



The Role of Leadership and Communication Competence in Increasing Learning Motivation in the Kampus Mengajar Program

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ABSTRACT

Introduction/Main Objectives: Kampus Mengajar (Teaching Campus) is a program that provides opportunities for university students to learn outside the classroom for 1 (one) semester by becoming teaching partners to make innovation in the development of creative and innovative learning models and strategies in targeted education units. This program focuses on increasing school students' literacy and numeracy skills in targeted schools. **Background Problems:** This research tries to elaborate further on how university students play a role in efforts to increase students' learning motivation in the target schools. **Novelty:** The research that examined leadership and communication competencies associated with increasing students' learning motivation has never been described in the Kampus Mengajar Program evaluation. **Research Methods:** Qualitative approach is used to collect the data. The data used in this study were primary and secondary. Primary data was obtained from non-participant observations, interviews, and focus group discussions with students and teachers. Secondary data were obtained from students' report documents and other relevant literature. **Finding/Results:** Based on the results of the research, it was found that participants' leadership and communication competencies play an essential role in increasing students' learning motivation, which has a positive effect on increasing their literacy and numeracy skills. **Conclusion:** it could be concluded that university students, as the program participants were able to build their leadership attitudes successfully.

1. Introduction

Many factors influence learning motivation, from personal to environmental factors (Gibbons, 2022). Leadership and communication competence are critical environmental factors influencing learning motivation (D.-C. Chen et al., 2022). These factors originate from the school environment, with teachers as the primary agents who lead and communicate with students. Various studies have shown that teachers who lead the class well and communicate effectively with students can promote high learning motivation (Trigueros et al., 2020). This impact occurs in various contexts, including primary school, literacy, and numeracy learning (Engin, 2020; Guay et al., 2020).

Leadership and communication competence are essential for every student participating in the Kampus Mengajar program because they relate to their duties: influencing, guiding, directing, and motivating students to improve their abilities and academic achievements.

Kampus Mengajar is one of the programs from Merdeka Belajar Kampus Merdeka or Freedom to Learn Freedom Campus (MBKM) launched by the Ministry of Education, Culture, and Research in 2020. Quoted from the MBKM page, the Kampus Mengajar is a program that provides opportunities for students to learn outside the classroom for 1 (one) semester by becoming teachers' partners to make innovation in developing creative and innovative learning models and strategies in targeted education units, with a focus on increasing students' literacy and numeracy skills (Directorate General of Higher Education, Research & Technology, 2022). The role of students in the Kampus Mengajar program is highly demanded by schools,

particularly in the 3T (terdepan = frontier, terpencil = outermost, tertinggal = least developed) regions, to increase the quality of education. The program is also a momentum for the participants to fulfill one of the Three Pillars of Higher Education: community service (Indonesian Ministry of Education and Culture, 2022a). In addition to the 3T areas, schools with an accreditation status of B and C, or schools with low assessment scores (AN), are also the object of this program.

The success of the Kampus Mengajar program was also stated directly by the Minister of Education and Research and Technology, Nadiem Makarim, during the Kampus Merdeka Festival in Bali on November 14, 2022, as reported by detik.com. According to him, "Through the implementation of the Minimum Competency Assessment (AKM) Class, it is found that learning for three months through the Kampus Mengajar batch 3 program is equivalent to learning for 3.6 months for literacy in elementary school and 4.2 months for literacy in junior high school. Meanwhile, in increasing numeracy skills, three months of Kampus Mengajar assignments are equivalent to 14.8 months of learning in elementary schools and 10.8 months in junior high schools." (Koesmawardhani, 2023). On the same occasion, the Minister of Education, Culture, and Research also said: "I heard a story of student alumni of the Kampus Mengajar program who managed to help three children who were initially illiterate, then they were finally able to read. This extraordinary satisfies the participants when they can impact small children in the area that can change their lives." (Nugroho, 2022). The two statements of the Minister of Education, Culture and Research provide an idea that the work of university students

participating in the Kampus Mengajar program in the target schools has had a significant impact on increasing students' learning motivation. The target schools for the Kampus Mengajar program lack infrastructure, teaching staff, and access to information due to the absence of internet networks, which affects students' learning process (Astunggoro, 2022). Moreover, with the recent COVID-19 pandemic, students in these schools have experienced the so-called learning loss (learning gap) (Indonesian Ministry of Education and Culture, 2022b). Based on the explanation above, the author considers it essential to conduct further research on the role of leadership and communication competence in the Kampus Mengajar program. What are these constructs' roles in the success of Kampus Mengajar program?

The research locus was conducted at State Elementary School (SDN) Sinaba in Kasemen District, Serang City. SDN Sinaba is one of the schools that has received positive benefits from the fourth batch of the Kampus Mengajar program from August to December 2022. Although this school is not included in the 3T (frontier, outermost, and least developed) regions, the school, which is located on the outskirts of the capital city of Banten Province, is categorized as a school with a relatively low Assessment Score (AN) compared to other elementary schools in Serang City. The low score is due to infrastructure, socio-cultural, and geographical conditions. Thus, it is necessary to intervene through the Kampus Mengajar program.

In its implementation, participants who dedicate themselves to the Kampus Mengajar program face various administrative and technical obstacles, including low student learning motivation.

Many reports on implementing the Kampus Mengajar program reveal that some students play truant, disturb friends, are lazy to do assignments and ignore lessons, which are indicators of low learning motivation. (Maharani, 2022; Radianengsih et al., 2023; Saefullah et al., 2023).

Related to this issue, this research is focused on the question: What is the role of leadership and communication competence that the program participants possess in the success of the Kampus Mengajar program at SDN Sinaba, Kasemen District, Serang City? This research aims to explore the role of leadership and communication competence of the instructors in the success of the Kampus Mengajar program.

Research on leadership and communication competence in education has been researched many times. Anggorowati et al. (2021) examined the Role of Educational Leadership Communication in Building Relationships; Maria (2021) on Educational Leadership Communication for Heads and Vice Principals of Bintang Laut Kindergarten, Elementary, and Junior High School; Nasukah et al. (2020) on Effective Communication of Leaders in Increasing Institutional Performance; Zulkifli and Rifma (2020) on the Contribution of Transformational Leadership and Teacher Interpersonal Communication to the Performance of Padang State High School Teachers; and Nasihah and Yuliana (2018) on Communication in Educational Leadership (Case Study at SD MuhammadiyahKleco, Kotagede, Yogyakarta); and many other similar studies.

However, from the studies mentioned above, there has not been previous research that examined leadership and communication competencies associated with increasing students' learning

motivation. The same applies to the Kampus Mengajar program. Therefore, research on the Role of University Student Leadership and Communication Competencies in Increasing Students' Learning Motivation in the Kampus Mengajar Program can be considered relatively new research, and the results are expected to be an excellent policy-making resource for the Kampus Mengajar program in the future. The program is expected to be helpful, particularly in strengthening the leadership capacity and communication competencies of the university students participating in the Kampus Mengajar program. Thus, it is expected that the implementation of the Kampus Mengajar program will be even better and provide a more significant impact on increasing the quality of education in Indonesia.

2. Literature Review

Leadership can be defined as the ability to influence and direct others in achieving goals. Ralph M. Stogdill (in Bertocci, 2009) states, "Leaders are agents of change, persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others."

Shelly Kirkpatrick and Edwin Locke (in Suwatno, 2018) mention five characteristics a leader must have. (1) achievements, in which a leader must have specific experiences and achievements in his work and education; (2) ambition, in which a leader's ambition moves him to become a learner to achieve goals by looking for significant challenges; (3) energy, in which a leader focuses his energy to do the job perfectly; (4) tenacity, in which a leader shows persistence in completing complex tasks and obstacles; and (5) initiative, a leader should be more proactive than reactive and

does not hesitate to initiate action to fix identified problems.

Meanwhile, communication competence is the ability and willingness of each individual to participate in a communication activity to produce whole meaning (Suwatno, 2018). Communication competence can also be a combination of abilities in managing social competence, skills for self-management in teamwork, and professional career development (Kiessling et al., 2010). Communication competence is the ability to carry out various communication behaviors effectively and appropriately to integrate one cultural identity with another or various identities in different cultural environments (G. M. Chen & Starosta, 1996).

Littlejohn and Labusch (in Suwatno, 2018) mentioned communication competence as the ability and willingness of each individual to participate in a communication activity to produce maximum meaning. In addition, in dealing with the various obstacles referred to, it is also vital to have effective communication. Kiessling et al. (2010) described communication competence as a combination of abilities in managing social competence, skills to cultivate oneself in teamwork, and professional career development. In intercultural communication, G. M. Chen and Starosta (1996) interpreted communication competence as the ability to carry out various communication behaviors effectively and appropriately, allowing it to combine one cultural identity with another or various identities in different cultural environments. Communication competence uses language competence as the primary basis and involves knowledge of procedures for conducting communication interactions. Therefore, communication competence is essential in dealing with various situations

requiring communication coordination (Adyawanti, 2017). Communication competence is the primary competence that everyone must own to coordinate solving a problem. This coordination is needed to solve various problems involving many components that must be synchronized.

Leadership and communication competence are like two sides of a coin. Become one unit, complement each other, and cannot be separated. Because to be able to run the wheels of the organization well and achieve the desired goals, apart from leadership factors, communication competence is also absolutely needed by a leader. Research conducted by Mulyana et al. (2019) states that leaders with poor communication skills tend to fail in communicating and coordinating internally within the company, both with the board of directors or commissioners and with employees.

Teacher leadership is one of the crucial factors in increasing students' learning motivation (D.-C. Chen et al., 2022). Certain leadership styles, such as transformational leadership, can also increase learning motivation if executed appropriately (Trigueros et al., 2020). Teacher leadership is even more critical for students' motivation at the primary school level, given that teachers currently act as parent substitutes for their psychologically developing students (Engin, 2020). Studies have also shown that school leadership can be directed toward meeting the needs of students in achieving literacy and numeracy skills (Merga et al., 2021). Teachers' exemplary implementation of classroom leadership roles has improved children's development, including literacy and numeracy capabilities (Siraj et al., 2023). Similarly, teachers' communication competence favors students' learning

motivation (Nguyen, 2021). Positive teacher communication behaviors toward learners can increase students' learning motivation and increase teacher success (Pishghadam et al., 2021). Teachers' communication skills improve the quality of student-teacher relationships and boost the learning motivation as well as academic achievement of learners from kindergarten to sixth grade (Zee et al., 2021). Studies in the primary school setting show that teachers' ability to communicate with students interactively increases students' motivation to write (Guay et al., 2020). Studies also show that a lecturer's leadership and clear and supportive communication skills can increase students' learning motivation (Chan et al., 2023).

Leadership skills and communication competence in promoting learning motivation can be explained through the self-determination theory (Salikhova et al., 2020). According to self-determination theory, learning motivation can arise if three psychological needs of learners are met: autonomy, competence, and relatedness. Leadership and communication skills that increase students' motivation to learn mean they can promote this sense of autonomy, competence, and relatedness in students (Li et al., 2020). Appropriate leadership and communication enable students to feel autonomy, competence, and social connectedness with their teachers and fellow learners (Müller et al., 2021). These three things lead to an increase in learning motivation.

One of the programs or activities currently being carried out by the Ministry of Education and Culture is the Teaching Campus program launched in 2020. The teaching campus program implements MBKM. The program requires good collaboration and information system

management to support the smooth implementation of the program (Hermanto et al., 2021). Although the government claims that this program has been quite successful in reducing the learning loss caused by the Covid-19 pandemic and has been able to increase students' literacy and numeracy understanding in elementary and junior high schools, several studies have mentioned the obstacles faced by students of the Teaching Campus program when carrying out their services in the target schools. In their research, Hilmi et al. (2022) & Bhakti et al. (2022) stated that one of the challenges in implementing Campus Teaching activities is the problem of communication barriers.

The success of the Kampus Mengajar program participants in increasing student learning motivation in the target schools cannot be separated from many factors. One of them is leadership and communication competence. Kompas.com, in a report, wrote about the success of a university student participating in the Kampus Mengajar program at SDN Bringin 1, Srumbung, Magelang, Central Java, named MaghfirohIzzaMaulani (Kasih, 2022). The report described how Izza - her nickname - encountered various student personalities, so she was required to control the classroom atmosphere, which sometimes did not match expectations. While teaching, she was required to explain math subject matter in the most straightforward language possible to make it easy to understand. To overcome this, she approached numeracy subjects with contextual problems usually found in everyday life. "The challenge in elementary school is that we have to simplify what seems complicated so that students can understand it easily," said Izza (Kasih, 2022).

The story written by Kompas.com provides us with an understanding that the

leadership and communication competencies of Kampus Mengajar participants are success factors in implementing the program in target schools, particularly in increasing students' learning motivation. Through their leadership, participants are consciously required to be the agents of change in schools, become creators, motivators, as well as role models for students, just like a teacher, namely *digugu* (the one to be trusted) and *ditiru* (the one to be imitated).

With communication competence, program participants can overcome various obstacles that occur. Thus, the process of adaptation and interaction can run well and smoothly, allowing them to carry out their work as agents of change reasonably, which affects the successful implementation of the Kampus Mengajar program at school.

Gudykunst and Kim (1997) stated that effective communication is essential to minimize misunderstandings by creating an ordinary meaning of the message, both delivered by the communicator and received by the communicant.

Pardede et al. (2022) stated that the role and contribution of university students in the Kampus Mengajar program at SDN 24 Mandau, Bengkali Regency, Riau Province, has significantly increased students' learning motivation. This situation can be observed in the ongoing changes, where students are enthusiastic about participating in classroom learning. The school students viewed the Kampus Mengajar participants as friendly, patient, and not short-tempered. They did not hit the students when they did not understand the lesson, as well as could overcome the boredom they experienced when learning. The conditions happened because the program participants utilized different teaching approaches. Similarly, research conducted by Safaringga et al. (2022)

stated that several Kampus Mengajar programs such as teaching assistants, learning jarimatika multiplication, operating integers with crosswords learning media, technology-aided English learning, learning to read the Quran, STEM (Science, Technology, Engineering, and Mathematics) learning, using Cari Kata learning media, Indonesian language Crosswords, and Technology Adaptation assistance, which are implemented at SDN 01 Girijaya can help to increase student learning motivation.

3. Method, Data, and Analysis

This research used a qualitative approach, which is suitable to explain and analyze both individual and group phenomena, facts or events, social dynamics, beliefs, and perceptions. In this case, Creswell (2013) stated that research uses a qualitative approach to explore and understand the meaning ascribed to social or humanitarian problems of individuals or several social groups.

This research utilized a case study method as it fulfills the elements stated by Yin (2019), namely; ((1) The researcher has little information about the subject being studied; (2) The research focus is an ongoing phenomenon, and; (3) multiple data sources exist. Stake (in Creswell, 2013) described the case study method as a research strategy in which researchers closely investigate a program, event, activity, process, or group of individuals.

The participants of this research were six university students assigned to carry out the Kampus Mengajar program at SDN Sinaba, which took place from August 1st to December 22nd, 2022. The six university students came from Sultan Ageng Tirtayasa University (Untirta) under the same Elementary School Education Study

Program (PGSD) study program. The background is quite favorable, as it makes it easier for them to coordinate and communicate in designing the agenda of the Kampus Mengajar activities and implementing the knowledge they have received in university. Five students came from the fifth semester, while one was from the seventh semester.

The research was conducted at SDN Sinaba, located in the middle of a residential area in Kampung Sinaba, Kilasah Village, Kasemen Subdistrict, and approximately 10 kilometers from Serang City. It was established on January 1, 1978, and holds a B accreditation. It has a total of 207 students from grades 1 to 6. It employs nine teachers: the principal, six classroom teachers, one Physical Education teacher, and one Islamic Education teacher. In addition, it also has one operator and one cleaning staff. SDN Sinaba has three buildings. Two buildings used for teaching and learning activities consist of six classrooms, one unused due to its damaged condition, one teacher and principal's room, a warehouse, teacher and student toilets, and a school kitchen. Another building is used as a library and a mosque that students can use to perform Dhuha prayers. Besides not having a School Health Clinic (UKS) room, the school also does not have an internet network (WiFi).

In general, the activities of the Kampus Mengajar program carried out by the participants are teaching literacy and numeracy, assisting the school administration job, and assisting in technology adaptation. The participants carry out the role of a teacher, namely guiding and assisting students inside and outside the classroom. In the classroom, students collaborate with teachers to deliver subject matter. While outside the classroom,

they assist in several activities, ranging from the flag ceremony held every Monday morning to scouts, religious activities, and other extracurricular activities. In more detail, the program designed by the participants during the Kampus Mengajar at SDN Sinaba consisted of five principal activities. First, teaching assistance, which is assisting teachers in the teaching and learning process in the classroom, such as teaching how to read to students who were unable to read yet, and teaching how to count by introducing Roman numerals. Second, learning media development is done by applying learning media to students in every learning activity, creating a reading corner (literacy) in the library, and making a bulletin board (*mading*). Third, provide assistance related to school administration jobs, such as categorizing books based on curriculum and the published year, assisting teachers with library management, and utilizing books to increase students' literacy and numeracy skills. Fourth, assist technology adaptation by introducing and applying learning videos and digital learning media in the classroom. Fifth, introducing the Minimum Competency Assessment (AKM) application through socialization activities to teachers and students and assisting and guiding teachers and students in using the Minimum Competency Assessment (AKM).

Data were collected by conducting semi-structured interviews with the participants. The research team also interviewed teachers and students for information and triangulation. In addition to interviews, the research team conducted on-site observations when the participants were conducting their teaching tasks. The participants taught from grade one to grade six. Observations were made on the participant's ability to lead the class and

communicate effectively with students, as well as students' reactions to the participants' behavior. The team collected documents and organized focus group discussions with teachers and staff. The following table clarifies the researcher's data collection process.

Table 1. Data Collection Method

Method	Implementation	Result
Semi-structure d method	Interviews with the six university students who conducted the teaching program	University Students Participants: leadership and communication practices undertaken, challenges and obstacles faced, student outcomes.
	Interviews with teachers and school staff, including the school principal	School and students' biodata, triangulation (student leadership and communication practices, their challenges and obstacles, and student learning motivation outcomes).
	Interviews with students	leadership and communication practices,

		their challenges and obstacles, and student learning motivation outcomes).
Observation	The researcher observed the school atmosphere and the students' teaching and learning practices. Immediately after the observation, a memo was made.	School's biodata, leadership, and communication practices, their challenges and obstacles, and student learning motivation outcomes).
Archival Research	Researchers requested access to and read school archives	Clarification of quantitative data regarding school biodata
Focus Group Discussion (held three times)	Researchers and students formally met in a joint meeting with teachers and parent representatives (held at the beginning, middle, and end of the program)	The beginning of the program: to review the problems the school faces and how the university students, as the program participant, can help. In the middle of the program: to review

		problems teachers and students faced (November 29, 2022). End of the program: evaluation of challenges and obstacles and program effectiveness (December 5, 2022).
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All data collected was then compiled and processed by the researcher. Audio data was transcribed and combined with observation memos (including short interviews with students and teachers that could not be recorded) and other related documents. After careful reading, common themes were collected through content-based thematic analysis. The themes obtained were reported as outcomes of the study.

4. Results and Discussion

4.1. Obstacles and Challenges Faced

In reality, implementing the Kampus Mengajar activities they carried out did not always run smoothly. In its implementation, they faced various obstacles. One of them was the school's condition, which lacks facilities. Based on observations, the school environment was arid due to a lack of greenery, no trash bins in each class, no school health clinic (UKS) room, and a library full of dusty books. Likewise, the toilets were neglected and had no lighting, and the classrooms were shabby and poorly maintained.

On the other hand, the school environment, which was integrated with residential areas, also affected the effectiveness of the teaching and learning process. The community freely enters and exits the school environment. In addition to that, many parents came to school every day. They joined the classrooms during learning activities, particularly in the first and second grades, as they wanted to observe their children's learning in the classroom.

Another obstacle was related to students' learning motivation. The students who attend SDN Sinaba come from families of farmers and laborers with relatively low economic levels. This condition affected their children's motivation to study at school, including their nutritional adequacy. For this reason, many of the students of SD Sinaba were 'troubled' from home, such as attending school with a lack of motivation caused by lack of parental attention, physically unhealthy, and so forth. This fact certainly affected their learning process at school.

4.2. Aspects of Leadership and Communication Competence

According to the participants, the students were not very active at the beginning of the Kampus Mengajar program and even tended to be passive inside and outside the classroom. In the classroom, for instance, many of them did not respond to the explanation of the material presented during teaching assistance. They chose to remain silent, either because they were shy or they did not quite understand the subject matter presented. On the other hand, the students preferred to joke around, interrupted their friends, answered questions lightly, and other behaviors that showed a lack of motivation in learning. Related to this, Sp, one of the participants

assigned to mentor in the third grade, shared how he faced such a difficult situation. According to Sp, at that time, the 5th-grade homeroom teacher asked him to replace his teaching position when he could not come to school. As a teacher, he delivered the material as requested and wrote introductory notes on the blackboard. However, the class was noisy throughout the lesson, with jokes and laughter, although some students remained silent. He repeatedly asked the students to focus on the delivered material, but the classroom situation remained uncontrollable.

Efforts to engage students to respond to the material presented by asking them questions also were unsuccessful, as they would only answer in the manner they wished or would answer using the local language, Serang Javanese (Jaseng), which the participants could not understand. Words such as *sumeh* (lazy), *oreugeuleum* (unwilling), and *oreubiseu* (unable). For the record, students at SDN Sinaba generally use their mother tongue, Jaseng, to communicate. Many of them cannot or are not accustomed to speaking Indonesian. There were also many students who, when asked, communicated in Indonesian but answered in Jaseng. Meanwhile, the program participants often became the object of ridicule when delivering material in class due to confusion over not understanding the meaning of the students' answers using Jaseng language:

"I was annoyed too because I was repeatedly reminded and asked to focus on the subject matter, but they still made noise. Moreover, they used the local language that I do not understand at all" (interview with Sp, a participant of the Kampus Mengajar program at SDN Sinaba during the Sharing Session on Tuesday, November 29, 2022).

Of the six university students who served in the Kampus Mengajar program at SDN Sinaba, only one could understand the Jaseng language, as he came from Serang City and speaks the Jaseng language daily with his family. Meanwhile, the other five students did not understand the language because they came from areas outside Serang City. The five other students came from Jakarta, Bogor, Sumatra, Pandeglang, and Lebak.

Another problem is that many students still cannot read, count and write. Based on the identification conducted by the participants, the presence of students who could not read, count and write was evenly distributed in each class. In the sixth grade, four students did not have these three skills. According to information from the school, these four students had held back a class a few times; however, due to 'forced' circumstances, they could continue to the sixth grade. The next problem was the number of students indicated to be malnourished and had physical abnormalities such as speech impairment, which had implications for their difficulty focusing and concentrating on the subject matter. Such class conditions made it difficult for participants to provide assistance inside and outside the classroom. The difficulty was primarily due to the students' different academic abilities or lack of motivation to learn. As a result, in one class, some students understood the material presented. However, some had difficulty understanding due to lack of focus, laziness, or not grasping the material, even though it had been explained many times. Some were silent with a blank stare or looked restless.

As time went by, however, these various obstacles were gradually overcome. The participants' study significant background (Elementary School Education or PGSD),

which is under the target school, made it easier for them to face these obstacles. The situation improved because both theoretically and didactic methodically, issues related to students' learning process in schools have been studied before in university, including issues of child psychology. Likewise, the pre-assignment debriefing provided by MBKM before the Kampus Mengajar program took place was recognized by students as positively influencing the adaptation and interaction process at school, making it easier for them to overcome these various obstacles. The material provided in the debriefing did not only revolve around administrative issues but also technical-strategic materials. In the Student Handbook for the Kampus Mengajar Program Batch 4 Year 2022 (Directorate General of Higher Education, Research & Technology, 2022), it is stated that the objectives of student debriefing are; first, to provide the knowledge and skills necessary for students when assisting schools and teachers in the learning process, mainly to improve literacy and numeracy competencies, assist in technological adaptation, and develop self-ability both in soft skills and hard skills. Second, students have the readiness to adapt to a new environment as well as being able to carry out tasks per established guidelines. Pre-assignment debriefing includes conceptualization, discussion, case studies, designing learning strategies that focus on improving literacy and numeracy, practical implementation in the context of primary education, good examples of implementation in elementary and junior high schools, implementation plans during assignments, and sharing sessions with inspirational teachers. Pre-assignment briefing materials consist of literacy and numeracy materials,

soft skills, national vision, current issues, and collaboration materials during the assignment, which all students must follow.

In addition, consultation forums with Field Supervisors (DPL) are held every two weeks, and discussion forums with teachers positively influence efforts to overcome the various obstacles. The discussion is to support the program by solving the obstacles faced during the program. Among the various inputs that often arise in every consultation and discussion is providing support so students do not hesitate to fulfill their role as a teacher. Namely, being firm, straightforward, agile, *digugu*, *ditiru*, trustworthy, and can be a role model for students. In other words, the participant leadership spirit in classroom management and other activities outside the classroom is required. Thus, students who usually joke around and tend to underestimate everything conveyed by the participant in class can end up in the reverse direction, such as being polite, willing to listen, follow every direction given, including when doing activities outside the classroom.

The input and recommendations were carried out quite well by the program participants. With a firm attitude, leadership, good spirit, and communication competence, they could turn a class atmosphere that was usually frenetic with students' jokes and laughter into a much more orderly and conducive class. The intensity of students' joking around or being nosy toward their friends has significantly reduced. One cause is that they wanted to avoid punishment or be reluctant to the teaching assistant (program participants).

Another effort that the program participants made to overcome obstacles related to low student motivation was by personally approaching them. In this case,

participants were responsible for observing each class to identify students who lacked learning motivations. Based on the results of the observations, students who had problems in terms of learning motivation were characterized as follows. First, they were more quiet, preferred to be alone, and did not respond much to what the teacher or program participants taught in class. Secondly, they were noisy, frequently joked around, and ignored what the teacher or program participants said at school. Third, those who experienced frequent illnesses, such as headaches or stomachaches, due to breakfast skip or other reasons. Fourth, students often come late and look lazy. Those with such indications were recorded for different personal approaches based on the observations.

To facilitate the approach to students, the program participants shared tasks. Under the number of classes available, one participant was assigned to handle students in each class. Each student who was considered 'problematic' was approached by being greeted, talked to from heart to heart, asked about their family and whether they have problems in their family, asked about their goals and dreams, and other personal questions:

"We approached students in a non-formal way, either in class when the lesson is over, or outside the class when they are having a break. We invited them to chat from heart to heart" (interview with RSA, a student of the Teaching Campus program at SDN Sinaba during the Sharing Session on Tuesday, November 29th, 2022).

Initially, it was difficult for students to talk to; however, along with the intensity of the approach, they slowly wanted to answer and share stories about anything. Not only that, they did not hesitate to confide about

problems with friends in class or problems at home that became their obstacles in learning. It was standard for program participants to give them a gentle touch or hug to strengthen the personal bond and relationship and show empathy. According to participants, the personal approach was quite fruitful as we discovered the cause of their low learning motivation. Some causes were family conditions at home, such as being often scolded by parents, affecting their enthusiasm for learning, the absence of parental attention to their children's academic performance, conflicts with classmates, illness due to lack of nutritional intake, and various other backgrounds.

Based on these findings, the participants concluded that the students who were suspected of having learning problems were caused by a lack of attention from those closest to them, whether it was parents, friends, or teachers:

"They want to be greeted, talked to, joked with, and given attention. After we approached them intensely, they wanted to be directed, take advice, and finally, follow what we said. They obey" (interview with RSA, a student of the Kampus Mengajar program at SDN Sinaba during the Sharing Session on Tuesday, November 29th, 2022).

The participants' firm attitude and personal approach to students was fruitful. In addition to a more conducive classroom learning atmosphere, students have become much more active and enthusiastic in participating in lessons and various activities related to the Kampus Mengajar program. The students were eager to follow when the participants conducted teaching assistance in class. Participants innovated by changing the teaching method to make the students more enthusiastic about delivering the subject. The

lecture method that the teacher carried out tended to be monotonous as it predominantly used the lecturing method and rarely utilized learning media. However, it was then changed to the storytelling method, and the ice-breaking session was done before the start of the class. They also utilized learning media such as watching the subject studied on Youtube or creating rewards and punishment. The participants rewarded prizes to students who can answer questions. In contrast, those who could not answer were given 'educational punishments' such as singing, so that it created a fun learning atmosphere.

This warm, friendly, fun atmosphere was eventually created outside the classroom. Greeting or embracing each other between students and students when interacting outside the classroom, such as during break time, became a common sight. They did not hesitate to ask questions, joke around, or be spoiled. Something that did not happen before. Not only that but almost all other activities outside the learning process in the classroom were also followed by students. Interestingly, wherever the program participants went, they always followed them. They also actively helped students organize the library space and books, built a reading corner, and made a bulletin board (*mading*):

"They followed us to the library, to the teacher's room, wherever we went, they followed us" (interview with SMJ, a student of the Teaching Campus program at SDN Sinaba, during the Sharing Session on Tuesday, November 29, 2022).

On the other hand, to further facilitate interaction and simultaneously overcome language barriers, program participants also tried to learn the Jaseng language, such as by

asking students directly about what they said or by asking the teachers, including taking notes on words or expressions commonly uttered by students so that they could pronounce or practice them. Although the participants were not fluent enough to pronounce the words or sentences, at least they understood various words and expressions of the local language. In addition, to bring togetherness, program participants also held a lunch together with students, where students were asked to bring food from home and then eat together.

This warm and familiar atmosphere was an asset for participants to foster students' enthusiasm for learning, including catching up on lessons by providing additional time to retake lessons. Similarly, for those who could not read, write and do basic arithmetic, a particular time and room was dedicated to private tutoring. By utilizing the library, which was transformed into a reading corner, each student was taught one-by-one how to read, from the alphabet to words to sentences, including how to write and count. The program participants carried out this additional tutoring during their 30-minute breaks. As a result, some students have increased their skills, but others still need more time and guidance. However, at least the efforts made by the participants in increasing students' learning motivation received positive appreciation from the school. The teachers admitted that the work of the program participants immensely helped them. In addition to being able to collaborate, the university students who carried out the service were considered successful in sharing initiatives that had a positive impact on students' enthusiasm in participating in various activities at school, including in the learning process in the classroom:

"The presence of the university students has brought its color to the school. They complemented what the teachers had done. Their adaptation was quite good, as well as their initiatives in various activities, especially in increasing students' literacy and numeracy skills" (interview with YantiRosmianti, S.Pd., a teacher at SDN Sinaba during the Sharing Session on Tuesday, November 29, 2022).

The school principal recognized the same thing. He said program participants' willingness and ability to adapt were excellent. They were quick to adjust, active and have initiative, were open-minded to suggestions and input, and were happy to be involved with various school activities that made teachers feel helped by their presence:

"Our school was greatly helped by their presence (university students). They brought a positive influence on students and the school. The students were so happy with their presence, the enthusiasm of our students here in learning has also increased" (Interview with Drs. Nasuchi, head of SDN Sinaba, on Monday, December 5, 2022).

In addition to appreciating the work carried out by the program participants, the school also responded positively to the Kampus Mengajar program. They admitted that the Kampus Mengajar program helped them. Not only in the field of teaching but also helped in other areas needed, such as administration, technology adaptation, and other things that have escaped the school's attention:

"If possible, we want the Kampus Mengajar program to continue, and we would be happy if this program also continues in our school" (interview with Drs. Nasuchi, head of SD Sinaba, on Monday, December 5, 2022).

5. Conclusion and Suggestion

Based on the research results described above, it is concluded that the university students, as the program participants were able to build their leadership attitudes successfully. As a result, the situation and learning process in the classroom, which used to be less conducive, turned into more positive and conducive. Assertiveness and role modeling were the keys to participants' success in managing the classroom and making the learning process in the classroom could run well as expected. Second, with their communication competence, the participants could make a personal approach to students who indicated experiencing problems in learning. The approach is greeting and inviting heart-to-heart talks about family, ideals, and other personal matters. Physical touch, such as a hug or a gentle touch on the hair as a form of care or empathy, was also involved to strengthen the relationship. This approach is done outside the classroom in non-formal situations by utilizing break time or other activities. In addition, to build togetherness, the program participants also organized lunch with

students, where students were asked to bring food from home and then eat together.

The initiatives and approaches taken have brought positive changes in students. Their confidence and enthusiasm for learning have increased. Students enthusiastically participated in every activity both inside and outside the classroom. In the classroom, they became enthusiastic about the learning process. Similarly, outside the classroom, they actively participated in improving literacy and numeracy skills.

Future research should employ quantitative research methods to ascertain whether teachers' leadership and communication competence have a statistically significant effect on students' learning motivation. This study had limitations as it did not use a direct method to measure the impact of leadership and communication competence on students' learning motivation. Nor was the study able to exclude other factors that could play a role in encouraging learning motivation, such as the role of parents and the peer environment. Therefore, it is vital for future research to also limit these factors by involving such external influences as research variables.

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