

Analyzing roles, challenges, and opportunities the participants of “campus teaching program” in elementary school



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ABSTRACT

This article aims to describe How the roles, challenges, and opportunities of students who participate in campus programs teaching batches 3,4 and 6. Research conducted in Riau Province on 15 participants students, 4 Supervisors Field (DPL) head schools, and several teachers' councils school the basis on which school target. Research was done on a range time February 2022 to December 2023. Research data was collected through interviews and study documentation. Data analysis techniques using the Miles and Huberman model which consists of data collection, data verification and reduction, and data extraction conclusion. As for the triangulation technique use a triangulation data source. Research results find that there are a number of roles students as participants in campus teaching, namely; (1) planners, students discuss with DPL and supervising teachers For designing programs and strategies that will done at school target during the period of service; (2) implementer, during less than 4 months serve, then the program is about literacy numeracy, adaptation technology, and arrangement administration carried out by participants by creating a timeline so that all programs can be implemented effectively and appropriately time; (3) evaluator, participant do evaluation through pre-test and post-test AKM class for see condition beginning condition literacy numeracy in schools and conditions end after given assistance through implementation of campus programs teaching. The challenges faced by students are; (1) the location of the school's distant and remote targets; and (2) the Semester Credit System conversion system which is ambiguous. The changes include (1) campus teaching is a national program so that Power the recipient is more-big; (2) giving experience and expanding connection to students outside life campus; (3) getting incentives and assistance.



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1. Introduction

Campus teaching is part of the policy Independent learning education curriculum Independent Campus (MBKM) which aims to increase competence in social academic outside

environment campus for a student like the ability to communicate, discuss, build Network social, issue opinions, make planning, manage the implementation of the designed program and evaluation activity as well as How to set the timeline to suit the planning in achievement objective [1], [2]. In addition, another goal of campus teaching is to increase the quality of education in Indonesia, with a point focus on giving assistance to schools target use increase ability literacy numeracy, arrangement administration, and adaptation technology. The quality of education in Indonesia must always be improved and enhanced to be able to prepare source Power superior human beings, successfully develop potential self, morals noble and characterful [3], as stated in the understanding of education in Law No. 20 of 2003 concerning the system of national education, in Article 1 explained that education is A business aware For realize atmosphere learn so that participants educate can develop the potential it has in a way active through the learning process. Through education, it is expected participants can own intelligent personalities, and morals noble, and also have skills for himself Alone or for environment public surrounding area.

Education is a long-term learning process long term even in progress life is long alive, which is planned and structured, purposeful to develop knowledge and insight for participant education [4]. Education is a means for repairing conditions for individual good citizens releasing them from the shackles of ignorance and also from shadow poverty. Educating of course not make people very rich but can lift the dignity of themselves and their families [5]. Therefore, education problems such as quality of education that is not evenly distributed in every area, lack of means infrastructure in schools to the rigid education system that obstructs potential participant education must be fixed through a series of Education policies and programs [6]. In addition, it must also emphasized that Education is not only solely aimed at improving intelligence but also at emotions it means one can develop a strong personality, independent, active, creative, and skilled according to the potential that is owned [7]. Development source Power Indonesian people through education must keep going not just on the bench school but also outside educational institutions, things this is done to answer the needs of the times that are always changed [8].

One of them is through campus programs teaching. To continue giving assistance to school targets in need, since the 4th batch, this program has not only targeted basic education units but Already ventured into vocational education using improvement skills and reinforcement character [9], [10]. Participants of the campus program consist of lecturers and students active from various colleges both the country and private, nature cross-study programs/departments that are education or non-educational, with a minimum requirement of being in semester 3 and having declared to have passed the selection administration and substance like VCAT (value clarification attitude test). In 2024, the campus teacher has entered the 7th generation since initiated in 2021, Where this program always implemented every semester for use give assistance to school targets in areas in need based on mapping from the Ministry of Education, Culture, Research and Technology. This program always interests students, and this is proven by the amount students who registered, for the new 6th batch that just ended in December 2023, more than 43,000 students registered and became amount registrants highest throughout program implementation [11].

At the moment enough research explores campus programs teaching. Among them, research conducted by Rini and Rizka 2023 for DPL and student participants in campus teaching batch 4 at Public Elementary School 101805 Baturejo, results study states that campus programs give satisfaction to party school target in giving assistance around literacy numeracy like help teaching in class because the human resources at the elementary school of course quite minimal, making corner read, learn additional outside school hours, helping adaptation technology like training making learning videos for teachers and introduction the basics computer for participant educate as well as arrangement administration like help teachers create equipment learning and hearth archive library [12]. The same thing was also revealed in the study by Aep Saefullah to participant campus teaches batch 4 at Public Elementary School 03 Sukadana that campus program teaches proven capable increase ability student educate in learning literacy in grades 1-6, as well as learning numeracy in class low and class high, increase introduction and application adaptation digital technology in learning students in grades 1-6, helping the school in arrangement administration class, library and school as well as increase character, will interest students' talents and mentality educate in activity learn inside and out class. Attendance

Students and Supervisors Field impact on Educational progress and feel its benefits to students, people parents of students, and teachers [13]. Likewise, research conducted by Nurul Fitriani *et al* at Public Elementary School Bistio Sikka Regency, NTT on-campus teaching batch 5, with results study that the results of the campus program namely existence improvement knowledge of teachers and students of Islamic Elementary School Bistio in matter use Zoom and Google Meet applications. Activities are limited to training students so the Need Activity Act carries on a term to be able to support adaptation technology at Islamic Elementary School Bistio [14]. Research results similar also revealed in the study by Atriwaldi *et al* in several school target campus teaching in West Sumatra, namely State Elementary School 18 Anduring Padang, Integrated Islamic Elementary School Ar-Rahman Palangki Regency Sijunjung and Medina Lengayang Islamic Elementary School South Coast, that Campus Teach in increase literacy, numeracy, and adaptation technology own role important and successful in operate the program is assisted by students as well as support party schools and participants educate [15]. Based on the row results study above, can concluded that campus teaching is a pretty good program effective in giving assistance to schools based on matter literacy, numeracy, organization administration, and adaptation technology with various programs that suit your needs in school. However, different research conducted by the writer located at the point focuses on the role of students as participants consisting of planners, implementers, and evaluators as well as How obstacles are faced by students.

Based on the results observation the beginning of what was done to a student with the initials IU who was assigned to one of the public elementary schools in the city Dumai on-campus teaching batch 6 stated that he and his friends chose to rent a rental near school because location different schools city with his domicile. Although already there is a policy adjustment school placement in accordance with identity card (*KTP*) domicile he still just got far away from school from his house. Likewise with the field supervisor (*DPL*) who guided them, a lecturer with the initials HY, stated that he also got a school different placement city with his domicile. The difference in this area causes the magnitude of costs that must be paid issued in every visit to school good in matter coordination, monitoring, and closing end of the program. Added by friend One IU group, that constraint other come from location rental close to the garden palm oil so that rented house they often entered snake If season rain. That's it. A row story struggle with student participation in campus teaching that will explored more far in this article.

2. Method

This study uses a qualitative design with a method descriptive. Research qualitative-descriptive is research that analyzes and explores findings study through narrative in detail. Research qualitative is a research process for understanding phenomena man or social by creating a comprehensive and complex picture that can be presented in words, reporting view detailed information obtained from source informants, and done in a natural setting background [16]. Research conducted in Riau Province, in the span of time February 2022-December 2023. Data collection was carried out through interview in-depth and study documentation. As for the interview done against 15 participants students, 4 Supervisors Field (*DPL*) head schools, and several teachers' councils the basis on which school target. The data analysis technique uses the Miles and Huberman model which consists of data collection, data verification and reduction, and data extraction conclusion [17]. The triangulation technique uses triangulation data sources.

3. Results and Discussion

Students as participants on campus teach their own role important in success achievement objective Because they are designers, executors as well as evaluators of the programs carried out, there is a *DPL* that guides, facilitates, and directs. The following can be explained in a way more clearly about a number of roles students as participants in campus teaching, namely:

3.1. Planner

This means that the students discuss with *DPL* and supervising teachers for designing programs and strategies that will done at the school target during the service period. When students are already declared to have passed the selection, receive school placement and groups and *DPL* guides so furthermore students and *DPL* will each other communicate and discuss

activities that will be done at school [18]. Connect Campus Teach is a co-co-curricular program followed by students across majors, educational and non-educational (meaning not all originate from elementary education majors) then the committee provides provisioning during less than 3 weeks for participants to understand material around literacy numeracy, how to adapt good technology in schools base and also vocational as well as practices both other education, the goal is as supplies in program planning and assistance when asked by the teacher to teaching in class. There are a number of things to be noticed in design activity campus teaching at school, namely;

- Planned activities must according to the conditions of the facilities and infrastructure school. This is carried out so that activities can run smoothly. As stated by one person student campus teaching batch 3 in one of the school bases in the district Siak, he disclosed that in design activity together with DPL, they design activity training using Zoom and Google Meet, teaching participants to educate create, and edit videos, as well as email management in particular class 6 because they Will Be Ready for enter school intermediate so that must awake to technology, but activity This fail implemented Because limitations internet network at school coupled with the condition where the school is No have facility computer as well as No all participant educate have and can bring your smartphone or laptop to school,
- designed activities must according to the needs and programs of the school, and curriculum that applies in schools. Currently has an applicable curriculum namely the Independent learning curriculum however not every class applies it, usually in classes 1,2,3, while grades 4,5, and 6 still use the curriculum 2013. This must be noticed remember there are different applications and emphases on both curricula. In addition, program design must support the programs that have been implemented by the school previously. As expressed by one of the student campus teaching batches 4 in one of the school bases in the district camphor that school has a corner program literacy in every the current class competed so that literacy program design campus teach directed For make this program a success like help decorate corner read in each class even if using personal money For buy paper colorful, origami paper and necessities other.
- The activities designed must also be adjusted to conditions finance students. Campus teaches differently from the practice program teach field (PLP) or studying Work real (KKN/KUKERTA), the difference is participant campus teaches prepare assistance program literacy numeracy, adaptation technology, and arrange school-focused administration target, so not only help teachers teach and create device learning or down to public for implement work program real. The difference is that participant campus teachers must calculate the funds to be issued When they design activities at school and how lobbying party school to want to help smoothness activity in a way financial remember everything aimed at progress school target. These are art skills and managerial skills that are honed and obtained outside the campus. As revealed in the results interview with one of the student campus teaching Class 6 in one of the school bases in the city of Dumai they must be spending personal funds When holding a literacy festival event at school. From the beginning, the literacy festival activity Already planned because is directions from the committee center However technical implementation was handed over to participants. They donate 300,000 IDR each to buy gifts and necessities for other festival preparations. However, they also get financial assistance from the donation teacher council and notebook assistance for additional presents from the head school. The literacy festival was done in a way lively with the competition drawing, reading poetry, and ranking 1 according to level class. In addition to book prizes, participants' education is also given certificates. Activities This gets appreciation and welcome from party school, as also conveyed by the DPL at the school the Program design carried out by DPL together with students can done both online and offline look at face to face, while with the supervising teacher at school implemented in a way look at advance after moreover formerly they do observation during a week at school target For analyze the situation and identify need school [19]. After that, the students will do a revision end to the program design that has been discussed together with the DPL and supervising teacher, submitted and signed for approved implemented.

3.2. Executor / executor

During more than 4 months of service, then the program is about literacy numeracy, adaptation technology, and arrangement administration carried out by participants by creating a timeline so that all programs can be implemented effectively and appropriately time. Based on an interview with the chairman group campus teaching batch 6 in one of the school bases in the city of Dumai, he stated that the program has set up When time their respective implementations so that no overlapping, disturbing sustainability of the program has been finished done and also must appropriate time so that when campus teach end so everything that is designed can be implemented well. Here you can depict an example of the program being run for 4 months at school the target at the school base in the city of Dumai, see [Table 1](#).

Table 1. An example of a program that is run on one school-based on-campus program teaches 6th generation in the city of the Dumai.

Programs/ activities	Time
Students teach eye lessons Culture Riau Malay (BMR), starting from class 1,2,3,4,5, and 6 reasons special eye lesson this, at school of course there is the absence of a teacher who holds special eye lesson This before, so presence student campus teaching is very helpful in the BMR learning process at school.	Sunday's third assignment because Sunday First Still does observation and adaptation at school
Replace some teachers who teach in class because the class teacher prevented present Because Sick.	In accordance need
Implementing strengthening programs literacy private read for participant students who have not fluent read Good from class low and also class high, which is carried out in the library, for 30 minutes after hours school, the week there is difference class that becomes the target for participants educate focus	Every day is done, starting from Sunday the fourth until the end of the assignment period.
Implementing private tutoring programs helps participants do homework at the participant's boarding house campus teaching, implemented after Maghrib every day, and not collected payment.	Every day is done, starting from Sunday the fifth until the end of the assignment period.
poster making from goods used together participants educate ;	On weeks sixth, seventh, and eighth together participants were educated in a row from 3 different classes
For field administration, students do a help program borrowing and returning library books as well as make card borrowing from the previous library No there is also help to teach library staff to manage borrowing books through the Microsoft Excel program.	It started with helping with the book lending process but Focused on arrangement administration library Starting on weeks nine, tenth, and eleventh.
Students carry out planting herbal medicine in the yard school	Held on Sunday to 12 and 13, Where before The student requested participants educate For bring plants from the house and collect them in the yard behind the school
Students create learning media numeracy in the form of a fractional clock	Held on Sunday 14th participants educate grade 5.
run corner program read in every class	Decorate corner read was held on Sunday third and fourth.
Make a school bulletin board.	Renovating the existing bulletin board there is, and decorating it has been done since Sunday the fourth, and after work participants are already posted on the bulletin board until the end of the assignment period.
Help in matter technology like teaching teachers at Public Elementary School 011 Bukit Kapur using Canva media To create a PowerPoint or cap cut application for creating and editing videos. In addition, students also teach participants to educate application usage computer in a way base ;	Done on week 14th and 15th
Help things technical others needed at school like doing picket, training ceremony flag until teaching student dance.	Implemented in accordance with conditions and needs school, done during the assignment period.

Participants do an evaluation through pre-test and post-test Assessment Minimum Competency (AKM) to see condition beginning condition literacy numeracy in schools and

conditions end after given assistance through the implementation of campus programs teaching. Evaluation is done by students and is mandatory to report to the committee center campus teaching. Based on the results interview with one of the students on campus teaching batch 6 in one of the school bases in the city Dumai, he state that at school placement, AKM is implemented to participate educate class 5 with a number of participants 10 people educate. Not all participant students in grade 5 follow AKM because of limitations in the number of computers in the school and not all participants have and can bring smartphones to school It was decided that the AKM would be followed accordingly with amount existing computer devices. Each activity pre-test and post-test was also conducted with shared participant education in two sessions because the school only has 5 pieces of computer devices. The pretest was conducted from the 4th to September 5, 2023, and Posttest was held on November 21, 2023. The pretest results showed that presentation marks literacy by 69%. The low mark is caused by the level of awake letters that are still low, where most big participants educate Not yet control skills base reading, writing, and arithmetic, which results in workmanship question in a way carelessly. However, the results post-test show improvement in literacy with a percentage of 76%. This is attributed to the Increased Literacy Rate letter participants educate after following class Special Private Lessons. This result reflects the success of the program that has been implemented and shows the effort of hard team campus teachers in increasing the ability of literacy participants to educate. Although not yet reached results maximum, numbers give proof that working hard they not in vain, see [Table 2](#).

Table 2. Values pretest and posttest participants educate grade 5

Number of Questions	Number of Students	Number of students who answered correctly	Percentage of students answering correctly
20	10	6.9	69%
20	10	7.6	76

AKM class test results in the furthermore will uploaded by students' campus teachers to the committee center via the link provided. Test results will become an evaluation in a way comprehensive by the team campus teaching center about the effectiveness of campus teaching at school targets and materials mapping to determine the location school target next in the force that will come. In addition, students also face quite a challenge draining energy and emotion during the implementation of this program, the challenges faced by the students include;

- *School Location Distant and Remote Targets:* Determination of school target at a time DPL and student placement in schools target determined by the committee center based on the needs of each region and school use help increase quality learning at school target in the area the [20], but on-campus teaching Generation 4 and beyond, placement DPL and student locations determined through proximity domicile participants with school target [21]. This is done Because the amount case participants campus teaching that resigns self-good lecturers and also students Because far away location placement with the relevant domicile and also location school targets located in remote and difficult areas accessed as stated by HY, a campus DPL teaching batch 3 assigned to the school base in the district Siak, where there is one of the student his guidance that resigned self Because distance location his house far away from location school target so that No get permission from parents. School target is in the middle Palm oil company land state-owned, which is deliberately built For children of workers remaining palm oil settled in the palm oil plantation, while for junior high school level, children working palm oil must go to the school direction road highway near center sub-district which is approximately 5 kilometers from his domicile. The way to the school base is by road The ground, is dusty when it rains and muddy when it is the rainy season rain, plus again with limitations in Electricity and internet network. However, unfortunately, the case above Reoccurs in several student campuses teaching batch 6, where is the policy placement school target according to domicile No all in all applicable for students because still just there is a case where students get schools far away placement from their domicile, as expressed student with the initials IU who was assigned to one of the public elementary schools in the Dumai city on-campus teaching batch 6 stated that he and his friends choose rent rental near school Because location different schools city with his domicile. Although Already There is a policy adjustment school placement in accordance with identity card (KTP) domicile

He still just got far away from school from his house. The same thing also happened to WY, his friend. One IU group Where is the location of his house at a distance of about 3 hours from the school target and is outside the city of Dumai, but he decide to still go home once a week using a motorcycle.

- The SKS Conversion System is Ambiguous: The Teaching Campus Program is a program that provides opportunities for students to learn outside the classroom by becoming partners with teachers in the learning process in primary and secondary education units. By taking part in Teaching Campus activities, students will have the opportunity to improve their skills and gain teaching experience that can be recognized in the form of semester credits (credits) [22]. The maximum number of credits recognized is 20 credits according to the courses the student is currently taking/taking. However, the determination of courses that can and cannot be converted is determined and left to the study program policy and MBKM coordinator at each university [23]. This is one of the things that confuses students. According to one lecturer at a state university in the city of Pekanbaru, where there are students who are taking part in a campus teaching program, he admitted that there are several courses that students should not convert because they are mandatory and core courses of the study program and are not relevant if converted to campus activities teach in elementary schools, especially since the study program does not focus on learning in elementary schools. For example, courses in criminal procedural law, civil procedural law, international law, and research methods, where these courses cannot be converted into campus teaching activities in elementary schools. However, because students have passed the campus teaching selection and this program is a central program, lecturers are forced to find ways for students to still get the core of their lectures through a number of assignments. There are several solutions provided by lecturers regarding this problem, such as attending lectures online via Zoom or giving additional assignments as a substitute for assignments and exam grades. As stated by S, a Class 3 teaching campus student in Siak, he studied at a private university in the city of Malang, the conversion of 20 credits was not recognized in his study program so when he joined the teaching campus, he continued to lecture but used the zoom platform. This problem is a dilemma for students and a solution must be found together that is both beneficial and not burdensome for students. Sometimes the ambiguity of SKS becomes an obstacle that makes students not focus on attending lectures or carrying out campus teaching programs, especially if the location of the university is in a different city from the location of the target school. Then, besides the challenge Above, there are also opportunities for benefits and success received by students, which are explained as follows: (1) Campus Teach It is a National Program so its Acceptability is High Bigger; the teaching campus is a national program, initiated by the Ministry of Education and Culture since 2021 under the name pioneer teaching campus and has been running until Class 7 in 2024. The Teaching Campus is a collaborative program where the beneficiaries are students and students at the primary and secondary education levels. This program focuses on two outcomes, namely developing the competency of students participating in the program through increasing leadership skills, initiative, analytical thinking skills, problem-solving, creativity and innovation, adaptability and resilience, collaboration and discipline, as well as increasing literacy and numeracy for students at school. Target [24], [25]. This context is getting stronger considering the condition of literacy and numeracy in Indonesia which is still low in line with efforts to increase literacy and numeracy as one of the national priority agendas; (2) Give Experience And Expand Connection Student Beyond Life Campus: The teaching campus program aims to provide opportunities for students to sharpen 21st-century competencies (analytical thinking, problem solving, leadership, team management, creativity and innovation, and communication) through learning development activities in primary and secondary education units. Students deepen their knowledge and skills (soft skills) by accompanying the teaching process in primary and secondary education units in the designated areas. Apart from that, this program aims, among other things: to improve student leadership skills, as well as improve literacy and numeracy skills for students in primary and secondary education units, through increasing literacy and numeracy ANBK results; as well as increasing the results of the Class Minimum Competency Assessment (AKM); (3) *Get Incentives And Earning Accompaniment*: Student participant campus teach get incentive *cost life monthly* and

education incentives (SPP). Assistance cost life monthly of 1,200,000 IDR (given to ensure the student can carry out the assignment process properly without constraint financial throughout the program. Disbursement of funds for component cost life monthly transferred to account students and paid in 2 (two) terms, namely at the beginning assignment and in the middle of the assignment period, with the note all over document requirements and data needed has complete and verified. Every student Campus Program participant is required to own account savings on Name student program participants and is prohibited from listing accounts on other people's names. Students who get other scholarships from the Ministry of Education, Culture, Research, and Technology will given a cost life monthly as big as the difference from the magnitude component cost life monthly from scholarship the tuition assistance or help donation coaching education is assistance provided to student Campus Program participants Teaching. Direct tuition fees are transferred to account college origin students. If a college tall using a Virtual Account (VA), please ensure that the VA owns term long-term time. Students Campus Program participants will get help with education funding relief with a value maximum amounting to 2.400,000 IDR which has been set at the ceiling component financing. However, students who get other scholarships from the Ministry of Education, Culture, Research, and Technology, will not be given tuition assistance from Campus Program Teach because the SPP in question is already in a way automatically given by the giver scholarship, meaning they are double funding. In addition, during activity campus teaching, students will also accompanied and guided by a lecturer mentor field (DPL) determined by the committee center. As for the role of DPL namely as (1) a communicator, in his role These DPLs are required to always coordinate with the Department of Education and other parties regarding school target use and explain the usefulness and smoothness of campus programs teaching; (2) facilitator, meaning facilitate student For each other discuss design, implementation, and evaluation of campus programs teach and; (3) mentor, meaning guide student For follow the program accordingly directions from ministry However still can do innovation and development creativity use program success [26].

4. Conclusion

The teaching campus is an assistance program for schools in need based on the results of ANBK and AKM mapping, meaning that not all schools can be target schools, so participants who will take part in this program must be selected people who are properly selected, both intellectually and emotionally so that the test carried out by the central committee of the teaching campus consists of two forms, namely administrative selection (files) and substance selection, which consists of a numeracy literacy test, VCAT (value clarification attitude test, and diversity survey). The presence of students as participants plays an important role as designers, executors, and program evaluators in schools. However, in its implementation, students sometimes encounter challenges such as the location of the target school being far from their area of residence or the SKS conversion system at the home university which is still ambiguous, which sometimes means students have to work extra to take online lectures and run campus teaching programs at the same time. Apart from that, this program also has a series of opportunities that provide benefits and impact, namely greater acceptance because it is a national program, providing memorable experiences outside of campus life for students and getting incentives and mentoring from field supervisors so that the implementation of activities becomes more focused.

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