

Non-Education Students in a Teaching Campus Program: Exploring the forms and patterns of learner agency development

Santi Farmasari¹, Lalu Ali Wardana², Andra Ade Riyanto³,
Dewi Satria Elmiana⁴

English Education, University of Mataram, Indonesia¹²³⁴

Email santifarmasari@unram.ac.id¹,

aliwardana@unram.ac.id², andra.riyanto@unram.ac.id³,

dewielmiana@unram.ac.id⁴

Draft article history

Submitted: 27-02-2025;

Revised: 20-03-2025;

Accepted: 26-03-2025;

ABSTRACT: This study explores the forms and patterns of agency development among non-education students participating in the Teaching Campus program in Indonesia. While the program attracts students from various disciplines, little research has examined how those without pedagogical backgrounds navigate educational duties. Using a descriptive qualitative approach, this study involved 28 non-education students, with data collected through interviews, documentation, and focus group discussions. Thematic analysis revealed that despite initial challenges in teaching, ecological factors significantly influenced their agency development. Prior tutoring experience shaped their forms of agency, while major-related competencies served as valuable resources in implementing work programs. Additionally, institutional support, including trust and assistance from schools and collaboration among peers, played a crucial role in facilitating their adaptation. These findings highlight the importance of pedagogical and professional preparation for non-education students before program implementation. Policymakers and field supervisors should provide targeted training, and future participants should engage with alumni to develop strategies for managing educational responsibilities. This study offers insights into enhancing the effectiveness of non-education students in educational roles within the Teaching Campus program.

Keywords: agency development, ecological factors, non-education students, pedagogical preparation, Teaching Campus Program

ABSTRAK: Penelitian ini mengeksplorasi bentuk dan pola pengembangan agensi di kalangan mahasiswa non-kependidikan yang berpartisipasi dalam program Kampus Mengajar di Indonesia. Meskipun program ini menarik mahasiswa dari berbagai disiplin ilmu, masih sedikit penelitian yang meneliti bagaimana mereka yang tidak memiliki latar belakang pedagogis mengatasi tugas-tugas pendidikan. Dengan pendekatan kualitatif deskriptif, penelitian ini melibatkan 28 mahasiswa non-kependidikan, dengan data yang dikumpulkan melalui wawancara, dokumentasi, dan diskusi kelompok terfokus. Analisis tematik mengungkap bahwa meskipun menghadapi tantangan dalam mengajar, faktor ekologi berperan penting dalam pengembangan agensi mereka. Pengalaman mengajar sebelumnya membentuk bentuk agensi yang mereka jalankan, sementara kompetensi sesuai bidang studi menjadi modal berharga dalam menjalankan program kerja. Selain itu, dukungan institusi, seperti kepercayaan dan bantuan dari sekolah serta kolaborasi antar peserta program, memainkan peran penting dalam memfasilitasi

adaptasi mereka. Temuan ini menyoroti pentingnya pelatihan pedagogis dan profesional bagi mahasiswa non-kependidikan sebelum pelaksanaan program. Pembuat kebijakan dan pembimbing lapangan perlu menyediakan pelatihan yang tepat, serta peserta di masa depan disarankan untuk berdiskusi dengan alumni guna mengembangkan strategi dalam mengelola tugas pendidikan. Studi ini memberikan wawasan tentang peningkatan efektivitas mahasiswa non-kependidikan dalam peran pendidikan di program Kampus Mengajar.

Kata Kunci: *faktor ekologi, mahasiswa non-kependidikan, pengembangan agensi, persiapan pedagogis, program Kampus Mengajar*

INTRODUCTION

The enhancement of educational quality in Indonesia is a critical concern, influenced by various crucial factors affecting the nation's economic advancement, advancement in society, and worldwide competitiveness. In fact, Indonesia is experiencing a demographic dividend, characterized by a significant percentage of the population being of working age. Nonetheless, if the workforce lacks 21st-century competencies, including critical thinking, computer literacy, and problem-solving, this advantage may transform into a detriment.

To address this issue, the Indonesia's Ministry of Education, Culture, Higher Education and Technology (ILIC) launched Independent Learning Independent Campus program in 2020 as an initiative designed to improve the quality of working-age generations in education. The *Kampus Mengajar* (Teaching Campus) program is one of eight initiatives within the ILIC programs designed to improve educational quality in under-resourced schools. University students serve as teaching assistants in primary and secondary schools, especially in regions with low literacy and numeracy rates. It was launched in 2020 by the Minister of Research, Technology and Higher Education of the Republic of Indonesia. As of the 7th batch, around 210,000 students from various majors or study programs (Koesmawardhani, 2024; Herman, 2023) across Indonesia have participated in this program. The primary objective of Teaching Campus program is to provide students with opportunities to cultivate 21st century skills, such as analytical thinking, problem solving, leadership, team management, creativity and innovation, and communication. The program was also aimed at enhancing students' learning and promoting the development of pre-service teachers' competencies (Simamora & Dharma, 2024). This is achieved through various educational activities conducted within education units (Kemristekdikti, 2023 p. 3). The Teaching Campus program is also aimed at enhancing literacy and numeracy abilities of primary and secondary school students, as evidenced by improvements in the computer-based national assessment scores and the Minimum Competency Assessment results. Suyatno et al. (2023) stated that the Teaching Campus program facilitates the integration of theoretical knowledge acquired by students on campus with practical learning in schools, thereby bridging the gap between theory and practice.

Additionally, it is anticipated that this program will aid in the enhancement of students' soft skills, including leadership, cooperation, and communication (Yusuf, 2021). University students enrolled in the Teaching

Campus program are required to act as catalysts for transformation or enhancement in the standards of educational procedures and results. In order to accomplish this, the Teaching Campus students are required to serve as teacher assistant role in the implementation of various learning activities, particularly in the areas of literacy and numeracy. They are also responsible for incorporating technological adaptations into the learning process, assisting with school administration tasks, and promoting the use of the Ministry of Education's learning tools such as the Independent Curriculum, Minimum Competency Assessment, Education Reports, and Data-Based Planning (DBP). Students are also expected to contribute to advancements in science and technology, and to foster a sense of motivation among students towards learning (Kemristekdikti, 2023 p. 4; Iriawan & Saefuddin, 2021). The Teaching Campus program offers students a more comprehensive learning experience and enhances their proximity to the labour market. This ensures that once graduation, students possess crucial competences that are essential for their professional requirements (Elihami & Melbourne, 2022). Indubitably, the abilities listed above are closely linked to the academic accomplishments of students at Educational Institutions. Education students are specifically prepared and skilled to effectively oversee the entire process of learning, encompassing lesson planning, teaching, and evaluation which can be enhanced by employing Technological and Pedagogical Content Knowledge (TPACK) (Siregar, 2012).

Nevertheless, the Teaching Campus program, recruited students from various disciplines which then poses concerns regarding how non-education students without pedagogical background can effectively implement the educational program's objectives. Moreover, it is important to note that elementary school students, who are the primary object of the program, possess distinct attributes that necessitate the utilization of unique methodologies compared to those employed with adult learners (Farmasari, 2022). The Teaching Campus students must have specific knowledge and skills related to the administration of early childhood education.

Several studies have been conducted in relation to the widespread adoption of the Teaching Campus program. The previous studies had primarily examined: 1) the students' competencies (e.g., Azizah, Maulina & Nasrullah, 2024); 2) evaluation of the program (e.g. Pujiani & SuTeaching Campusawati, 2024); 3) the actual implementation of the Teaching Campus program in practice (e.g. Ardhani, 2024); and 4) the impact of the program on student competency (e.g. Afriaji & Rahmayanti, 2025; Yamin, Farmasari & Zamzam, 2025). While many parties involved are cognizant of the underlying issues necessitating the implementation of this program, the literacy level of the stakeholders, particularly the students, has significantly impacted the preparedness of the partners involved in executing the Teaching Campus program (Wahyuni & Anshori, 2021) within this educational institution. Studies have also mostly concentrated on examining students' comprehension of the Teaching Campus idea, as demonstrated by studies conducted by Hendri (2020) and Siregar et al. (2020). Additionally, there have been investigations into the practical application of this concept (Arifin and

Muslim, 2020; Damaynati, 2021; Hamzah, 2021; Kurniawan et al., 2020; Yamin and Syahrir, 2020) and students' preparedness to implement the Teaching Campus program (Oktaviani et al., 2021), with less emphasis on other factors.

However, there is a paucity of investigations into the experiences of non-education students implementing this teaching program; limited information exists regarding the challenges they face and the strategies they may employ to overcome educational responsibilities. Such foci are intricately linked to students' capacity to utilise their learner agency which can be cultivated, exercised, and enhanced when students encounter challenges in their learning journey (Manyukhina & Wyse, 2019; Sung, 2022). Learner agency has been characterized as the ability of an individual learner to independently identify and take action to bring about personal growth or enhancements (Martin, 2004). Given their lack of pedagogical training, it will be intriguing to see how the non-education students in the Teaching Campus program can effectively perform activities that are inherent to teachers' responsibilities. This will prompt an investigation into the establishment of learner agency and the underlying patterns of its formation. Pavlenko and Lantolf (2000) have highlighted the significance of agency as a crucial tool for individual learners in the process of enhancing or acquiring knowledge, which can only be cultivated and advanced via the deliberate choices made by the learners. The direction of well-being and act with a sense of purpose serve as a guiding force to flourish and prosper within society (Mick, 2011), making it paramount here to explore the possibilities of learner agency development during the implementation of the Teaching Campus program by non-education students which can serve as a valuable reference for non-education students interested in participating the future Teaching Campus program.

The objective of this research is to chart the formation and patterns of non-education student agency development during the implementation of the Teaching Campus (Teaching Campus) program. Forms of agency development pertain to the manifestations of learner agency within the teaching campus program, whereas patterns denote the methods through which these manifestations were facilitated. This research is also aimed in analyzing the challenges that non-education students encounter and the forms and patterns of the agency exercises and development. This present study employs a theoretical framework based on the agency theory of Biesta et al. (2017), Buchanan (2015), and Priestley et al. (2016) and learner agency of Knight et al. (2017), Charteris (2015), and Xiao (2018). Additionally, the study examines the possible ways in which students from non-educational backgrounds develop teacher identity when participating in an educational program.

The study findings are strongly connected to the correlation between learner agency and a learner's ability to self-regulate their learning (self-regulated learners) during the Teaching Campus program and establish their identity as a learner (learner identity) (Charteris, 2015). Regarding educational assignments in the Teaching Campus program, it is expected that the non-education students, who lack pedagogical knowledge and skills, will be able to understand and interpret the given tasks, adjust to new ecological and social settings, and make

informed decisions when solving educational problems. As such, the ecological developmental approach considers the temporal dimensions of agency development, including the past, present, and future. The exercise of agency is influenced by past experiences (iterational), which in turn affect current assessments (practical-evaluative) of one's capabilities and the anticipation of the future (Projective) (Bandura, 2006; Emirbayer & Mische, 1998). Individuals with a diverse array of talents, knowledge, and experience may more easily attain agency than those without. Experiences also influence the perception and evaluation of current circumstances, capacity, and materials, as well as the imagining or consideration of potential futures (Lytra & Moller, 2011). Evidence of the non-education students' ecological materials into the exercises of agency during the implementation of the Teaching Campus program would assist in the achievement of overarching goals of the Teaching Campus program for all university students, regardless of their educational backgrounds.

Learner Agency Development Among Non-Education Students in the Teaching Campus Program: Challenges, Adaptation, and Strategic Engagement

Within the context of learning, when faced with new obstacles in their learning environments, learners are agentive when they use critical and analytical thinking to make strategic judgements and take appropriate action (Chisholm et al., 2019). Likewise, recognized as a key factor contributing to an individual's success, learner agency is defined as the ability of a learner to engage in critical and analytical thinking processes, either individually or in groups, to make strategic decisions about the learning challenges they encounter (Manyukhina & Wyse, 2019). In relation to agency, given restricted capacity in teaching, it is intriguing to investigate how non-education students engage with new circumstances and adjust to the primary objectives of t. By identifying the challenges, the non-education students encounter, it is imperative to explore whether these students exercise their critical and analytical thinking, propose solutions, and demonstrate responsiveness in problem-solving (Xiao, 2018) during the Teaching Campus program. These processes are crucial components of learner agency that can be cultivated and enhanced by learners, either individually or collectively (Little & Erickson, 2015a). During the teaching campus program, the non-education students' participating actively in the learning process instead of passively absorbing information when making decisions, establishing learning objectives and assuming accountability for their educational attainment are crucial processes to learner agency development (Blaschke et al., 2021) which simultaneously leads to the achievement of self-regulation within the individual (Hase & Blaschke, 2021). Therefore, this study was conducted to identify the formations and patterns of learner agency development amongst non-education students conducting a teaching program. The findings are expected to inform both the policy makers for future pre-implementation programs and the future non-education students about the challenges that they may face when implementing the Teaching Campus program and the solutions they may endeavor.

RESEARCH METHOD

The research methodology employed in this study is descriptive qualitative research, since it involves the use of verbal and descriptive data to uncover the underlying meaning and social phenomena within a specific context (Satori & Komariah, 2014; Silverman, 2016). The research data consists of three main components: the survey data of learner agency index of the non-education students participating in the Teaching Campus program, the interview transcripts and documents pertaining relevant information and policy of the Teaching Campus program. The survey and interview inquired various aspects such as their motivation, vision, and mission for participating in the Teaching Campus program, the main tasks, and functions of education that they must fulfil, the challenges they face in completing these tasks, the strategies they employ to overcome these challenges, and their perceptions of the success of these strategies.

The Participants

The research focuses on non-education students enrolled in the 5th Teaching Campus of 2023 batch, encompassing both the population and sample. For accessibility reasons, the study only focused on the Teaching Campus participants in the island of Lombok which comprised of 142 total participants. Considering the population size, saturation sampling method was employed by keeping the sample size equivalent to 20% of the total population. Specifically, the sample consisted of 28 individuals from seven different universities, 10 different study majors, 11 Male and 17 Female between the age of 20 to 23. The convenience sampling technique was employed to determine these 28 participants (Silverman, 2016). The convenience sampling method was used to the accessible population to prioritise the comfort of respondents and their relative ease of engagement (Braun & Clarke, 2021). To minimize potential biases, the study integrated convenience sampling with purposive sampling to guarantee variation in essential participant attributes. The samples must be registered as the participants of the Batch 5 of the Teaching Campus program and must be from non-education majors. The following is the demographic of the participants included in the research.

Table 1. The participants

Participants	Gender	Age	Study Program
Student 1	M	21	Accountancy
Student 2	F	20	Informatics
Student 3	F	21	Informatics
Student 4	M	23	Economic Management
Student 5	M	22	Plantation study
Student 6	M	20	Informatics
Student 7	M	21	Forestry
Student 8	F	20	Soil Science
Student 9	F	20	Informatics
Student 10	M	20	Accountancy
Student 11	F	23	Law

Student 12	F	22	Food Technology
Student 13	F	20	Soil Science
Student 14	F	20	Economic management
Student 15	M	21	Plantation study
Student 16	F	20	Law
Student 17	F	22	Economic management
Student 18	F	21	Animal science
Student 19	M	21	Law
Student 20	M	20	Animal Science
Student 21	F	20	Law
Student 22	M	21	Electrical Engineering
Student 23	F	22	Accountancy
Student 24	F	23	Informatics
Student 25	F	22	Informatics
Student 26	F	21	Economic Management
Student 27	F	21	Accountancy
Student 28	M	22	International Relation

Data Collection and Analysis

Documents

A collection of documents that related to the Teaching Campus program, the policy, and the guidance was collected. These public documents were accessed from the Ministry of Education website. Additionally, documents produced by the participating students during the teaching program were also collected to examine the patterns and themes within the documents. These documents comprised the Teaching Campus working program, the teaching and assessment materials, and the students' final report. The documents selected must be relevant to the research questions, authored and published by trustworthy and verifiable sources such as the official document policy of the Teaching Campus program, legally accessible, and representative and diverse (official documents and participants' products).

Individual semi-structured interview

Whether offline or online, depending on the individual's convenience, individual interviews were conducted utilizing an open-ended questioning approach, allowing respondents to express information that may not be addressed in the prepared questions by the research team (Creswell & Creswell, 2018). This interview primarily addressed four topics: 1) the primary tasks and functions that students are required to fulfil in the Teaching Campus program; 2) the challenges encountered to complete educational responsibilities; 3) the strategies employed to fulfil their educational duties; and 4) the students' perceptions about their Teaching Campus activities and the effectiveness of the strategies they employed. We developed the interview guide by consulting relevant references from the Teaching Campus program and learner agency theories. Two colleagues whose

expertise is on learner agency and one former field supervisor for the teaching campus were employed to validate the interview questions. Prior to data collection, the interview questions were piloted to five university students who participated in the previous Teaching Campus program to ensure their clarity and comprehensibility for refinement. Inter-coding reliability was checked by having each research team come up with their own codes and then dividing the number of agreements by the total number of coding decisions to see how much agreement there was between the coders. We finalized the codes when the agreement reached a minimum of 85% consensus.

Questionnaire

As the study was intended to investigate the patterns of learner agency development of non-education students participating in the Teaching Campus program, a survey was conducted using the Agency for Learning Questionnaire Long Form validated by Code (2010, 2020), selectively outlined by Fletcher and Nusbaum (2010). Regarding the interview questions, two scholars who specialize in learner agency and a colleague who worked as a field supervisor for the previous teaching campus program were asked to make sure that the questions were relevant to the research questions and covered important topics. This was done to make sure that the questionnaire was constructively and contentive valid. Five former Teaching Campus participants also piloted the questionnaire to ensure its clarity and comprehensibility.

The questionnaires represented agentic engagements in four main properties in learner's agency, which reflect on learners' mental consciousness, intentional actions, motivational beliefs, and goal settings in their learning outcomes. Using a 5-point Likert scale ranging from "1" (strongly disagree) to "5" (strongly agree). 10 items needed to answer the research questions were selected from 42 items in the original questionnaire, which are 2 items for measuring intentionality, 3 items for measuring forethought, 1 item for self-reflection, and 4 items for measuring self-regulation. Table 1 shows the sample of items in the questionnaire.

Table 2. The questionnaire

No.	Item	Category
1	I try to be clear about my objectives before choosing	Intentionally
2	When making decisions I like to collect a lot of information	Intentionally
3	Because it is one of the best ways I have chosen to develop other aspects of my life	Forethought
4	Because I want to show myself that I can succeed in my studies	Forethought
5	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities	Forethought

6	Because I experience pleasure and satisfaction while learning new things	Self-Reflectiveness
7	Study when there are other interesting things to do	Self-Regulation
8	I always Organize my schoolwork	Self-Regulation
9	I know how to motivate myself even when my endurance drops off	Self-Regulation
10	When striving for a goal, I can fully identify myself with my actions	Self-Regulation

Cronbach alpha was employed to measure the coefficient for internal consistency reliability for the questionnaire. The accepted acceptable reliability coefficient for Cronbach alpha is 0.70 (DeVellis, 2003) and the reliability analysis is given on Table 3.

Table 3. Cronbach's Alpha

Number of Items	Cronbach's Alpha
N=10	0.9496

Data Analysis

The questionnaire data were calculated to examine the trend of responses amongst the 28 respondents. The qualitative data were analyzed using a thematic analysis approach by adopting six stages of thematic analysis from Braun and Clarcke (2022), from familiarisation with the data collected, developing codes across the data sets, searching for themes, reviewing for themes, defining, and naming themes, and reporting. The coding was carried out in Microsoft Excel by applying color coding to each item.

RESULTS AND DISCUSSION

Most respondents fall into the "Mostly Agree" category (Mean ~4), meaning they generally agree with the statements. Standard deviation is low for most participants (~0.3 - 0.7), indicating consistent responses with little variation. No extreme "Strongly Disagree" groups were found, meaning most participants have a positive or neutral stance. The data indicates a significant concentration about the median of (4) with negligible variability, suggesting that answers across items are consistent. The principal distinctions emerge from minor discrepancies in means and standard deviations, with Q2 exhibiting greater divergence and Q4 demonstrating the maximum degree of consistency.

Table 4. Statistical Analysis of the non-education students' agency in the Teaching Campus program

Items	Min.	Max.	R	n	Sum	Mean	Median	Mode	Std. Dev.
Q1	3	4	2	28	115	4.107	4	4	0.567
Q2	3	5	2	28	104	3.714	4	4	0.600
Q3	3	5	2	28	116	4.143	4	4	0.591
Q4	4	5	1	28	122	4.357	4	4	0.488

Q5	3	5	2	28	117	4.179	4	4	0.612
Q6	4	5	1	28	121	4.321	4	4	0.476
Q7	4	5	1	28	118	4.214	4	4	0.418
Q8	3	5	2	28	107	3.821	4	4	0.612
Q9	4	5	1	28	115	4.107	4	4	0.315
Q10	4	5	1	28	116	4.143	4	4	0.356

Motivation, hope, self-efficacy, and a growth mindset (the belief that intelligence and abilities can be developed) are the primary resources that students utilise when they develop agency. However, some experts contend that a learner agency encompasses more than just an individual's ability to bring about changes. It is argued that learner agency is a collective endeavour undertaken by learners in groups or small groups, commonly known as a collaborative agency or cooperative agency, where the mediation processes within the ecological environment, such as learner culture, have a significant impact (Lantolf, 2013). In order to examine the development of learner agency, this study examines four main aspects: (1) the primary responsibilities and roles of students in the Teaching Campus program, (2) the difficulties or obstacles encountered in carrying out the program, (3) the ways in which non-education students exercise their agency, and (4) the process through which their agency is developed while implementing the Teaching Campus program.

The Educational Duties of the Teaching Campus Program

The data indicate that the non-education students participating in the Teaching Campus program share a nearly identical perception of the objective of implementing the Teaching Campus program, which is to reform the education system in Indonesia and enhance the quality of learning in schools as attested by Student 1:

The Teaching Campus program is one of the government's ways of improving the Indonesian education system (AK).

The implementation of Teaching Campus, a program aimed at enhancing the quality of education in schools, is projected to offer students broader prospects to engage with real-life situations to effectively apply the knowledge acquired in college to address arising challenges. Perhaps they encountered each other at the physical premises of the Teaching Campus educational institution. When questioned about their primary obligations and roles in the Teaching Campus program, all the interviewed students demonstrated a correspondence between the main obligations and responsibilities outlined in the Ministry of Education and Culture's guidebook and their own comprehension of their primary duties in this program, which include: 1) Enhancing the literacy and numeracy aptitude of students in schools; 2) Integrating technology into the learning process; and 3) Providing support to school administration.

One aspect of the initiative involves instruction, but it encompasses more than that. There are four specific aims for Teaching Campus program, with the first one being the enhancement of technological numeracy and its application in enhancing school administration inside educational institutions.

Currently, I am situated at an educational institution that caters to students in elementary and middle school. The task at hand involves translating the four main objectives, namely literacy and numeracy. Subsequently, the participants at this educational institution will be able to develop programs that aid in enhancing student literacy and numeracy, while also promoting technological integration. ourselves acknowledge that both us and our friends are inseparable from technology, so we are obligated to be present in order to fulfil the minimum requirements set out. My program focuses on finance, aid, and school administration specifically relevant to campus conversion. Teaching is a mandatory component of the curriculum, and so we are not permitted to solely focus on studying, as per the policies of each faculty within the institution. In addition to the primary objectives, students also highlighted the conversion of 20 credit courses, which is a policy implemented by their respective universities or faculties. This conversion is deemed justifiable to achieve, given students enrolled in the Teaching Campus program are prohibited from attending lectures or engaging in other university activities, and are obligated to carry out all their tasks at their designated Teaching Campus school sites.

Challenges Faced by Non-Education Students in Implementing the Teaching Program

The Teaching Campus program, which is integrated into the primary responsibilities of education students, significantly influences the enrollment of students from the education faculty, surpassing that of non-education students. The participants in this research acknowledged the alignment between educational tasks and obligations with the Teaching Campus program. They indicated that the Teaching Campus program was particularly well-suited for education students.

Considering my major in the Faculty of Economics, teaching pure accounting is not appropriate or necessary, in my perspective. However, the Teaching Campus offers opportunities for acquiring fundamental social skills and essential financial education...in my perspective, this program is more appropriate for the Education students (SW).

The student acknowledged that his scientific expertise was better suited for other Teaching Campus program, such as the Internship and Certified Independent Study, rather than the Teaching Campus program. His academic expertise in economics, namely accounting, did not adequately equip him to pursue a career as an accounting teacher. Instead, his focus was on the theoretical aspects of accounting. As a result, the Teaching Campus program was not a viable fit for him. When questioned about his decision to enroll in the Teaching Campus

program, the student explained that he lacked accurate information about the program since no previous students had pursued this program and there was limited information available from his home university. However, upon further inquiry, another non-education student, after first expressing hesitation, confessed that he did not perceive any disadvantages in participating in the Teaching Campus program as he gained multitude experience, including enhanced social skills and the ability to effectively address educational challenges within school settings.

...extensive experience can be gained without formal education, particularly in areas such as socializing with others and problem-solving. In the process of teaching and learning, it is essential to find solutions to problems. Therefore I decided to participate in this Teaching Campus program activity, even though initially I did not have the intention to engage deeply, but rather just register (GHI).

The data indicate that students' role in the implementation of the Teaching Campus program was mostly focused on tasks related to preparing paperworks for teaching and learning, such as drafting lesson plans, developing tests, grading, and marking, and developing teaching materials. Nevertheless, evidence indicates that students without an educational background are not afforded preferential treatment when it comes to completing these assignments, as they are typically received by their fellows from an educational background.

I had no idea how to develop a lesson plan, a test and teaching materials. When grading students' assignments, I only followed what my fellows [education students] instructed. I also copied the lesson plans from them and used the tests they developed (AG).

Forms and Patterns of Non-Education Learner Agency

Lantolf (2013) highlighted that agency is significantly impacted by the ecological environment of an individual. The ecological and social contexts reinforce identify development leading to the development of representational agency and promoting self-regulation or organizational agency. However, the two depend greatly on how an individual demonstrates strategic approaches when interpreting something (Matsumono, 2021), then executing strategic actions. The interview and FGD indicate that "internal motivations" as the current materials of the students' ecological factors, one of the practical-evaluative elements, were the most relevant factors that drove the non-education students' participation in the Teaching Campus program. These include expectations for socializing for networking and developing problem-solving skills for their future aspirations of contributing solutions to education problems. The following table describes the non-education ecological materials in relation to the implementation of the Teaching Campus program.

Table 5. The non-education ecological aspects for agency development

No.	Ecological aspects	
1	Iterational	Tutoring computer and mathematics skills to young children
2	Practical-evaluative	Internal motivation (getting paid by the government) Materials received at the pre-implementation program Existing information and technological knowledge and skills Teamwork with fellow participants and teacher supervisor
3	Projective	Solving literacy, numeracy, and technology deficient skills at primary school Self-networking and problem-solving capabilities Income for individuals

A crucial concern in fostering learner agency within the realm of education is to establish a method or approach that enables learners to actively participate in the process of acquiring new knowledge collectively, while simultaneously nurturing their inherent capacity for agency (Xiao, 2018). According to Knight et al. (2017) and Mao (2021), the actions and behaviours of students in learning are significantly influenced by how they interpret the tasks assigned by the teacher during both spontaneous and planned learning exchanges. Teachers assign various tasks that can elicit distinct types of agencies in each learner, including representational agency (which reflects the learner's identity), organizational agency (which promotes self-regulation), and strategic agency (which demonstrates the learner's approach to interpreting something). This demonstrates that the task options provided by the teacher can serve as a stimulus or a resource that can enhance and cultivate learner agency throughout the learning process, both on an individual basis and within groups (Farmasari, 2022). Agency serves as the fundamental basis for cultivating the skills that students require to influence the future. Agency can be cultivated through students' acquisition of knowledge, receipt of feedback, and practice of self-reflection (Leadbeater, 2017; Cimasko & Shin, 2017).

The study indicates that non-education students without pedagogical and professional knowledge and skills encountered several challenges when implementing the Teaching Campus program educational agenda. The challenges were correlated to the teaching preparation, implementation, and evaluation, starting from developing lesson plans, developing learning materials, conducting teaching and learning, classroom management to assessing students' learning competencies. Prior to the implementation of the program, the Teaching Campus program students acknowledged that they were bound by the school's policy and cannot take independent action. Nevertheless, they affirmed that when implementing Teaching Campus program at the school, the school wholeheartedly backed all the planned work programs and offered every assistance to ensure the successful execution of the work program. In addition, the amount of student

agency is significantly impacted by their comprehension of the professional protocols and processes necessary for settling bills related to the Teaching Campus program and their established job program.

At first, I thought that the school would be very strict, lecturing us what to complete and would insist on running its own established programs. In fact, we were given trust and assistance to implement our programs. (EPS).

In relation to professional protocols, multiple studies have documented the favorable effects of Teaching Campus program on students as active professional participants in this initiative. Anwar (2021) discovered that a primary responsibility of students was to embrace technology for educational purposes, which proved highly beneficial to teachers in schools during the remote learning time amid the Covid-19 pandemic. The implementation of this technology has motivated students to actively engage in studying and experimenting with technological applications that can enhance the learning processes and outcomes of students (Iriawan & Saefudin, 2021; Jang, 2022). In this technology related agency, this study shows that Teaching Campus students who were not enrolled in an education study program, but were enrolled in an informatics engineering study program, established agency in order to effectively implement their work program namely.

Table 2. Forms of Technology Related Agency

Teaching Campus program primary duties	Forms of Agency
Enhancing the literacy and numeracy aptitude of students in schools.	Comprehension of how to provide literacy and numeracy assistance for young learners
	Adapting literacy and numeracy games for young learners as informed at the pre-implementation programs
Integrating technology into the learning process.	Proficiency in comprehending students' initial experiences and capabilities related to the technology that will be incorporated into the learning process.
	Understanding the attributes of students as young learners and their correlation with the utilisation of technology.
	Comprehension of how to provide information pertaining to technology and how to instruct young children in the use of technology

Providing support to school administration	Proficiency in using information and technology tools to build school administration system
Developing teaching documents: lesson plans, learning materials, students' worksheets, assessment	No forms of agency identified. Non-education students adopted the teaching documents developed by other fellows (the education students)

By performing the three forms of agency, non-education students participating in this study acknowledged significant learning in the areas of classroom management, student engagement and school administration. These forms were unable by trust and assistance provided by the school and collaboration with colleagues during the program as Widiyono et al. (2021) and Astrid et al. (2023) further corroborates that the students' learning in the Teaching Campus program was particularly materialized as they have gained more trust, which has boosted their self-assurance to pursue the completion of the programs.

When analyzing the agency development patterns, the study reveals that student agency was initially demonstrated when students communicate their comprehension of the primary responsibilities and functions of the Teaching Campus program in the initial meeting. The work plans were informed by the observation data they collected during the first two weeks of the program during which deficiencies in the school, such as learning, administration, extracurricular activities, and the utilization of information technology were identified. They transferred their comprehension of the school's deficiencies into work programs, which were originally deliberated in groups. The designs for the work programs are determined by adapting individual's capabilities or expertise. Besides, the study also shows that the non-education self-reflection underwent process which Knight and Appel (2017) attested as a determinant of the long-term viability of the adopted work program was evident. Self-reflection is an integral component of the Teaching Campus program, wherein students are required to engage in self-evaluation as part of their work program assessment and include it in their final report. The self-reflection process, in the context of agency, involves an "agent" assessing their skills and connecting their professional experience to effectively address challenges that arise in carrying out their professional responsibilities (Balouchi et al., 2021; Charteris, 2015). This process of self-reflection will generate significant factors to consider when designing future work programs aimed at enhancing program successes and outcomes by acting in line with their professional objectives and is focused on self-development, as well as the betterment of others and colleagues (Colley & Lassman, 2021; Manyukhina & Wyse, 2019). The chart below shows the pattern of how agency was initiated.

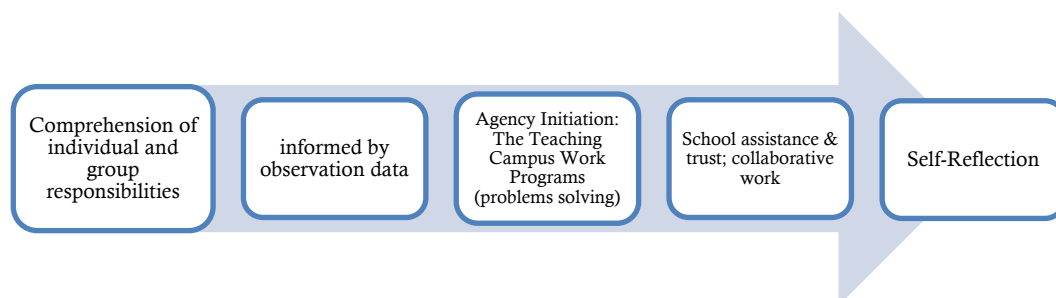


Figure 1. Non-education learner agency development pattern

Within the context of teaching, agency refers to a teacher's ability to act to enhance their own professional growth and engage in productive and solutive activities. (Biesta et al., 2016; Wu, 2023). Priestly (2016) and Wu and Albert (2024) stated that teachers with agency possess a strong belief in their capacity to self-motivate and actively engage in their interactions with colleagues and students. They stated that teachers who possess agency demonstrate the capacity to deliberately acquire new information from within themselves, with the purpose of fulfilling their moral obligations to themselves and their communities. Agency is an integral component of the mediation process within the socio-cultural environment of the teacher (Gupta et al., 2024), and it is significantly impacted by the context and support provided by the parties in the teacher's ecological environment (Pappa et al., 2019). Hence, teacher agency refers to the significant influence that teachers possess in driving educational reform. This influence encompasses various aspects, such as actively participating in the design of educational innovations, executing them, and assessing their effectiveness to ensure successful learning outcomes.

CONCLUSION

The objective of this research is to identify the forms and patterns of non-education students agency development while executing the Teaching Campus program educational program. This research specifically focused on exploring how non-education students may effectively carry out instructional tasks within the Teaching Campus program framework. The study shows that the students' iterational and present practical-evaluative aspects informed the forms of agency to materialize the programs. School trust and assistance were evident as enabling factors of agency development, so did the collaborative work and self-reflection. As the study reveals how non-education students develop their agency in responding to challenges during the teaching campus program, the study would provide significant inputs for the policy makers about the necessary preparation for the future Teaching Campus program. The pre-departure training may specifically encompass additional pedagogical and professional instruction for non-education students, including the development of lesson plans, educational materials, and the design of teaching media. It is also recommended that future field supervisors offer increased support to non-education students engaged in teaching activities at every educational level. Besides, future non-education

students should discuss former non-education students regarding their strategies for managing educational responsibilities within the Teaching Campus program.

ACKNOWLEDGMENT

The researchers would like to acknowledge the research and community service board of the University of Mataram for funding the study, as well as the study participants for the time and thought devoted.

REFERENCES

- Afriaji, M., & Rahmayanti, A. (2025). Evaluasi program kampus mengajar pada smpn 3 sungai pandan kabupaten hulu sungai utara. *Deleted Journal*, 2(1), 489–495. <https://doi.org/10.62335/bsh8dn62>
- Anwar, R.N. (2021). Pelaksanaan Kampus Mengajar Angkatan 1 Program Merdeka Belajar Kampus Merdeka di Sekolah Dasar. *Jurnal Pendidik dan Kewirausahaan*, 9, 210–220.
- Ardhani, M. N. (2024). Aksi Kolaborasi Meningkatkan Kompetensi Untuk Membangun Negeri Melalui Program Kampus Mengajar Angkatan 8 Tahun 2024 di SD Negeri Kendalrejo Surakarta. *Jurnal Pengabdian Masyarakat Bangsa*, 2(10), 4643–4653. <https://doi.org/10.59837/jpmba.v2i10.1806>
- Astrid Mairitsch, Giulia Sulis, Sarah Mercer, Désirée Bauer. (2023). Putting the social into learner agency: Understanding social relationships and affordances. *International Journal of Educational Research*, 120(102214), <https://doi.org/10.1016/j.ijer.2023.102214>.
- Azizah, N., Maulina, M., & Nasrullah, R. (2024). Pre-service teacher's teaching competence during kampus mengajar program. *Klasikal: Journal of Education, Language Teaching and Science*, 6(3), 826–838. <https://doi.org/10.52208/klasikal.v6i3.1234>
- Balouchi, S., Samad, A. A., Jalil, H. A., & Noordin, N. (2021). Motivation, international posture, and willingness to communicate as predictors of L2 communication in online contexts. *International Journal of Learning Technology*, 16(2), 158–177. <https://doi.org/10.1504/IJLT.2021.117766>
- Blaschke, L. M., Bozkurt, A., & Cormier, D. (2021). Learner Agency and the Learner-Centred Theories for Online Networked Learning and Learning Ecologies. In S. Hase & L. M. Blaschke (Eds.), *Unleashing the Power of Learner Agency* (pp. 41–51). EdTech Books. <https://edtechbooks.org>
- Braun, V., & Clarke, V. (2021). Thematic Analysis: A Practical Guide. SAGE publications: London.
- Charteris, J. (2015). Learner agency and assessment for learning in a regional New Zealand high school. *Australian and International Journal of Rural Education*, 25(2), 2–13.
- Cimasko, T., & Shin, D. S. (2017). Multimodal resemiotization and authorial agency in an L2 writing classroom. *Written Communication*, 34(4), 387–413. <https://doi.org/10.1177/0741088317727246>.
- Colley, K. E., & Lassman, K. A. (2021). Urban Secondary Science Teachers and

- Special Education Students: A Theoretical Framework for Preparing Science Teachers to Meet the Needs of All Students. *Insights into Learning Disabilities*, 18(2), 159–186.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (5th ed.). SAGE Publications Ltd.
- Deters, P., Gao, X., Miller, E. and Vitanova, G. (eds.) (2015) *Theorizing and analyzing agency in second language learning*. Clevedon: Multilingual Matters
- Elihami, E., & Melbourne, M. (2022). The Trend of “Independent Learning Independent Campus”: Teaching Model of Islamic Education through bibliometrics mapping in 2021-2022. *Journal of Innovation in Educational and Cultural Research*, 3(2), 86-96. <https://doi.org/10.46843/jiecr.v3i2.70>
- Gupta, N., Ali, K., Jiang, D. (2024). Beyond autonomy: unpacking self-regulated and self-directed learning through the lens of learner agency- a scoping review. *BMC Med Educ* 24, 1519 (2024). <https://doi.org/10.1186/s12909-024-06476-x>
- Hase, S., & Blaschke, L. M. (2021). *Unleashing the Power of Learner Agency*. EdTech Books. <https://edtechbooks.org/up>
- Herman, RD. (2023). Membenahi Kampus Merdeka. <https://www.kompas.id/baca/opini/2023/01/22/membenahi-kampus-merdeka>. 23 Januari 2023 11:00 WIB, diakses 18 Maret 2023 Pukul 19.02.
- Iriawan, S.B.; Saefudin, A. (2021). Buku Saku Utama Aktivitas Mahasiswa Program Kampus Mengajar 2021; Kementrian Pendidikan dan Kebudayaan. Jakarta, Indonesia.
- Jang, J. (2022). An exploratory study on learner agency and second language writing practices of Korean high school students. *Asian. J. Second. Foreign. Lang. Educ.* 7, 31 (2022). <https://doi.org/10.1186/s40862-022-00158-1>
- Koesmawardhani, N.W. (2023). Teaching Kampus Program, Sudah 70 Ribuan Mahasiswa Berbagi Ilmu di Sekolah. Detikedu, Kamis 5 Januari 2023 Pukul 19.00 WIB. <https://www.detik.com/edu/edutainment/d-6500077/kampus-mengajar-sudah-70-ribuan-mahasiswa-berbagi-ilmu-di-sekolah>.
- Knight, J., & Appel, C. (2017). *A framework for learner agency in online spoken interaction tasks*. 29(May), 276–293. <https://doi.org/10.1017/S095834401700009X>
- Lantolf, J. P. (2013). Sociocultural theory and L2 learner autonomy/agency. In P. Benson & L. Cooker (eds.), *The applied linguistic individual: Sociocultural approaches to identity, agency and autonomy* (pp. 17–31). Sheffield, UK: Equinox.
- Leadbeater, C. (2017). Student Agency. Section of Education 2030 - Conceptual learning framework: Background papers, OECD, http://www.oecd.org/education/2030-project/contact/Conceptual_learning_framework_Conceptual_papers.pdf.
- Little, D., & Erickson, G. (2015a). Learner identity, learner agency, and the assessment of language proficiency: Some reflections prompted by the common European framework of reference for languages. *Annual Review of*

- Applied Linguistics*, 35, 120–139.
<https://doi.org/10.1017/S0267190514000300>
- Lytra, V., & Møller, J. S. (2011). Bringing the outside in: Negotiating knowledge and agency in multilingual learning contexts. *Linguistics Education*, 1(22), 1–9. <https://doi.org/10.1016/j.linged.2010.12.003>
- Manyukhina, Y., & Wyse, D. (2019). Learner agency and the curriculum: a critical realist perspective. *The Curriculum Journal*, 30(3), 223–243.
<https://doi.org/https://doi.org/10.1080/09585176.2019.1599973>
- Mao, J. (2021). Thriving through uncertainties: The agency and resourcefulness of first-year Chinese English as additional language writers in a Canadian university. *BC TEAL Journal*, 6(1), 78–93. <https://doi.org/10.14288/bctj.v6i1.390>
- Mercer, S. (2011). Understanding learner agency as a complex dynamic system. *System*, 39(4): 427–436
- Matsumoto, Y. (2021). Student self-initiated use of smartphones in multilingual writing classrooms: Making learner agency and multiple involvements visible. *The Modern Language Journal*, 105(S1), 142–174. <https://doi.org/10.1111/modl.12688>
- Mick, C. (2011). Learner agency. *European Educational Research Journal*, 10(4), 559–571. <https://doi.org/10.2304/eeerj.2011.10.4.559>
- Ovbiagbonhia, A. R., Kollöffel, B., & Brok, P. den. (2019). Educating for innovation: students' perceptions of the learning environment and of their own innovation competence. *Learning Environments Research*, 22(3), 387–407.
<https://doi.org/10.1007/s10984-019-09280-3>
- Pappa, S., Moate, J., Ruohotie-Lyhty, M., & Eteläpelto, A. (2019). Teacher agency within the Finnish CLIL context: tensions and resources. *International Journal of Bilingual Education and Bilingualism*, 22(5), 593–613.
<https://doi.org/10.1080/13670050.2017.1286292>
- Pujiani, T., & SuTeaching Campusawati, I. D. (2024). Evaluating the effectiveness of kampus mengajar program in enhancing indonesian's literacy and numeracy. *Lingua: Jurnal Pendidikan Bahasa*, 20(2), 251–274.
<https://doi.org/10.34005/lingua.v20i2.4276>
- Simamora, F. S., & Dharma, S. (2024). Implementasi Program Kampus Mengajar Terhadap Penguatan Civic Engagement Mahasiswa (Studi Kasus pada Mahasiswa FIS Unimed Peserta Kampus Mengajar). *Ar Rumman*, 1(2), 217–229. <https://doi.org/10.57235/arrumman.v1i2.3968>
- Sung, C. C. M. (2022). Agency and feedback-seeking: Academic English socialization of L2 students in Hong Kong. *Language and Education*. <https://doi.org/10.1080/09500782.2022.2085048>
- Suyatno, S., Wantini, W., Pambudi, D. I., Muqowim, M., & Tinus, A. (2023). *education sciences Developing Pre-Service Teachers ' Professionalism by Sharing and Receiving Experiences in the TEACHING KAMPUS PROGRAM*Program.
- Yamin, W. A., Farmasari, S., & Zamzam, A. (2025). Effects of the MBTEACHING CAMPUS Kampus Mengajar Program on Pre-Service Teachers' Teaching

- Competencies. *Journal of English Education Forum*, 4(4), 190–197. <https://doi.org/10.29303/jeeef.v4i4.784>
- Yusuf, F. (2021). The Independent Campus Program for Higher Education in Indonesia: The Role of Government Support and the Readiness of Institutions, Lecturers, and Students. *Journal of Social Studies Education Research*. 12, 280–304.
- Wahyuni, I.; Anshori, A. (2021). Student response of Medan State University to independent campus discussion. *COMMICAST*, 2, 110–116.
- Widiyono, A.; Irfana, S.; Firdausia, K. Implementasi Merdeka Belajar melalui Kampus Mengajar Perintis di Sekolah Dasar. *Jurnal Pendidikan ke-SD-an*, 16, 102–107.
- Wu, X. (2023). *A Longitudinal Study of EFL Teacher Agency and Sustainable Identity Development : A Positioning Theory Perspective*.
- Wu, Q., & Albert, Á. (2024). Learner agency and potential for creativity in writing task design and Chinese EFL students' flow experiences in writing: A contextual perspective. *Language Teaching Research*, 0(0). <https://doi.org/10.1177/13621688241258661>
- Xiao, J. (2018). *Learner agency in language learning : the story of a distance learner of EFL in China*. October. <https://doi.org/10.1080/01587919.2014.891429>