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ANALYSIS OF THE INFLUENCE OF THE MBKM PROGRAM IN TEACHING FIELD

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ABSTRACT

Background: The field of education is one of the industries most affected by the COVID-19 Pandemic, namely the move from face-to-face learning to online learning. At the same time, the Indonesian Minister of Education encouraged the *Merdeka Belajar Kampus Merdeka* program where one of its programs is the Teaching Campus. The involvement of students of the Faculty of Information Technology in online teaching digital marketing at high schools in Bandung is a form of implementation of the teaching campus program. There is a problem because students do not have experience, so it is questionable whether online teaching that limits the teacher's interaction with students can have a positive impact.
Aim: The study was conducted with the aim of seeing how much impact student online teaching has on students.
Method: The research was conducted through a survey, using AMOS 28 for quantitative analysis. The questionnaire tool is submitted through a Google Form and distributed electronically via Whatsapp and Google Classroom.
Findings: Significant results were obtained on the relationship of teaching variables and Student variables. with a total influence of .194. It is proven that a positive impact is obtained.

KEYWORDS
analysis, influence, teaching campus, online teaching

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INTRODUCTION

When the COVID pandemic hit the world in 2020, the Indonesian Ministry of Education and Culture ordered the implementation of distance learning. Distance learning is also applied to the Digital Marketing Teaching Campus program which is carried out by students of the Faculty of Information Technology UKM Bandung. The problem arises, whether students who have no experience in online teaching can successfully share their knowledge well.

The results of research conducted by Nurlatifah et al. (2021) on online learning for students of The Bojongjati Private *Aliyah Madrasah* showed that online learning is less effective than face-to-face learning. On the contrary, other studies conducted by Pranyoto (2021) on online learning outcomes have a positive influence on students. The results of the research and the problems seen are the rationale that prompted this research to be carried out. The purpose of the study is to contribute to knowledge about the impact of the MBKM program's online teaching on high school students. Furthermore, to measure impact the participation of students in one of the *Merdeka Belajar Kampus Merdeka* (MBKM) program in the teaching (Kemendikbudristek, 2021).

Hartley (2001) in his book, “Selling E-Learning,” states that e-learning is a type of teaching and learning that allows the delivery of teaching materials to students using internet media, intranet or other computer network media. Since there are limitations in social

interaction, students must keep themselves motivated (Syarifuddin et al., 2021). The way students learn must also change independently accessing the material divided into the LMS (Sriyanto & Kaniadewi, 2019). Similarly, teachers in this case students must be able to teach in the style of a student learning center (Sriyanto & Kaniadewi, 2019). Several studies related to the implementation of online teaching need to improve skills as teachers and students in utilizing online learning modules/applications, increasing the readiness of supporting infrastructure, improving teacher skills in developing online-based learning modules, and improving the function of internet access control (Pranyoto, 2021).

Research by Setiawati and friends on comparing e-learning and traditional learning methods. Explained that online learning learners must be active and assimilate as much knowledge as possible to achieve the required level of expertise (Setiawati et al., 2012). On the other hand, Nurlatifah's (2021) research results have succeeded in proving that online learning is less effective than onsite learning. To bridge the gaps and problems arising from online learners, a model of online MBKM program Teaching Campus was created. The figure below is a model of the study and the variables that are its manifestations.

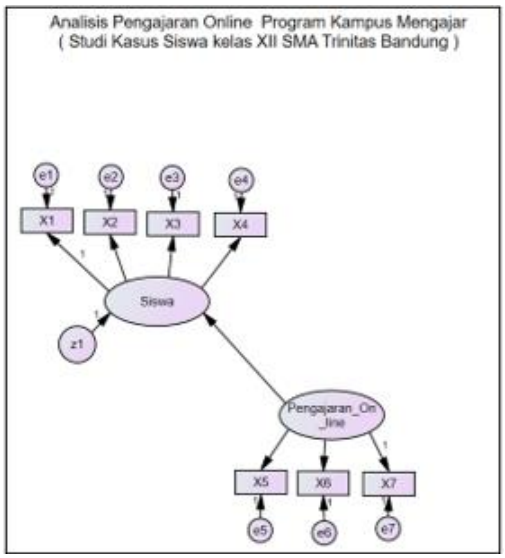


Figure 1. Teaching Campus Online Teaching Variables

In the following, an explanation of a number of variables related to. Teaching Campus in this case is on the subject of Digital Marketing. Variables X1 to X4 which are interpretations of student responses will be independent variables to the way online learning is represented with X5to X7.

As stated in a study on teacher self-evaluation, there is no teaching assessment system that can measure all possible work achievements, so two variables were tried, namely the weight of teaching (X1) and the relevance of the teaching eye (X2) used as one of the ways of teacher evaluation carried out by students (Tutik et al., 2006). The use of technology in digital marketing subjects but how much the application of technology (X3) is in the subjects tried to be studied with the aim of evaluation of improvements in the future (Sabintang et al., 2021). The X4 variable about a conducive environment where teachers create a positive environment for learning and become good communicators (Lestari & Yuzarion, 2019) is a factor considered for research.

Online teaching is the use of the internet network by students in the learning process (Isman, 2017). It allows students to follow learning from locations wherever they are and overcome cost limitations (Dhawan, 2020). It is only a matter of whether students feel this learning is more comfortable, effective and understandable in question. An effective way of teaching online will make students to understand and enthusiastic in following the process easier (Aliyyah et al., 2020; Suminar, 2019). Therefore, the three variables are effective, easy and enthusiastic as variables X5 up to X7. The data obtained were processed using SPSS-AMOS 28 software to see the relationship and the amount of influence between variables. It is hoped that in the future, although teaching may have changed to onsite, it is felt necessary to provide brief training on how to bring teaching material, teaching creativity and how to deal with problems in class, in addition to general teaching materials that are empowered.

METHOD

The main research method is quantitative research by collecting primary data through questionnaires for students via Google Form and distributed electronically via Whatsapp and Google Classroom. User interviews (School officials and teachers) were conducted to complete the data obtained data processing using AMOS 28.

This study used purposive sampling in the selection of samples, by setting criteria in accordance with the research objectives to reduce bias. Students were the main respondents. The Teaching Campus online teaching model will be created that presents dependent and independent variables and their manifestations. The model will be analyzed with the help of AMOS 28 software to obtain the validity of dependent and independent variables manifested in the form of questionnaires to respondents. Direct interviews to school representatives and teachers were conducted separately. The results obtained will show the magnitude of the influence of this teaching on students.

RESULTS AND DISCUSSION

The results of data processing for the Model produce the accuracy of the Model and the relationships between the variables as described below.

Testing Variable "Student Constructs"

Student Construct is a variable that represents the respondent, namely the student as the subject learning (Budiningsih, 2015).

Table 1. Results of Student Construct Calculations

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
X1	<---	Siswa	1,000				
X2	<---	Siswa	1,225	,185	6,634	***	
X3	<---	Siswa	1,268	,194	6,546	***	
X4	<---	Siswa	1,175	,200	5,874	***	

From the calculation results with AMOS 26, the results of all manifest variables are obtained that are eligible for use.

Teaching Construct Variables

Online Teaching is the use of the internet network by students in the learning process (Isman, 2017). It allows students to follow learning from locations wherever they are and overcome cost limitations (Dhawan, 2020). It is only a matter of whether students feel this learning is more comfortable, effective and understandable in question. Therefore, the manifest of the Teaching Construct tries to cover this in the writing of the questionnaire. The figures of the teaching Construct and their manifest variables can be seen in Table 2 below.

Table 2. Teaching Construct Calculation Results

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
X7	<---	Pengajaran_On__line	1,000				
X6	<---	Pengajaran_On__line	,785	,097	8,116	***	
X5	<---	Pengajaran_On__line	,956	,111	8,609	***	

AMOS 26 calculation results for variables the teaching construct shows the manifest standard.

Testing Full Structure Model

The results of data processing for the model produce the accuracy of the model and the relationships between the variables as described below. The first test is the model accuracy test which will be presented below.

Testing the Accuracy of the Teaching Campus Online Teaching Model

The fit model index limitations taken in this study are CMIN, Goodness of Fit Index (GFI), RMSEA and the research of Ferdinand (2006). The following are the results of model accuracy testing:

1) CMIN/ DF limit 2.00, Calculation: CMIN/ DF 1,519 Meaning this model blm is right;
2) GFI limit between 0 (not fit) to 1 (very Fit), the GFI result of 0.954 indicates that the model is close to its accuracy limit. The standard value of RMSEA is 0.080, the rmsea result is 0.070, so the model is below the standard value. PNFI has a limit of 0.5; In this situation, the PNFI result of 0.582 indicates that the model is even in the right set.

The conclusion is that the model is acceptable.

Full Structural Testing of the Model

In this case, the results of the overall model testing will be presented. Table 3 below is a table of calculation results with AMOS 26 against the Teaching Campus Online Teaching Model.

Table 3. Full Structure Test Results ofTeaching Campus Online Teaching Model

			Estimate	S.E.	C.R.	P	Label
Siswa	<---	Pengajaran_On__line	,194	,052	3,723	***	
X1	<---	Siswa	1,000				
X2	<---	Siswa	1,184	,179	6,622	***	
X3	<---	Siswa	1,262	,190	6,628	***	
X4	<---	Siswa	1,206	,198	6,086	***	
X7	<---	Pengajaran_On__line	1,000				
X6	<---	Pengajaran_On__line	,804	,097	8,273	***	
X5	<---	Pengajaran_On__line	,965	,110	8,790	***	

Where the Probability value (P-Value) is set at 0.10. If the p-value > of alpha, then Ho is rejected, and H1 is accepted. then it can be concluded that there is a relationship between the Online Teaching Construct and the Student construct variable.

The Result of the Magnitude of Influence

The magnitude of the influence between variables of the Independent Campus online teaching model can be seen in Table 4 as follows:

Table 4. Total Influence Results of Teaching Campus Online Teaching Model

	Pengajaran_On__line	Siswa
Siswa	,194	,000
X5	,965	,000
X6	,804	,000
X7	1,000	,000
X4	,233	1,206
X3	,244	1,262
X2	,229	1,184
X1	,194	1,000

The total influence of 194 results was obtained from the online teaching variables of digital marketing subjects on students. Although the results are not great, this shows that the influence of online teaching on students is real.

CONCLUSION

There is a positive impact of digital marketing online teaching on high school students where this is proven by the relationship that meets the level of significance in the calculation with AMOS 28, and the amount of influence of the teaching online construct on the student construct variables, which is 194. From the answers of the students during the online teaching of Digital Marketing, it can be concluded that 48% feel that they have received weighty teaching, 55% state that teaching is very relevant and in accordance with technological advances.

The results of this teaching were felt very well when we met online with the school, in the appendix, there was a link to a conversation recorded between the coordinating teacher and the Maranatha Christian University. They were satisfied and the principal asked again that similar Digital Marketing teaching be resumed in the next semester. In the future, some improvements from this research can be carried out. Research in the field of MBK teaching with different teaching materials needs to be carried out, so that a comparison can be obtained that can be used as evaluation and improvement material for the MBKM teaching program. Respondents in the same field of teaching but come from different schools need to be involved in order to get a more holistic picture because the MBKM program teaching Digital Marketing is a continuous and repeating program from every other semester, a Digital Marketing teaching book is needed which can be a guide for teaching MBKM Digital Marketing.

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