



## Implementation of the Class 5 Teaching Campus Program at Junior High School 4 Sibolga

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### ABSTRACT

The teaching campus is one of the Merdeka Learning Kampus Merdeka programs, often referred to as MBKM. The teaching campus was formed when Indonesia was hit by COVID-19, which had an impact on the education sector and resulted in the education system being laid off so that many students did not focus on their studies, which resulted in a lack of understanding of literacy and numeracy. Thus, the teaching campus has a very important goal, namely the development of learning models, and also fosters creativity and innovation in learning so as to increase the understanding of literacy and numeracy. School. The school's target for this teaching campus program is Junior High School 4 Sibolga. This study aims to determine how to implement it and its impact on target schools in the areas of understanding literacy, numeracy, technology adaptation, and the school administration department. The research technique used was descriptive-qualitative, collecting data through interviews, observation, or documentation. The results showed that the teaching campus program had a practical impact on increasing student literacy and was quite effective in increasing student numeracy at Junior High School 4 Sibolga.

**Keywords:** *Implementation, Campus Teaching Program, Literacy, Numeration*



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## INTRODUCTION

Education is the main pillar of a nation's progress. So that every community is asked to follow every level of education. This is because education plays an important role in determining the quality of a person. Education not only provides knowledge but can also shape a person's character, provide policies, and provide experience in shaping the future and decision-making. The teaching campus is a part of the Freedom to Learn Campus Merdeka (MBKM) policy launched by the Ministry of Education and Culture (Kemendikbud) (Khusnul, 2021).

At the beginning of 2020, there was a global natural disaster, namely COVID 19. This disaster affected all sectors, which hampered every movement. In Indonesia, everything has changed drastically because the government asked people to reduce activities outside the home. Likewise, in the education sector, students are asked to study from home and maintain their health. Even though not all students come from affluent families that can provide facilities that support learning activities from home, not all students are able to understand the use of learning media such as classroom, Google Meet, Zoom, Wa, and so on. This causes backwardness and a decline in education in Indonesia. So the minister of education advocated the Merdeka Learning Merdeka Campus (MBKM) program, which has several programs, including the Independent Campus. This program has an important role to play in helping to address the underdevelopment in the education sector. The lag in question is not the lag caused by COVID-19, which has caused many schools to carry out distance learning, or what is known to the public as online schools, but also that in recent years the condition of the education system in Indonesia has not been optimal in supporting students' abilities. The MBKM program invites students to take part in every activity so that it can provide new experiences and hone students' soft and hard skills. In addition, students are also able to see problems that exist in the surrounding community and provide solutions to these problems. Campus teaching is a program that all students can take part in, both students from private and state universities. Teaching campuses can provide new experiences for students because we are required to be able to become leaders and members. The teaching campus program is aimed at schools that are in the 3T (Foremost, disadvantage, and Outermost), and of course these schools have problems in the field of education. So this teaching campus program must have a positive impact on target schools by increasing students' numeracy literacy, adapting to technology, and assisting



school administration. Based on the results of the 2018 Program for International Student Assessment (PISA) initiated by the OECD (Organization for Economic Co-operation and Development), it shows that the average score, especially in reading, for Indonesian students only reached 371 with the OECD average. Of course, these results show that the literacy skills of Indonesian students are still low. If you look at the lag caused by the CO-19 pandemic, students cannot learn optimally. This sub-optimum can be caused by a lack of understanding of the use of technology, the inability to buy a data plan, or maybe by taking learning for granted. Educational problems can become a threat in the future, but the government can minimize this by holding a teaching campus program. So that it is necessary to improve learning for schools that are targeted by campus teaching.

One of the schools that became the target of the batch 5 teaching campus program was Junior High School 4 Sibolga. Schools with "B" accreditation with more than 300 students still using the 2013 curriculum have quite complex problems where literacy and numeracy understanding is still relatively low, technology adaptation is lacking, learning enthusiasm is low, and students lack creativity and innovation. The candidates who teach at this school consist of three students who come from different universities, different cities, and have different personalities. So that students are required to be able to mingle and work together as a team. In addition to the campus program team teaching students, they are also assisted by field supervisors (DPL) and tutors. Students who are placed are considered teacher partners at Junior High School 4 Sibolga and become mentors for students at Junior High School 4 Sibolga.

Due to the existence of a teaching campus program, the teaching and learning process is not only between teachers and students; there is also collaboration between teachers and students. Students also play a role in developing learning methods, increasing student learning motivation, building character, and increasing student creativity and innovation. So that in accordance with the provision of students to increase literacy and numeracy, adapt to technology, and help school administration

Because COVID-19 has been reduced drastically, the learning system is back to what it used to be, namely face-to-face learning. With the curriculum used, namely the 2013 curriculum, students are expected to be able to catch up in the previous semester. Therefore, this study will explain how students will implement programs from teaching campuses in the areas of numeracy literacy, adaptation to technology, school



administration, and increasing student innovation and creativity. This research is also expected to become a reference in subsequent research on teaching campuses.

## **METHODS**

The research method used is qualitative research with descriptive methods. Qualitative descriptive is a description of the characteristics of the data accurately and according to nature (Rosyida, 2021). The research location is Junior High School 4 Sibolga, which is located in the city of Sibolga, North Sumatra. Primary data collection can be done through interviews with school officials such as school principals, tutors, teachers teaching at Junior High School 4 Sibolga, students, and the campus team teaching at Junior High School 4 Sibolga. While the secondary data is taken from scientific articles and research relevant to the theme. In addition to conducting interviews, observations were also made of the school environment, and important things were noted to support research. And lastly, documentation of several programs that have been carried out, both in the form of photos and videos, as evidence of the implementation of the program. This research took place from February to June 2023.

## **RESULTS AND DISCUSSION**

Some of the activities that must be carried out while participating in the campus teaching program at the target school are:

### **1. Preparation**

The implementation of the batch 5 campus teaching program consists of preparatory activities, which include debriefing, coordination, direct observation, and program planning.

#### **a. Supplies**

This defense took place from January 24 through February 6, 2023. This debriefing was carried out online with Zoom meetings and live on the Directorate General of Higher Education's YouTube channel. This debriefing is aimed at students and field supervisors to provide a basic understanding of the tasks and problems that exist in the target schools. So that during the debriefing, they will be fostered on the concepts of literacy, numeracy, AKM classes, Pancasila profiles, and the use of soft skills in improving learning in target schools.

b. Coordination

Before carrying out the campus program, he taught at the target school, namely Junior High School 4 Sibolga. Students must coordinate with the local education office, namely the education office in Sibolga. And this coordination will be accompanied by field supervisors (DPL), where students will bring assignment letters from their respective campuses and assignment letters from the teaching campus, which will be submitted to the education office. Then the education office will give an assignment letter to be submitted at the target school.



**Figure 1. Coordination with teacher**

c. Observation

School observations were made during the first week of the assignment. This observation was carried out by analyzing the physical and non-physical environment of the school, the school administration, the curriculum that the school uses, learning methods and media, and students' technology adaptation. Based on the results of these observations, it will be summarized to carry out planning activities during the teaching campus program in effect.

d. Program planning

In the activities of the teaching campus program, the planning of teaching campus program activities is carried out, the preparation of this program is based on the results of an analysis of school observations that

were carried out in the first week of assignments. the program must be discussed with the school principal and tutors and after discussing the activity plan, approval will be sought regarding the program design. If the program design has been approved, the program can already be implemented.



**Figure 2. Program Planning**

## 2. Program implementation

### a. Teaching to improve literacy and numeracy

Based on the observations that have been made, students find that there are still many students who have not been able to read and solve basic math problems. So that there are several students under the guidance of students doing reading exercises. So I scheduled reading practice for school time. Whereas when entering the classroom, students will hold a reading session to understand the material before it is explained, and during the reading session, students will appoint students to read the material. Students who are usually appointed are students who are still stuttering in reading. We use this to give them the opportunity to practice reading and develop the courage to read in front of many people. In addition to reading practice, students are always reminded to practice reading at home and read as many books as possible to gain insight and knowledge. It is intended for them to get used to reading books every day.

Another way to increase students' literacy is to create a school reading corner. A reading corner, also often called a reading corner, is a room located in the corner of the classroom that is equipped with a collection of books and serves as an extension of the function of the library (Kemendikbud 2016). According to Morrow (2014), the purpose of the reading corner is to make it easier for students to find information and foster an interest in reading. By utilizing the corner under the stairs, the students, assisted by the student council, turned it into a reading corner by decorating it with interesting student work so that students would be interested in coming to the reading corner.

When entering the classroom to replace the teacher who has permission but has no material, students will use this time as an intensive numeracy class by explaining basic mathematics, including addition, subtraction, division, multiplication, fractions, and exponential numbers. For each type of problem, it will always be explained how to solve it, followed by several questions to work on in the book. Then it will give students the opportunity to answer the questions on the blackboard to see how much they understand the questions.



**Figure 3. Implementation**

b. Adaptation to technology

For now, technological progress has developed very rapidly. Technological developments certainly have an impact on the education sector. With the development of technology, everyone can access anything they want to know. As a teaching campus program team, the role



of helping students understand technology or helping and directing the correct use of technology Based on discussions with tutors, most of the students come from lower-middle-class families. So that the facilities for technology are still minimal, on average they already have their own cellphone, but many still use their parents' cellphones. So that students do not understand the use of technology. In addition, the facilities provided by schools are also minimal; they do not take advantage of the existence of computers and projectors to support the learning process.

For now, the introduction of technology that has been described is the use of AKM classes. Explain how to use it, including how to log in, use a calculator, and cross out answers. And it turns out that there are still many students who have trouble and don't understand what is explained, so they must always be taught patiently until they understand. The implementation of class AKM uses a computer in the computer lab so that it can explain how to use it and the exam simultaneously.

In addition to AKM class, students also learn the use of Microsoft Word. This is intended so that students are able to create and edit a document. so that in introducing Microsoft Word, you have to teach every feature and let students try to type and create a document. so that students are expected not to feel left behind by the sophistication of the times.

Technology adaptation is also carried out for teachers who need it. In making school videos with the theme "bullying", students help teachers edit videos using the Kine Master application.

c. School administration

On campus, students are also tasked with helping in the field of school administration. Some of the things we have done include taking student attendance during class hours, arranging books in the library based on the type of book, keeping records of borrowing books at the library, collecting book data when returning class VII, V, II, and IX books, and carrying out accountability and bookkeeping. loaned to the school's reading corner, collecting assignments or exam papers in class when



changing teachers, monitoring and supervising the progress of exams, and taking attendance every day as a sign of student attendance.

## CONCLUSION

The program that has been planned has been implemented and is running well, so that it is in accordance with the plan set at the beginning of the activity. Because the program has been implemented, it can provide additional knowledge to students in the form of understanding literacy and numeracy, understanding technology adaptation, and assisting in school administration. The programs that have been implemented have had a positive impact on teachers and students, so it is hoped that in the future there will be even better cooperation between teachers and students to create even more enjoyable teaching and learning activities.

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