see this program as an opportunity to develop soft skills and hard skills outside of their study program.

The last perious research was a study entitled "Pengaruh Implementasi Kampus Merdeka dan Persepsi Mahasiwa Tentang MBKM Terhadap Minat Mengikuti Program Merdeka Belajar Kampus Merdeka" conducted by Zahra, (2023). This research aims to examine the influence of the implementation of the independent campus and student perceptions about MBKM on interest in participating in the Independent Kampus Mengajar program among students. This research uses descriptive quantitative methods. The results of this research show that there is an influence of the implementation of the independent campus and student perceptions about MBKM on interest in participating in the independent campus learning program among social science education students with a determination level of 0,525 or 52,5% of student interest. Influenced by the implementation of

independent campuses and student perceptions about MBKM, the remaining 47,5% is influenced by other factors.

Based on the five studies above there are several similarities and differenties with this research. The researcher found similarities with the research, namely the first, second, third, fourth and fifth articles discussed the Kampus Mengajar MBKM program, then the next similarity was that the second, third, fourth and fifth research both used quantitative research. Meanwhile, the difference between the five studies above only focuses on students' interest in participating in MBKM activities, and how students perception MBKM. Meanwhile, this research focuses on students' motivation to take part in MBKM on the Kampus Mengajar.

2.2. Some Pertinent Ideas

A. MBKM

Kampus Merdeka is one of the guidelines issued by Minister of Education and Culture Nadiem Makarim. This is what the university provides a policy granting him the right to study three semesters outside of the degree progam. Independent campus is basically a new concept where students can study independently. Leuwol argue this concept is a continuation of the previous concept, namely Merdeka Belajar. The planning of the Kampus Merdeka concept is basically a learning innovation to get quality learning.

Legal basis for implementing the Merdeka Belajar Kampus Merdeka is Minister of Education and Culture Regulation No. 3 of 2020 concerning Education standards Tall; Minister of Education and Culture Regulation No. 4 of 2020 concerning Changes in Higher Education State becomes a Legal Entity Higher

Education Institution; Minister of Education and Culture Regulation Number 5 Year 2020 concerning Accreditation of Study Programs and Higher Education Institutions.

The aim of the MBKM policy is to encourage Students master various fields of science according to their field expertise, so that they are ready to compete in the global world. This policy provides students with the opportunity to choose the courses they will take based on their own wishes.

MBKM Policy in Higher Education provides the right of autonomy to Higher Education. In principle, a paradigm shift education to become more autonomous with an innovative learning culture. The policy for implementing Merdeka Belajar Kampus Merdeka encourages the process learning in higher education is increasingly autonomous and flexible (E-issn & Rahmawati, 2022).

1. **Progam of MBKM**

   The MBKM program is a program launched by the Minister of Education and Culture which aims to encourage students to master various knowledge acquired while participating in the MBKM program. There are eight MBKM programs that students can choose from, such as:

   a. Student Exchange (Pertukaran pelajar)

   Universities collaborate with foreign universities country to implement a student exchange program for 6 months (1semester), where the study program taken by the student can be appropriate or different from the initial study program. Students attending student exchange program will receive credit recognition of 20 credits, get a discount on Single Tuition

Fee (UKT), get a return plane ticket and cost of living (Saragih et al., 2023).

b. Internship/Practice activities (Magang/praktik kerja)

Internship/Practice activities are carried out by students for 6 months (1semester) is equivalent to 20 credits expressed in the form of competencies hard skills and soft skills. This activity is carried out in collaboration with partners such as companies, non-profit foundations, multilateral organizations, institutions government, and start-up companies. Through this internship activity, students will acquire hard skills such as skills, complex problems ability to solve and analyze; and acquire soft skills such as work ethics, communication skills and the ability to work together in a team (Sutarja et al., 2022).

c. Independent study (Studi independen)

Independent study is a program from MBKM that provides students with the opportunity to gain experience working outside the world of lectures for 1-2 semesters (Mareta et al., 2023).

d. Research (Penelitian atau riset)

Research activities can form critical thinking in students in conducting research by applying appropriate research methods. Fuadi & Aswita argue that research activities aim to improve the quality of resources good researchers, develop students' interests and talents towards challenges and solutions scientifically, producing quality research

beneficial for the development of science and society, as well as improving student creativity and innovativeness (Ramli et al., 2022).

e. KKN Tematik

Form activities that involve the community to build experience and optimal development of regional potential. Laga argues, in this program students are given 6 months to carry out the activity program based on village problems and formulating priority development programs. These KKNT activities provide experience for students professionals in community empowerment (Mustofa & Naufalin, 2022).

f. Indonesian International Student Mobility Awards (ISSMA)

through the Overseas Student Exchange program, namely International The Indonesian Students Mobility Award is expected to increase students' national and international insight and have an understanding of diversity and expanding international networks. Nizam argue students will have a broad understanding of learning, culture and systems that apply internationally (Siregar et al., 2022).

g. Humanitarian Project (Proyek kemanusiaan)

The Humanitarian Project is a program that provides opportunities for students to develop humanitarian activities independently proven by explanation of reports or proposals for humanitarian activities (Wirianata, 2022).

h. Teaching Campus (Kampus Mengajar)

Kampus mengajar is a program organized by the Ministry of Education and Culture throuht the independent Learning Campus (MBKM) policy in 2021. This program involves students as partners as well as learning management and administration.

Kampus Mengajar is one of the MBKM programs which provides opportunities for students to develop and learn by participating in helping with learning at school, especially at the elementary and junior high school levels. This campus teaching program aims to empower students to help with the teaching process at disadvantaged and remote elementary and middle school levels. It is hoped that this program will help teachers and principals in the target elementary schools and junior high schools in implementing effective teaching and learning activities. Through teaching campuses, students can become agents of change who go directly to schools to help optimize education services and teaching and learning processes for all students with critical and limited conditions. This Teaching Campus Program activity provides many benefits for students, especially for students studying Education, teaching how to communicate and socialize well, honing leadership, emotional maturity and social sensitivity. and students also have the opportunity to hone their interpersonal skills while gaining teaching experience, for teachers at least they are helped in the teaching and learning process, school administration and adaptation technology (Rinawati, 2020).

This program was created because the quality of education in primary and secondary schools is still very low (PISA 2018 Indonesia's ranking is in position number 7 from the bottom). This program makes the school a place teaching practice in both schools in cities and remote areas. Learning activities in the form Teaching assistance can be provided in elementary schools, middle schools and high schools. Objective Kampus Mengajar is (1) Providing opportunities for students who are interested in the field of education to deepen the practice and knowledge of being a teacher at school; and (2) Helps increase equality the quality of education and the relevance of primary and secondary education to tertiary institutions and following developments with the era of digitalization 4.0; (3) help fill teacher limitations and lack of quality teaching staff in areas that need it; (4) teaching assistant programs in educational units can be learning platform for students from Educational Institutions and Education Personnel (LPTK), especially college students from the education study program (KIP) in order to increase competence in the teaching process at school; (5) can become a bridge for communities in villages to follow progress with the presence of students in the Kampus Mengajar program, so that they can educate, provide and share updated learning experiences as well inspiring. (Wirianata, 2022).

The benefits that participants get when attending this kampus mengajar, participants get living cost assistance of Rp. 1.2 million per

month which is transferred directly to the Teaching Campus participant's account. Apart from that, participants also get UKT education funding assistance which is given according to their respective UKT nominal campus with a maximum of IDR 2.4 million. Those who take part in the Teaching Campus program will gain teaching experience that can be recognized and equated in the form of semester credit units or SKS

For students who wish to take part in the MBKM Kampus Mengajar, there are several terms and conditions that apply

1) Active students of undergraduate/D4/D3 study programs accredited at state universities (PTN) and private universities (PTS) under the auspices of the Ministry of Education and Culture.

2) Students must be at least 4th semester at the time of implementing the program

3) Have a minimum cumulative achievement index (GPA) of 3.00.

4) Have never been designated as a campus teaching program participant in the previous generation

5) Students are registered at PDDIKTI

6) Willing to follow the program until completion (Febriani, 2023)

The stages of implementing the Teaching Campus Program for elementary, middle school and vocational school targets consist of pre-assignment, assignment and post-assignment. Here's the explanation:

a) Pre-assignment

Pre-assignment activities are activities carried out by students before carrying out assignments at Partner schools. These activities include:

1) Debriefing

To provide students with the necessary knowledge and skills to assist schools and teachers in the learning process, assist with technology adaptation, and assist school managerial administration. Provisioning is carried out online including presentation of material, discussions and assignments, involving competent resource persons according to their fields. Various forms of learning strategies carried out in the provision include: concept planting, sharing sessions with inspirational teachers, case studies, and assignments.

2) Coordination with the District/City/Provincial Education Office

Coordination with the district/city/provincial education office is intended to apply for permits as well as submit plans for implementing the Teaching Campus Program in schools within the scope of the local education office.

3) Coordination with Target SD/SMP/SMK Students accompanied by DPL report to the principal and tutor at the start of the assignment

b) Assignment

Assignment activities include initial assignment activities, daily activities, weekly activities and preparation of final reports.

Initial assignment activities carried out after the student reporting process to the target school include:

1) school observation

Carried out on aspects of the school environment, school administration, school organization, observation of the learning process, and identification of problems.

2) Carry out the AKM Class pre-test Conducted for students in grades V SD, VIII SMP, and XI SMK/SMA with the aim of knowing students' literacy and numeracy abilities

3) The next stage is to prepare an activity plan together with the teacher. The activity plan includes teaching assistance, technology adaptation assistance, and school managerial administration support

4) Conducting school communication and coordination forums (FKKS). Students explain the results of observations, class AKM pre-tests and program designs (Kampus Merdeka, 2022)

B. Motivation

1. Definition of Motivation

Motivation is a psychological symptom in the form of encouragement that arises in a person consciously to carry out an action with a purpose certain. Motivation can also be in the form of efforts that can causea certain person or group of people is moved to do something because they want to achieve the desired goal or get satisfaction with his actions. Michel J. Jucius mentions motivation as an activity that provides encouragement to someone of oneself to taje a desired action (Prihartanta, 2015).

Motivation has a strategic role in a person's learning activities. No one learns without motivation, no motivation means no learning activities. In order for the role of motivation to be more optimal, the principles of motivation in learning must not only be known, but must also be explained in daily activities.

From the opinions of Hasibuan and Handoko motivation can be interpreted as an encouragement or a driving force that creates enthusiasm in work, making someone want to work effectively and integratedly to achieve satisfaction. Motive or motivation is also considered as an effort that encourages someone to do something, which is a driving force from within the subject to carry out certain activities in order to achieve a goal (Amalia Yunia Rahmawati, 2020).

According to Slameto, motivation is a process which determines the level of activity, intensity, consistency, and general direction of human behavior (Pusparini et al., 2020).

2. Types of motivation

Slameto argue that there are two types of motivation, namely intrinsic motivation and extrinsic motivation.

a. Intrinsic motivation

Slameto argue that there intrinsic motivation is a drive that arises from within a person, such as interests, learning motivation, and perception

a) Interest is a person's desire or interest in a certain thing or activity. Interest consists of 4 indicators, namely feelings of pleasure, interest, attention and involvement.

1) Feelings of pleasure

Someone who has a feeling of pleasure or liking for something, then that person will continue to learn what he likes. There is no feeling of being forced to learn this.

2) Attraction

Interest Attraction is related to the impulse that drives to feel attracted to something stimulated by the desire itself.

3) Attention

Attention is the concentration or activity of the soul towards observation and understanding, to the exclusion of anything else than that.

4) Involvement

A person's involvement in an object that causes the person to be happy and interested in doing or doing activities from it.

b) Learning motivation is a process that gives the spirit of learning, and the persistence of behavior. Learning motivation indicators can be classified as follows:

1) There are interesting activities in learning.

2) There is a conducive learning environment.

c) Perception is a response, a response is a picture of observation that stays in our consciousness after observing.

1) Understanding or Comprehending

This is an indicator of perception as a result of the classification and organization process. This stage occurs in the psychic process. The result of the analysis is in the form of understanding or comprehension. This understanding or comprehension is also subjective, varying for each individual.

b. Extrinsic motivation

Slameto argue that there extrinsic motivation is encouragement that comes from outside, such as family, community, competition and praise.

a) The family can be understood as a primary group consisting of two or

more people who have a network of interpersonal interactions, blood relations, marital relationships or adoption as binders. The family has an important role in providing social and emotional support, as

well as helping to meet the physical, and psychological needs of family members.

b) The social environment is an interaction or community relationship that has close involvement with everyday life. The social environment can affect a person either directly or indirectly.

c) Competition is a feeling where individuals or groups do not want to lose to other individuals or groups.

d) Praise or recognition means a sincere sense of recognition and appreciation for the goodness or excellence of something (Pusparini et al., 2020).

3. Factors that influence motivation

Singgih D. Gunarsa argues that aspects influence motivation or determinants The intensity of motivation is known as the motivation dimension. Meanwhile, according to Hamzah B. Uno says that motivation is internal and external encouragement within a person to make changes in behavior, which has the following indicators, intrinsic factors, namely: (1) the desire and desire to succeed, (2) the encouragement and need for learning, (3) the existence of hopes and aspirations for the future, (4) the existence of appreciation for learning, (5) there are interesting activities in learning, (6) there is a conducive learning environment. Factors included in motivation extrinsic according to Manullang (2001) are: (1) Wages (2) Employment relations policy (3) work environment (4) supervision (Septian, 2019).

From the statement above, it can be concluded that the influencing factors are Motivation is divided into two, namely influencing factors Intrinsic motivation and factors influencing motivation extrinsic. Factors that influence intrinsic motivation are:

(1) there is a desire and desire to succeed.

(2) there is encouragement and the need for learning.

(3) the existence of hopes and aspirations for the future.

(4) there is appreciation in learning.

(5) there are interesting activities in learning.

(6) there is a conducive learning environment.

Meanwhile, these factors influencing extrinsic motivation, namely

(1) Wages

(2) Employment relations policy

(3) work environment

(4) supervision.

4. Goals and motivational functions

According to Ngalim Purwanto in general it can be said that the goal of motivation is to move or arouse someone so that a desire arises and his willingness to do something so that he can gain results or achieving certain goals. Meanwhile, the function of motivation according to Sardiman A.M, There are three (Septian, 2019).

(a) Encouraging people to act, becoming a driving force or motor that releases energy.

(b) Determining the direction of action, namely towards the desired goal achieved.

(c) Selecting actions, namely determining what actions things that must be done in harmony to achieve the goal.

Meanwhile, according to Oemar Hamalik the function of motivation those are:

(a) Encouraging the emergence of behavior or an action.

(b) As a director, it means directing actions towards achievement of desired goals.

(c) As a mover, meaning as a mover in doing things something cool.

Based on the descriptions above, it can be concluded that the conclusion that the clearer the expected or future goals achieved, it becomes clearer how the motivational action is carried out. Motivational actions will be more successful if the goals are clear and well-founded by actions that are motivated and in accordance with people's needs who are motivated. Therefore, everyone who will give Motivation requires knowing and truly understanding the background life, needs and personality of the person who will be motivated (Septian, 2019).

5. Students motivation joining MBKM according to some previous study

Several previous studies have examined student motivation joining MBKM in several places such as Padang State University and Esa Unggul University whose results say that student motivation to join MBKM Kampus Mengajar is because students will get college education funds, earn living expenses, to

develop teaching skills, gain experience, to develop hard skills and soft skills, get certificates and build relationships with others. In addition, from several previous studies, it was also said that the majority of students showed high interest in participating in the MBKM program.

2.3. Theoretical Framework

The MBKM program is a national program aimed at improving the quality of educational outcomes by conducting various activities. Educational Assistance in Educational Units. In addition, MBKM also aims to improve the competencies of its graduates in both soft and hard skills so that they can better meet the needs of the times. The program also aims to prepare graduates as future leaders of the country with outstanding personalities.

Kampus Mengajar is a learning channel that provides opportunities for students to learn off campus for one semester to practice the ability to solve complex problems with Become a teacher partner to innovate in learning, develop strategies and learning models creative, innovative and fun. The Teaching Campus brings students to school for the purpose of strengthening literacy and numeracy with various activity programs. This is a strategic aspect for the Teaching Campus supporting the progress of education in Indonesia.

Kampus Mengajar Program was held for the first time in 2020 with a pioneering class, as one of the implementations of the Independent Campus Learning (MBKM) policy. Since its initial launch up to the fifth generation, more than 91 thousand students have been assigned to more than 21 thousand elementary schools and Junior High School, where they contribute to the development of

strategies and models creative, innovative and fun learning. Kampus Mengajar also aims to provide opportunities for students to learn and develop themselves through activities outside the classroom lectures (Suwandi et al., 2023).

In order to research this title, the researcher used previous studies as references in order to answer this research problem. The finding of this study are expected to expand knowledge and serve as. a reference in conducting research related to this study with interesting and creative ideas.