

Campus Students Teach as Agents of Social Change: An Analysis of the Sociology of Education on the Adaptation of Teacher and Student Technology

Reski P^{1*}, Tahir Kasnawi², Hasbi³ 

^{1,2,3}Sociology Department, Hasanuddin University, Makassar, Indonesia

ABSTRAK

Perkembangan teknologi digital menuntut sekolah untuk beradaptasi dengan cara kerja dan pembelajaran yang semakin berbasis teknologi. Namun, dalam praktiknya, tidak semua guru dan siswa memiliki kesiapan yang sama dalam memanfaatkan teknologi secara efektif. Program Kampus Mengajar merupakan salah satu upaya untuk menjembatani kesenjangan tersebut melalui keterlibatan langsung mahasiswa di sekolah. Penelitian ini bertujuan untuk mendeskripsikan peran mahasiswa Kampus Mengajar dalam mendukung adaptasi teknologi guru dan siswa di sekolah penugasan.

Penelitian ini dilakukan dengan pendekatan kualitatif melalui analisis dokumen yang meliputi laporan kegiatan, jurnal mengajar, dan dokumentasi program. Hasil penelitian menunjukkan bahwa mahasiswa berperan aktif dalam membantu guru dan siswa beradaptasi dengan teknologi melalui pengembangan media pembelajaran interaktif, penerapan jurnal mengajar berbasis digital, serta pembuatan video profil sekolah. Pendampingan yang dilakukan secara kolaboratif dan bertahap mendorong meningkatnya kepercayaan diri guru dalam menggunakan teknologi serta meningkatkan keterlibatan siswa dalam proses pembelajaran. Namun, keberlanjutan praktik teknologi masih bergantung pada dukungan pihak sekolah dan komitmen guru setelah masa penugasan mahasiswa berakhir. Temuan ini menunjukkan bahwa mahasiswa Kampus Mengajar berfungsi sebagai pemantik awal perubahan, bukan sebagai satu-satunya aktor dalam transformasi digital pendidikan.

Kata Kunci: *Kampus Mengajar, adaptasi teknologi, guru, siswa, literasi digital*

ABSTRACT

The development of digital technology requires schools to adapt to an increasingly technology-based way of working and learning. However, in practice, not all teachers and students have the same readiness to utilize technology effectively. The Teaching Campus Program is one of the efforts to bridge this gap through the direct involvement of students at school. This research aims to describe the role of Teaching Campus students in supporting the adaptation of teacher and student technology in the assignment school. The research was conducted with a qualitative approach through document analysis which included activity reports, teaching journals, and program documentation. The results of the study show that students play an active role in helping teachers and students adapt to technology through the development of interactive learning media, the application of digital-based teaching journals, and the creation of school profile videos. Mentoring that is carried out collaboratively and gradually encourages increased teachers' confidence in using technology and increases student involvement in the learning process. However, the sustainability of technology practices still depends on the support of the school and the commitment of teachers after the student's assignment period ends. These findings show that Teaching Campus students function as an initial trigger for change, not as the only actor in the digital transformation of education.

Keywords:

Teaching Campus, technology adaptation, teachers, students, digital literacy

1. INTRODUCTION

The development of digital technology has changed almost all aspects of human life, including the way of learning and teaching in schools. The world of education is no longer in a space separate from rapidly evolving social and technological dynamics. Digitalization encourages changes in the way teachers deliver materials, the way students access knowledge, and how the evaluation process and

*Reski P

E-mail addresses: reski@ulm.ac.id (First Author)

learning interactions are carried out. In this context, technology is not simply understood as an aid, but has become an integral part of the modern learning ecosystem (Redecker, 2017).

In Indonesia, the integration of technology in learning is increasingly driven by 21st century competency-oriented education policies. However, at the implementation level, teachers' readiness to adopt technology is still uneven. In many primary and secondary schools, especially in rural areas, limitations in digital literacy, infrastructure, and continuous mentoring are major obstacles to the use of technology in learning.

This inequality has become even more pronounced after the COVID-19 pandemic. Although the pandemic has encouraged the acceleration of the use of technology in learning, not all schools and teachers are able to adapt optimally. Several studies have noted that teachers tend to use technology in a minimalist way, limited to replacing whiteboards with presentations or instant messaging applications, without meaningful changes in pedagogical strategies (Koehler et al., 2019). This condition shows that technological adaptation is not only related to the availability of devices, but also concerns pedagogic understanding, confidence, and social support in the school environment.

In this situation, the presence of the younger generation who are relatively closer to digital technology is a strategic potential. Students, especially education students, grow up in an environment that is familiar with digital devices, learning applications, and online culture. They have flexibility, the courage to try, and the exploratory habits that older teachers often don't have. This potential is then accommodated through the Teaching Campus Program, a national policy within the framework of Independent Learning-Independent Campus that places students to contribute directly in school.

The Teaching Campus Program is not designed solely to help with the shortage of educators, but rather to encourage cross-generational collaboration in the education ecosystem. Students are assigned to assist the learning process, assist school administration, and support the use of technology in teaching and learning activities. A number of studies show that student involvement in this context can help teachers overcome initial barriers in the use of technology, from the operation of basic software to the design of more attractive digital learning media (Fajriyah et al., 2023; Oktaviani, 2023).

More than that, the role of students does not only have an impact on teachers, but also on students. Student assistance in the use of digital media, interactive quizzes, learning videos, and online learning platforms has been proven to increase student participation and learning motivation. Students become more active, do not hesitate to explore with technology, and begin to understand that digital devices can be used as a means of learning, not just entertainment (Aldino & Sepika, 2025). This is important considering that students' digital literacy from an early age is the foundation for their readiness to face social and economic challenges in the future.

However, technological adaptation in education cannot be understood simply as a process of technical skills transfer. Digital literacy includes critical thinking skills, ethics in the use of technology, selection of credible sources of information, and the ability to integrate technology with clear learning goals (Redecker & Punie, 2017). Within this framework, Teaching Campus students have the potential to play a role as learning facilitators who not only help technically, but also encourage changes in the way teachers and students view technology.

Several international studies show that collaboration between educators and young people in a learning environment can accelerate the process of pedagogical innovation, especially when supported by a reflective and dialogical approach (Trust et al., 2016). In Indonesia, although research on Teaching Campuses is starting to develop, it is still mostly descriptive and focuses on student experiences or activity reports. Studies that specifically analyze the contribution of students in improving the technological adaptation of teachers and students simultaneously are still relatively limited.

On the other hand, there are also challenges that cannot be ignored. The limited duration of student assignments, differences in work culture between students and teachers, and limited infrastructure in schools can hinder the sustainability of program impact. Some teachers also show initial resistance to change, especially when technology is perceived as an additional burden in the midst of already high administrative demands (Prasojo et al., 2020). Therefore, it is important to understand more deeply how the role of students is carried out in the field, what strategies are effective, and what factors affect the success of technology adaptation in schools.

Based on this description, this study aims to examine the role of Teaching Campus students in improving the technological adaptation of teachers and students. The focus of the research is directed at the forms of mentoring carried out by students, the responses of teachers and students to the

mentoring, and its impact on technology-based learning practices. With this approach, it is hoped that the research can make an empirical contribution to the development of Teaching Campus policies and technology assistance strategies in schools, as well as enrich academic discourse on cross-generational collaboration in education.

2. METHOD

This research uses a qualitative type with a document analysis method. The qualitative approach was chosen because the research aims to describe in detail the implementation process of the Teaching Campus Program and its contribution to the technological adaptation of teachers and students. In this study, a document analysis method was used to examine various secondary data sources in the form of program reports, student activity journals, observation notes, and documentation that had been compiled during the activity. Data analysis was carried out using the Miles and Huberman model which includes the steps of Data Reduction, Data Display and Conclusion.

3. RESULT AND DISCUSSION

Result

The implementation of the Teaching Campus Program shows that the role of students in improving the technological adaptation of teachers and students takes place through real, contextual practices, not through a purely formal instructional approach. Technology adaptation in education is a gradual process that involves habituation, reflection, and social support in the school environment. The Digital Competence of Educators framework emphasizes that effective digital transformation requires continuous mentoring and shared learning spaces for educators and learners (Redecker, 2017). The findings of this study show that Teaching Campus students are able to fill this space through direct involvement in learning activities and school management.

1) Interactive Learning Media

The interactive learning media program applied in class X, especially in science subjects with redox reaction material, shows that technology can serve as a pedagogical bridge in helping students understand abstract concepts. The use of learning videos from YouTube and simple practicum simulations through virtual labs allows students to get a more concrete visual picture of the chemical reaction process. This approach has an impact on increasing student engagement during learning, both in discussions and during practice.

From a pedagogical perspective, the use of interactive media is in line with the view that digital technology can enrich the learning experience when it is integrated meaningfully, not just as a presentation aid (Trust, Krutka, & Carpenter, 2016). Students play an important role in directing the use of media to stay in harmony with learning goals, as well as helping teachers adapt technology to the existing classroom context.

In addition, student involvement in designing and implementing technology-based learning also strengthens teachers' understanding of the integration between materials, methods, and technology. This is relevant to the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes that the effectiveness of technology in learning depends on its suitability with pedagogical strategies and the characteristics of the teaching material (Koehler, Mishra, & Cain, 2019). Through hands-on practice, teachers begin to see that technology can be a realistic and applicative support tool, even in the midst of limited means.

2) Digital-Based Teaching Journal

The Google Form-based Teaching Journal Program is a form of technological adaptation that targets the administrative aspect of learning, but has pedagogical implications that are not small. Digitization of attendance and teaching journals helps teachers document the learning process in a more systematic, efficient, and traceable manner. These changes not only reduce the burden of paper-based administration, but also introduce a new work pattern that is more streamlined and transparent.

The involvement of students, especially class leaders, in filling out digital attendance provides direct experience of the use of technology for academic purposes. This practice trains students' responsibility, discipline, and digital literacy in a real context. In line with the DigCompEdu framework, digital literacy is not sufficiently developed through theory, but needs to be built through authentic activities that are integrated with school routines (Redecker, 2017).

The success of this program also shows that technological adaptation is easier to accept when departing from the real needs of teachers. The digital journal program is not introduced as a forced innovation, but as a solution to the problems faced by teachers in daily practice. This kind of collaborative approach reinforces the finding that technology-based educational innovation is more sustainable when built through partnership and trust, rather than one-sided instruction (Trust et al., 2016).

3) School Profile Video

The creation of school profile videos expands the meaning of technology adaptation from the realm of learning to the realm of managerial and institutional communication. This program shows that digital technology can be used as a strategic tool to introduce the identity, vision, and excellence of schools to the public. For SMK Muhammadiyah 1 Banjarmasin, profile videos function as a relevant promotional media in the midst of competition between educational institutions.

Student involvement in the video production process from concept planning, shooting, to editing—provides a new experience for schools in utilizing digital media technology. Teachers and school management are beginning to see that technology is not only related to classroom learning, but can also support the management and development of the institution's image. These findings are in line with the view that digital transformation in schools includes pedagogical, administrative, and institutional aspects in an integrated manner (Koehler et al., 2019).

4) Reflections on the Role of Teaching Campus Students

Overall, this discussion shows that Teaching Campus students play a role as a catalyst in the process of technology adaptation in schools. This role does not lie in mastering technology alone, but in the ability of students to accompany, set an example, and build confidence in teachers and students in using technology gradually. These findings are in line with the results of Aldino and Sepika's (2025) research which emphasizes that a contextual and collaborative mentoring approach is the key to the success of technology adaptation in the Teaching Campus Program.

However, the adaptation of technology initiated by students still faces sustainability challenges. The limited duration of assignments makes the continuation of technology practice highly dependent on the commitment of teachers and the support of school management. Therefore, the role of Teaching Campus students should be understood as a trigger for initial change, which needs to be followed up with strategies to strengthen teacher capacity and school policies that support technology-based learning innovations in a sustainable manner.

Discussion

The implementation of the Teaching Campus Program at SMK Muhammadiyah 1 Banjarmasin indicates changes in teaching practices and school administration related to the use of technology. Students were directly involved in classroom learning activities, administrative management, and supporting school programs. This involvement encouraged teachers and students to begin using digital devices and media in their daily school activities.

1. Implementation of Interactive Learning Media

In Grade X learning activities, particularly in the IPAS subject on redox reaction material, Teaching Campus students utilized digital-based learning media in the form of instructional videos from YouTube and practicum simulations through virtual laboratories. These media were used to support the explanation of material that had previously been delivered conventionally through textbooks and the blackboard.

Observations showed that students found it easier to follow the learning process when the material was accompanied by visual displays in the form of animations and chemical reaction simulations. During the learning process, students appeared more active in asking questions and participating in classroom discussions. Teachers also began to use these digital media as part of their teaching activities, especially to explain concepts that are difficult to observe directly through simple school-based experiments. In addition, students assisted teachers in preparing digital teaching materials, including selecting videos that were aligned with basic competencies and arranging steps for using the media in class. This activity helped teachers become more accustomed to using digital devices in the learning process and reduced their dependence on lecture-based methods.

2. Implementation of a Digital-Based Teaching Journal

Teaching Campus students initiated the use of Google Form-based teaching journals and student attendance records as a replacement for manual documentation. This system was used to record student attendance and daily learning activities. Teachers completed the teaching journal online after each lesson, while attendance was filled in by class leaders under teacher supervision. The results showed that attendance records and teaching journals became more organized and easier to retrieve. Data stored in digital form made it easier for teachers to monitor student attendance and summarize learning activities over a certain period. Teachers no longer needed to prepare reports manually in journal books. Students involved in completing digital attendance demonstrated the ability to use devices and online forms for school-related purposes. This activity provided students with new experiences in using technology for academic activities rather than solely for communication or entertainment.

3. Production of a School Profile Video

Teaching Campus students also carried out the production of a school profile video as a medium for information and promotion. The video production process included concept development, filming of the school environment and learning activities, and video editing using video-processing software. The result of this activity was a school profile video presenting school facilities, teaching and learning activities, as well as the school's vision and flagship programs. The video was used as an information medium for the public and external parties, particularly for school promotion activities.

During the production process, teachers and school management were involved in determining the content of the video and providing direction regarding the information to be presented. This involvement enabled the school to gain experience in using digital media as a tool for institutional communication.

4. The Role of Students in Technology Adaptation

Based on observations and activity documentation, Teaching Campus students acted as facilitators in the use of technology in schools. They assisted teachers in preparing digital learning media, accompanied the implementation of technology-based learning, and demonstrated the use of simple applications for administrative purposes. Teachers showed increased engagement in the use of technology, both in learning activities and administrative management. Students also became more familiar with digital media as part of classroom learning activities. However, the implementation of technology remained highly dependent on student assistance and the availability of school facilities.

4. CONCLUSION

This research shows that Teaching Campus students have an important role in helping the process of technology adaptation of teachers and students in schools. This role is not carried out through a patronizing or instructive approach, but through direct assistance in daily learning activities and school management. Through intense and collaborative interactions, students are able to help teachers and students utilize technology more confidently and contextually.

The use of interactive learning media helps students understand abstract material, while opening up space for teachers to try more varied learning approaches. The digitization of teaching journals and attendance shows that technological adaptation can start from the practical needs of teachers, so that it is easier to accept and implement consistently. Meanwhile, the creation of school profile videos shows that technology also has a strategic role outside the classroom, especially in supporting communication and the image of educational institutions.

However, this study also confirms that technological adaptation is not an instant process. The limited duration of student assignments and the various levels of school readiness are challenges in maintaining the sustainability of technology practices. Therefore, the success of the Teaching Campus Program in encouraging technological adaptation needs to be supported by sustainable school policies and strengthening teacher capacity after the program ends. Thus, Teaching Campus students can be positioned as the initial drivers of change, while the sustainability of digital transformation remains dependent on the school ecosystem as a whole.

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