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Educational Technology Students' Perceptions of the Application of Educational Technology Areas in Kampus Mengajar Programs

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Abstract
There are several studies that examine the application of educational technology. However, these studies focus on school institutions. There has been no research that identifies the application of educational technology areas in the program of Kampus Mengajar. This research aims to obtain an overview of the perceptions of FIP UNP Educational Technology students regarding the application of educational technology areas in the program of Kampus Mengajar.The type of research used is quantitative descriptive research. This research used a population of Technology Students participating in the program of Kampus Mengajar who then took 79 people as samples using a purposive sampling technique. Data collection uses a closed questionnaire, then measured using a Likert scale. The data that has been collected is then analyzed using data percentage analysis techniques.The results of the research show that educational technology students' perceptions of the application of educational technology areas in the program of Kampus Mengajar Program are in the good category.

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1. INTRODUCTION

Educational technology is a theory, field of study, facilities, and scientific disciplines as well as ethical practices that aim to facilitate and provide access for the implementation of an integral learning process. Integral means combination between elements which synergizes to build the concept of educational technology, starting from the stages of analyzing educational problems, finding solutions to these problems, and the stages of evaluating the management of the solutions carried out. The entire process is related to human learning activities through the use of learning resources and equipment that support aspects of education and learning (Mundir, 2022).

In the Merdeka Curriculum perspective, educational technology has an important role in learning. The Merdeka Curriculum provides space for the use of technology and media to provide space which is flexible for educational units in creating contextual operational curricula, so that the learning implemented is in accordance with students' learning needs. As long as it can support the achievement of learning objectives, educators have the right to develop and use it in learning independently (Isaeni & Nugraha 2022).

In tertiary institutions, the Merdeka Belajar policy is realized through Merdeka Belajar - Kampus Merdeka (MBKM). The MBKM policy launched by the Minister of Education and Culture is a forum for preparing students to become strong graduates, relevant to the needs of the times, and ready to become leaders who have a high national spirit. The freedom designed by the

government for students through the MBKM policy is the freedom to choose the field they like. On the official MBKM website, there are various forms of learning activities outside of college that students can choose, one of which is the Kampus Mengajar program.

The Kampus Mengajar is a program that provides students with the opportunity to study outside of higher education for one semester to practice their ability to solve complex problems by becoming partners with teachers to innovate in learning, develop strategies and learning models that are creative, innovative and fun. The Kampus Mengajar Program provides space for students to be able to apply their skills and knowledge in helping students. This program provides opportunities for students to actualize student interests, enthusiasm and desires.

In its implementation, the Kampus Mengajar Program is also not free from challenges. In teaching assistance, the obstacle faced by students is limited learning media. This is in line with research conducted by Sri Lestari et al., (2021) where teachers have not carried out fun learning activities, they are still monotonous and there is no enthusiasm to make changes. So, innovation is needed to create fun learning so that the material delivered by the teacher can be conveyed well.

Apart from that, based on the results of interviews, the obstacles faced by students when carrying out Kampus Mengajar Programs are the students' conditions. This is in line with research conducted by Pitria Sopianingsih et al., (2022), which stated that students were less active in participating in learning. This requires students to be deeply creative and choose learning methods when with students.

This research aims to study "Educational Technology Students' Perception of the Application of Educational Technology Areas in the Kampus Mengajar Program". The Kampus Mengajar was launched to help encourage the increase in literacy and numeracy levels of students in schools by collaborating with various parties. However, various factors like Difficulty determining appropriate work programs, limited access to technology, and inadequate facilities and infrastructure are obstacles in implementing the Teaching Campus. It is hoped that this research will provide a deeper understanding of student views and produce useful suggestions for improving existing conditions. Thus, it is hoped that the results of this research can contribute to improving the quality of the implementation of the Kampus Mengajar program in the future.

2. RESEARCH METHOD

This research uses quantitative methods with a descriptive approach design, which aims to provide an overview of Educational Technology students' perceptions of the application of educational technology areas in the Kampus Mengajar Program. The population in this study consisted of Educational Technology students who had participated in the Kampus Mengajar Programs from class 1 to class 7. The sample was taken using a purposive sampling technique with a total sample of 79 people.

This research uses questionnaires as a research instrument. Questionnaire closed in nature which contains questions related to the perceptions of Educational Technology students regarding the application of the educational technology area in the Kampus Mengajar program. The questionnaire was arranged based on a Likert scale with the options Always (SL), Often (SR), Rarely (JR) and Never (TP). The highest value represents the most positive response and the lowest value represents the most negative response.

The data that has been collected is then analyzed using percentage data analysis techniques. Data analysis was carried out using based calculations on answers given by respondents, with the formula (Syafril, 2019):

$$P = \frac{f}{n} X\, 100\%$$

Note: P = Percentage level of answers
F = Answer Frequency
n = Number of respondents

Then calculate the average of the answers given by respondents using the following formula:

$$x = \frac{\sum x}{n}$$

Note: x = average value
∑x = Number of values
n = number of respondents

3. RESEARCH RESULT

1. Frequency and Percentage Distribution of Perceptions of Design Area Implementation

Table 1. Frequency Distribution and Percentage of Design Areas

No. Item	SL		SR		JR		City		Score	
	f	%	f	%	f	%	f	%	f	%
1	2		3		4		5		6	7
P1	**25**	**31.6**	**48**	**60.8**	**4**	**5.1**	**2**	**2.5**	**79**	**80.38**
P2	**25**	**31.6**	**48**	**60.8**	**5**	**6.3**	**1**	**1.3**	**79**	**80.70**
P3	**17**	**21.5**	**45**	**57.0**	**16**	**20.3**	**1**	**1.3**	**79**	**74.68**
P4	**14**	**17.7**	**40**	**50.6**	**23**	**29.1**	**2**	**2.5**	**79**	**70.89**
P5	**13**	**16.5**	**44**	**55.7**	**19**	**24.1**	**3**	**3.8**	**79**	**71.20**
P6	**10**	**12.7**	**46**	**58.2**	**19**	**24.1**	**4**	**5.1**	**79**	**69.62**
P7	**8**	**10.1**	**27**	**34.2**	**31**	**39.2**	**13**	**16.5**	**79**	**59.49**
P8	**9**	**11.4**	**29**	**36.7**	**29**	**36.7**	**12**	**15.2**	**79**	**61.08**
P9	**28**	**35.4**	**42**	**53.2**	**8**	**10.1**	**1**	**1.3**	**79**	**80.70**
P10	**56**	**70.9**	**22**	**27.8**	**1**	**1.3**	**0**	**0**	**79**	**92.41**
P11	**7**	**8.9**	**23**	**29.1**	**38**	**48.1**	**11**	**13.9**	**79**	**58.23**
Rate-Rata	**24.39**		**47.65**		**22.22**		**5.76**			**72.67**

Based on the results of the frequency and percentage distribution in the design area, information was obtained that designing learning media independently by students got a score of 80.38% in the good category, students helping teachers to design learning media got a score of 80.70% in the good category. Furthermore, students independently selected, compiled and organized lesson material to get a score of 74.68% in the good category and helped the teacher select, organize and analyze lesson material to get a score of 70.89% in the good category.

For designing learning strategies independently by students, they got a score of 71.20% in the good category and for helping teachers design learning strategies they got a score of 69.62% in the good category. In the section on designing learning tools independently, they got a score of 59.49% with a sufficient category and helping teachers design learning tools got a good category with a score of 61.08%. In the analysis item of student characteristics, it is included in the good category with a score of 80.70%, designing

the Kampus Mengajar work program gets a score of 92.41% in the very good category. Finally, the item of difficulty in implementing the design area received a score of 58.23%.

Of all the statements about the design area, the percentage of students who answered was always 24.39%, often 47.65%, rarely 22.22%, and never 5.76%. When depicted in the form of a diagram, the following diagram picture obtained:

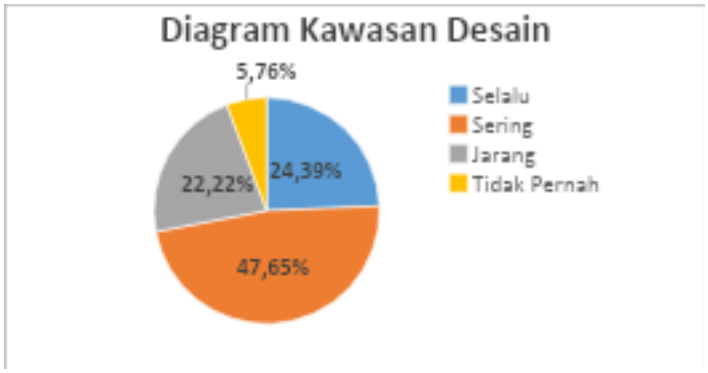

Figure 1. Design Area Diagram

Based on the description above, information is obtained that the average percentage of student answer frequencies regarding perceptions of the application of the design area is 72.67% with the category **Good.** Thus, it can be concluded that students have a good understanding of the design area and apply the design area in the implementation of the Kampus Mengajar program well.

2. Frequency and Percentage Distribution of Perceptions of Implementing Development Areas

Table 2. Frequency Distribution and Percentage of Development Areas

No.	SL		SR		JR		City		Score	
Item	f	%	f	%	f	%	f	%	f	%
1	2		3		4		5		6	7
P1	**7**	**8.9**	**43**	**54.4**	**20**	**25.3**	**9**	**11.4**	**79**	**65.19**
P2	**8**	**10.1**	**44**	**55.7**	**20**	**25.3**	**7**	**8.9**	**79**	**66.77**
P3	**13**	**16.5**	**43**	**54.4**	**18**	**22.8**	**5**	**6.3**	**79**	**70.25**
P4	**14**	**17.7**	**45**	**57.0**	**15**	**19.0**	**5**	**6.3**	**79**	**71.52**
P5	**13**	**16.5**	**38**	**48.1**	**22**	**27.8**	**6**	**7.6**	**79**	**68.35**
P6	**18**	**22.8**	**32**	**40.5**	**22**	**27.8**	**7**	**8.9**	**79**	**69.30**
P7	**10**	**12.7**	**45**	**57.0**	**15**	**19.0**	**9**	**11.4**	**79**	**67.72**
P8	**10**	**12.7**	**46**	**58.2**	**16**	**20.3**	**7**	**8.9**	**79**	**68.67**
P9	**10**	**2.7**	**44**	**55.7**	**20**	**25.3**	**5**	**6.3**	**79**	**68.67**
P10	**15**	**19.0**	**48**	**60.0**	**13**	**16.5**	**3**	**3.8**	**79**	**73.73**
P11	**7**	**8.9**	**30**	**38.8**	**35**	**44.3**	**7**	**8.9**	**79**	**61.71**
Rate-Rata	**13.5**		**52.71**		**24.85**		**8.06**			**68.35**

Based on the results of the frequency and percentage distribution in the development area, information was obtained that the item developing print-based learning media received a score of 65.19% and helping teachers develop print-based learning media received a score of 66.77%, both of which were in the good category. Then the development of video-based learning media got a score of 70.25% and helping teachers develop video-based learning media got a score of 71.52% which was in the good category.

For the development of multimedia-based learning media it is in the good category with a score of 67.72% and helping teachers develop multimedia-based learning media gets a score of 68.67% which is included in the good category. Then for developing learning programs it was included in the good category with a score of 68.67% and helping teachers develop learning programs received a score of 73.73% which was in the good category. Finally, the item on difficulties in implementing development areas received a score of 61.71%. Based on table 4.2, the average percentage frequency of student answers regarding perceptions of implementing development areas is 68.35% with the category **Good.**

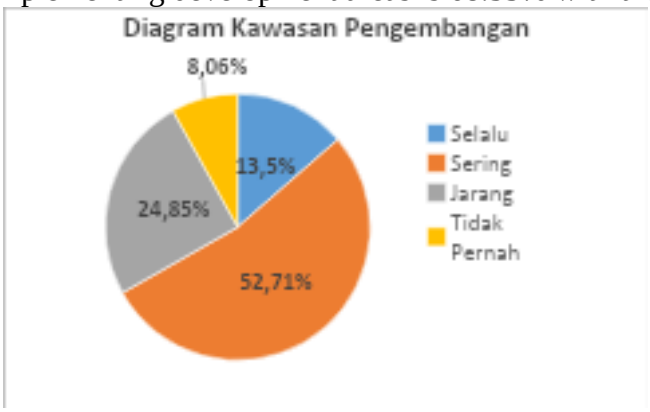

Figure 2. Development Area Diagram

Of all the statements about the area of development, more often answered 52.71% and rarely 24.85%, then always 13.5% and never 8.06%. Based on the data above, it can be said that in the implementation of the Kampus Mengajar program by Educational Technology students, the development area was implemented well.

3. Frequency and Percentage Distribution of Perceptions of Utilization Area Implementation

Table 3. Frequency Distribution and Percentage of Utilization Areas

No. Item	SL		SR		JR		City		Score	
	f	%	f	%	f	%	f	%	f	%
1	2		3		4		5		6	7
P1	**35**	**44.3**	**40**	**50.6**	**3**	**3.8**	**1**	**1.3**	**79**	**84.49**
P2	**26**	**32.9**	**46**	**58.2**	**7**	**8.9**	**0**	**0**	**79**	**81.01**
P3	**37**	**46.8**	**36**	**45.6**	**5**	**63**	**1**	**1.3**	**79**	**84.49**
P4	**37**	**46.8**	**28**	**35.4**	**12**	**15.2**	**2**	**2.5**	**79**	**81.65**
P5	**13**	**16.5**	**21**	**26.6**	**18**	**22.8**	**27**	**34.2**	**79**	**56.33**
P6	**26**	**32.9**	**41**	**51.9**	**11**	**13.9**	**1**	**1.3**	**79**	**79.11**
P7	**3**	**3.8**	**27**	**34.2**	**39**	**49.4**	**10**	**12.7**	**79**	**57.28**
$\bar{x}$	**32.00**		**43.21**		**25.29**		**7.61**			**74.91**

Based on the results of the frequency and percentage distribution in the utilization area, then information was obtained that the item utilizing learning media in carrying out activities with students was included in the very good category with a score of 84.49%, helping teachers implement technology-based learning media received a score of 81.01% in the very good category, and utilizing the Kampus Mengajar guidebook received a score of 84.49% which is included in the very good category. Furthermore, library utilization is included in the very good category with a score of 81.65%,

The laboratory utilization item is included in the sufficient category with a score of 56.33% and environmental utilization is 79.11%. Lastly, the difficulty in implementing utilization areas received a score of 57.28%. Based on table 4.3, the average percentage frequency of student answers regarding perceptions of the implementation of utilization areas is 74.91% in the Good category.

Of all statements regarding utilization areas, respondents always answered 32%, often 43.21%, rarely 25.29%, then never 7.61%. When depicted in form diagram, the following is a picture of the obtained diagram:

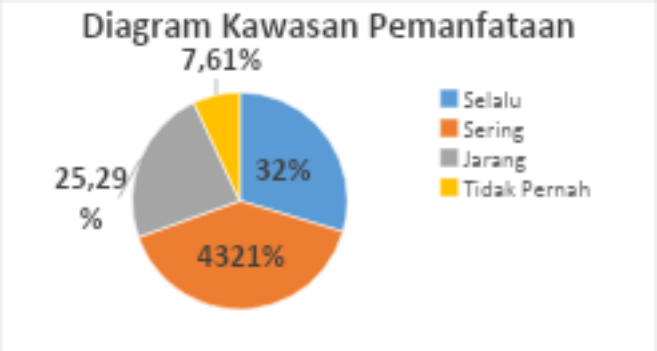

Figure 3. Utilization Area Diagram

Based on the data above, regarding utilization areas, information was obtained that the application of utilization areas in the Kampus Mengajar program by Educational Technology students received a good category with an average percentage of 74.91%, meaning that the utilization areas were implemented well. It can be said that in the implementation of the Kampus Mengajar program by Educational Technology students, the utilization area is implemented well.

4. Frequency and Percentage Distribution of Perceptions of Management Area Implementation

Table 4. Frequency Distribution and Percentage of Management Areas

No. Item	SL		SR		JR		City		Score	
	f	%	f	%	f	%	f	%	f	%
1	2		3		4		5		6	7
P1	**44**	**55**	**25**	**31.6**	**9**	**11.4**	**1**	**1.3**	**79**	**85.44**
P2	**7**	**8.9**	**18**	**22.8**	**21**	**26.6**	**33**	**41.8**	**79**	**49.68**
P3	**22**	**27.8**	**40**	**50.6**	**15**	**19.0**	**2**	**2.5**	**79**	**75.95**
P4	**24**	**30.4**	**44**	**55.7**	**11**	**13.9**	**0**	**0**	**79**	**79.11**

P5	**11**	**13.9**	**51**	**64.6**	**17**	**21.5**	**0**	**0**	**79**	**73.10**
P6	**22**	**27.8**	**34**	**43.0**	**18**	**22.8**	**5**	**6.3**	**79**	**73.10**
P7	**7**	**8.9**	**28**	**35.4**	**34**	**43.0**	**10**	**12.7**	**79**	**60.13**
Rate-Rata	**24.67**		**43.39**		**22.60**		**9.23**			**70.98**

Based on the results of the frequency and percentage distribution in the utilization area, then Information was obtained that library management received a score of 85.44% in the very good category, while laboratory management received the lowest score of 49.68% in the sufficient category.

The extracurricular management item received a score of 75.95% in the very good category and learning media management received a score of 79.11% which was included in the good category. Furthermore, the item management of teaching materials in schools received a score of 73.10% which was included in the good category, and management of school administrative data was included in the good category which received a score of 73.10%. Finally, for the item difficulty in implementing management areas, it received a score of 60.10%. Based on table 4.4, the average percentage frequency of student answers regarding perceptions of the implementation of utilization areas is 70.93% in the Good category.

Of all the statements about the design area, the percentage of students who answered was always 24.67%, often 43.39%, rarely 22.60%, and never 9.23%. When depicted in the form of a diagram, the following diagram is obtained:

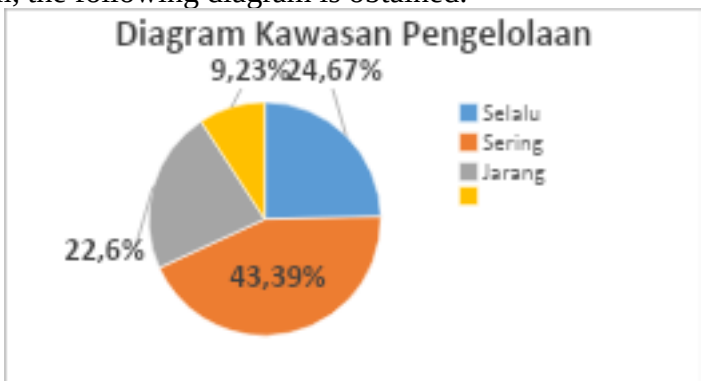

Figure 5. 1 Management Area Diagram

Based on the description above, it can be said that students have a good understanding of management areas. During the implementation of the Kampus Mengajar program, students have a good understanding of the management area.

5. Frequency and Percentage Distribution of Perceptions of Application of Evaluation Areas

Table 5. Frequency Distribution and Percentage of Evaluation Areas

No. Item	SL		SR		JR		City		Score	
	f	%	f	%	f	%	f	%	f	%

1	2		3		4		5		6	7
P1	**28**	**35.4**	**48**	**60.8**	**3**	**3.8**	**0**	**0**	**79**	**82.91**
P2	**18**	**22.8**	**45**	**57.0**	**14**	**17.7**	**2**	**2.5**	**79**	**75.00**
P3	**15**	**19.0**	**52**	**65.8**	**11**	**13.9**	**1**	**1.3**	**79**	**75.63**
P4	**40**	**50.6**	**34**	**43.0**	**4**	**5.1**	**1.**	**1.3**	**79**	**85.76**
P5	**48**	**60.8**	**27**	**34.2**	**4**	**5.1**	**0**	**0**	**79**	**88.92**
P6	**25**	**31.6**	**46**	**58.2**	**5**	**6.3**	**3**	**3.8**	**79**	**79.43**
P7	**32**	**40.5**	**37**	**46.8**	**6**	**7.6**	**4**	**5.1**	**79**	**80.70**
P8	**7**	**8.9**	**27**	**34.2**	**32**	**40.5**	**13**	**16.5**	**79**	**58.86**
Rate-Rata	**33.70**		**50.00**		**12.50**		**3.81**			**78.40**

Based on the results of the frequency and percentage distribution in the evaluation area, information was obtained that the item analyzing problems in assignments is included in the category very good with a score of 82.9%. The item evaluating the learning methods used received a score of 75.00% which was included in the good category, and evaluating learning media was also included in the good category with a score of 75.63%. Furthermore, the evaluation item for the work program was said to be in the very good category with a score of 85.76% and the evaluation of group colleagues received a score of 88.92% which was included in the very good category.

The assessment of students after the activity was completed was in the good category with a score of 79.43% and the assessment of students at the end of the assignment was 80.70%, which means it was in the good category. Finally, for the item difficulty in implementing the evaluation area, it got a score of 58.86%. Based on the table above, the average percentage frequency of student answers regarding perceptions of implementing the evaluation area is 78.40% in the Good category.

Of all the statements about the evaluation area, respondents always answered 33.70%, often 50%, rarely 12.50%, then never 3.81%. When depicted in diagram form, here is a diagram obtained:

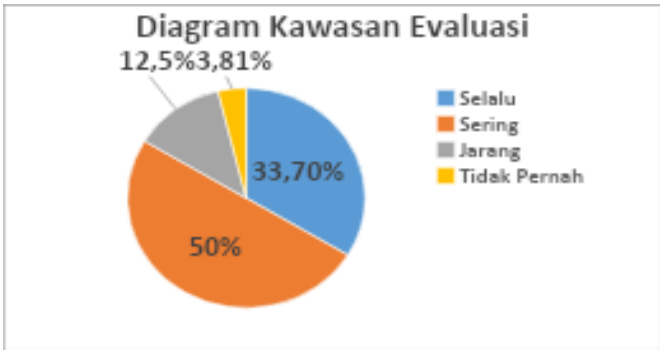

Figure 5. Evaluation Area Diagram

Based on the description above regarding the evaluation area, information was obtained that the implementation of the evaluation area in the Kampus Mengajar program by Educational Technology students received a good category with an average percentage of 78.40%, meaning that the evaluation area was implemented well.

4. CLOSURE

Based on the results of research that has been carried out, research results show that the perception of educational technology students regarding the application of educational technology areas in the Kampus Mengajar Program in the design area got a percentage result of 72.67% in the good category, the development area got a percentage result of 68.35% in the good category, the utilization area got a percentage result of 74.91% with the good category, the management area gets a percentage result of 70.93% in the good category, and the evaluation area gets a percentage result of 70.48% in the good category. Thus, it can be concluded that the perceptions of educational technology students regarding the application of educational technology areas in the Kampus Mengajar Program fall into categories Good.

Based on the research that has been carried out, researchers propose suggestions to students to be more innovative in implementing educational technology areas in the implementation of the Kampus Mengajar program so that the implementation of the Kampus Mengajar program can run more optimally. Next to the Kampus Mengajar to carry out more comprehensive outreach so that the Kampus Mengajar program can be understood in detail by the parties involved.

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