The Role of Teaching Campus Program for Students in Increasing Competence at SD Negeri 57 Banda Aceh

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Abstract
The concept of independent learning is an issue that is widely discussed in the world of education, the concept that voices the existence of independence in learning is carried out in an effort to prepare students who graduate from universities, both public and private, to be able to face the times and changes that occur so quickly. The Teaching Campus Program is one of the Programs of Merdeka Belajar Kampus Merdeka (MBKM) in the form of teaching assistance to empower students in assisting the learning process in elementary schools in various villages / cities, one of which is SD Negeri 57 Banda Aceh which is located in Jl. Lingkar kampus Unsyiah, Syiah Kuala District, Banda Aceh City, Aceh Province. In this program, students are responsible for assisting the school in the teaching process, assisting with technology adaptation, and assisting administration. In addition, students have a responsibility in improving students' Akhlaq and increasing students' motivation and interest in learning. The results of this program are expected to grow social sensitivity in students to help the surrounding community, hone thinking skills in working together both with teachers, and with students across fields of science in solving problems faced, developing students' insights, character and Soft Skills.

Keywords: Education, teaching campus, elementary school.

1. Introduction
Education is an important part of human life. Education must provide various kinds of changes for humans. One of them is the change in individual social strata, where access to education must be the same and evenly distributed. In order to give birth to the national goals of education, such as in terms of educating the life of the nation and education which gives birth to social justice, this must of course be supported by an integrated and jointly developed system.

Education is the most important aspect in improving human resources (HR). The progress and development of education is a factor in the success of a nation, this is because education can give birth to intelligent and quality generations and can improve human resources so that they can compete with other countries (Fitri, 2021). Improving the quality of education in Indonesia is now being carried out by implementing the independent learning policy. The role of education in the concept of Freedom to Learn is as a facilitator for students by giving and receiving knowledge to each other so as to create a positive reciprocal relationship. With the Merdeka-Learning program it is hoped that the involvement of students in learning will increase (Siregar et al., 2020).

Along with the development of the times will certainly bring changes in the world of education. The government continues to update the quality of education to minimize various problems in the learning process. Various ways are used to renew the education system such as curriculum development, updating learning methods and improving educational facilities and infrastructure.

Since March 2020, WHO as the world health organization has declared Corona Virus Disease (Covid-19) as a pandemic that has hit more than 200 countries in the world (Sohrabi et al, 2020). As a step by the Indonesian government in anticipating the spread of Covid-19, several actions have been taken, such as campaigns to stay at home, social and
physical distancing, large-scale social restrictions (PSBB), shifting Eid holidays, to banning homecoming. These policies are carried out so that people stay at home, whether working, studying, or worshiping (Rigianti, 2020).

This condition is of course very influential towards the world of education, especially in Indonesia. Teaching and learning activities that were initially carried out face-to-face in class were diverted to online learning from home to prevent the spread of Covid-19. This event requires everyone to understand technology. This is of course very impactful for teachers and parents, especially for those who do not really understand technology-based learning. Large impacts are also experienced by students, such as learning becomes ineffective, a feeling of laziness arises, addiction to electronics such as cellphones, and a lack of character education for students. The big obstacle experienced by all people is the internet network, especially for those who live in rural areas.

For this event, the Ministry of Education and Culture (Kemendikbud) held the Independent Campus-Teacher Campus program which is part of the Free Learning-Free Campus Policy (MBKM). The Teaching Campus Program aims to provide solutions for elementary schools affected by the pandemic by empowering students who live around the school area to assist teachers and principals in implementing learning activities after the Covid-19 pandemic. The benefit of this program is tutoring for elementary school students as well as empowering students to help with school activities.

This program is carried out by distributing students for assignments throughout Indonesia. This program was raised because the quality of education in primary and secondary schools is still very low (PISA 2018 Indonesia's ranking is in position number 7 from the bottom). This program makes schools a place for teaching practice both in cities and remote areas. Learning activities in the form of teaching assistance can be carried out in elementary schools, junior high schools and high schools. The purpose of teaching assistance is to provide opportunities for students who are interested in education to deepen the practice and knowledge of becoming teachers in schools and help increase the equity of educational quality and the relevance of primary and secondary education to tertiary institutions. (Fuadi & Aswita, 2021).

Through this program, wide opportunities are opened for students and field supervisors to enrich and improve their knowledge and competence in the real world according to their aspirations. Learning can take place anywhere; the scope of learning is limitless, not only in classrooms, libraries and laboratories, but also in villages, industries, workplaces, places of service, research centers, and in the community. The forms of learning activities that can be taken by students in the independent campus program are in the form of internships in industry, students building villages, teaching at schools, student exchanges, conducting research at research institutes, entrepreneurship development, independent projects, and humanitarian projects.

Merdeka Learning launched by the Ministry of Education and Culture adds a new fact that in less than 10 years, Indonesia has updated and improved its curriculum three times. This is none other than to answer Indonesia's educational needs which are always changing according to the progress of the times, both internally and externally.

The Teaching Campus Batch 4 itself is one of the Independent Learning Campus Merdeka (MB-KM) programs where during this post-pandemic period, students from both educational and non-educational faculties are given training from various competent parties so that later they are ready to assist in the implementation of learning in schools in the area. The purpose of holding this program is so that schools affected by Covid-19 can continue to carry out learning and implement the independent learning program that was previously announced by the government (Widiyono et al, 2021).

The school that is a partner of community service in implementing the Campus Teaching Program Batch 4 is SD Negeri 57 which is located on Jl. The Unsyiah Campus
Circle, Syiah Kuala District, Banda Aceh City, Aceh Province which is accredited B. The Campus Teaching Program Batch 4 has a learning scope that includes learning in all subjects that focus on literacy and numeracy activities, technology adaptation, and helping improve school administration. With this program, it is hoped that students will have the opportunity to hone leadership and character as well as have learning and teaching experiences. In addition, through this program it is hoped that there will be an increase in the effectiveness of the learning process in emergency conditions after the Covid-19 pandemic.

2. Method

Campus Teaching Activities Batch 4 are carried out by students and also Field Supervisors (DPL) located at SD Negeri 57 Banda Aceh. This program has the aim of instilling empathy and social sensitivity in students towards the problems of social life and the world of education today, honing thinking skills in working together across fields of knowledge and students' diverse origins in solving the problems they face, developing insight, character education, developing student soft skills and hard skills, encouraging and spurring national development by increasing people's motivation to participate in development and increasing the real role and contribution of universities and students in national development, especially in the field of education. This activity was carried out in a gradual method, namely the preparation stage, the debriefing stage, the observation stage, the implementation stage, and the results analysis stage in the form of a report. The preparatory phase includes debriefing, parachuting, observation, and program planning. The implementation phase consists of several activities such as teaching, technology adaptation, and school managerial administration. The results analysis stage consists of preparing reports, repairing, and collecting reports.

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<th>STAGES</th>
<th>ACTIVITIES</th>
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<tr>
<td>STAGE 1</td>
<td>1. Debriefing, attended by students and supervising lecturers to gain the</td>
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<td>(Preparation)</td>
<td>necessary knowledge in campus teaching program activities.</td>
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<td>2. Deployment, coordinate with the elementary school where the assignment</td>
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<td>is and the Education Office.</td>
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<td>3. Observation, observing the school environment and school community</td>
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<td>with the aim of obtaining initial data.</td>
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<td>4. Compilation of programs, designing activities to be carried out during</td>
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<td>the assignment period.</td>
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3. Results and Discussion

Initially, Stages of preparation for service are as shown below. Debriefing is carried out to students and supervisors to provide the minimum knowledge needed in teaching assistance activities in elementary schools. The debriefing materials include school pedagogy, AKM class concepts, ANBK and education report cards, project-based learning, basic concepts and implementation of literacy and numeracy, Pancasila profiles and collaborative action plans. After the debriefing, students and field supervisors (DPL) were directed to coordinate with the Education Office and the elementary school where the program was implemented.

This stage includes several activities such as students and field supervisors conducting initial communication with the elementary school to inform them that there will be students from the teaching campus program who will carry out community service at the school. Then the field supervisor coordinates with the head of the city education office where the assignment is. Submission or deployment is carried out online because it is still in an atmosphere of health protocol. Assignments start on August 1, 2022. Assignment letters from Idikti, from campus operators and from the Education Office are received by students when they are already in the assignment period. Next is observation. In this observation section, it is divided into several aspects, such as observation methods, observation data sources, and observation results. The description of these aspects as belows:

a. Observation method,
   Initial observations were made by observing the condition of the school environment and the participation of school members in the implementation of the education program at SD Negeri 57 Banda Aceh. This observation aims to obtain good data regarding the condition of the school environment, the school community and the ongoing teaching and learning process.

b. Observation data sources
   Preliminary observational data were obtained based on direct observation at the place of supervision, namely SD Negeri 57 Banda Aceh as well as from interviews with the school, the teacher council and the tutor concerned.

c. Observation results
   Observation results that have been observed are in the form of teaching and learning processes, the use of literacy and numeracy, technology adaptation, and school administration.
Campus students teaching class 4 make plans for programs or activities during assignments based on school observations. The field supervisor directs to make program planning one week before the assignment. After entering the assignment period and making initial observations, campus students teaching class 4 discussed again the program of activities based on the observations that had been made. The program that has been designed will be discussed with field supervisors, school principals, tutor teachers and other teacher councils.

The stages of implementation and the results of the analysis of service are as follows. The learning process carried out at SD Negeri 57 Banda Aceh is face-to-face while still paying attention to health protocols. We campus students teach to help teachers who teach in class. When the teacher gives material to students we will walk around the class and if there are students who still don't understand the material being taught, we will always guide these students until they understand it. We also teach students literacy and numeracy activities with their respective class teachers. We also develop learning to be more creative and more interesting for students' learning. Learning is not always done in the classroom, learning is also done outside the classroom. At the time of learning the students were also given character education.
**Technology adaptation**

In assisting with technology adaptation at SD Negeri 57 Banda Aceh we socialize the implementation of AKM classes to grade 5 students. In this case we introduce the use of laptops or chrome books to students, namely how to turn on laptops, start applications for exams, how to type, how to enter usernames and password, as well as how to answer questions using technological devices. Only for students, we also help with technology adaptation for teachers, namely by helping to create a Quiz application link, helping proctors for AKM class exams, and helping with semester and annual school administration.

The technology adaptation activities carried out are expected to help teachers provide learning materials using technology, such as learning using video media that is displayed through infocus. The use of this technology is also useful for teaching or introducing that technology can also be used in the learning process. Assist teachers in processing student data and grades using a laptop or computer device.

In the activity of helping school administration, we campus students teach in collaboration with the teacher council. We jointly provide a reading corner in each classroom, so that with this reading corner it is hoped that it can increase students' interest in literacy. Assist teachers in preparing classroom administration such as lesson lists, picket lists and so on. Helping teachers complete other school administration such as annual programs, semester programs and learning plans. Helping teachers complete supervision administration such as preparing teaching materials, teaching materials and learning materials namely lesson plans, teaching materials and teaching materials, learning media, student worksheets (LKPD), evaluation/assessment instruments, and evaluation materials for each learning theme.

Regarding the analysis of Program Implementation, the results are as below.

1. **Teaching**

   We realize that in every activity there must be obstacles encountered. With these obstacles, we make every effort so that students can still receive and absorb the material presented. As a result, students can understand the conditions and obstacles that exist and continue to participate in teaching and learning activities in an orderly and good manner. These obstacles also do not prevent them from studying diligently, this is evidenced by the results of good and satisfying report cards.

2. **Assisting Technology Adaptation**

   Facilities and infrastructure at SD Negeri 57 Banda Aceh are adequate but need development and renovation especially in terms of technology. Wifi is available at this school, but access is still limited and the network is often slow. Lan cable installation has been done but sometimes problems still occur and the existing network is lost. Less amperage causes electricity to bounce if its use exceeds the amperage capacity.

3. **Helping School Administration and Teachers**

   We had experienced difficulties in the process of school administration. Work with a rush of time and a lot of administration that must be prepared. We also help renovate and organize the library room into a more comfortable and attractive reading corner and we also tidy up all the books because the books there are disorganized and scattered around.

4. **Conclusion**

   The Teaching Campus is a part of the Free Learning-Free Campus (MBKM) program which has been organized by the Ministry of Education and Culture (Kemendikbud). The KM program itself has the goal of providing solutions for elementary schools affected after the Covid-19 pandemic by empowering students who live around the elementary school area. The implementation of the Teaching Campus
carried out at SDN 57 Banda Aceh has proven to have a positive impact on students such as increasing interest in learning, increasing literacy and numeracy skills and increasing technological adaptation. In addition, the benefits for students include being able to provide direct teaching experience so that they can develop their interpersonal and leadership skills.

This teaching campus activity was very well received by the school and students at SD Negeri 57 Banda Aceh. Hadiyati, et al (2017) stated that the determining stage for the success of an activity lies in the implementation stage and this activity can be classified as very successful both from the initial stage to the end of the event. After the activities were carried out, students and school teachers were very enthusiastic and motivated to carry out teaching and learning activities effectively and efficiently. Apart from that, the adaptation of technology and also the school administration is also going well, this is evidenced by changes in a better direction during the activities taking place. In the end, the community service activities that have been carried out provide integration of good values into the social and educational system teachers and students of SD Negeri 57 Banda Aceh.

References


