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EFFECTIVENESS OF CAMPUS TEACHING PROGRAM IMPLEMENTATION BATCH 3 AT PUBLIC ELEMENTARY SCHOOL DURING THE TRANSITIONAL PERIOD OF COVID-19 PANDEMIC

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ABSTRACT

The purpose of this study was to determine the effectiveness of the teaching campus education program during the transition period of the Covid-19 pandemic, namely from an online learning process to an offline learning process. The method used in this research is a qualitative method with a descriptive type. Grade 1-6 students from Public Elementary School 02 Cawet were used as test subjects. Data was collected through observation, interviews and documentation. The learning process that switches from online to offline learning requires preparation and adaptation by schools, teachers, parents and students. The results of the study show that the effectiveness of offline learning is quite good, but to reduce student interaction, learning is carried out according to health protocols. The process, implementation and effectiveness of online learning still need to be improved in order to achieve the educational goals of students effectively in terms of teaching, application of technology adaptation and school administration.

KEYWORDS: Campus teaching program, transitional, learning effectiveness, transitional period.

INTRODUCTION

The Covid-19 pandemic has affected and changed various areas of human life. One aspect that has changed and has had a major impact on people's lives is education (Hardiansyah et al., 2021). The government, especially the Ministry of Education and Culture, has made various efforts and issued policies to deal with education during a pandemic, such as implementing online education. from elementary school to college. However, in practice it still cannot provide satisfactory and maximum results in the learning process (Sabela et al., 2022).

Since the Covid-19 Pandemic occurred in 2020 and 2021, the education process in Indonesia has finally changed again to a transition from an online system to an offline system in early 2022 by adjusting health regulations and direct adaptation gradually and alternately with half or 50% of the



number of students allowed to study face-to-face or offline. Differences in the implementation of learning activities during the pandemic have had a considerable impact, one of which is that there has not been success in education in the system supporting oneself when online learning only gives and receives information without teacher supervision for students and parental guidance instilling character values in children. their children what to teach in school is still lacking. One of the consequences of the pandemic that has affected the psychological and social aspects of teachers, students and even parents is that students experience mental stress due to difficult assignments and parents who also have to monitor learning find it difficult.

In addition, the teacher's burden is greater because they have to prepare better learning tools such as making video tutorials, online absences, even online assessments (Mochamad Guntur, 2022). Students are required to adapt to all the rapidly changing processes of the education system, as well as mastering every available subject (Luthfia Nilam Dewanti, 2022). This is hard for teachers to see such as emotional, motor or student skills. Students immediately realize the effort but the implementation is still not said to be optimal and effective. The effectiveness of learning is marked by the activeness of students in learning. The more actively students learn, the more effective the learning will be (Sabela et al., 2022). In face-to-face (offline) learning, teachers and schools must be able to jointly carry out the transition of the learning system back to offline after switching from online in order to achieve maximum educational goals.

Teaching Campus Batch 3 is one of the Government Programs of the Indonesian Ministry of Education and Culture which aims to provide learning and development opportunities for students through extracurricular activities and support the educational process that is focused on increasing literacy and numeracy in basic education so as to provide an effective learning impact along with the process of switching from an online system to an offline system. In practice, students are tasked with assisting class teachers in three aspects, namely implementing learning, technology adaptation and school and teacher management (Saufika, 2021).

According to Tobing et al., (2022), the objectives of the campus teaching program specifically based on the batch 3 campus teaching guidelines of 2022 are as first, help improve elementary school students' reading and math skills and help improve equity in basic education, especially during the Covid-19 pandemic. Second, Helping learning during the transition from the Covid-19 pandemic to a normal era again, especially for elementary schools in three underdeveloped regions of Indonesia. Third, provide benefits to students to hone leadership, soft skills, and the nature of innovation and collaboration with primary and secondary school teachers to improve the quality of learning. Fourth, support learning by adapting technology and improving the quality of school administration and teachers. Fifth, encouraging and promoting national development by prioritizing motivation



Communities to participate in development, as well as increase the real role and contribution of universities and students in national development.

There is no online learning or distance learning that has been completed at this time to be effective in organizing learning during the Covid-19 pandemic. This is reflected in the fact that students are not given the opportunity to hone interpersonal and management skills. At the school level, distance learning is severely limited by logistical problems which seriously hamper the effectiveness of learning (Pangestu, 2021). Basically, the learning process is not just the transmission of knowledge, but in a dynamic learning process there must also be reciprocal communication between students and teachers to transmit values to students so they can change their behavior and knowledge (Kahfi, 2021). With the help of this program, students have the opportunity to hone interpersonal skills and gain teaching experience in the midst of the Covid-19 pandemic transition, improve academic success and student learning motivation, and find out the effectiveness of learning. support activities carried out. In this activity, students are tasked with guiding teachers to carry out the learning process, adapting technology and assisting school administrators and teachers in elementary schools offline or in person when implementing health protocols.

One of the locations for implementing campus teaching activities Batch 3 of 2022 will be held at Cawet 02 Public Elementary School which is one of the elementary schools located in Sipedang Hamlet, Cawet Village, Watukumpul District, Pemalang Regency, Central Java Province. The condition of Cawet 02 Public Elementary School is quite good, but the building still has many deficiencies because Cawet 02 Public Elementary School is a combination of 2 elementary schools, namely Cawet 03 Public Elementary School and Cawet 02 Public Elementary School which have been merged into Cawet 02 Public Elementary School. These two elementary schools were merged due to the small and limited number of teachers.

Teaching Campus Program which is being implemented at Cawet 02 public elementary school where at Cawet 02 public elementary school really needs improvement and development of learning both literacy and numeracy, improvement of technology adaptation and administration. Cawet 02 Public Elementary School has many shortcomings, both in terms of facilities and infrastructure, as well as limited or low knowledge of teachers and students in technological developments. Continuous socialization for both teachers and students increases the knowledge and readiness of teachers and students (Miftahul Mushlih, 2020). Students are expected to inspire primary and secondary school students to expand their activities with their desires and ideas.

The limited knowledge of teachers and students in technological developments and the difficulty of accessing the internet in Cawet village such as the 5 internet network and weather conditions that often



rain cause the learning process both online and offline to experience difficulties and not work effectively. However, the technological facilities and infrastructure at public elementary school 02 Cawet are quite good because they have several chromebooks and projectors as learning media. During the Covid-19 pandemic, learning was carried out through a limited Whatsapp group, then towards the normal pandemic era, learning began to be implemented face-to-face but gradually and only 50% or half of it was allowed to enter school. This causes the ability of students to a learning material to be greatly reduced.

Low skill of reading and arithmetic students who are not good enough shows that the basic competencies and goals have not been achieved. The implementation of school administration is quite good, but some things are still incomplete, such as tables and chairs and even classrooms that are still lacking because some classrooms are not used due to damaged buildings and are not suitable for use, books in the library, learning media such as printed books are lacking, School Health Unit room, school structure, student attendance, and several other administrative parts. In other aspects, such as 5S culture or habits, it is still not well formed. There are some students who do not understand manners and still don't look according to school regulations.

METHODS

This study uses the method of observation, interviews and documentation. The subjects of the observation were students of public elementary school Cawet 02 from first to last level. The data collection obtained was carried out using data collection techniques through observation, namely data collection trying to observe the social situation in the research field (Hardiansyah et al., 2021). Data collection techniques by observation are used in relation to the processes, practices and effects of implementing e-learning on the implementation of face-to-face (offline) learning during the Covid19 pandemic at state elementary school 02 Cawet. Data collection techniques through interviews, researchers' efforts to obtain and collect complete information directly from the research site (Hardiansyah et al., 2021).

Documentation in this study includes the process of recording documents and processed data, such as online learning outcomes during the pandemic to face-to-face (offline) learning during the Covid-19 pandemic. As explained by Hardiansyah et al., (2021), images during research implementation are used as a support so that the information received is more valid and factual and the documentation received can be in the form of photos and other evidence.

When conducting analysis in this research model is interactive and continuous until it is finished. So that data becomes saturated, analytic performance data is created in several steps, ie. Reducing data, namely reporting data collected in this study then going through a reduction process, summarized,



selected the main points. Review of data obtained from interviews and observation results. Through the data reduction process, it makes it easier for researchers to direct data results according to the problems and research objectives (Hardiansyah et al., 2021).

RESULT AND DISCUSSION

As is known, the application of online learning has been implemented since the Covid-19 pandemic lasted for approximately 2 years and has caused many complaints from teachers, students and parents about online learning, this is based on learning that affects learning outcomes and changes in behavior during learning online or online learning (Hardiansyah et al., 2021). Implementation of the Batch 3 teaching campus program in 2022 will make a major contribution in the form of adding a responsible attitude to existing activities, starting from assisting teaching activities, assisting class activities, helping learn how to adapt to technology, and assisting school administration.

During the Covid-19 pandemic, the online learning method carried out at public elementary school 02 Cawet had not had an effective impact so it can be concluded that the learning that was implemented had not been successful, therefore, in-person learning in class was again carried out in strict stages, namely by implementing the protocol health. A clean and healthy lifestyle can increase students' awareness and knowledge so they can practice healthy living behaviors during the new normal period at school (Nurfadillah, 2020).

Campus teaching activities batch 3 will be held on January 23, 2022 until June 29, 2022. Students who took part in the Teaching Campus Program first followed directions from the Pemalang district government. After getting an assignment letter from the Pemalang Regency Education Office, the next activity, to be exact, was on March 4 2022, we reported ourselves to Cawet 02 Public Elementary School to meet with the school.

Students are required to make several agendas and agreements with the school. One form of the agreement is that every Monday to Friday learning and other activities besides teaching and learning are carried out offline or face to face, then on Saturday learning and other activities are carried out online or online but if there are important activities other than on Saturday, then students must be willing to take part in these activities face to face at Cawet 02 Public Elementary School. Schools must make special efforts so that classes have a learning atmosphere in accordance with the 5 health protocols namely wear a mask, wash hands, keep your distance, avoid crowds and reduce movement. The health protocol standards implemented in teaching and learning activities, namely when entering the school environment must meet these health protocol standards (Lely Suryani, 2022).

The results of the analysis of the implementation of the teaching campus program obtained during

offline teaching and learning at Cawet 02 public elementary school are considered to be quite effective and running well where planning from the start of the offline teaching process has been implemented such as teaching in class, making teaching media using or utilize existing technology and facilities, and also focus on literacy and numeracy in learning. Learning face to face has a very good effect for students where they will be enthusiastic and enthusiastic in learning in class with friends and improving their literacy and numeracy. Elementary school children's behavior is strongly influenced by the school environment. Students usually follow what the principal and teacher say (Susi Susanti, 2022). Then by accompanying the teacher in teaching is also very helpful and facilitates the learning process offline or face to face.

Figure 1: Learning Process



Reading



Technology Adaptation



Helping teacher for administration task



Cultivation Program

The implementation of the teaching campus program obtained during offline teaching and learning at Cawet 02 public elementary school is considered to be quite effective and running well where planning from the start of the offline teaching process has been implemented such as teaching in class, making teaching media using or utilizing technology and existing facilities, and also focuses on literacy and



numeracy in learning. Learning face to face has a very good effect for students where they will be enthusiastic and enthusiastic in learning in class with friends and improving their literacy and numeracy. Elementary school children's behavior is strongly influenced by the school environment. Students usually follow what the principal and teacher say (Susi Susanti, 2022). Then by accompanying the teacher in teaching is also very helpful and facilitates the learning process offline or face to face.

The implementation of the campus teaching assistance program on technological adaptation at Cawet 02 Public Elementary School is appropriate and the plan is running well and effectively. Where the implementation of minimum competency assessment activities for grade 2 students regarding literacy and numeracy level 2 of Indonesian language learning is carried out in an orderly and regular manner using the school's own chromebook media due to a lack of laptops at Cawet 02 Public Elementary School. Then also the implementation of the Posttest in literacy and numeracy classes was carried out with the excuse of being an introduction to technology adaptation so that children are more accustomed to and know how to use laptops. We also don't forget to make learning media using Microsoft Power Point. With this, it can produce learning activities that are more interesting for students and female students in learning so that they don't get bored if they have to see and read only through books.

As for seeing from the implementation of the teaching campus program in assisting the administrative management process at Cawet 02 Public Elementary School, it has also been running smoothly. We are happy to help even though the principal says that the administration has done enough, but we still help little by little. This activity was carried out smoothly and for the school and the teachers themselves they felt very helpful because the work they did became lighter, faster and better so that administrative activities at school became more effective.

Furthermore, the analysis results from the campus teaching program by assisting in the school development process that students have carried out several activities and are running well. In making a literacy corner or reading corner, in this case, we created a more interesting place to study and read besides the library, because at Cawet 02 Public Elementary School the library was quite apprehensive and was always dirty even though it had been cleaned, so we took the initiative to make this literacy corner. The literacy corner is made a room that is not used for classes, we decorate it using wallpaper, wood that is mounted on the wall as a bookshelf, decorations made of styrofoam and various kinds of colorful paper, literacy and numeracy decorations such as letters and numbers, then pictures - interesting pictures for study, put some small tables that we took from the library then we arranged and decorated them with carpets and didn't forget to arrange interesting books to read onto the bookshelves. The implementation of the competitions that the students participated in also ran



smoothly even though they had not achieved maximum results, but they were still enthusiastic and willing to practice and learn with enthusiasm.

Activities to create skills, this activity has succeeded in increasing creativity, training concentration, recognizing colors, recognizing shapes, training coherence and increasing self-confidence (Nurchikmah, 2021). Activities applied to students are making collages from seeds, making educational posters, then also making works of origami paper, making learning media in the form of solar boards and corner clocks made using styrofoam and colorful paper, making cube shapes and blocks using paper, as well as writing messages and impressions. With this activity they are more skilled and creative in creating new things. And the last one is the school greening activity, this activity has a very good impact and creates a beautiful and cool school environment, we make some flower pots using used bottles which we make attractively and we color them with paint then we plant some flower plants then we hung it in the school yard right on the school's stage, then we also put some ready-made flower pots in front of the classrooms. Students and students become more comfortable in school.

CONCLUSION

Teaching activities that have changed from online to offline or a transition period at Cawet 02 Public Elementary School as a result of the co-19 pandemic always apply health protocols so that they experience better improvements than when they were online or online. The Campus Teaching Program Batch 3 conducted at Cawet 02 Public Elementary School has been good, although some program plans have not been implemented properly due to limited supporting facilities and infrastructure such as library livelihoods which did not work due to inadequate room conditions and should be renovated again so that students only make a literacy corner in the form of a reading corner in a different room, then the problem of the internet network is the main problem in our program because the internet network in Cawet Village is very bad and also access to the elementary school is also difficult so that implementation is hampered, limitations of students who are very less towards technology.

The Teaching Campus Program which is part of the Merdeka Learning Program is able to improve the quality of learning literacy and numeracy of students, can be a motivation and enthusiasm for students in developing skills and creativity both at school and outside of school, students and students can become more disciplined and well-mannered as we have taught and implemented, students are also more able to socialize and learn to be responsible for a problem they face with courage and enthusiasm, administrative activities and technological assistance in schools are also helped very effectively by learning Microsoft Office applications, and learning websites and online learning games, this is very helpful for schools and teachers because there are some teachers who lack knowledge of technology, students also get knowledge that is very useful and very memorable with



the experience get while collaborating and working with students and teachers, can further develop the abilities they have while attending this teaching campus, be more responsible, disciplined and dare to do things that are challenging in the future.

In addition to school and environmental factors that hinder the achievement of optimal education, students experience many changes in their behavior and academic grades. This is due to the impact factor of the implementation of e-learning which is difficult to control. However, the school continues to strive to maximize the implementation of offline learning at Cawet 02 Public Elementary School, so that changes to the system for implementing offline learning during the pandemic do not become an obstacle for future improvements and can run effectively. Online or face-to-face learning requires students to further improve themselves to develop pedagogic skills, namely obtaining student characteristics so they can manage learning better by increasing knowledge and understanding of student psychology with additional advantages. communicate with students so that learning in class is successful. For future improvements so that the next batch of the Teaching Campus program is better in its implementation, namely by holding technology adaptation training for students and teachers, holding or making donation posters such as books and other school equipment, adding internet networks using wifi so that access is faster. the internet, learning such as norms and manners must be further improved by always applying it to students and if this is not implemented, the teacher should make rules such as light punishments for students so that they can be more disciplined and obey their teacher's orders (Anugrah, 2021).

In the Batch 3 Teaching Campus Program at Cawet 02 Public Elementary School, there are obstacles in implementation such as difficult internet networks, difficult access to schools, school buildings that should be renovated but have not been renovated, lack of facilities and infrastructure such as computers, tables, chairs, and other teaching equipment as well as teacher and student knowledge of technology which is still lacking and also learning norms and manners which are still lacking. It would be nice if these obstacles were used as an evaluation for future improvements so that the next batch of the Teaching Campus program would be better in its implementation, namely by holding technology adaptation training for students and teachers, holding or making donation posters such as books and other school equipment, adding internet networks using wifi so that it is faster in accessing the internet, learning such as norms and manners must be further improved by always applying it to students and if it is not implemented it is better for the teacher to make rules such as light punishment for students so that they can be more disciplined and obey their teacher's orders.



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