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Students Who Drive the Spirit of Learning through the Actualization of the Teaching Campus Program

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Educational inequality in Indonesia's frontier, outermost, and disadvantaged (3T) areas results in low student motivation and limited access to quality education. To address this, the Teaching Campus Program—part of the Merdeka Belajar Kampus Merdeka (MBKM) initiative—deploys university students to assist in under-resourced schools. This study examines how the program enhances student motivation through direct involvement of Teaching Campus participants. Using descriptive qualitative methods, data were collected through observation and documentation to capture real interactions between students and program participants. The findings reveal that university students positively influence learning motivation by applying creative strategies, including digital media, project-based learning, educational games, and positive peer modeling. These approaches helped students act as academic mentors and emotional supporters, increasing confidence and engagement among schoolchildren. The study supports Self-Determination Theory and Social Cognitive Theory by demonstrating how autonomy, competence, relatedness, and self-efficacy can be fostered in rural educational environments through peer-based learning. Practically, the findings inform schools, policymakers, and universities on designing more effective Teaching Campus implementations. Despite its contributions, the study is limited to a single school and lacks comparative data. Further research is needed to evaluate long-term outcomes and apply findings across diverse educational contexts to ensure broader impact.

Keywords: Educational Inequality, Teaching Campus Program, Student Motivation, Rural Education, Peer-Based Learning

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INTRODUCTION

Education is very important in the effort to form a quality and competitive generation. According to UNESCO, education is not only intended to provide knowledge, but also as a tool for shaping character, morals, and skills needed in social and professional life. Quality education will give birth to individuals who are innovative, creative, and able to adapt to the times. However, the reality in Indonesia shows that the challenges in education are still very complex, especially with regard to the quality gap between urban areas and the 3T (frontier, outermost and disadvantaged) areas. Schools in remote areas still experience limited access to educators, learning facilities and innovative learning methods.

One of the main problems faced by schools in remote areas is the low motivation of students to learn. Learning motivation is an important factor in students' academic achievement, as explained in the Self-Determination principle, this principle focuses on what and how students learn and not on what is learned (Rizqi Oktaputriviant et al., 2022). Motivation is a key cornerstone in the learning process, as it influences how students engage in tasks, overcome challenges and sustain their commitment in the educational journey. Among the various theoretical frameworks used to understand motivation, Self-Determination Theory (SDT) stands out for emphasizing the importance of intrinsic motivation and the fulfillment of three basic psychological needs: autonomy, competence and relatedness. These three needs drive engagement and shape the quality of effort students put into their learning (TAY Ye, 2025). For example, students need to have the ability to explore and deepen the material according to what students need, students do not just accept the material that the teacher conveys. The reality in the field states that many students in remote areas lack optimal learning motivation. Some of the causes of students' lack of learning motivation include the limited number of educators, uninteresting learning methods, and the lack of educational facilities and infrastructure that support the learning process.

The lack of qualified educators is also a major obstacle in the learning process in remote areas, indicating that schools in 3T areas experience a shortage of teachers, which leads to a lack of academic guidance for students. As a result, students do not get enough attention in understanding the subject matter, which has an impact on students' low learning motivation, in addition to conventional learning methods, such as one-way lectures, and agreeing to the situation. The observation results show that learning is still conventional and less varied. Students get assignments after the material is delivered by the teacher without any other interaction other than paying attention to the teacher and then doing the assignment. So that students are not eager to learn, they tend to be lazy and bored when learning takes place (Ulfiah & Wahyuningsih, 2023). Without variations in teaching techniques, students are more likely to be passive and less motivated to explore the subject matter independently.

In addition to SDT, behaviorist learning theory offers another perspective on learning motivation. This theory is based on a psychological approach that highlights directly observable behavior, without taking into account aspects of consciousness or internal mental construction. The main characteristic of this approach lies in the authoritarian role of educators, acting as agents of indoctrination and control, as well as controlling students' behavioral responses. Some of the causes of students' lack of learning motivation include the limited number of educators, uninteresting learning methods, and the lack of educational facilities and infrastructure that support the learning process (Huda & Fawaid, 2023). Behavioristic theory is relevant to explain learning motivation, particularly through reinforcement. This theory states that learning behavior can be shaped through stimulus-response and reinforced through positive consequences such as rewards or negative ones such as punishments.

Albert Bandura's (1986) social cognitive theory is also important in understanding the dynamics of learning motivation. Albert Bandura explains how a person controls events in life through self-regulating thoughts and actions. The fundamental processes include goal setting, evaluation of the assumed outcome of an action, evaluation of progress towards goals, and self-regulation of thoughts, emotions and actions (Mubin, Ikhasan, & Putro, 2021). Albert Bandura emphasized the importance of self-efficacy or belief in one's own ability to complete academic tasks. This belief can be built through direct experience, vicarious experience or seeing others succeed, verbal persuasion, and physiological conditions. The presence of Teaching Campus students who are close in age to students has the potential to be an effective virkarius model in increasing student self-effiency.

The limited educational facilities and infrastructure in remote areas is one of the main factors that exacerbate the low motivation of students to learn. Many schools in these areas do not have internet access, laboratory facilities, or adequate teaching materials. In fact, the availability of complete facilities and a pleasant learning atmosphere plays a major role in increasing student learning motivation (Damayanti & Hidayati, 2025). Without adequate educational infrastructure, it is difficult for students to be actively involved in the learning process, so their enthusiasm and interest in learning decreases. Many schools do not have adequate internet access, laboratory facilities and teaching materials. These limitations make it difficult for students to access more varied and interesting learning resources (Dwi Permatasari et al., 2024).

To overcome this problem, the Ministry of Education and Culture launched the Teaching Campus Program as part of the Merdeka Belajar policy. This program involves students as teaching partners in schools experiencing teacher shortages. The presence of students in this program is expected to be able to present more innovative and interactive learning methods, as well as become a vicarious model that is relevant to students due to age proximity and a more adaptive communication style. Students can be a new source of motivation that can build students' confidence and enthusiasm for learning.

The presence of students in the Teaching Campus Program can trigger an increase in student learning motivation because they feel closer and more comfortable interacting with students than formal teachers. The positive impact of this program is evident through the increase in student enthusiasm.

The presence of the Teaching Campus Team students plays an important role in this increase. They succeeded in creating a supportive atmosphere and motivating students to explore the world of literacy with enthusiasm. Thus, students are more active in reading and more receptive to new knowledge (Nur Adiya & Tahyudin, 2024).

Although there have been many studies related to student learning motivation, research that specifically examines the contribution of students in the Teaching Campus Program to increasing student learning motivation is still very limited. Most of the previous studies highlighted the general aspects of program implementation or its impact on learning achievement, not on psychological aspects such as motivation.

Research by (Ahmeiza Putry et al., 2024) discusses the role of 7th batch Teaching Campus students in increasing student learning motivation at SD Negeri 75 Bengkulu City. This study shows that the presence of students can build emotional closeness and create a pleasant learning atmosphere, but it does not explain in detail how the motivation process is formed or the specific methods used by students in building student motivation.

Another study by (Safaringga et al., 2022) evaluated the implementation of the Teaching Campus Program to increase student learning motivation in elementary schools. The results of the study state that the presence of students has a positive impact, but it is still limited to descriptive results without deepening through an explorative and contextual qualitative approach according to conditions in the field.

Meanwhile, research by (Nur Adiya & Tahyudin, 2024) focuses more on the role of students in improving the quality of learning in junior high schools, but does not further explore the specific dimensions of student learning motivation or the form of learning strategies applied by students.

From these three studies, it can be concluded that there is still a void in the literature that discusses how the contribution of Teaching Campus Program students directly increases student learning motivation with a naturalistic observation and documentation approach. Therefore, this study was conducted to fill this gap and provide a deeper understanding of the motivation mechanisms built through interactions between students and students in 3T areas.

Therefore, this study aims to describe the student work program at SMP Negeri 3 Gondangrejo and analyze the extent of students' role in increasing students' learning motivation through the Teaching Campus program. Through a phenomenological qualitative approach, this research will explore the experiences of students and college students in the Teaching Campus program (Nasir et al., 2023).

Therefore, this research is important to fill the gap in the literature regarding the mechanism of the contribution of Teaching Campus students in generating student learning motivation. This research also aims to provide practical input to schools and the government and enrich the treasure of educational literature in the context of 3T areas in Indonesia. The results of this study are expected to contribute to the development of educational literature, especially related to the role of students in increasing student learning motivation. Furthermore, the results of this study are expected to be used as evaluation material for the government, schools, and students involved in this program so that the Teaching Campus Program can continue to be improved and have a positive impact on education in Indonesia.

METHODS

This research uses a descriptive qualitative approach that aims to describe systematically and factually the contribution of Teaching Campus Program students in increasing student learning motivation at SMP Negeri 3 Gondangrejo. This approach was chosen because it is suitable for examining social phenomena in depth through observing the learning process that takes place naturally without research intervention. The qualitative approach allows researchers to observe and understand phenomena naturally, holistically, and contextually through a process of description, interpretation, and meaning based on direct experience in the field (Waruwu, 2024).

The subjects in this study are students who are members of the Teaching Campus Program and students of SMP Negeri 3 Gondangrejo who are the learning targets. The determination of the subjects was done purposively, with the consideration that they have direct involvement and high relevance to the focus of the research. Data collection was conducted using two main techniques, namely observation and documentation. Direct observation was conducted from 14 August 2023 to 14 December 2023 on classroom learning activities facilitated by Teaching Campus students, focusing on student behavior, learning interactions, and methods used (Nikmah, 2023). Documentation was used to complement the data through records of student work programs, photographs of activities, and other supporting documents related to the implementation of the program. To increase the validity of the data, this research uses triangulation techniques, namely by combining direct observation methods of the learning process and documentation of activities in the form of photos, work program notes, and student work during the program. The data obtained was then analyzed using a qualitative descriptive analysis method. This process includes collecting, presenting, and interpreting data narratively to identify patterns of student involvement in influencing student learning motivation. The analysis does not use a statistical approach, but rather relies on the meaning of the processes and situations that arise during the implementation of the Teaching Campus Program.

The data obtained was then analyzed using the qualitative descriptive analysis method. This process includes collecting, presenting, and interpreting data in a narrative manner to identify patterns of student involvement in influencing student learning motivation. The analysis does not use a statistical approach, but rather relies on the meaning of the processes and situations that arise during the implementation of the Teaching Campus Program. This process is carried out by compiling a narrative based on patterns of student involvement in the learning process and its impact on student motivation. The research results are presented in the form of systematic and in-depth descriptions to provide a real picture of the contribution of students in the learning process, as well as explaining the

mechanism of increasing learning motivation that occurs in the field (Waruwu, 2024).

FINDINGS AND DISCUSSION

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) designed the Merdeka Learning Kampus Merdeka (MBKM) program to face challenges and opportunities in education, encouraging students to develop innovation, creativity, and independence in knowledge through the realities and realities faced in the field armed with the knowledge gained during lectures (Irawan et al., 2023.). Campus Teaching, part of the MBKM program, provides opportunities for students to contribute to improving the quality of education by going directly to schools and playing an active role in efforts to improve students' literacy and numeracy skills.

Students who are members of this program not only act as teacher assistants in learning activities, but also as facilitators in encouraging students' enthusiasm for learning. The Teaching Campus Program provides a forum for students to hone their skills through direct practice activities at school. Students not only assist teachers in both academic and non-academic fields. Before going directly, the Kemendikbudristek Teaching Campus team will first equip students with literacy and numeracy training obtained from experts facilitated by the team. Students who join this program are students who have passed various selection tests. Despite facing various obstacles and limitations in the placement school, student involvement in this program has a positive impact on education (Ahmeiza Putry et al., 2024)

The observation results at SMP Negeri 3 Gondangrejo show that the students involved in this program have a crucial role in supporting the learning process. They not only help in teaching certain subjects but also provide new approaches that are more interactive and interesting for students. This has a positive impact on student learning motivation which previously tended to be low due to limited teaching staff and resources. Student learning motivation is an important factor in academic achievement. Motivation is a psychological drive that is non-intellectual, a drive from within to get satisfaction, develop abilities and skills to be able to improve achievement (Datu et al., 2022). In this study, it was found that student involvement in the Teaching Campus program significantly contributed to increasing student learning motivation.

Overall, students involved in the Teaching Campus program contribute important participation in three main aspects: knowledge transfer, administrative management, and technology adaptation. During the Teaching Campus assignment, students assist and coordinate with teachers in the learning process in the classroom. School Managerial Assistance, students participate in the creation of school data archives. Technology Adaptation, students introduce and train the latest technology to students. The adaptation carried out has a connection to the learning process (Pendidikan Ke et al., 2022).

A. Student Work Program at SMP Negeri 3 Gondangrejo

The Teaching Campus student team at SMP Negeri 3 Gondangrejo also has a work program during the assignment period. Previously, they first designed a work program, then discussed with the host teacher and field supervisor (DPL) about the work program plan. After being approved by the host teacher and field supervisor, students begin to carry out the work program plan in the placement school.

The design of the Teaching Campus student work program at SMP Negeri 3 Gondangrejo has 6 things that become the main focus in the student work program, namely, the focus of the literacy program, the focus of the numeracy program, the focus of the technology adaptation program, the focus of the management and utilization of quality reading books and libraries, the focus of the environmental conservation program or climate change mitigation, the focus of the character development program. Each focus has a work program implemented by students at SMP Negeri 3 Gondangrejo.

In the Literacy Program Focus there are 2 work programs: 1) Book Swap Party, the implementation of educational strategies that focus on improving literacy culture can provide significant benefits for students. Addition, this approach also aims to broaden their horizons and knowledge, providing support for the development of deeper reading skills (Riyani & Purnamasari, 2024). 2) Literacy Day, this approach also aims to inspire students' creativity. This not only impacts on their critical thinking skills but also provides space for creative expression in the understanding and interpretation of the text (Nirmayansha, 2023). The importance of raising literacy awareness is a strong foundation for building a sustainable literacy culture.

In the Numeracy Program Focus there are: 1) Science Art Projects, increasing students' interest and motivation in math is the main goal in implementing an approach that combines challenge and entertainment (Rahmadhea, 2024). The aim of this approach is to create learning that combines elements of challenge with elements of entertainment, creating a fun and engaging science experience for students, as well as to develop students' critical, analytical and creative thinking skills. 2) Mathventure: Exploring Numerical Realms, the improvement of students' numeracy skills at SMP Negeri 3 Gondangrejo became the main focus in the implemented educational strategy. These steps are directed at providing additional motivation for students in providing math learning with a fun and interesting approach. By encouraging student engagement in fun learning activities, it is expected that there will be progress in students' overall math learning outcomes (Rahmadhea, 2024).

[Figure 1. About here]

On the Technology Adaptation Program Focus: Smart Learning, the Smart Learning program for teachers aims to improve pedagogical skills by developing the ability to

design more interactive and relevant lessons using technology. In , the program focuses on effective teaching of technology tools and platforms, monitoring student progress, curriculum adaptation, collaboration between teachers, lesson planning efficiency, understanding digital ethics, and inclusive education. In the Management and Utilization of Qual

ity Reading Books and Libraries Program Focus: Revitalizing Libraries, library strategies focus on increasing student reading interest, expanding accessibility to knowledge resources, and reviving the library's role as an inspiring learning space (Sunanda et al., 2020). A student-friendly and comfortable library environment is also a major concern. The overall goal is to make the library a learning center that supports students' all-round development.

[Figure 2. About here]

At the focus of the Environmental Preservation or Climate Change Mitigation Program: ReUseArt, recycling waste to become more functional items requires creativity and innovative ideas. Involving students in this process is a good step to address the waste problem and enhance their creativity (Hanifah et al., 2021). On the focus of the Student Character Development Program: Socialization of the 3 Great Sins, the program has a dual purpose. First, to increase students' understanding of intolerance, sexual violence and bullying, and encourage them to prevent these acts. Second, to create a safe, inclusive and supportive school environment where every student feels accepted and respected. Through this character building process, it is hoped that students will not only be recipients of information but also play an active role in building a better environment collectively.

[Figure 3. About here]

In addition to the work program design, Teaching Campus program students are also active in Teaching Assistance, which is an activity carried out to assist teachers in the learning process. When the teacher delivers the material, students listen and pay attention carefully first, then go around to observe students' ability to understand the material. When students have difficulties, students try to re-explain with explanations that are easily understood by students (Safaringga et al., 2022).

B. Contribution of students to Student Motivation

Based on the research results obtained from observation and documentation during the assignment period of the Teaching Campus program at SMP Negeri 3 Gondangrejo, it was found that through the Teaching Campus program students contributed to increasing student learning motivation. Learning motivation is an essential factor in student academic success (Bella Cantika Putri et al., 2022). Based on data obtained from observations, it was found that student involvement in this program had an impact on increasing student learning motivation through the following aspects, a more interactive and creative learning approach, the role of students as role models and academic mentors.

Students apply more interactive learning methods rather than using the monotonous conventional approach that is often used during teaching in class, including the use of digital media during learning, discussion and collaborative learning methods, and educational games. Digital media is the media used in the learning process in the classroom. It can be said that digital media is a learning tool that is used either in physical form or software (Fitria, 2021). According to Daryanto, interactive media is media that allows users to choose what to do next (Permadi, 2016; Pendidikan et al., 2024.). Sudjana and Rivai argue that, interactive media has several advantages such as, making learning more interesting can encourage student learning motivation, help students understand learning material easily, learning becomes more diverse and does not only rely on verbal communication and encourage students to actively participate in learning activities (Sudjana & Rivai, 2010; Pendidikan et al., 2024). Teachers are expected to be more creative in providing guidance and counseling services and utilize their digital technology skills in order to become professional educators in line with the latest developments (Independent, 2025).

Based on this explanation, it is concluded that interactive learning media as multimedia-based learning media, facilitates mutual interaction between teachers and students. It aims to make the learning process easy and can increase student learning motivation. Interactive learning videos to better explain difficult concepts become more interesting. In increasing student learning motivation, interactive videos are quite effective in the process of learning activities among students of SMP Negeri 3 Gondangrejo. The results of research that has been conducted by (Irwanto & Guswiani, 2019; Anyan & Setyawan, 2022) reveal that the utilization of videos in the learning process can help increase learning motivation in students. Students use this method when teaching in class so that students can be enthusiastic and enthusiastic in receiving learning.

Utilization of Power-Point and Canva media with visual animations that make the material easier to understand. Canva is an application that provides various creative features to facilitate and make the learning process more interesting and fun, so that learning with students becomes more creative and can be tailored to student interests and needs (Ayu Masfufah et al., 2022). Educational applications such as Kahoot and Wordwall to increase student engagement in interactive learning. Effective use of learning resources by educators can increase the effectiveness of the learning process, students understand the subject matter better and are motivated to learn (Pendidikan et al., 2024).

The use of E-Learning and E-books and the intensity of practice questions. E-learning is used to assist students in deepening their understanding of the material provided and taught, can be accessed anywhere and anytime, so that the learning outcomes are studied (Rofiah & Bahtiar, 2022). There is a positive correlation between the use of online learning platforms and increased motivation, especially in terms of self-regulation, engagement and learning autonomy. Students are happier to follow lessons and complete assignments (Clark et al., 2025). E-book media has a positive impact on students because the use of E-books can be an alternative in self-study which can make it easier for students to learn without depending on the teacher's explanation in class (Khikmawati et al., 2021). Using Google Classroom E-Learning media for independent student learning.

Project-Based Learning as well as Problem Base Learning model, which helps students to think critically and work in groups. This learning model is also known as project-based learning, which requires students to overcome a given problem or challenge (Ekawati Putri, 2019; Riasty & Sari, 2024). Project-based learning is a contextual approach that requires students to play an active role in problem solving, decision making, conducting research, and presenting the results of their research. This method provides space for students to demonstrate their achievements (Bulkini & Nurachadijat, 2023). The problem-based learning model is a learning approach that engages students in problem solving. This model can make students think critically and increase curiosity, so that students' learning motivation is aroused (Setiadi et al., 2023).

Educational games in learning, according to students, are effective in increasing students' motivation to learn. A fun, interactive and engaging learning environment for students can be created with this method. In addition, this method can also engage students' participation in learning, strengthen their understanding, and build critical thinking skills and creativity (Permainan Edukatih Muarif & Febrianti, 2024). Quiz-based games to test students' understanding through a more interactive and fun method. Interactive presentations in student learning using the Quizizz application. Interactive presentations made by combining two features in the Quizizz application, attractive presentation slides can create two-way communication and encourage more active student participation in the learning process (Hafiyya et al., 2023). Students use the Quizizz application in learning educational games in class, students will be very enthusiastic when learning is carried out. Interactive simulation in learning to increase students' exportation power. The use of innovative and interactive learning media is increasing as an effort to increase the effectiveness of learning (Try & Utomo, 2023).

One of the main findings is that the learning methods applied by students, such as the use of digital media (video, Canva, PowerPoint animation), educational games (Quizizz, Wordwall), and project-based learning and problem-solving approaches, are able to create a more interesting and participatory learning atmosphere. This is in line with the principles of Self-Determination Theory (SDT), where students are given space to feel autonomy, build competence through learning challenges, and establish positive social relationships with teaching students (TAY Ye, 2025).

[Figure 4. About here]

By using an interactive and creative approach to learning, students showed that students who were previously not excited about learning became enthusiastic in participating in learning. Students became more active in asking questions, participating in discussions, and showing improvement in learning than using conventional methods.

In addition to being facilitators in learning, students also act as role models for students. The presence of students with academic backgrounds that are closer to students helps create emotional closeness, so students are more motivated to learn. Students who are enthusiastic, present creative and innovative learning, and role models who are able to inspire students to be more active and enthusiastic in learning (Ahmeiza Putry et al., 2024).

Apart from being facilitators, students also play the role of role models and academic mentors. The age proximity and warm communicative approach made students feel more comfortable in asking questions and expressing opinions. This condition strengthens Albert Bandura's concept of vicarious learning, which states that students' self-efficacy can be increased by seeing examples of successful and relevant social models (Huda & Fawaid, 2023). This close interaction creates a positive relationship between students and students, thus increasing ' enthusiasm for learning.

Other findings revealed that students' involvement in non-learning activities, such as out-of-class learning assistance, motivational sessions, and academic consultations, contributed to the formation of more positive learning attitudes. Students become inspirational figures for students, not only in academic aspects but also in character development such as discipline, social care, and spirit of achievement.

Overall, the implementation of the program by Teaching Campus students not only helps teachers in the technical aspects of learning, but also creates a more conducive learning climate. The diverse and innovative activities address the needs of students in 3T areas who were previously limited in terms of learning approaches and access to learning resources. This is in line with the findings in the research methods and objectives, that student contributions can be one of the alternative solutions in addressing educational challenges in remote areas.

C. Challenges and Solutions

Although the Teaching Campus program has had a positive impact, there are a number of challenges faced in

the field. The main challenges include limited supporting facilities such as the internet, technology devices, and inadequate learning spaces. This hinders the implementation of technology-based learning methods or collaborative activities that require visual media (Dwi Permatasari et al., 2024)

In addition, there is still initial resistance from some students to the new learning methods brought by students, because students are accustomed to one-way learning patterns from teachers. Students also face challenges in managing time and developing work programs that are in accordance with school conditions and student characteristics. This obstacle is in accordance with the findings of Safaringga et al. (2022) that the implementation of the Teaching Campus program requires high adaptation to the local learning culture.

The solutions applied include adapting learning methods to be more contextual and simple but still interesting. Students use simple visual approaches, non-digital educational games, and learning media based on local materials (Hafiyya et al., 2023). To overcome the limited facilities, students use makeshift tools and work with teachers to maximize the available facilities. Persuasive communication strategies are also applied to gradually build students' trust, so that they are more open to new learning approaches. Collaboration with the school is an important key in adjusting the work program to the needs and potential of the school realistically (Nur Adiya & Tahyudin, 2024). Thus, despite the various limitations that exist, student creativity and adaptability are key factors in the successful implementation of the Teaching Campus Program in increasing student learning motivation.

CONCLUSIONS

1. General Findings

Based on the results of research conducted at SMP Negeri 3 Gondangrejo, it can be concluded that the student work program in the Teaching Campus Program is systematically designed to support the improvement of the quality of learning in schools. The work program includes six main focuses, namely literacy, numeracy, technology adaptation, management and utilization of reading books and libraries, environmental preservation, and student character development. Each program is designed to have a positive impact on the learning process with innovative approaches that are more interactive and interesting. In addition, students also play a role in assisting learning activities by accompanying teachers in delivering materials and providing additional academic guidance to students.

In analyzing the role of students in increasing students' learning motivation, this study found that students make a significant contribution in creating a more interesting and enjoyable learning environment. Through the use of digital media, project and problem-based learning methods, and educational games, students succeeded in increasing student engagement in the learning process. In addition, students also act as academic role models and mentors who are able to build emotional closeness with students, provide inspiration, and help them increase their enthusiasm for learning.

Overall, this study shows that student involvement in the Teaching Campus Program at SMP Negeri 3 Gondangrejo has a positive impact on increasing student learning motivation. Therefore, this program needs to be developed and strengthened through closer collaboration between students, schools, and the government to ensure its effectiveness and sustainability in improving the quality of education in Indonesia.

2. Theoretical Contributions

This research strengthens the application of Self-Determination Theory (SDT) and Social Cognitive Theory by showing how the fulfillment of psychological needs-autonomy, competence, and connectedness-can be facilitated through the involvement of near-peer role models. The presence of Teaching Campus students provides a tangible example of vicarious learning, building students' self-efficacy and motivation through observation, interaction and encouragement. The findings extend the relevance of SDT and Bandura's theory to the context of schools in rural areas, where traditional learning tends to be passive and limited.

3. Practical Implications

The findings of this study have several practical implications. For schools, the involvement of Teaching Campus students is a viable strategy to address teacher shortages and bring innovative teaching practices. For the government, it shows the importance of continuing and expanding the Teaching Campus Program, especially in underserved areas. For students participating in the program, the findings highlight the importance of being equipped with pedagogical and cultural sensitivity training to maximize their impact. It is recommended that future programs include a structured mentorship system and continuous feedback mechanism.

4. Recommendations

a.For Schools:

Schools are advised to continue the programs that have been run by Teaching Campus students and involve teachers in training interactive learning methods so that program sustainability is maintained.

b.For the Government:

The Teaching Campus program needs to be expanded to more 3T areas, aligned with the Merdeka Curriculum, and supported with training and incentives for schools that actively adopt innovations.

c.For Students and Universities:

Students need to be equipped with strong pedagogical training before assignment, and are encouraged to document good practices so that they can be replicated and become material for future evaluation.

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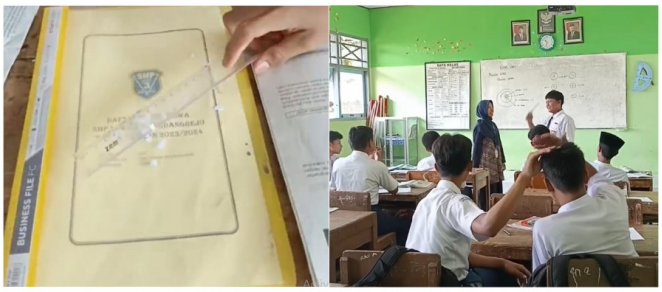
Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

LIST OF FIGURE

Book Swap Party

Literacy Day



Science Art Projects

Mathventure: Exploring Numerical Realms

Figure 1 / Literacy Program Focus & Numeracy Program Focus

Smart Learning

Revitalizing Libraries

Figure 2 / Technology Adaptation Program Focus & Libraries Program Focus

ReUseArt

Socialization of the 3 Great Sins

Figure 3 / Environmental Preservation or Climate Change Mitigation Program & Student Character Development Program

Students use digital and interactive media

Problem Based Learning

Student as Academic Mentors

Learning in the library

Figure 4 / The Learning Methods Applied by Students