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THE IMPACT OF THE CAMPUS TEACHING PROGRAMME-MBKM ON UNIVERSITY STUDENTS' CREATIVE THINKING AND COMMUNICATION SKILLS

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Abstract

This study aims to analyse the impact of the teaching campus program (CTP) - MBKM on the creative thinking skills (CTS) and communication skills (CS). The research subjects were 44 Physics Education students who were divided into two groups: the experimental group (22 students who participated in the program) and the control group (22 students who did not participate in the program). This research is a quantitative using quasi-experiment method. The results showed that the Teaching Campus Program had a significant impact on students' creative thinking and communication skills. On creative thinking ability, the experimental group obtained a higher average score (61.18) than the control group (54.55), with the fluency indicator showing the highest increase (85%). Meanwhile, students' communication skills also improved, with the average score of the experimental group (63.64) higher than the control group (57.91). The indicator "expressing opinions" showed the highest result (80%) in the experimental group. It is concluded that the Teaching Campus Program is significantly effective in improving the creative thinking and communication skills of Physics Education students, with a contribution of 95.5%, especially through practical experience involving direct interaction with students and teachers.

Keywords: CTP, CTS, CS, MBKM

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Introduction

In the modern era of education, creative thinking (CTS) and communication skills (CS) are essential competencies that students must possess. One of the policies aimed at improving these competencies is the Teaching Campus Program (TCP) in the Merdeka Belajar - Kampus Merdeka (MBKM) program launched by Indonesia's the Ministry of Education, Culture, Research and Technology. This program aims to provide students with hands-on learning experiences by involving them directly in the learning process at (Direktorat Jenderal Pendidikan Tinggi, 2020).

However, there are still gaps in the implementation of this program, especially in terms of evaluating its impact on students' skills. Some previous studies have highlighted the impact of MBKM on strengthening pedagogical skills in general, while the specific effects on creative thinking and communication skills are rarely studied. In fact, in the current digital and globalized era, these skills are the main key to support students' academic and professional success (Ramadhan & Megawati, 2022).

The urgency of this research is reinforced by the demands of the world of work, which increasingly emphasizes the importance of creativity and interpersonal communication in various professional fields. Students who are exposed to experiential learning, such as Teaching Campus, are expected to be better prepared for the challenges of the workplace and able to adapt quickly in dynamic situations. However, in the absence of in-depth empirical studies, the effectiveness of this program in improving these skills remains questionable.

This study offers novelty by directly examining how students' involvement in the Teaching Campus program can affect their creative thinking and communication skills. In addition, it seeks to identify which aspects of the program contribute most to the improvement of these two skills. With its quasi-experimental approach, this study makes a novel contribution to understanding the concrete impact of the MBKM program on students' competencies.

Several previous studies have shown that student involvement in hands-on learning environments can improve communication and critical thinking skills (Abdurahman et al., 2023; Ramadhan & Megawati, 2022). Students who participate in the Teaching Campus program also tend to have higher levels of creativity because they are accustomed to facing real challenges in the field (Tarisa et al., 2022). Therefore, this study was conducted to analyze the impact of the program on the creative thinking and communication skills of students in the Physics Education Study Program at Tadulako University.

Methods

This study used a quasi-experimental method with a pretest-posttest control group design. The research subjects consisted of 44 students who were divided into two groups: the experimental group (22 students who participated in the Teaching Campus program) and the

control group (22 students who did not participate in the program). The research instruments used include a Creative Thinking Ability Questionnaire and a Communication Ability Questionnaire, each of which has four indicators, as well as interviews as qualitative supporting data.

The instruments used in this study were designed to measure the two main variables, namely students' creative thinking skills and communication skills. The Creative Thinking Ability instrument consists of 20 statements that reflect four main indicators: Fluency, Flexibility, Originality, and Elaboration of Ideas. Each indicator has 5 statements. The Communication Skills instrument consists of 20 statements reflecting four main indicators: "Expressing opinions clearly," "Answering questions relevantly," "Creating an atmosphere conducive to discussion," and "Respecting the opinions of others. Each indicator has 5 statements.

Each statement in the questionnaire uses a Likert scale with four response options: always (4), often (3), rarely (2), and never (1). In addition to the questionnaire, interviews were used to deepen the analysis of the questionnaire results by further exploring students' experiences in the TCP.

Data were analyzed using descriptive and inferential statistical tests. Normality and homogeneity tests were conducted to ensure the suitability of the data with the statistical method used, while independent samples t-test was used to measure the significance of differences between the experimental and control groups (Creswell & Creswell, 2017). Data analysis was performed using statistics software to test statistical hypothesis research with three variables such x = TCP, Y_1 = CTS, Y_2 = CS. The statistical hypotheses are as follows:

(1) Effect of X on Y_1

H_0: $\mu_0 = \mu_1$: There is no significant effect of the TCP on the CTS of Physics Study Programme Students

H_1: $\mu_0 \neq \mu_1$: There is a significant effect of the TCP on the CTS of Physics Study Programmes students.

(2) Effect of X on Y_2

H_0: $\mu_0 = \mu_1$: There is no significant effect of the TCP on the CS of Physics Study Programme Students

H_1: $\mu_0 \neq \mu_1$: There is a significant effect of the TCP on the CS of Physics Study Programmes students.

(3) The effect of X on Y_1 and Y_2 simultaneously

H_0: $\mu_0 = \mu_1$: There is no significant effect of the TCP on the creative thinking skills and CS of Physics Study Programme Students

H_1: $\mu_0 \neq \mu_1$: There is a significant effect of the TCP on the CTS skills and CS of Physics Study Program students.

The basis for making hypothesis testing decisions in research is: if the value of Sig. (2-tailed) < 0.05, then H_0 is rejected and H_1 is accepted. Otherwise, if the value of Sig. (2-tailed) > 0.05, then H_0 is accepted and H_1 is rejected.

Results and Discussion

Creative thinking skills (CTS)

Creative thinking skills include four main indicators: fluency, flexibility, originality and elaboration. In the TCP, students are faced with real situations that require creative solutions, for example, designing innovative learning methods to improve students' literacy and numeracy. This is in line with Guilford's theory in (Flores Miranda, M., Hernandis Ortuño, B., Esnal Angulo, 2020) which states that creativity arises when individuals are able to produce ideas that are varied (flexibility) and unique (originality). The CTS results depicted in Table 1.

Table 1 The score percentage creative thinking skills

Indicators	Score (%) Group	
	experiment	Control
Fluency	85.00	67.05
Fleksibilitas	79.55	71.82
Originalitas	76.14	68.86
Elaborasi	73.41	65.00
Mean score (%)	78.53	68.18

As demonstrated in Table 1, the experimental group exhibited superior creative thinking skills (KBK) in all indicators when compared to the control group. The fluency indicator exhibited the most significant discrepancy, with a value of 17.95%, suggesting that students in the experimental group demonstrated a higher capacity to generate numerous ideas. The experimental group also demonstrated superiority in other indicators, namely flexibility, originality, and elaboration, with score differences of 7.73%, 7.28%, and 8.41%, respectively, compared to the control group. The mean CTS score of the experimental group (78.53%) was 10.35% higher than that of the control group (68.18%), thereby substantiating the efficacy of the implemented approach in enhancing learners' creative thinking skills.

The results showed that students who participated in the TCP had a significant increase in the fluency indicator with an average score of 85%, compared to students who did not participate in the programme (67.05%). This improvement reflects that direct involvement in school learning encourages students to generate many ideas in a short time (Majidah et al., 2024; Sintiawati et al., 2022). However, the elaboration indicator tended to show lower results (73.41% in the experimental class), signalling the need for additional strategies to develop the ability to elaborate ideas in depth.

Referring to Wallas' theory, the creative thinking process consists of four stages: preparation, incubation, illumination, and verification. These stages are reflected in students' activities during the program, where they prepare materials, experience field challenges, and find innovative solutions that are tested for effectiveness. The implementation of project-based learning in this program can be optimized to strengthen the elaboration stage (Darajatun & Ramdhany, 2021), such as by asking students to prepare a more detailed and reflective report on their teaching methods. As a development step, students can be challenged to create thematic learning modules that integrate global issues such as climate change and sustainability (Ahmad Al Yakin, 2019; Nelga et al., 2022). This strategy not only encourages creativity, but also the relevance of learning to the needs of society.

Based on the results of the normality test and homogeneity test that has been carried out, it shows that the creative thinking ability data is normally distributed and has a homogeneous variant. The experimental class normality test results obtained a significance probability

value of 0.789 > 0.05 and for the control class a significance probability value of 0.686 > 0.05. Thereby, the test for differences in the value of the creative thinking ability of the experimental class and the control class can use the independent sample t-test. The test was conducted to determine whether there was a significant difference between the value of the creative thinking ability of the experimental class that participated in the TCP and the value of the control class that did not participate in the TCP. Hypothesis testing of "effect of X on Y_1" was carried out with the results of the test of the difference in the average score of the CTS.

Based on the results of the difference test using the t-test method, the t-count value is 3.063 with a significance value (sig) of 0.004. At the degree of freedom (df) of 42, the t-table value used is 2.018. Because the t-count value (3.063) > t-table (2.018) and the significance value of 0.004 <0.05, the alternative hypothesis (H_1) is accepted. Thus, it is concluded that there is a significant effect of the TCP on CTS. The magnitude of the standardised effect size value obtained is shown by Cohen's d of 7.186 which means the effect of TCP on CTS is 71.86%.

The results of this study are in line with previous studies showing that the Teaching Campus Programme (TCP) has a positive influence on improving students' CTS. A study by Nasri & Totalia (2024) found that participation in PKM significantly improved students' soft skills, including creative thinking, communication, cand problem-solving skills. Similarly, a study by Umami and Ramdhani (2022) reported that students involved in TCP experienced improved interpersonal and intellectual abilities, which include aspects of creativity in thinking and acting. In addition, the importance of integrating creativity in the education curriculum, which supports the finding that program such as TCP can strengthen students' creative thinking skills. Thus, this evidence strengthens the argument that TCP plays a significant role in developing students' creative thinking skills, which are essential in various disciplines and professions. (Hutapea & Tuti Atika, 2023; Nasri & Totalia, 2024; Vanesa et al., 2024; Wiryanto et al., 2025; Yamin et al., 2024).

Communication Skills (CS)

Data on communication skills was obtained from a questionnaire consisting of 20 statement items with 4 alternative answers, where the highest score was 4 and the lowest score was 1. A total of 44 people responded, and they were divided into two classes, namely control and experimental classes, with a total of 22 people in each group. Based on the CS questionnaire data, a description of CS was obtained using statistics software, as shown in Table 2.

Table 2 The score percentage communication skills

Indicators	Score (%) Group	
	experiment	Control
Expressing opinions	84.55	81.14
Answering questions	76.14	68.64
Creating a conducive atmosphere during discussion	77.27	69.32
Respecting other people's opinions	80.23	70.45
Mean score (%)	79.55	72.39

Table 2 shows that the results of research on communication skills in both classes show different averages. In the experimental class, the highest percentage score was on the "Expressing opinions" indicator, and the lowest was on the "Answering questions" indicator. In the control class, the highest percentage was also in the "Expressing opinions" indicator, and the lowest was in the "Answering questions" indicator. This shows that students in the CS class are weak at answering questions.

Based on the results of the normality test and homogeneity test, the communication skills data are normally distributed and have homogeneous variance. The normality test show that the experimental class obtained a significance probability value of 0.473, while the control class obtained a significance probability value of 0.686. Since both values are greater than 0.05, it can be concluded that the communication skills data for both groups follow a normal distribution. Furthermore, Levene's Statistic analysis indicates that the significance values for the experimental and control classes are greater than 0.05 across all four test parameters (based on mean, median, and trimmed mean). This confirms that the communication skills data come from a population with homogeneous variance, allowing the use of an independent sample t-test to analyze differences in communication skills between the experimental and control classes.

Based on the results of the difference test using the t-test method, the t-count value is 2.376 with a significance value (sig) of 0.022. At a degree of freedom (df) of 42, the corresponding t-table value is 2.018. Since the t-count value (2.376) is greater than the t-table value (2.018) and the significance value (0.022) is less than 0.05, the alternative hypothesis (H_1) is accepted. This indicates a significant effect of the TCP on CS.

The TCP, as part of the Merdeka Belajar Kampus Merdeka (MBKM) policy, is designed to provide practice-based learning experiences that encourage the development of student communication skills (Makiyah et al., 2021; Pare & Sihotang, 2023). Based on the results of the study, this program is proven to have a significant impact on students' communication skills, which is one of the essential skills of the 21st century, as discovered by (Bustanul Arifin & Abdul Mu'id, 2024; Jufriadi et al., 2022; Pare & Sihotang, 2023; Ramadhan & Megawati, 2022). This result is in line with the TCP, where students are involved in various activities, such as teaching, discussing with teachers, and facilitating learning (Azra et al., 2024). These activities train them to articulate ideas clearly, listen actively, and establish persuasive communication (Pare & Sihotang, 2023; Ramadhan & Megawati, 2022; Salsabila & Muqowim, 2024).

In this program, students learn to adapt their communication style to diverse audiences, including students with different cultural backgrounds, thus improving their ability to adapt and establish interpersonal relationships. The results of this study support the findings of (Kusuma et al., 2020; Makiyah et al., 2021) which show that hands-on experience in a learning context significantly improves students' communication skills. The study by (Jufriadi et al., 2022) also highlighted that interaction-based learning, as implemented in the TCP, encourages students to be more confident in public speaking and discussion.

Simultaneous influence of TCP on CTS and CS

To find out whether there is a significant difference in the creative thinking skills and communication skills of the experimental class and control class, we used a statistical Anova two way. The test results are described in Table 3.

Table 3. Two way anova test results of TCP towards CTS and CS

Tests of Between-Subjects Effects

Dependent Variable: Teaching campus programme

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	10.500a	42	.250	.500	.835
Intercept	80.823	1	80.823	161.647	.050
CTS	3.833	18	.213	.426	.004
CS	5.817	19	.306	.612	.022
CTS * CS	.000	1	.000	.000	.000
Error					
Total	.500	1	.500		
Corrected Total	110.000	44			
	11.000	43			

a. Adjusted R Squared = .955

From Table 3, the Sig. for CTS is 0.004 <0.05 and CS is 0.022 <0.05. This shows that there is an influence of TCP on CTS, and there is an influence of TCP on CS. This result has been obtained in the previous test. The interaction result of CTS*CS obtained Sig. of 0.000 < 0.05 which indicates that there is an interaction of CTS and CS caused by the Campus Teaching - MBKM Programme (TCP-MBKM). In other words, the TCP-MBKM Programme has an impact on CTS and CS simultaneously. The magnitude of the effect can be seen in the Adjusted R Squared value of 0.955. This means that the TCP-MBKM Programme contributes 95.5% to CTS and CS simultaneously.

The results showed that students who participated in the TCP experienced significant improvements in creative thinking and communication skills simultaneously. Based on the results of statistical tests, there is a positive relationship between these two skills, where students who have higher creative thinking scores also show better communication skills. This can be explained through Vygotsky's theory of Zone of Proximal Development (ZPD), which states that social interaction is a major factor in a person's cognitive and linguistic development (Bustanul Arifin & Abdul Mu'id, 2024). In this case, students who continue to practice creative thinking in finding learning solutions also tend to be more adept at conveying their ideas to students.

The relationship between creative thinking skills and communication skills in the TCP can be explained through various theoretical perspectives and research results that have been reviewed. Creative thinking skills play an important role in shaping communication skills that are more adaptive, flexible, and effective (Fricticarani et al., 2023). This is because creativity allows individuals to generate new ideas, construct richer arguments, and adapt the way information is delivered to different audiences. Recent research by showed that students who participated in experiential program, such as MBKM, showed a significant improvement in persuasive communication skills (Tien & Namasivayam, 2023). This is because real-life experiences in the field encourage students to think fast and find the best way to convey information to students. For example, students facing low comprehension students must find creative ways to simplify complex material to make it easier to understand.

From a philosophical point of view, communication skills are also rooted in constructivism theory, which emphasizes the importance of social interaction in building understanding (Salsabila & Muqowim, 2024; Tomljenović & Vorkapić, 2020). Students who are more creative in designing learning strategies are also more likely to have a communication style that is more interesting and easily accepted by students. This theory is reinforced by research by (Prado et al., 2020), who found that collaboration-based learning methods can improve interpersonal communication skills, especially in conveying ideas logically and effectively (Bustanul Arifin & Abdul Mu'id, 2024; Makiyah et al., 2021). Thus, the TCP-MBKM is effective in improving students' creative thinking and communication skills because it provides significant hands-on experience for students in managing classes, developing lesson plans, and interacting with students (Baharman et al., 2024; Respita & Gumanti, 2024; Sukmawati, 2024).

Optimizing this program can be done by adding creative reflection methods, communication training, and technology integration in the delivery of materials (Baharman et al., 2024; Sieltiel & Qomario, 2023). Thus, students will not only be able to think creatively in developing learning strategies, but also convey their ideas more effectively and persuasively in various educational contexts. To increase the effectiveness of this program, several strategies can be implemented, such as the integration of digital technology in learning, intercultural communication training, and continuous reflection through learning journals (Hutomo & Primana, 2024; Prabawati & Juwita, 2024). With better optimization, the TCP could become a more effective experiential learning model in shaping innovative and communicative students in the future.

Conclusions

In conclusion, the findings indicate that the Teaching Campus Programme (TCP) has a significant impact on students' creative thinking skills (CTS) and communication skills (CS). Students who participated in TCP experienced notable improvements in CTS, particularly in fluency and originality indicators, while also enhancing their CS, especially in expressing opinions and fostering a conducive discussion environment indikators. Furthermore, the overall effectiveness of TCP in simultaneously improving both CTS and CS is evident, with a substantial contribution rate of 95.5%, demonstrating the strong interrelation between the programme and the development of these essential skills.

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Conflicts of Interest

The authors have no conflict of interests related to this publication.

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