

Conference Paper

Impact Analysis of Student's Role in the Teaching Campus Program

Novi Mayasari^{1*}, Ari Indriani¹, Okta Ika R²¹FPMIPA, IKIP PGRI Bojonegoro, 62114, Indonesia²FPBS, IKIP PGRI Bojonegoro, 62114, Indonesia**ORCID ID**Novi Mayasari: <https://orcid.org/0000-0001-5239-1769>**Abstract.**

The Teaching Campus Program (KM) is one program of the Directorate of Learning and Student Affairs and the Directorate General of Higher Education. It is one form of implementing the goals of the Independent Learning Independent Campus (MKBM). In the KM, students are responsible for assisting in learning activities, technology adaptation, and administration at the school to which they are assigned. This program has been developed since learning had not been fully effective during the pandemic. This study aimed to determine the impact of the student's role in teaching at SD Negeri Bakalan 1 Kapas Bojonegoro. The data collection techniques used were observation, interview and documentation. Then, the collected data were processed using qualitative data processing techniques by Miles and Huberman. The results of the study indicated that the implementation of the Teaching Campus Program batch III 2022 at SD Negeri Bakalan 1 Kapas Bojonegoro included three aspects; the first in teaching, students did this in both face-to-face learning and online learning. Second, in adaptation technology, the students assisted teachers in making teaching media and materials in accordance with the curriculum. Third, in administration, the students helped teachers in the preparation of learning tools.

Keywords: Teaching Campus; MBKM; elementary students.

1. Introduction

The policy issued by the Directorate of Learning and Student Affairs, Directorate General of Higher Education in overcoming problems that arise during online learning is to develop a Teaching Campus Program (KM). One form of the implementation of Independent Learning Independent Campus (MKBM), namely Teaching Campus is in the form of teaching assistance to empower students in helping the learning process in elementary schools (SD, SMP) in various villages/cities in Indonesia. Improving students' soft and hard skills to be more prepared and relevant to the needs of the times as future leaders of the nation with superior and personality is the goal of the Teaching Campus.

(1)

Corresponding Author: Novi
Mayasari; email: [novi.mayasari@
ikipgribojonegoro.ac.id](mailto:novi.mayasari@ikipgribojonegoro.ac.id)**Published** 21 December 2022Publishing services provided by
Knowledge E

© Novi Mayasari et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICESRE Conference Committee.

 OPEN ACCESS

Teaching Campus brings university students to school to strengthen literacy and numeracy with various activities. This aspect of the strategy is used to support the progress of education in Indonesia. Through this program, education and learning services in schools are changed by sending university students directly to target schools. University students have been provided with various knowledges before coming to school. This is done to facilitate students in doing their duties at the target school. Students' contributions in target schools include:

1. Strengthening literacy and numeracy
2. Helping the habituation of technology in the teaching and learning process
3. Providing support in the field of school administration
4. Innovating and be creative in learning by partnering with teachers and schools
5. Socializing the learning products of the Ministry of Education and Culture (Learning Home Portal, AKSI, learning modules, Independent Curriculum, etc.). (2)

Students' contribution to literacy and numeracy learning in schools is an important thing that must be done. It is based on the Article 6 of the Minister of Education and Culture, Research and Technology No. 5 of 2022 concerning Graduate Competency Standards in Early Childhood Education, Elementary Education Levels, and Secondary Education Levels. It stated that literacy and numeracy is one of the competencies that elementary school graduates or the equivalent must possess.

Teaching Campus Program batch I only focused on Elementary Schools (SD) that are accredited at least C and located in 3T areas (frontier, outermost, and underdeveloped). (3) stated that the Teaching Campus Batch I at SDN 44 Padaria, Maros Regency had implemented programs including the teaching and learning process, adaptation of learning technology for teachers, and assisting teachers in providing and completing the administration of learning implementation as well as providing opportunities for students to broaden their horizons and gain experience in helping the teaching and learning process. In addition, the results (4) concluded that the Class I Teaching Campus activities carried out in groups made learning effective so that they could develop the literacy and numeracy skills of grade II elementary school students in Sumedang Regency. Both those who are not fluent in reading and the better the group of students who are already fluent in reading.

Studies that discuss MBKM have been widely published in journal and papers in proceedings, such as studies on the concept of independent learning (5); ((6); ((7), (8), (9). (10)(11).(12) From the results of previous research, it can be concluded that the enhancement of universities and students' role and contribution in national development

can be developed by instilling students' empathy for the problems of community life and working together across disciplines. Therefore, this research focuses on implementing Teaching Campus batch 3 2022 in elementary schools. This research is expected to be able to add to the repertoire of knowledge and become a reference for teaching campus studied in the future research.

Teaching Campus Batch 3 involved students, Field Supervisors (DPL) and target schools. The placement of this program was in SD Negeri Bakalan 1 Kapas Bojonegoro. After the placement, the students did observations in the school. The result of observation were the students had low literacy and numeracy skills, very low of reading awareness, only a few books were in the library and old published books, also old publications, and some teachers still did not understand about technology in learning. Students carried out this observation in the first week.

Students used the results of these observations as a reference in making a work program that would be applied in the target school. This students' work program aimed to improve student competence and teacher competence. Students' competence here was, for example, students' abilities in literacy and numeracy. Meanwhile, teacher competencies include the use of technology in the learning process.

The purpose of this study is to determine students' role in the Teaching Campus program batch 3 to improve students' competence. Based on the background above, the formulation of the problem in this research is how the role of students in the Teaching Campus program batch 3 improves students' competence. Studies that discuss.

2. Method

The research location was in SD Negeri Bakalan 1 Kapas, Bojonegoro Regency, East Java. The research objective was to determine the implementation of the teaching campus program for independent campus learning in SD Negeri Bakalan 1 Kapas Bojonegoro. Informants in this study were all participants in teaching campus batch III, teachers, parents, students, and the community around SD Negeri Bakalan 1 Kapas Bojonegoro.

The research method was carried out through a qualitative approach. This type of research was descriptive qualitative. Data collection methods were observation, interviews and documentation. Observation techniques that last for 4 months from March to June 2022. The data collected was then processed by using qualitative data processing techniques from (13) which suggested that the activity in the analysis Qualitative data is carried out interactively and takes place continuously until it is complete,

so that the data is saturated. Data saturation in question is not getting new data or information. Data analysis includes reduction, presentation, and conclusion drawing.

3. Result and Discussion

There were four selected university students from different universities in Java assigned in SDN 1 Bakalana Kapas Bojonegoro and one Field Supervisor (DPL) who supervised and checked the students' program and reports. This program ran for about 4 months. In 4 months, the students did some programs and activities in school. Table 1 showed the detail activities which last for 4 months.

Information :

Monday – Saturday (Every Day)

Monday – Saturday (Adjusting)

1 day (incidental)

Based on the results of the implementation of Teaching Campus batch 3 in 2022, it can sum up the role of students in three aspects: teaching assistance, an adaptation of technology, and school administration.

3.1. In Teaching Assistance

The results of the implementation of students' work program in SD Negeri 1Bakalan in the aspect of the learning has the highest percentage achievement with very good predicates. This is because the learning assistance that has been carried out can help students, teachers and schools implement effective and fun learning. Learning assistance that students did according to the planning and showed satisfactory results. The learning can also make students enthusiastic, earnest, and show happy expressions in learning. In addition, students also managed to take collaborative action with grade 4 teachers in applying the STEAM (Science, Technology, Engineering, Art & Mathematics) learning model. The other descriptions of the results of program implementation in the aspect of the learning field are as follows.

In strengthening literacy skills, students managed to familiarize students with reading literacy culture before learning. In addition, students also succeeded in improving students' literacy skills through storytelling activities, sharing experiences and special guidance for disadvantaged students. In addition, the results of the literacy strengthening that students have done can be seen from the results of the Class AKM implementation

TABLE 1: Implementation of Teaching Campus Programs and Activities 3 2022.

No	Work Program	Implementation				Description
		March	April	May	Juny	
Teaching Programs and Activities						
1	Strengthening Students' Literacy and Numerical Ability					
2	Healthy Living Habits Education					
3	Life Skills and Self-Development Skills Education					
4	Strengthening Pancasila Student Profile					
5	Exploring the Potential, Interests and Talents of Students					
Technology Adaptation Assistance Work Programs and Activities						
1	Technology Guidance for Utilizing Digital Education Platforms					
2	Technology Guidance on the Use of Digital Learning Media					
3	Technology Guidance Using Applications or Websites to Create Learning Media					
Administrative Assistance Work Programs and Activities						
1	Helping Record Student Attendance/ Presence					
2	Recording Books/Inventory at School					
3	Procurement of Books for Libraries					
4	Helping Teacher/School Administration Activities					
Additional Work Programs and Activities						
1	Happy Ramadan					
2	Kartini Day					
3	Commemoration of National Education Day					
4	Gathering to ask for forgiveness					
5	Environmental Service					
6	Participate in Regional or National Scale Events or Competitions					

where at the time of the pretest there were 1 student in the PIK category, 7 students in the basic category, 19 students in the proficient category and 7 students in the advanced

category. The results of the AKM Class post-test showed the success of the program implementation with details of 21 students in the proficient category and 13 students in the advanced category. This shows that the strengthening of literacy that has been carried out significantly impacts students' literacy skills. Figure 1 shows the evidence of the implementation of literacy strengthening during classroom learning:



Figure 1: Strengthening students' literacy skills through storytelling activities with hand puppets (Grade 3).

In strengthening numeracy skills, students created an atmosphere of effective, practical and fun Mathematics learning. Students successfully collaborated with grade 4 teachers to apply the STEAM (Science, Technology, Engineering, Art & Mathematics) learning model. Students also make Mathematics learning media with snake and ladder plots named achievement plots. Each tile contains math problems that must be solved in order to move on to the next tile until you win the game. The students are excited to play and learn. Students seem to enjoy and become enthusiastic about participating in the Mathematics learning. In addition, success in strengthening numeracy can also be obtained from the results of the implementation of the Class AKM where at the time of the pretest there were 23 students in the basic category and 11 students in the proficient category. The results of the AKM Class post-test show the success of implementing the numeracy strengthening program for several students with details of 1 student in the PIK category, 12 students in the basic category, 17 students in the Proficient category and 4 students in the advanced category. This shows that the strengthening of numeracy really impacts some students in strengthening their numeracy skills. Meanwhile, Figure 2 shows the evidence of strengthening numeracy during classroom learning.

Students have helped carry out morning exercise activities with IBBN (Drug-Free Indonesia Clean) exercise in education activities for healthy living habits. In addition,



Figure 2: Strengthening students' numeracy skills (Grade 4).

students have also led aerobic exercise which was participated by all students and teachers at SD Negeri Bakalan 1. Students also assisting the implementation of PJOK (Physical Sport and Health Education) learning. In addition, students have also succeeded in familiarizing students to carry out classroom hygiene pickets in order to create a clean and healthy learning environment. Students also provide education about first aid for injuries and minor injuries. This healthy life habit education activity allows students to understand and implement a clean and healthy lifestyle.

In strengthening Pancasila students' profile, students have created a habitual culture to sing the national anthem Indonesia Raya every morning before starting learning. The 4th grade teacher stated that this kind of habit had actually been implemented, but since the Covid-19 pandemic, such habits began to be abandoned. In addition, the students also have good discipline. They are also able and brave to express opinions in front of the class, are responsible for what has been done and work together in terms of common interests. The results of this Pancasila student profile strengthening activity are that students are able to understand and implement activities that reflect the behavior of faith and piety to God Almighty and have noble character, global diversity, mutual cooperation, creativity, critical reasoning and independence.

In life skills education and self-development, students have succeeded in equipping students to always be creative in using used goods around us. In addition, students have also provided education and shared experiences about first aid in accidents or first aid kits. Students also teach students macramé or rope skills by making bracelets, key chains and other items of value. The result of this educational activity is that students can understand and implement life skills and self-development skills.

Students teach basic vocal and singing techniques, breath control, and articulation. In exploring students' potential, interests, and talents, students have successfully trained the choir at SD Negeri Bakalan 1 for both events and choirs for the flag-raising ceremony every Monday. The students also managed to train several students for traditional medley dances from regions in the archipelago who also performed when there were events or events at school. The result of this activity is that students are able to find and develop their potential, interests and talents in accordance with their hobbies and desires.

3.2. Technology Adaptation

The results of the implementation of the Teaching Campus Batch 3 at SD Negeri Bakalan 1 in the aspect of technology adaptation have good achievements. This is reinforced by the help of technological adaptation that students provide to answer the problems experienced by teachers and students. The technology adaptation assistance that students do has an impact and a good response in helping the teacher's assignments and helping the student learning process. With technology adaptation assistance using digital educational platforms, students have succeeded in providing guidance to students to access and use several digital platforms such as the Ministry of Education and Culture's Learning House (<https://learning.kemdikbud.go.id/>), Smart Class (www.classpintar.id), and YouTube educator channels, one of which is the Smart Character channel of the Ministry of Education and Culture.

In the assistance of technology adaptation using digital learning media, students have also succeeded in guiding students and teachers to use digital learning media so that the learning process in class is not boring. Students also conduct demonstrations and further guidance regarding the use of digital learning media such as Quizizz, Google Form, and Google Site. Students have also succeeded in developing Thematic and Mathematics quizzes which are then used directly for grade 4 at SD Negeri Bakalan 1. The results of the examination can be accessed via the link https://bit.ly/Kuis_Kelas_4_KM3.

In the assistance of technology adaptation using applications and websites, students have succeeded in sharing knowledge and experiences with teachers at SD Negeri Bakalan 1. Students have also succeeded in guiding students to use the Pusmenjar Class AKM page at <https://pusmenjar.kemdikbud.go.id/ayokm/>. Students also share experiences and learn with teachers regarding using Canva design services to create learning media. Students also managed to help the school edit the video of the

national education day commemoration ceremony using the WondershareFilmora software which was then uploaded via YouTube.

3.3. School Administration

The results of the implementation of the Class 3 Teaching Campus work program at SD Negeri Bakalan 1 in the aspect of administrative assistance have good achievements. Students managed to provide administrative assistance in helping class teachers recap attendance or student attendance data. Students also carry out activities to organize collections of textbooks and non-lessons in the school library. Students also succeeded in helping teachers to correct students' answers in school exams. Students also help grade 6 teachers to print students' SKL as school records through a test score processing system. Students also succeeded in helping prepare media for student practical exams and assisting in preparing value processing for report cards and other activities related to teacher and school administration.

This is also supported by the results of previous research from (14)(15)(16)(17)(18) (19)(20). From the results of previous research, it can be concluded that it can have an impact on students with the existence of a teaching campus.

4. Conclusion

Implementing the Class 3 Teaching Campus Program at Bakalan 1 Elementary School, Kapas District, Bojonegoro Regency, East Java, for 18 weeks of assignment has been successfully implemented. Assistance in the aspect of learning has the highest percentage of success with excellent results as evidenced by the improvement of students' abilities, especially in literacy and numeracy competencies. Not only that, success in reviving literacy culture or habits before learning is also a proud achievement. Assistance in the aspect of technology adaptation has also experienced good success. The technological adaptation assistance provided is able to answer the problems needed by teachers and students for the sake of effectiveness in helping assignments and the learning process. Assistance in the administrative aspect is also no less successful than other aspects.

The Teaching Campus Program as one of the flagship programs in MBKM or Merdeka Learning Campus Merdeka has been proven to be very successful in advancing education in Indonesia. It is hoped that the Teaching Campus Program will continue to run so that many students will have the opportunity to play an active role in spreading positive

impacts and contributing directly to the advancement of education in Indonesia. Thus, we need to increase our support and support for Freedom of Learning to realize the noble ideals of national education, namely to educate the nation's life as stated in the Preamble to the 1945 Constitution.

References

- [1] Kebudayaan. Kementerian pendidikan dan. Indonesia; 2021. Available from: <https://ft.um.ac.id/wp-content/uploads/2021/06/Panduan-Kampus-Mengajar-2021-Akt.-2-ver3.pdf>
- [2] Noerbella D. implementasi program kampus mengajar angkatan 2 dalam meningkatkan kompetensi literasi dan numerasi peserta didik. *Jurnal Cakrawala Pendas*. 2022;8:480–489.
- [3] Hamzah RA. Pelaksanaan kampus mengajar angkatan I program merdeka belajar kemdikbud di sekolah dasar. *J Dedik*. 2021;1:102–105.
- [4] Waldi A, Putri NM, Indra I, Ridalfich V, Mulyani D, Mardianti E. Peran kampus mengajar dalam meningkatkan literasi, numerasi dan adaptasi teknologi peserta didik sekolah dasar di Sumatera Barat. *Journal of Civic Education*. 2022;5:284–292.
- [5] Zahrah H, Rosyadi KI. Determination of critical thinking and independent learning: Analysis of confidence and motivation. 2022;3:754–767.
- [6] Aan W, Saidatul I, Kholida F. Implementasi merdeka belajar melalui kampus mengajar perintis di sekolah dasar. *Metod Didakt J Pendidik Ke-SD-an [Internet]*. 2021;16:102–107.
- [7] Nanggala A, Suryadi K. 31422-66069-1-Sm (1). *Jurnal Pendidikan Kewarganegaraan Undiksha*. 2021;9:14–26.
- [8] Tsamroh DI, Putri WS, Rinata E. Evaluation of “Kampus Mengajar”: An effort to increase participation at the University of Merdeka Malang. *Jurnal Penelit*. 2021;18:85–97.
- [9] Nehe BM. Analisis konsep implementasi merdeka belajar - kampus merdeka dalam menghadapi era Revolusi Industri 4.0 di masa pandemik di STKIP setia budhi rangkasbitung 2021. *Prosiding Seminar Nasional Setiabudhi [Internet]*. 2021. p. 13–19.
- [10] Fauzi TI, Astuti NP, Rahmawati DNU. Program Kampus Mengajar (Pkm) sebagai usaha peningkatan pembelajaran peserta didik di Sdn 127 Sungai Arang, Bungo Dani, Kabupaten Bungo, Provinsi Jambi [Internet]. *Jurnal BUDIMAS*. 2021;3:483–490.
- [11] Sabran LAODE. Upaya meningkatkan hasil belajar matematika pada materi ajar integral siswa kelas XII IPA SMA darul DA ' wah wal irsyad kendari. 2012.

- [12] Sumani S, Kadafi A, Purnomosasi LKD, Prasasti PAT. The impact of “Kampus Mengajar MBKM Program” on students’ social skills. *Pegem Journal of Education and Instruction*. 2022;12:220–225.
- [13] Miles MB, Huberman AM. No title. UI-Press; 2014.
- [14] Rosita DA, Damayanti R. Pelaksanaan program kampus mengajar perintis pada sekolah dasar terdampak pandemi Covid-19. *Prima Magistra J Ilm Kependidikan*. 2021;2:42–49.
- [15] Wahyuni S, Siswiyanti F. The role of partners in improving students’ competence in the Teaching Assistance Program/Teaching Campus. *UijrtCom*. 2022;03:10–19.
- [16] Djafar H, Wahid JHJ, Sahmadan S. Students’ language attitudes and politeness as character education in the implementation of Merdeka Belajar Kampus Merdeka (MBKM). *Budapest International Research and Critics Institute-Journal*. 2022;5:16028–16036.
- [17] Feathers P, George T, Dc W. Initial characterization of self-activated movable flaps, “Pop-Up Feathers.” *APA-12: Wind Tunnel and Flight Testing Aerodynamics I*. 2008:1–9.
- [18] Sa’diyah M, Nurhayati I, Endri E, Supriadi D, Afrianto Y. The implementation of independent learning independent campus: The new paradigm of education in Indonesia. *Journal of Educational and Social Research*. 2022;12:289–299.
- [19] Rahmadani A, Syariful S, Restavia O. Dampak program kampus mengajar terhadap keterampilan pemberian layanan bimbingan konseling di sekolah dasar: Studi kualitatif pada mahasiswa BKI Universitas Al-azhar Indonesia. *Jurnal Al-Azhar Indonesia SERI Humaniora*. 2022;7:66.
- [20] Safaringga V, Lestari WD, Aeni AN. Implementasi program kampus mengajar untuk meningkatkan motivasi belajar siswa di sekolah dasar. *Jurnal Basicedu*. 2022;6:3514–3525.