



The Implementation of “Kampus Mengajar” Program to Enhance Students Literacy and Numeracy at SDN 100209 TN Sukaramai

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ABSTRACT

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This study aims to determine the implementation of the “Kampus Mengajar” Program as an effort to improve the students’ quality of literacy and numeracy. The method used for this research is a descriptive qualitative approach. Data collection is done by observation, interviews, and documentation. The result shows that the implementation of “kampus mengajar” program has contributed to enhance students’ literacy, numeracy through three aspects of implementation, namely: conformity between the program and the target group (SDN 100209 TN Sukaramai), conformity between the program and implementing the organization, and conformity between implementing the program of “kampus mengajar” program with the target group.

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INTRODUCTION

The “Kampus Mengajar” Program is one of the Merdeka Belajar Kampus Merdeka (MBKM) programs created by the Ministry of Education and Culture of the Republic of Indonesia. That the “Kampus Mengajar” Program is a strategic effort from the Ministry of Education and Culture that must be carried out in the field because it is part of and serve a role in making learning successful. This program aims to equip students with various skills and expertise by becoming school partners and teachers in developing learning methods, fostering creativity, and learning innovations that have an impact on strengthening school, especially literacy, and numeracy. (Nenni Triana Sinaga et al., 2023) states that literacy is compatible with thematic learning. It is because literacy focuses on learning skills and adds to the experiences in students’ daily life. This program is applied in Junior High Schools and Elementary Schools so that they are able to carry out an effective teaching and learning process. It can be done by reforming the curriculum. Reforms in the field of education have been pursued by the Indonesian government, one of

which is the curriculum. The curriculum is an important part of the educational process. Without a curriculum, education will look disorganized, and nowadays, the education curriculum is called MBKM.

(Anwar, 2021) Through the “Kampus Mengajar” Program, students at the university have the responsibility of assisting with teaching and learning activities, assisting with technology adaptation, and also assisting the administration of the school where they are assigned. Then, the “Kampus Mengajar” program provides opportunities to study outside of campus to develop students’ capabilities and explore their potential. This program contributed to increasing the students’ personalities and becoming the teacher’s partner in doing school activities. (Aan Widiyono et al., 2021)state that the “Kampus Mengajar” program has reached the 3 T (lagged, outermost, and frontier) area, honing leadership, social sensitivity, and emotional maturity. It is good for “Kampus Mengajar” students to develop themselves.

Besides that, the “Kampus Mengajar” program has a good effect on students’ capabilities at schools. The learning carried out in this “Kampus Mengajar” program includes learning in all existing subjects and also focuses on literacy and numeracy, an adaptation of technology-based technologies such as the use of applications in learning, as well as matters related to school administration, and the student’s personality (Safaringga et al., 2022).

Based on the preliminary interview with the principal, there are some students at school who lack literacy and numeracy. They need some innovation to stimulate their basic skills, such as basic math skills, reading, logic, and scientific thinking. These abilities are very important for every student starting from the elementary school level. Elementary school is a level of basic education that lays scientific foundations and helps optimize children's development. Elementary school is a bridge for students to continue to the next level of education. This function can be achieved through teacher-guided learning. For that, learning must be carried out properly.

SDN 100209 TN Sukaramai South Tapanuli is a school that is lagging and difficult to adjust learning according to the curriculum. This research applies three aspects of implementation namely conformity between the program and target group, conformity between the program and implementing the organization, and conformity between implementing organizations and the target group. These aspects are related to this “Kampus Mengajar” program. That's why, the Kampus Mengajar Program which is carried out in lagging schools needs to analysis. The students and teachers in these schools have broad insights into education and can compete with students from other schools.

RESEARCH METHODS

This research used qualitative descriptive research. Qualitative descriptive research is research that gives a careful and systematic description of the characteristics of the data according to the nature and circumstances that are happening. The subjects of this study were sixth-level students at SDN 100209 TN Sukaramai Tapanuli Selatan. This research was done from March to June 2022. Collecting data using observation, interviews, and documentation. The data collected was processed using qualitative data processing techniques from (Huberman & J, 2014) who argued that activities in qualitative data analysis were carried out interactively and continued continuously until complete so that the data is not saturated. The measure of data saturation is indicated by the absence of new data or information. Data analysis includes data condensation, data display, and drawing conclusions/verification.

RESULT AND DISCUSSION

The result of this research described the three aspects of the implementation achievement in the “Kampus Mengajar” program at SDN 100209 TN Sukaramai. The research result showed that the achievement of implementation is based on the process of program implementation. The implementation of this program consists of several steps, namely: preparation of implementation, implementation of the program, and analysis or evaluation of the implementation program. These steps were described in three aspects of implementation. But the researcher will describe the implementation process of “Kampus Mengajar” program at SDN 100209 TN Sukaramai.

Preparation Before Going to School

The students of “Kampus Mengajar” program done some activities before went to placement school. They were following the debriefing which aims to make them understand about the activities in their respective replacements school. The debriefing is done for a month based on the committee schedule. In this session, the students get some information or materials that they would apply for at school. The materials about literacy, numeracy, and adapting technology for students and teachers at school. The committee or the speaker persuades the students about their competency or capability able to do the program in their replacement school. The students of “Kampus Mengajar” program should be able to develop and innovate the materials.

Then, the students contact the lecturer as their adviser this semester. The students discuss with the lecturer about the way to connect to educational authorities and school replacement in the region. In this step, the students and lecturer come to both two institutions education to get recommendation and

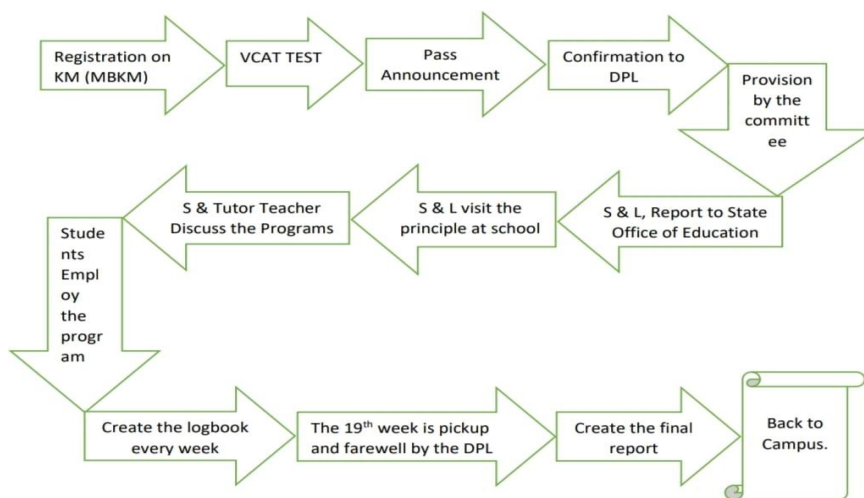
acceptance in the implementation of this program. Then, in this meeting, institutions education and school give the good respond to students and lecturer so that the students can starting the program well.

Implementation of “Kampus Mengajar” Program

In this school replacement, there are three students as a team in this program. This team discusses together how to create the programs as the developing of government programs. The students of “Kampus Mengajar” Program interview the principal, teachers, and students to know the situation and the students’ level in teaching learning process. They also do the observation so that can create the program to start the activity at school.

The team of “Kampus Mengajar” program carry out several activities related to increasing numeracy, literacy, and technological adaptation. The class divided into two sections because employ the social distancing in the pandemic situation. For example, the sixth grade consists of 40 students in one class, so it becomes two shifts. The first shift will enter the class at 07.00-10.00 am, and the second shift will enter the class at 10.00 am-13.00 pm. The team of “Kampus Mengajar” program teach the students based on the school schedules.

Besides that, the team of “Kampus Mengajar” program observe the students who lack numeracy and literacy. They put them in one class to put the extra class every day after regular class. In the regular class, they teach the students using textbooks from school. They teach the students with their method and made the class enjoy. Then, they also implement the technological adaptation through watching the movie using the projector. After that, the students asked to retell the story that they have watched. It is the way to see the students’ capabilities in literacy. Besides that, students also know the way to get the story from the internet.



Picture 1.
Flow of Implementation of “Kampus Mengajar” Program

The flow of implementation above describes the procedure of “Kampus Mengajar” program at SDN 100209 TN Sukaramai. The students have done those procedures so that they got the score from this program through the conversion to the subject at their campus. Then, the procedure or the process of implementation “Kampus Mengajar” program can be called successful if the aspects of implementation are carried out well. Now, the aspect of implementation conformity will be discussed in the section below.

Conformity Between the Program and the Target Group

“Kampus Mengajar” program has the conformity with the target group. The target group of “Kampus Mengajar” program is students of SDN 100209 TN Sukaramai. It is based on the purpose of “Kampus Mengajar” program that reach the three T such as lagged, outermost, and frontier area. The lagged means that students are far from the good facilities in study. They use primitive tools as instruments to support school activities, such as the leaves of coconut/coconut oil, corn seeds, latex seeds, and others. They can be used as the instrument to support numeracy subject. Students can study numeracy while playing games by using those instruments. Besides that, in studying literacy, the students need book reference like the book story, comic, and other. The kinds of reading books are difficult to find in this region, especially at school. This school is lack of book reference, so the students are not interested in reading textbooks.

In this section, students at school need innovative teachers to guide them in studying. They need the difference situation of class, teachers, and method in learning literacy and numeracy subject. Based on the situation, the government gives the solution to solve the problem. The government made this school the target of “Kampus Mengajar” program. “Kampus Mengajar” program makes the university’ students as the partner in improving literacy and numeracy at SDN 100209 TN Sukaramai. The students of KM program actualize their abilities in teaching students at school. The students in this school come from the lower middle-class economy. They are the society who live in this region. Some of them come to the school on foot because their home is around the school. Besides that, the students’ parents work as farmers, and some of them are farm laborers. Farm laborers are the people who work for wages in other people’s fields. They work all day and it paid wages weekends.

Conformity between the Program and Implementing the Organization

The implementation of the “Kampus Mengajar” program was conformity with the implementation of the organization or educational institutions, that is the SDN 100209 TN Sukaramai. This school is called the lagged area because the school is located far from the city. It is around 25 km from the city. Then, this

school does not have internet connection and digital facilities to support teaching learning programs. This school lack of facilities such as: the library is small and untidy, the book story was old and torn, the classroom undecorates, the toilet unclean, the students must work together in cleaning the classroom.

Therefore, the "Kampus Mengajar" program was conformity applied in this school. This school need attention from the government through the "Kampus Mengajar" program. "Kampus Mengajar" program uses the students from universities as a partner to do many programs or activities in helping school. The students guide the teacher in discussing the new program and strategies that applied in the classroom. Then, the discussion results were sent to lecturer to be discussed together so make the program more complete. Besides that, the "Kampus Mengajar" program plays a role in uniting various stakeholders to advance education in lagged areas.

Conformity between Implementing the program of "Kampus Mengajar" program with the Target Group

This type was the same as both aspects of implementation aspect above. This type of implementation has conformity between the program of "Kampus Mengajar" program and students of SDN 100209 TN Sukaramai as the target group. It can be seen from their purpose as educational institutions. They have the same program as the educational institutions. The program of "kampus mengajar" program was to improve the student's capability in literacy, numeracy, and adapting technology. Then, the principle of SDN 100209 TN Sukaramai also wants to improve their students' capability in learning literacy, numeracy, and adapting technology. Therefore, both institutions have the same purpose to develop equity in the education system.

(Ningtias et al., 2023)The research results obtained in the study, namely the role of students is very important, namely by preparing programs, guiding, and training students in increasing literacy at school and outside of school. From this research it can also be concluded that the program designed by campus students teaching at SD IT Al-Maqom has been running properly. (Paulina Panjaitan et al., 2022) The Teaching Campus Program is one of the Free Learning - Merdeka Campus (MBKM) Programs from the Ministry of Education and Culture which empowers Indonesian students to be able to learn and contribute directly to the world of education, especially in developing the literacy and numeracy skills of students at the Elementary and School levels. Upper Middle School in the 3T area (Left behind, Forefront, and Outermost).

(Dwi Noerbella, 2022) Literacy and numeracy are the basic competencies needed by students to analyze a reading or numbers in various contexts. Based on the research results, it is known that the literacy and numeracy competencies

of students in Indonesia are still lacking. The results showed that the implementation of the Campus Teaching Program Batch 2 at SDN Pasirangin 01 went well and smoothly and showed an increase in the literacy and numeracy competencies of class V students.

CONCLUSION

The implementation of the “Kampus Mengajar” program has contributed to the development or improvement of literacy, numeracy, and technology adaptation to students’ capability at SDN 100209 TN Sukaramai. This implementation gives a positive impact to students’ capability. These impacts can be seen from the fulfillments of aspects that have been planned by the implementation theory. The implementation theories were describing in this research, such as: conformity between the program and the target group (SDN 100209 TN Sukaramai), conformity between the program and implementing the organization, conformity between implementing the program of “kampus mengajar” program with the target group.

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