



Campus teaching: an effort to enhance the primary education quality in a remote area

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ABSTRACT

The purpose of this study was to describe the activities, roles, challenges, and opportunities of Batch 3 of the campus teaching program. This research was qualitative and employed descriptive methods. The study was conducted in SDN 08 Lubuk Dalam, Siak Regency, Riau. This study's informants were field supervisors and students of the campus teaching program, as well as the principal, teachers, and a number of students of SDN 08 Lubuk Dalam. Observation, in-depth interviews, and documentation research were employed to collect data. Moreover, source triangulation was utilized for the technical testing of data validity. According to the study's result, the activities and duties of the campus teaching program included literacy, numeracy, administration, and technology adaptation. These programs all contribute to improving student literacy and numeracy, learning motivation, and implementing the school's Minimum Competency Assessment. In addition, there are also challenges and opportunities in the campus teaching program at the school, including the location of the school, which is in a remote area. Access to the school is very challenging because it has to go through the oil palm plantation road; internet access at the school location and the non-existent electricity network are challenging, so school activities rely on generators. In contrast, the opportunities analyzed include the high tolerance at SDN 08 Lubuk Dalam among the diverse ethnicities, cultures, and religions that are strong in the school environment and the high teaching and learning spirit of the students and teachers amid challenges and limitations. This research contributes as evaluation material for schools.

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Introduction

Freedom to Learn-Independent Campus (Indonesian: *Merdeka Belajar-Kampus Merdeka* or MBKM) is a policy initiated by Nadiem Makariem, Minister of Education, Culture, Research, and Technology. MBKM's policy includes the campus teaching program. The campus teaching program has several objectives, including (1) encouraging higher education to transform by providing opportunities for students to gain learning experience outside the campus, which will be useful when they graduate; (2) improving student competencies in terms of both hard

skills and soft skills, such as knowledge in making learning tools, teaching techniques, as well as the ability to communicate and cooperate with various diversities in the social environment, building empathy, and adaptability in the school environment where they are placed; and (3) improving student literacy and numeracy in elementary schools (Mengajar, 2022). Several published studies show that Indonesia's literacy and numeracy levels are low. As indicated by the OECD's PISA results, Indonesia's numeracy literacy level ranks 74th out of 79 countries. The degree of numeracy literacy in Indonesia is still very low (Salvia et al., 2022). The data indicates that Indonesian students score below the OECD average in reading, mathematics, and science (Feriyanto, 2022). Moreover, the situation was exacerbated by the COVID-19 pandemic, which resulted in the transfer of all teaching and learning activities from school to home in order to prevent the transmission of the virus.

During the COVID-19 pandemic, students must study at home under varying household circumstances. This situation means that some come from the upper class and have educated parents so that they can facilitate and help their children's learning process at home. In contrast, for students from modest and even low-income families with parents who are not educated and busy working, their children's learning activities at home become less considered and cannot be adequately facilitated. Similarly, the limitations of school facilities and technological literacy of teachers in various schools are sometimes due to the limitations of technological tools in schools and also limitations in mastering information communication tools such as cellphones, laptops, and various applications commonly used during distance learning such as Google Classroom, Google Meet, and Zoom, cause teachers to have to work extra in the learning process. This situation causes physical and psychological burdens, and many teachers complain about this. This situation results in what is known as learning loss. As a result, the Ministry of Education, Culture, Research, and Technology developed a campus teaching program to address various issues in education, particularly in primary education.

The campus teaching is designed to aid schools related to learning, administration, and technology transfer. In addition, regardless of the educational or non-educational majors pursued at higher educational institutions, the campus teaching program heightens students' awareness of the actual conditions of the education world. Literacy, numeracy, administration, and technology adaptation are some activities included in campus teaching. All of these activities will be prepared in advance by students under the direction of field supervisors prior to their arrival at the chosen school. These activities are organized based on school requirements so that they can later contribute to resolving problems with education at school (Anugrah, 2021; Hamzah, 2021; Wilson Sitopu, 2022). Several research findings demonstrate that the campus teaching program, initiated in 2021 to aid the education sector impacted by

the COVID-19 pandemic, can contribute to improving student literacy and numeracy. As demonstrated by Livia's research in a Sumedang elementary school, the group-based media production and learning methods program has been shown to increase students' reading fluency (Shabrina, 2022). In addition, the campus teaching program increases student interest and motivation in the classroom through a series of activities, such as the creation of interesting media and effective communication patterns, reaching 80–90%, as was the case at SDN 014 Palembang (Khotimah et al., 2021; Pardede, Pardede, et al., 2022; Safaringga et al., 2022). This research was conducted in remote schools as target schools determined by the Ministry of Education and Culture. This research is motivated by the teaching campus program which makes remote schools as target schools. This school has privileges because of limitations such as damaged roads and far from various main accesses such as health, places of worship and main roads but the school has a good level of tolerance and high enthusiasm from teachers and students in school, this is evidenced by the rarity of their absence to school in the midst of weather challenges and limited school facilities and infrastructure.

This study was carried out at SDN 08 Lubuk Dalam. This school is located in an isolated region, precisely in Afdeling IV Lubuk Dalam, within the palm oil plantation owned by PT Perkebunan Nusantara V (PTPN V), Lubuk Dalam district, Siak Regency, Riau Province. Access to the school is challenging, as gravel roads must be traversed, and the road will be slick and muddy if it rains. When it is hot, it is dusty. Reaching the school from the PTPN entrance gate takes approximately thirty minutes. There is no electricity, minimal water, and no network inside the school. There are approximately 130 students in 6 classes taught by 13 teachers, including the operator. Apart from travelling to the school, the most challenging obstacle at SD Negeri 08 Lubuk Dalam was fostering students' interest in literacy, which is very low. There are nine classrooms, a library, an office, the principal's room, a room for the school health clinic, a student restroom, and two restrooms for teachers (inside the school health clinic room).

Research on campus teaching programs in remote schools is actually not new because the target schools of this program are schools with 3T criteria (underdeveloped, outermost, foremost) and schools with C accreditation. Similar research has been conducted by Andrian Tanzani in remote schools at SDN 013 Nunukan, with the finding that the teaching campus, especially Batch 2, contributed to increasing student numeracy literacy during the Covid 19 pandemic in the 3T area (Thanzani, 2022), similar to the results of Surya Pardede's research at SDN 15 Bengkayang which is also a 3T area, that the campus program teaches for approximately 5 months to help students' numeracy literacy which had decreased at the beginning of the covid 19 pandemic (Pardede, Ongsina, et al., 2022). Meanwhile, in the research results of AR Fahmi et al, found that in remote schools at SDN 48 Bengkulu Tengah, where

learning activities could not be carried out online due to limited school facilities and infrastructure as well as complaints from student parents who could not provide gadgets to support online learning activities, the team the teaching campus at the school helps the teacher assembly carry out teaching and learning activities face-to-face, plus innovating learning media and adapting technology by implementing health protocols so students can study comfortably (Fahmi et al., 2021). It is different from the results of Devi Setyahadewi et al's research that the teaching campus program contributes through improving the quality of target schools as evidenced by obtaining accreditation, from those that have not been accredited to become accredited C (Anggraini et al., 2020). From the various studies above, the novelty of this research lies in the analysis of opportunities and challenges of teaching campuses in target schools that are classified as remote areas so that the results of this study contribute to (1) as evaluation material for schools in improving the quality of the teaching and learning process, meaning that schools can minimize obstacles and challenges as well as seize opportunities to strengthen school resources. Apart from that, it also contributes as evaluation material for policy holders and also as evaluation material for universities that send students to school; (2) the results of the study describe and analyze the activities, roles, challenges and opportunities for the teaching campus program at SDN 08 Lubuk Dalam, which is useful in adding to the body of knowledge about the portrait of the world of education in remote and limited locations; (3) strengthening the value of tolerance in Indonesian multiculturalism. The total number of students at SDN 08 Lubuk Dalam as a whole is 130 people, 120 of whom are Christians and on average come from North Sumatra, and 10 are Muslims. Likewise with the teacher assembly who have diverse religions and come from different ethnicities such as Batak, Minang and Malay. But they get along in harmony without any SARA conflicts. A valuable lesson about tolerance for Indonesia which is diverse as well as a form of implementation of the Pancasila student profile (Numertayasa et al., 2022; Sulistiawati et al., 2023). This article aims to examine in depth how efforts to improve the quality of basic education through teaching campus programs. Campus Teaching is an innovation in education that has great potential to improve the quality of basic education in remote areas. The contribution of the Campus Teaching program is very significant in helping address the educational challenges faced by schools in remote areas.

Method

The design used in this research is qualitative with descriptive methods because the research describes the activities, roles, challenges, and opportunities of the campus teaching program in the world of education, particularly at the target school, SDN 08 Lubuk Dalam. The

research setting is SDN 08 Lubuk Dalam, Siak Regency, Riau. The informants in this study were field supervisors and five fellow students of the campus teaching program, who came from across universities, including three students from Riau University, one student from Riau Islamic University, and one student from the Muhammadiyah University of Malang; the principal, teachers, and several students of SDN 08 Lubuk Dalam. Observation, in-depth interviews, and documentation studies were used to collect data. Observations of participation made were recorded in daily report notes, while interviews were conducted with school principals, campus tutors teaching teams and several teacher councils who were directly involved in implementing the numeracy literacy program. While the documentation technique is used to strengthen the results of observations and confirm the results of interviews. The data analysis methods utilized the Miles and Huberman model through data collection, verification, and conclusion-drawing activities. At the same time, the technical testing of data validity utilized the source triangulation method, which verifies the data's validity by confirming it through multiple sources.



Figure 1. Research Flowchart

Results and Discussion

1. *Activities and roles of the campus teaching program at school*

The activities of the campus teaching program consist of several activities including:

a. *Debriefing*

The third batch of the campus teaching debriefing activities began online on January 24–February 25, 2022. Considering the many possibilities and unexpected things that students would face during the assignment at the targeted school, the campus teaching batch 3 team committee takes various steps so that students can overcome this by providing the necessary knowledge through debriefing for one month before the assignment period, which was carried out via online. The materials provided during the debriefing include The Role of Assignments by the Director General of Higher Education, Campus Teaching Program, School Pedagogy, Pancasila Learner Profile, Growth Mindset, Communication, and Local Wisdom. Facilitating Skills, Basic Concepts of Literacy and Numeracy, Numeracy Literacy Assessment and Mapping, Choosing elementary and junior high school text reading, elementary and junior high school mathematics and science, elementary reading-writing learning strategies, Elementary Fun Reading Literacy Learning Strategies, Elementary and Junior High Fun Numeracy Learning Strategies, Designing elementary and junior high school numeracy learning models, PISA Microlearning, Ethnomathematics, Exploring Indonesia's Math City Map, Design Thinking, Fostering a Culture of Literacy in Schools, Financial Literacy, Independent Curriculum, Project-Based Learning, Prevention of the 3 Sins (Bullying, Intolerance, and Sexual Violence), Ki Hajar Dewantara's Philosophy, Self-Study for Behavior Change Ambassadors during the Pandemic, and Self-Study for Limited Offline Learning (Tim Program Kampus Mengajar, 2022).

Debriefing by the campus teaching committee is intended for several things. First is to equate perceptions about the campus teaching program so that later, when students go to the field, they know the essence of this program so that they contribute effectively to the success of the program. Second, considering that students as campus teaching participants do not all come from education majors or come from the Faculty of Teacher Training and Education (FKIP) but can come from cross-majors. The target location is an elementary school; it is necessary to provide at least equalization of material, which will later become a provision for students to assist in teaching in schools. Third, the campus teaching program is intended for students who are at least in semester 5, and this program will later be converted into 20 credits, where the grade of students in that semester is given through a percentage calculation between the tutor at school and 40% and 60% from field supervisors. Thus, the score will be given based on the assignments and programs carried out by fellow students at school. Debriefing activities explain to students the calculation of the percentage of grades and assignments to participants so that

later they are not disappointed about the assessment because the conversion of 20 credits has a significant effect on their GPA on their respective campuses. Fourth, the campus teaching program provides monthly living expenses incentives to students of approximately 1.2 million rupiahs per month, which are disbursed periodically and conditionally, meaning that fellow students are asked to complete all assignments and reports billed in their respective *MBKM* accounts; if the committee assesses the task is complete, then the disbursement of new incentives can be done. Understanding this is necessary so that students are not disappointed and do not panic when incentives are not disbursed, especially for fellow students placed in remote areas. Fifth, it should also be underlined that debriefing is mandatory not only for fellow students but also for field supervisors because, in this debriefing, the duties and obligations of each party are also explained.

Debriefing activities contribute significantly to the effectiveness of implementing student programs in schools, particularly, and the campus teaching program, in general, because they are closely connected to understanding each party's respective duties and responsibilities (Anugrah, 2021).

b. Coordination with the Education Office and Schools;

The deployment activities carried out by students, and field supervisors/lecturers consist of several coordination steps. First, the Field Supervisors and fellow students establish initial communication with the Siak Regency Education Office and conduct self-reporting and submission of assignment letters from the Ministry of Higher Education and assignment letters from universities. When coordinating with the Education Office, especially school placements in Siak Regency, Field Guidance Lecturers/Supervisors and students do it together from various sub-districts in Siak Regency. Second, the Education Office issues a letter of assignment that field guidance lecturers and fellow students will submit to report to the school placement. Third, implementation of coordination to the school placement of student assignments with Field Guidance Lecturers by reporting themselves and submitting a Letter of Assignment from the Regency/City Education Office, a copy of the Letter of Assignment from the Directorate of Learning and Student Affairs (Belmawa), and a Letter of Assignment from Higher Education Institution.

Coordination with the local office of education is required for various reasons. First, it is analogous to stating that campus teaching program participants will enter "people's homes," in this case, schools under the supervision of the education office. Therefore, they must request permission from the host, which is the education office. Second, coordination with the education office aims to improve the programs of campus teaching participants in schools. The Education Office can act as a mediator if there is miscommunication between the school and the campus

teaching participants. Third, the Education Office is also a place to discuss the needs analysis in the target schools before designing the program (Anugrah, 2021; Anwar, 2021). Fourth, coordination with the education office and schools is the first step in initiating the campus teaching program. This is a step to explain the campus teaching program to them, as not all schools, including the target school SDN 08 Lubuk Dalam, have heard of this activity. They were initially unaware of this program from the Ministry of Education and Culture. However, they embraced the campus teaching program that would support schools in carrying out the learning process.

c. Observation to School;

Observations were conducted along with the initial deployment to the school on Wednesday, March 2, 2022, due to the great distance between the targeted school, the student's home, and the field supervisor. The observation location is SD Negeri 08 Lubuk Dalam, Lubuk Dalam District, Siak Regency. The following are examples of activities carried out in connection with the observation: Participant observation was the initial observation method. This method was employed so that fellow students could derive more profound meaning from the school environment. In addition, by employing the method of participatory observation, fellow students can discover a variety of school needs. The Siak Regency Education Office and the Principal of SD Negeri 08 Lubuk Dalam are the observation data sources used to compile the initial data collection.

Initial observations have produced a variety of outcomes. First, learning and school teacher/administration staff are carried out in accordance with school regulations. Second, technology adaptation is an extremely effective strategy for enhancing the quality of target schools. Third, prioritize moral values in accordance with the Pancasila learner profile and strengthen the literacy culture. Fourth, the solutions utilized by SD Negeri 08 Lubuk Dalam District include the following three primary programs: First, good practices (in this program, the school pays more attention to the details of the shortcomings that still exist in the school). Then, the problem is solved by implementing the meticulously discussed solutions so that they can be implemented effectively and efficiently. Second, outstanding achievement (this program is a special attraction to improve the quality of the school because it is not only focused on the academic field but also on the non-academic field). Third, the PPDB/New Student Admission Process (increasing competitiveness is a matter of pride for any party, including SD Negeri 08 Lubuk Dalam). This was the solution to enhance SD Negeri 08 Lubuk Dalam's reputation among the surrounding community.

d. *Program Planning;*

Planning for a campus teaching program in target schools which will be implemented for approximately four months includes literacy and numeracy, administration and technology adaptation programs aimed at improving the quality of teaching and administrative services in schools. The literacy and numeracy program includes creating a literacy corner or teaching assistance in class. While the administration program includes inventory assistance in the library. The technology adaptation program includes assistance in implementing AKM in schools. The planning of the four-month work program at SD Negeri 08 Lubuk Dalam included the following:

<i>No.</i>	<i>Type of program</i>	<i>Program</i>	<i>Explanation 1</i>
1.	Literacy and numeracy	Making Wall Magazine	The purpose of creating a wall magazine is for students to express themselves through their work.
2.		Reading Corner	Reading corners are designed to increase children's enthusiasm for reading. With a reading corner in each classroom, children are expected to be able to read whenever and wherever they want.
3.		Greening	Participants in Campus Teaching Batch 3 perform greening of the space and plant medicinal plants there.
4.		Learning Media	The use of learning media can increase students' interest in learning. This learning medium is designed to be as engaging and creative as possible so that students do not view learning as boring.
5.		Literacy Room	The literacy room is designed for children who cannot read or want to read in a different environment. This room is also expected to increase students' interest in literacy and numeracy.
6.	Administration	Assisting administration	Library administration consists of designating book numbers, classifying book types, and similar tasks.

		in the school library	
7.	Technology adaptation	Class Minimum Competency Assessment Activity	This activity is a technological adaptation intended to enhance the quality of learning. Minimum Grade Competency Assessment activities are conducted by providing facilities for fifth-grade students to give answers to literacy- and numeracy-related test questions.

(Source: MBKM DPL Campus Teaching Account Batch 4)

e. *Program Implementation.*

The implementation of the campus teaching program refers to implementing student- and field supervisor-designed programs. The program implementation is described as follows:

(1) Teaching.



Figure 2. Campus students teach to help in the teaching and learning process

The main activities of the school literacy movement are carried out daily before the start of teaching. An example of a routine activity performed before entering class is selecting one of three images of greetings, high-fives, or fist bumps addressed to the teacher teaching in the classroom. After entering the classroom, all students pray and salute the teacher before singing "Indonesia Raya," the national anthem. By participating in these activities, students are expected to develop a sense of nationalism, courtesy, respect for elders, and respect for peers.

Students are more motivated to engage in learning when they engage in educational activities while playing. It can also foster creativity and innovation in students. When using the BINGO system to teach mathematics, students become more enthusiastic about estimating and calculating the answers to the prepared questions. This can be an option for increasing children's interest in order to make them more anxious to learn. Implementing the campus teaching program batch 3 has a significant impact on students' future lives. The cultivation of character values also grows along with the program. Implementing the student teaching and learning process can increase students' problem-solving abilities and even their sense of gratitude (Dian Purnama Putri et al., 2023). In addition, campus teaching benefits teachers, students, school parties, and students. Students experience increased interest in learning, literacy, and numeracy because the teaching and learning processes are presented engagingly. Teachers also perceived positive outcomes with the arrival of Campus Teaching Team Batch 3, as it assisted them in the teaching process and helped them overcome various obstacles.

Numeracy and literacy activities are incorporated into classroom teaching practices, such as substituting for absent teachers. In addition, the practice of enhancing numeracy and literacy is implemented through the following programs: The first activity is creating a wall magazine, a collection of student works intended to express themselves. This program is designed to encourage students' creativity and boost their self-confidence by creating artwork, which is then displayed in the school's wall magazine. All students from grades 1 to 6 are involved. Each week, the work of the students is displayed. Communication with each classroom teacher is required to ensure the success of this program's implementation. The works in the wall magazine are displayed according to grade level and theme. The first week's wall magazine theme for the first grade was free drawing. Students were extremely enthusiastic about sketching and displaying their artwork in the school magazine. Second, the reading corner was designed to increase children's enthusiasm for reading. With a reading corner in each classroom, children are expected to be able to read anywhere and at any time. Third, the literacy room is designed for children who cannot yet read or wish to read in a different atmosphere. This room is also expected to increase students' demand for literacy and numeracy.

The school facilitates the literacy room by providing an empty classroom that is used as a literacy room, which is a room where children who are not proficient readers receive special training. This room is also used for religious studies, such as learning to pray, reciting the Quran, and others because most students at SDN 08 Lubuk Dalam are Christian. Only 10 of the school's 130 students are Muslim, requiring a dedicated space for students in grades 1-6 to study Islam. The room is decorated with various origami paper creations to make it look

attractive and comfortable. Fourth, learning media can be utilized to stimulate student interest in learning. This learning medium is designed to be as engaging and creative as possible so that students do not view learning as boring.

The campus teaching program has many benefits for about one semester. It starts with a debriefing and ends with field supervisors picking up students from schools. These benefits include increasing the literacy and numeracy skills of SDN 08 Lubuk Dalam students, as stated by the principal of SDN 08 Lubuk Dalam. The literacy room program has been able to help students who were not fluent in reading become fluent in reading because they are intensively taught to read every day in a "special" room by campus teaching students. Besides, students recognize that a relaxed and enjoyable learning environment makes them happier to learn. In accordance with Surya Pardede's findings, the campus teaching program can increase students' enthusiasm for learning (Pardede, Pardede, et al., 2022). In addition, the reading corner in the classroom, where students can read books without having to go to the library, has increased the spirit of literacy. They can simply utilize the provided bookshelves in the classroom corner and browse at any time. This result is also consistent with comparable research findings on numeracy and literacy, such as the study conducted by Atri Walidi et al. in West Sumatra (Walidi et al., 2022).

(2) Assisting the Adaptation of School Technology and Administration

The relationship between technology adaptation activities and school administration is extremely close. School administration must be supported by the appropriate technology to operate effectively and efficiently. If technology is utilized effectively, it will make work easier. At the end of the program, batch 3 campus teaching fellows also create a variety of valuable learning media to support the teaching and learning process. By helping teachers with school administration, the program positively impacts students and provides valuable experience, particularly in preparing students for the workforce. When students encounter problems at the targeted school, they may become open-minded and develop problem-solving skills. The positive outcomes of the Campus Teaching Team's assistance with the assimilation of technology and school administration stem from the fact that teachers and school parties feel assisted. Activities that are conducted exclusively online and digitally require optimal technology adaptation. The library, which was initially messy and the books were not in their proper locations, is now somewhat organized and the books are in their proper locations. Administratively, fellow students assist in the organization of the SDN 08 Lubuk Dalam Library by creating book loan cards and arranging the books on the bookcases according to themes and classes.

2. Challenges and Opportunities of a School's Campus Teaching Program

There are various challenges during the campus teaching activities, not only from natural challenges but also from human resources, including (1) SDN 08 Lubuk Dalam is a school located in a remote area.



Figure 3. Road conditions to SDN 08 Lubuk Dalam and learning process

The school is located in an area of palm oil plantations (PTPN V). Access to the school is extremely challenging due to the need to travel dusty palm oil plantation roads in the summer and muddy roads during the rainy season. Additionally, internet access at the school is challenging. Similarly, there is no electricity network, so generators are required for school activities. Reaching the school takes 30 minutes from the highway (gate of PTPN V). On average, students at SDN 08 Lubuk Dalam live in the palm oil workers' mess because their parents work as palm oil laborers, while the teachers vary. Some live on the school grounds, while others reside outside the palm oil plantation or nearby the highway. Suppose it is the rainy season, and the roads are muddy, making vehicle access difficult. In that case, most teachers who reside outside the oil palm plantations do not come to school because the roads are inaccessible. This information was conveyed by a teacher who is also a student tutor, Mrs. Tuti. Internet access is problematic in the SDN 08 Lubuk Dalam area, and the school is not even wired for electricity. They rely on generators for learning-supporting activities that require electricity, making some activities challenging. When the class Minimum Competency Assessment is administered, the school must coordinate in advance with the cellular provider "Telkomsel" in the district area to boost the signal so that students can complete the Minimum

Competency Assessment without interruption. While the third challenge comes from the students themselves, their low levels of numeracy and literacy present an internal obstacle. There are situations in which third- and fourth-grade students cannot read fluently, and the same occurs for student attendance. The fellow students responded to this challenge by establishing a literacy corner program and a literacy room to help students learn to read intensively every day, and the results were not disappointing. They are currently able to read fluently. Next, the fourth obstacle is that not all teachers are familiar with the campus teaching program, so they are not fully engaged in its implementation. In accordance with Sri Lestari's research findings, this condition will undoubtedly affect the program's sustainability after the campus teaching program is concluded at the school (Lestari & Fatonah, 2021).

In contrast, the opportunities analyzed included SDN 08 Lubuk Dalam's high level of tolerance. There are 130 students, 120 Christians from North Sumatra on average, and 10 Muslims. Similarly, the teachers are of various religions and ethnicities, including Batak, Minang, and Malay. However, there is no ethnic, religious, racial, or intergroup conflict between them. It is a representation of Indonesia based on Pancasila. Pancasila values must be experienced, internalized, and applied in every aspect of a citizen's life. It is taught using educational methods and avoids indoctrination (Ahmad Eddison, Hambali, 2020). In Indonesia, Pancasila reveals the value of togetherness, which can unify people despite their cultural, racial, linguistic, religious, and political differences. As a state ideology, Pancasila provides orientation, insight, and normative guidelines in all areas of life (Hariyanti, 2022). It means that the campus teaching program can support the success of forming a Pancasila student profile as formulated in the vision and mission of the Ministry of Education and Culture, which is very important to be implemented in educational institutions to develop students as Pancasila students who show the value of faith, devotion to God Almighty, noble character, critical reasoning, global diversity, cooperation, independence, and creativity (Jamaludin & , Sunarto Amus, 2022).

The high level of tolerance values at SDN 08 Lubuk Dalam is also inseparable from the role of the teacher there because teachers are role models in instilling character education through modeling, habituation, giving direction or advice, and even using learning media, as is also done by the campus teaching fellow students (Ahmad Eddison, Hambali, 2021; Pitaloka et al., 2021; Solekha & Suyatno, 2022). It is essential to foster a tolerant attitude to achieve harmony in every aspect (Muhammad Anas, 2019; Novaroza, 2023). Tolerance does not entail exchanging one's beliefs or permissiveness with circumstances that lead to deviations in one's faith or creed. However, tolerance is accepting differences gracefully (Abror Mhd., 2020; Fitriani, 2020). Interreligious and even interethnic tolerance that occurred at SDN 08 Lubuk Dalam

should serve as a model for education in Indonesia so that it does not become entangled in ethnicity, religion, and intergroup conflicts in educational institutions. Young citizens taught tolerance from a young age are the social capital of a pluralistic Indonesia.

Conclusion

The teaching campus program contributes through several programs and activities initiated at SDN 08 Lubuk Dalam through numeracy literacy and technology adaptation. However, this research is specific, meaning that it only describes one remote school, so the results cannot be generalized to all remote schools through the teaching campus program. Suggestions and suggestions for improving the Teaching Campus program in the future, namely: (1) Before carrying out student assignments at the placement school location, the committee should provide outreach to schools that will accept students. This is due to the many misunderstandings regarding the aims and objectives of teaching on campus; (2) Student debriefing activities should be carried out offline (by the university) so that the activities are not in vain. This is because debriefing conducted online is less effective and too monotonous. So that students get bored quickly and don't focus too much on debriefing. This research only focuses on one remote school, so the results of this study cannot be generalized to all remote schools through the Campus Teaching program.

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