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The Role of Field Supervisors Through Digital Media in Guiding Students at Kampus Mengajar 6

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Article Info

ABSTRACT

Purpose of the study: To examine the role of field supervisors through digital media in guiding students at kampus mengajar 6 at GMIM Tonsea Lama Elementary School, focusing on their responsibilities, challenges, and impact on students' learning experiences.

Methodology: This qualitative study examined Field Supervisors' activities in the Kampus Mengajar 6 program using observation and documentation methods. Data analysis followed Miles and Huberman's interactive model, involving data reduction, display, and conclusion drawing. Peer debriefing and member checking were employed to enhance credibility. The research aimed to provide insights into the supervisors' roles and responsibilities, potentially informing improvements in teacher education programs.

Main Findings: The study found that Field Supervisor plays a vital role in bridging the gap between the theories learned by students on campus and the practices in the field. Through digital media, Field Supervisor can monitor student progress, provide real-time feedback, and ensure compliance with professional ethics throughout the program. Digital technology also allows for more efficient and effective coordination, helping Field Supervisor optimize mentoring despite limitations in face-to-face interaction or geographical distance.

Novelty/Originality of this study: The novelty of this study lies in the in-depth exploration of the diverse roles of Field Supervisor in the Kampus Mengajar 6 program, especially in the application of educational theoretical frameworks combined with digital technology. The findings offer important recommendations for the improvement of similar programs in the future, especially in terms of optimizing the use of digital media in student guidance and supervision during the field education program.

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1. INTRODUCTION

The role of Field Supervisor through digital media in guiding students at Kampus Mengajar 6 at GMIM Tonsea Lama Elementary School is an important aspect in the implementation of the Merdeka Belajar-Kampus Merdeka (MBKM) program. This program, initiated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, aims to provide opportunities for students to learn and develop themselves through activities outside the classroom [1]. In the context of GMIM Tonsea Lama Elementary School, the role of Field Supervisor through digital media becomes increasingly complex given the unique

characteristics of the school. As a school that may be located in an area with limited resources, Field Supervisor needs to utilize digital technology to help students face specific challenges that may not be encountered in schools in urban areas [2]. The use of digital media allows Field Supervisor to provide effective distance guidance, help students adapt to new environments, and overcome resource constraints.

In the era of digitalization of education, the role of Field Supervisor through digital media has undergone a significant transformation. They are required not only to have competence in the academic field, but also the ability to integrate technology into the guidance process [3]. This is becoming increasingly relevant considering that many aspects of Kampus Mengajar involve the use of digital technology, both in the learning process and in managing school administration. Through digital media, Field Supervisor can help students develop soft skills needed in the world of work. The ability to communicate online, work in virtual teams, solve problems remotely, and adapt to the digital environment are some examples of skills that can be honed through the Kampus Mengajar program with digital Field Supervisor guidance [4].

The role of Field Supervisor through digital media also includes aspects of evaluation and assessment. They are responsible for monitoring student progress, providing constructive feedback, and conducting a final assessment of student performance online [5]. This digital evaluation process does not only focus on academic aspects, but also on students' ability to apply their knowledge in real contexts at school, even through digital platforms. Field Supervisor also acts as a virtual bridge between universities, schools, and students. Through digital media, they need to ensure that the objectives of the Kampus Mengajar program are in line with school needs and university expectations [6]. This involves intense communication and good coordination with various stakeholders through digital platforms. In guiding students at Kampus Mengajar 6 at GMIM Tonsea Lama Elementary School, the role of Field Supervisor through digital media also includes aspects of teacher professional development. Field Supervisor can utilize technology to help students identify best practices in digital teaching and classroom management, which can later be applied in their careers as educators in the digital era [7].

Furthermore, Field Supervisor also plays a role in encouraging students to be innovative and creative in implementing the Kampus Mengajar program digitally. This can include developing online learning methods, utilizing technology in distance learning, or other digital initiatives that can improve the quality of education at GMIM Tonsea Lama Elementary School [8]. The role of Field Supervisor through digital media also includes aspects of ethics and professionalism in the online environment. They are responsible for ensuring that students uphold the ethics of the teaching profession in the digital space during the implementation of the Kampus Mengajar program. This includes aspects such as maintaining the confidentiality of school information on digital platforms, respecting local culture and values in online interactions, and maintaining professional relationships with school staff and students through digital media [9].

Several previous studies have examined the role of Field Supervisor in programs such as Kampus Mengajar, including in the digital context. Research conducted by Pratama et al., [10] shows that the effectiveness of Field Supervisor guidance, including that carried out digitally, has a positive correlation with the level of student satisfaction and achievement in internship programs. Meanwhile, research conducted by Wijaya and Sari [11] revealed that Field Supervisor that is able to integrate technology in the guidance process tends to be more effective in helping students face challenges in the digital era. Another study conducted by Nugroho et al., [12] focused on the role of Field Supervisor in helping students develop pedagogical competencies digitally during community service programs in elementary schools. The results of this study indicate that intensive and structured Field Supervisor guidance through digital media can improve students' abilities in designing and implementing effective learning in an online context.

The novelty of this research on the role of Field Supervisor through digital media in guiding students at Kampus Mengajar 6 at GMIM Tonsea Lama Elementary School lies in its specific focus on the context of primary schools in areas that may have their own characteristics and challenges in implementing digital technology. This research is expected to provide new insights into how the role of Field Supervisor can be adapted and optimized in specific digital contexts, as well as how digital technology can be effectively integrated into the mentoring process to face contemporary challenges in education, especially in the context of the COVID-19 pandemic which has significantly changed the educational landscape.

2. RESEARCH METHOD
2.1 Research Types
This study uses a qualitative approach to explore in depth the role of Field Supervisor in guiding students in the Kampus Mengajar 6 program at GMIM Tonsea Lama Elementary School, by utilizing digital media as a means of data collection and analysis. The qualitative approach was chosen because it is able to reveal meaning and deep understanding of complex social phenomena [13], especially in the context of utilizing digital technology in the guidance process. In this context, a qualitative approach allows researchers to

understand the nuances and complexities of the Field Supervisor's role from the perspective of participants who are directly involved in the program, including their interactions through digital platforms.

Data collection was carried out through digital observation methods and electronic documentation. Observations were carried out to directly observe the interaction between Field Supervisor and students during the Kampus Mengajar program, both face-to-face and through digital communication platforms such as video conferences and instant messaging applications. This observation method allows researchers to obtain rich and contextual data about the dynamics of guidance that occur in the field and in the digital space [14]. Observations were carried out in a participatory manner, where researchers were involved in program activities virtually while making observations, but still maintained objectivity and did not influence the ongoing process.

2.2 Data Collection Techniques

In addition to observation, digital documentation methods are also used to collect data. Documentation includes the collection and analysis of electronic documents relevant to the role of Field Supervisor in the Kampus Mengajar 6 program. These documents can be digital guidelines, online activity reports, electronic performance evaluations, and digital correspondence between Field Supervisor, students, and schools. This digital documentation method is important to provide historical and institutional context to the role of Field Supervisor, as well as to verify and complement data obtained through observation [15], by utilizing a cloud-based data storage and processing system.

2.3 Data Analysis Techniques

Data analysis in this study uses the Miles and Huberman interactive model applied in a digital environment, consisting of three main stages: data reduction, data presentation, and drawing conclusions/verification [16]. The data reduction stage involves the process of selecting, simplifying, and transforming raw data obtained from the field using qualitative analysis software. In the context of this study, data reduction includes digital coding of observation transcripts and documents to identify key themes related to the role of Field Supervisor in the digital learning environment. The data presentation stage involves organizing the reduced information into a more structured and understandable form using digital data visualization. This can be an interactive matrix, digital diagram, or visual narrative that illustrates patterns and relationships between identified themes. This digital presentation of data helps researchers to see the overall picture of the role of Field Supervisor in the context of technology-based learning and identify areas that require further analysis [17].

The final stage, namely drawing conclusions and verification, involves the process of interpreting the meaning of the data that has been analyzed with the help of artificial intelligence algorithms. The initial conclusions formulated are tentative and will continue to be verified during the research process using digital verification methods. Verification is carried out through digital data triangulation, namely comparing findings from various sources and digital data collection methods to ensure consistency and validity [18]. To increase the credibility of the research, several digital strategies were implemented. First, researchers conducted member checking through an online collaboration platform, namely reconfirming the interpretation and conclusions of the research with participants to ensure accuracy and appropriateness to their experiences. Second, peer debriefing was carried out by involving independent researchers through virtual discussion forums to review the data analysis and interpretation process, thereby helping to reduce researcher bias and increase the validity of the findings [19].

In the digital analysis process, special attention was paid to the socio-cultural context at GMIM Tonsea Lama Elementary School which could influence the role and effectiveness of Field Supervisor in the digital learning environment. The analysis also considered external factors such as national education policies related to distance learning and the dynamics of the Kampus Mengajar program as a whole in the digital era. This approach allowed researchers to produce a holistic and contextual understanding of the role of Field Supervisor in guiding students in the Kampus Mengajar 6 program at GMIM Tonsea Lama Elementary School, considering the integration of digital technology in the guidance and learning process [20].

2.4 Research Procedures

The research procedure is as follows: The preparation stage begins with the formulation of research questions that include the identification of specific research problems and the formulation of the main research questions and their sub-questions. At this stage, relevant search keywords are also determined, such as Project Based Learning, Social Media, Community Participation, Environmental Regulation, Social Media Based Learning, and Community Participation. Determining the inclusion and exclusion criteria is the next important step where the inclusion criteria include research articles in the 2014-2024 time frame, in Indonesian and English, are peer-reviewed articles, discuss at least two research variables, and focus on project-based learning or social media. While the exclusion criteria include incomplete articles, paid articles, non-peer-reviewed articles, and articles in the form of opinions. The implementation stage begins with a literature search using various academic databases such as Google Scholar, SINTA, Science Direct, Scopus, DOAJ, and Garuda. In this process, the number of initial search results is recorded and relevant article metadata is stored. Screening and selection were carried out in stages starting from screening based on the title, reading the abstracts of articles that

passed the title screening, to reading the full-text of articles that passed the abstract screening. The reasons for exclusion were recorded for each article that did not pass the selection.

Data extraction was carried out by creating a review matrix containing bibliographic information, research objectives, methodology, main results, conclusions, and recommendations. The findings were categorized by theme to facilitate further analysis. The analysis stage included data synthesis by identifying emerging patterns and themes, analyzing relationships between themes, identifying research gaps, and making synthesis conclusions. Quality assessment was also carried out by assessing the quality of the research methodology, evaluating relevance to the research question, identifying potential bias, and assessing the strength of the evidence. At the reporting stage, the research results were compiled by creating a PRISMA flow diagram, synthesis table, and narrative review, as well as identifying practical implications. The discussion included integration of findings, comparison with existing theories, identification of review limitations, and recommendations for further research. The entire research process was carefully documented including search strategies, article selection decisions, data extraction, and research logs. Archiving is done by storing all full-text articles, review matrices, analysis notes, and research data backups to ensure accountability and reproducibility of the research.

The research procedure is designed systematically and comprehensively to ensure the quality of the literature review results. The use of multiple databases and strict selection criteria aims to obtain relevant and quality articles. The detailed documentation process allows the research to be replicated and verified by other researchers. The stages that are arranged also make it easier for researchers to monitor and evaluate the progress of the literature review research that is being carried out.

3. RESULTS AND DISCUSSION
The role of Field Supervisor through digital media in guiding students at Kampus Mengajar 6 at GMIM Tonsea Lama Elementary School

After the researcher conducted research on The role of Field Supervisor through digital media in guiding students at Kampus Mengajar 6 at GMIM Tonsea Lama Elementary School and had collected data and conducted data analysis, the researcher formulated the results of this study as follows:

3.1. Result

Table 1. List of Guidance Students

No.	Student Names	Campus Name
1	Gustin Tandirara	Universitas Negeri Manado
2	Jessica S. Moningka	Universitas Negeri Manado
3	Preseisilya Selly Palimbong	Universitas Negeri Manado
4	Ramona Paputungan	Universitas Negeri Manado
5	Utari Sembiring	Universitas Sam Ratulangi

3.1.1. Pre-assignment
3.1.1.1. Field Supervisor ensures digital coordination with the group of students being mentored.
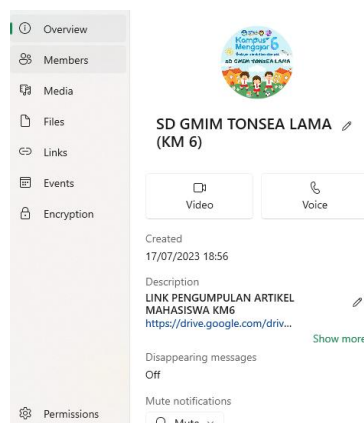

Figure 1. WhatsApp Group

The Field Supervisor Lecturer (Field Supervisor) took the initiative to form an online group using communication platforms such as WhatsApp or Telegram to facilitate fast and effective communication in the Kampus Mengajar 6 program at GMIM Tonsea Lama Elementary School. The formation of this digital group was carried out immediately after the Field Supervisor received the list of students electronically. The Field Supervisor ensured that all students had joined the online group and conducted virtual introductions. This group functions as the main digital hub for sharing information, coordinating activities, and discussing preparations before the assignment begins.

3.1.1.2. Field Supervisor attended virtual briefings and ensured that the students being mentored attended the entire series of online briefings.

Field Supervisor actively participated in the bold briefing session organized by the organizer of the Kampus Mengajar program. This virtual briefing covered various aspects such as program objectives, the roles and responsibilities of Field Supervisor, and effective digital mentoring strategies. In addition to attending online briefings, Field Supervisors are also responsible for ensuring that all students they mentor attend and attend the entire series of virtual briefings. Field Supervisor uses an online learning management system to check attendance and request digital confirmation from students about their understanding of the briefing materials.

3.1.1.3. Field Supervisor reports electronically to the PT Coordinator and requests a digital assignment letter.

Before being launched, Field Supervisor officially reports to the Higher Education Coordinator (PT) through an online document management system. This self-reporting is done through electronic communication, following the digital policies of each university. In this online self-reporting process, Field Supervisor also submits an application to obtain a digital assignment letter. This electronic assignment letter is important as a digital legal document that confirms the role and responsibilities of Field Supervisor in the Kampus Mengajar 6 program at GMIM Tonsea Lama Elementary School.

3.1.1.4. Field Supervisor and students assigned to elementary/junior high schools conduct virtual reporting to the city/district education office and request a digital assignment letter.

Figure 2. Field Supervisor and students report to the Minahasa Education Office

Field Supervisor and their fostered students conduct a video conference with the local city/district education office. This virtual visit aims to report attendance and provide digital information about the implementation of the Kampus Mengajar program at GMIM Tonsea Lama Elementary School. In this video conference, Field Supervisor and students also submit a request for a digital assignment letter from the education office. This electronic assignment letter is important as a form of legitimacy and digital support from the local government for the implementation of the Kampus Mengajar program in its area.

3.1.1.5. Field Supervisor and students assigned to Vocational School report themselves boldly to the provincial education office and request an electronic assignment letter

Although the Kampus Mengajar 6 program at GMIM Tonsea Lama Elementary School does not involve Vocational School, this digital reporting procedure is still relevant to note. In terms of assignments at Vocational School, Field Supervisor and students will report to the provincial education office through the dare platform provided. The process of reporting and submitting a digital assignment letter is as important as the process of reporting and submitting an assignment letter for elementary/junior high school levels, but is carried

out on a different digital administration system considering that the management of Vocational School is the authority of the province.

3.1.1.6. Accompanying students in conducting virtual coordination with fostered schools.

Figure 3. Field Supervisor accompanies coordination students at target schools

Field Supervisor organizes and attends online coordination meetings between fostered students and GMIM Tonsea Lama Elementary School. This virtual meeting is carried out using a video conference platform to build good relationships and find out the condition of the school in more detail. In this online meeting, Field Supervisor facilitates digital discussions between students and schools regarding activity plans, division of tasks, and expectations from both parties. Field Supervisor also helped explain the objectives and mechanisms of the Kampus Mengajar program to the school through a digital presentation.

3.1.1.7. Field Supervisor conducted a virtual handover of students to the school.

Figure 4. Field Supervisor delivers students to target schools directly

As the final stage of the pre-assignment process, Field Supervisor officially handed over the students to GMIM Tonsea Lama Elementary School via video conference. This process was carried out in a formal virtual meeting attended by the principal, teachers who would be involved, and students. In this virtual handover event, Field Supervisor officially conveyed the objectives of the student assignment, expectations for the Kampus Mengajar program, and asked for support and cooperation from the school through a digital platform. Field Supervisor also ensured that the school understood its role and responsibilities in guiding and supporting students during the program, with the handover document being signed electronically.

3.1.2.   Assignment
3.1.2.1. Accompany students in compiling programs and be present directly at the implementation of the School Communication and Coordination Forum (FKKS).
Field Supervisor provides intensive guidance to students in the process of compiling programs that will be implemented at GMIM Tonsea Lama Elementary School. This guidance includes discussing school needs analysis, determining program priorities, and compiling realistic and measurable work plans. In this context, digital media is used to facilitate communication and collaboration, such as the use of shared document processing applications and online communication platforms, so that students can actively contribute to program preparation.

Figure 5. Field Supervisor Attends FKKS activities

In addition, Field Supervisor is also present directly in the implementation of the School Communication and Coordination Forum (FKKS). In this forum, Field Supervisor acts as a facilitator who helps students convey their program designs to the school, and becomes a mediator in discussions to reach agreement on the programs to be implemented. Digital media, such as application-based presentations, can be used to clarify the delivery of ideas and facilitate discussions.

3.1.2.2. Field Supervisor monitors during student assignments at school, and monitors offline at least once during student assignments

During the assignment, the Field Supervisor periodically monitors the performance and development of students at GMIM Tonsea Lama Elementary School. This monitoring is carried out in various ways, including routine communication through online groups, periodic reports from students, and communication with the school. The use of digital media, such as instant messaging applications and learning platforms, helps the Field Supervisor maintain effective communication and obtain accurate information.

Figure 6. Field Supervisor Monitors the implementation of student programs

The Field Supervisor also conducts direct monitoring visits (offline) to GMIM Tonsea Lama Elementary School at least once during the assignment. During this visit, the Field Supervisor directly observes student activities, discusses with the school, and provides direction and direct feedback to students. Although there are offline aspects, digital media still functions to strengthen post-visit communication, so that student development is still monitored.

3.1.2.3. Ensure that there are no cases of the 3 major sins in education that occur to/by students who are guided at the assigned school. If this occurs, the Field Supervisor is required to immediately report to the Kampus Mengajar Program Team

The Field Supervisor has an important responsibility to ensure that there are no cases that fall into the category of "3 major sins in education" during the implementation of the Kampus Mengajar program at GMIM Tonsea Lama Elementary School. The three major sins generally refer to acts of violence, harassment, and corruption in the context of education. Field Supervisor uses digital media to conduct strict supervision and regular communication with students and schools, such as online discussion forums that allow students to report conditions more safely and easily.
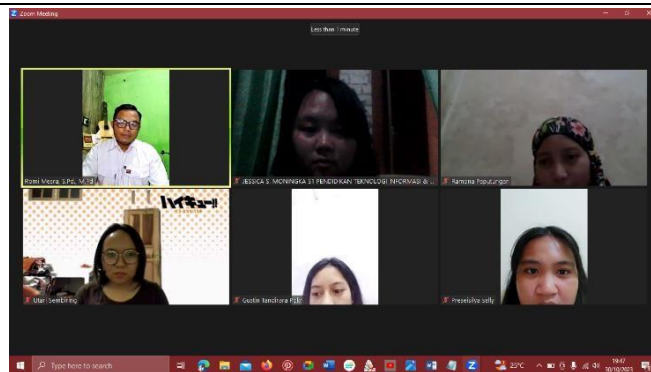
Figure 7. Field Supervisor Monitoring student programs via the zoom meeting application

If there are indications or reports of one of the three major sins, Field Supervisor is required to immediately report it to the Kampus Mengajar Program Team for follow-up according to applicable procedures. The reporting process can be facilitated with an online reporting application to ensure a fast and effective response.

3.1.2.4. Field Supervisor reviews and approves the initial report and all weekly reports from students

Field Supervisor routinely checks and approves reports submitted by students. Starting with the initial report containing the work plan and program targets, followed by a weekly report containing details of student activities and achievements during the week. In this review process, Field Supervisor not only checks the completeness and accuracy of the report, but also provides constructive input for program improvement and development. The use of digital tools, such as task management platforms, makes it easier for Field Supervisor to manage and store report documents. The Field Supervisor ensures that the report reflects progress in accordance with the initial plan and objectives of the Kampus Mengajar program, and utilizes digital media to provide feedback efficiently.

3.1.2.5. The Field Supervisor compiles weekly reports and uploads them to the MBKM page

As part of its responsibilities, the Field Supervisor also compiles weekly reports that contain a summary of the activities and developments of its students at GMIM Tonsea Lama Elementary School. This report contains an evaluation of student performance, challenges faced, and recommendations for program improvement. In this compilation process, the Field Supervisor utilizes digital media to integrate relevant data and analysis, so that the report is more comprehensive.

After compiling the report, the Field Supervisor routinely uploads the report to the MBKM (Merdeka Belajar - Kampus Merdeka) page provided by the Ministry of Education. This uploading process is important to ensure transparency and accountability in the implementation of the program, and so that program organizers can monitor the development of the Kampus Mengajar in various locations. The use of digital media in uploading reports also accelerates the process of accessing information for all related parties.

3.2.1.   End of Assignment
3.2.1.1. Field Supervisor reviews and approves the student's final report

At the final stage of the assignment, Field Supervisor conducts a comprehensive review of the final report prepared by the student. This review process involves a detailed examination of all aspects of the report, including description of activities, analysis of achievements, reflection on learning, and recommendations for future program development. By utilizing digital platforms, Field Supervisor can provide more interactive and timely feedback, allowing students to make more accurate revisions.

Field Supervisor provides constructive feedback and ensures that the final report accurately reflects the student's experiences and achievements during the Kampus Mengajar program at GMIM Tonsea Lama Elementary School. After the review and revision process, Field Supervisor provides formal approval of the final report, indicating that the report has met the expected quality standards.

LEMBAR PENGESAHAN LAPORAN AKHIR

MAHASISWA

Nama Kegiatan	: Program Kampus Mengajar Angkatan 6 Tahun 2023
Nama Perguruan Tinggi	: UNIVERSITAS NEGERI MANADO

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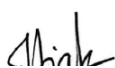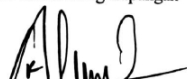
Guru Pamong

Dosen Pembimbing Lapangan

Figure 8. Field Supervisor reviews and approves the final report of students

3.2.1.2. Field Supervisor prepares the final report and uploads it to the MBKM page

In addition to reviewing the student's report, Field Supervisor is also responsible for preparing the final report itself. This report includes a comprehensive evaluation of the implementation of the Kampus Mengajar program at GMIM Tonsea Lama Elementary School, including analysis of achievements, challenges faced, lessons learned, and recommendations for future program improvements. With the support of digital analysis tools, Field Supervisor can compile reports more efficiently and accurately.

After the report is completed, Field Supervisor uploads the report to the MBKM (Merdeka Belajar - Kampus Merdeka) page. This uploading process is important for documentation, overall program evaluation, and as a consideration for the development of the Kampus Mengajar program in the future. The use of a digital platform ensures that the report is easily accessible and can be used as a reference for future program evaluations.

3.2.1.3. Field Supervisor and students say goodbye directly to the school

As part of the program closing procedure, Field Supervisor accompanies students in an official farewell event with GMIM Tonsea Lama Elementary School. This event is usually held in the form of a formal meeting attended by the principal, teachers involved, and all students participating in the program. Field Supervisor can also use a digital platform to create a photo gallery or video of the event, so that these memories can be shared widely.

Figure 8. Field Supervisor and students report themselves and say goodbye to the school

In this farewell event, Field Supervisor facilitates students to express their gratitude, convey a summary of activities and achievements during the program, and submit documentation and program results to the school. This opportunity is also used by Field Supervisor to express appreciation for the school's cooperation and discuss the potential for program sustainability, which can be documented digitally for future use.

3.2.1.4. Field Supervisor and students assigned to elementary/junior high schools report themselves directly to the city/district education office by submitting a final student report in the form of a hard file or soft file

After completing the program at GMIM Tonsea Lama Elementary School, Field Supervisor and students make a self-reporting visit to the city/district education office. This visit aims to officially report the completion of the Kampus Mengajar program and submit a final report. This process can be strengthened by sending documents online, which speeds up the administrative flow.

During this visit, Field Supervisor and students submit a final report in the form of a hard file or soft file, according to the wishes of the local education office. This opportunity is also used by Field Supervisor to convey a summary of program achievements, challenges faced, and recommendations for developing similar programs in the future, with the support of digital media to better visualize information.

3.2.1.5. Field Supervisor and students assigned to vocational schools report themselves directly or online to the provincial education office by submitting a final student report in the form of a hard file or soft file.

Although the Kampus Mengajar program at GMIM Tonsea Lama Elementary School does not involve Vocational School, this procedure is still relevant to note. In terms of assignments at Vocational School, Field Supervisor and students will report the completion of the program to the provincial education office, either directly or through the online platform provided. The use of digital technology in this reporting can increase efficiency and transparency.

The reporting and submission process of this final report is as important as that carried out for Elementary School/Junior High School, but is carried out at a different administrative level considering that the management of Vocational School is under the authority of the province. The final report submitted covers all aspects of program implementation, including achievements, challenges, and recommendations for future program development, which can also be supported by digital data to support more in-depth analysis.

3.2. Discussion

The role of the Field Supervisor (Field Supervisor) in the Kampus Mengajar 6 program at GMIM Tonsea Lama Elementary School reflects the application of social constructivism theory in education. The theory developed by Vygotsky emphasizes the importance of social and cultural interactions in the learning process [21]. In this context, the Field Supervisor acts as a facilitator who helps students construct their knowledge and skills through direct experience in the field, by providing the necessary scaffolding, and utilizing digital media to strengthen interactions. The approach used by Field Supervisor in guiding students is also in line with Vygotsky's Zone of Proximal Development (ZPD) concept. Field Supervisor helps students achieve their maximum potential by providing appropriate guidance, facilitating reflection, and encouraging collaborative problem solving [22]. This can be seen from the involvement of Field Supervisor in the process of program design, monitoring, and evaluation of student activities at GMIM Tonsea Lama Elementary School, which is further strengthened by the use of digital tools for communication. From the perspective of digital communication theory, the role of Field Supervisor in the Kampus Mengajar 6 program illustrates the application of the networked learning concept. This theory emphasizes the importance of connections and interactions in the learning process, both between learners and learning resources and between learners [23]. The use of online coordination groups and digital platforms for reporting and monitoring reflects how digital technology is integrated to support the mentoring and learning process, facilitating access to information and collaboration.

Furthermore, the Field Supervisor approach in facilitating the School Communication and Coordination Forum (FKKS) and interactions with various stakeholders reflects the application of stakeholder theory in the educational context. This theory emphasizes the importance of considering and involving various stakeholders in the decision-making process and program implementation [24]. The Field Supervisor acts as a bridge between learners, schools, education offices, and universities, ensuring that the interests and perspectives of all parties are considered in program implementation, with the support of digital tools to facilitate effective communication. The monitoring and evaluation process carried out by the Field Supervisor also reflects the application of reflective learning principles. The reflective learning theory developed by Schön emphasizes the importance of reflection in and after action to improve professional practice [25]. Through weekly and final report reviews, as well as regular discussions with students using the digital platform, Field Supervisor encourages a process of critical reflection that helps students integrate their practical experiences with theoretical knowledge, resulting in deeper and more meaningful learning.

The role of Field Supervisor in the Kampus Mengajar 6 program can also be seen through the lens of experiential learning theory developed by Kolb. This theory emphasizes the importance of concrete experiences, reflective observation, abstract conceptualization, and active experimentation in the learning process [26]. Field Supervisor facilitates this learning cycle by encouraging students to actively engage in school activities, reflect

on their experiences, relate them to theoretical concepts, and apply their new understandings in different contexts, with the support of digital media for sharing experiences.

Field Supervisor's approach to addressing the potential "three deadly sins in education" reflects the application of the ethics of care in education proposed by Nel Noddings. This theory emphasizes the importance of building caring and responsible relationships in educational contexts [27]. Field Supervisor focuses not only on academic aspects, but also ensures the well-being and safety of students and the school community, creating a safe and supportive learning environment. The use of digital platforms for reporting and coordination by Field Supervisor is in line with the concept of "digital citizenship" in education. This theory emphasizes the importance of developing skills and responsibility in the use of digital technology [28]. Field Supervisor not only uses technology for administrative efficiency, but also encourages students to develop digital literacy and online ethics through responsible reporting and communication practices [29]. Furthermore, the application of digital technology in program management also reflects the principles of a responsive education system. This theory emphasizes the importance of adapting the education system to changes and new challenges in society [30], [31]. In this context, Field Supervisor utilizes technology [32] to improve the efficiency and effectiveness of the Kampus Mengajar program, creating a responsive solution to the educational needs of GMIM Tonsea Lama Elementary School.

Research Implications. Research on the role of Field Supervisor Lecturers (Field Supervisor) through digital media in the Kampus Mengajar 6 program at Elementary School GMIM Tonsea Lama has several important implications. Theoretically, this study strengthens the understanding of the integration of Vygotsky's social constructivism theory in the context of student guidance in the field, especially in the use of digital media as a facilitation tool. The research findings indicate that the role of Field Supervisor as a facilitator using digital media has succeeded in creating a learning environment that supports the concept of the Zone of Proximal Development (ZPD). Practically, this study provides insight into how digital technology can be utilized effectively in the process of student guidance and monitoring in the field, which can be a model for similar programs in the future.

Research Limitations. This study has several limitations that need to be considered. First, this study focuses on one school, namely Elementary School GMIM Tonsea Lama, so the results of the study may not be generalized widely to other school contexts with different characteristics. Second, this study focuses more on the theoretical perspective of the use of digital media in guidance, but has not explored in depth the technical and infrastructure challenges that may be faced in its implementation. Third, this study has not quantitatively measured the impact of digital media use on the effectiveness of student guidance. In addition, this study has not considered external variables such as students' socio-economic backgrounds and geographic conditions that may affect the effectiveness of digital media use in the guidance process.

4. CONCLUSION

In conclusion, the role of the Field Supervisor (Field Supervisor) in guiding students in the Kampus Mengajar Program 6 at GMIM Tonsea Lama Elementary School through digital media is very important in ensuring the smoothness and effectiveness of the program. Field Supervisor not only functions as a facilitator in program preparation, but also as a liaison between students, schools, and other related parties. By utilizing digital platforms for coordination, reporting, and monitoring, Field Supervisor has succeeded in creating a responsive and collaborative communication environment, allowing students to adapt quickly and develop programs that are in accordance with school needs. In addition, the use of digital media by Field Supervisor supports the achievement of stricter supervision, both in terms of program implementation and in maintaining educational ethics. With digital technology, Field Supervisor can provide real-time guidance, monitor student progress effectively, and ensure that there are no violations of the main principles of education. Overall, the role of Field Supervisor through digital media in this program has succeeded in integrating technology with educational practices, creating more efficient, adaptive, and modern learning.

Based on the findings and limitations of the study, several recommendations can be put forward for further research. Future research should expand the scope by involving more schools with different characteristics to gain a more comprehensive understanding of the role of Field Supervisor through digital media. Comparative studies between schools in urban and rural areas can also provide valuable insights into how geographic context and infrastructure affect the effectiveness of digital mentoring. Further research is also recommended to use a mixed-method approach that combines qualitative and quantitative data to measure the impact of digital media use on the quality of mentoring and student learning outcomes. In addition, future research needs to explore aspects of digital security and ethics in the use of digital media for mentoring, as well as develop a more structured framework for the implementation of effective digital mentoring. Longitudinal studies are also needed to understand the long-term impact of digital media use in the Kampus Mengajar program on student professional development and improving the quality of education in partner schools.

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