The Campus Teaching Program Batch 4 At YP Utama Junior High School Medan Tembung

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Abstract

Campus teaching is part of the learning and teaching activities in the basic education unit of the Independent Learning and Independent Campus program (MBKM) which aims to provide opportunities for students to learn for one semester in developing themselves through activities outside the campus. The teaching campus aims to equip students with a variety of skills and skills by being a partner of teachers and schools in the development of learning models, as well as fostering creativity and innovation in learning so that it has an impact on strengthening literacy and numeracy learning in schools. The teaching campus program opens space for students to be able to apply their skills and knowledge in helping students in basic education units. This Program provides an opportunity for students to actualize their interests, passion, and desires. In addition, students are expected to be an inspiration for students to expand their ideals and insights.

Keywords: Campus Teaching, Literacy, Numeracy

Abstrak

Campus teaching merupakan bagian dari kegiatan belajar mengajar di satuan pendidikan dasar program Mandiri Belajar dan Kampus Mandiri (MBKM) yang bertujuan untuk memberikan kesempatan kepada mahasiswa untuk belajar selama satu semester dalam mengembangkan diri melalui kegiatan di luar kampus. Kampus pengajaran bertujuan untuk membekali siswa dengan berbagai keterampilan dan keterampilan dengan menjadi mitra guru dan sekolah dalam pengembangan model pembelajaran, serta menumbuhkan kreativitas dan inovasi dalam pembelajaran sehingga berdampak pada penguatan pembelajaran literasi dan numerasi. di sekolah. Program kampus mengajar membuka ruang bagi mahasiswa untuk dapat mengaplikasikan keterampilan dan pengetahuannya dalam membantu mahasiswa di satuan pendidikan dasar. Program ini memberikan kesempatan kepada mahasiswa untuk mengaktualisasikan minat, passion, dan keinginannya. Selain itu, mahasiswa diharapkan dapat menjadi inspirasi bagi mahasiswa untuk memperluas cita-cita dan wawasannya.

Kata Kunci: Pengajaran Kampus, Literasi, Numerasi

INTRODUCTION

Campus teaching is a program that gives students the opportunity for one semester to help teachers to teach. This was done in elementary and junior high schools, which in the implementation of their learning activities were affected by the Covid-19 pandemic (A. Abidah, H. N. Hidaayatullaah, R. M. Simamora, D. Fehabutar dan L. Mutakinati, 2020). By participating in this program, students can awaken their knowledge, skills, and inspire the students of the school to expand their ideals and horizons. In addition, this program aims to equip students to master various sciences and expertise by becoming a teacher partner. That way, students can foster creativity and innovation in learning so that

it has an impact on strengthening literacy and numeracy learning in schools (A. Widiyono, S. Irfana and K. Firdausia, 2021).

The teaching campus program aims to provide opportunities for students for one semester to participate in teaching and deepen their knowledge by helping the teaching process in elementary and junior high schools in areasdesignated by the Ministry of Education and culture. In addition, the program aims include:

1. Help improve literacy and numeracy competence of students at primary and secondary education levels.
2. Develop insight and hone thinking skills in working together across the field of Science and variety of origin of students in solving the problems faced.
3. Provide benefits for students to hone leadership, soft skills, and character in innovating and collaborating with teachers in elementary and junior high schools to improve the quality of learning (Minister of Education and culture of the Republic of Indonesia, 2020)

METHOD

This research method is qualitative, the subjects of this research are students at YP Utama Junior High School, Medan Tembung. The object of this research is the campus teaching at YP Utama Junior High School, Medan Tembung. The collection is done by observation technique (Moleong, L.J, 2016). Based on the observations we have made, the school is on the edge of the city. Access to the school is not too difficult, where the road to the school has only been concreted a few months ago. Network access is not too good sometimes difficult signal.

The school is accredited and private. For the curriculum that is applied in daily learning, namely The Independent curriculum for Class VII and curriculum 2013 for Classes VIII and IX. The problem of the school is the close location of some students ' homes to the school so that the school children always come late almost every day, even so the principal always reminds them not to come late again. The main YP private junior high school only has 3 classrooms, which are 1 classroom VII with 26 students, 1 classroom VIII with 14 students, and 1 classroom IX with 28 students. Through the campus teaching program for the 4th generation in 2022, students have activities that are responsible for helping the learning process, helping technology adaptation, and assisting administration (A. Widiyono, S. Irfana and K. Firdausia, 2021).

RESULTS AND DISCUSSION

The implementation of the campus teaching program for Batch 4 consists of preparatory activities carried out starting from Supplying, Jumping, Observation and Program Planning (M.Tohir, 2019).

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Supply

The briefing was conducted by the Implementation Committee of the campus teaching program Batch 4 to students and field supervisors (DPL) (Campus Teaching Program Team, 2022). Where the material was filled by several presenters to provide the necessary knowledge in campus teaching activities in Junior High School. Debriefing materials include:

1. Adaptation of literacy and numeracy oriented learning.
2. Strategy creates interesting learning.
3. Understand the ability of students.
4. Use oftechnology.

Jump

The beginning of this Program is to coordinate with the Medan City Education Office, where the program is implemented (Directorate General Of Higher Education, 2020). Coordination measures include the following activities:

1. Students and DPL establish initial communication with the Department of Education Medan.
2. Students report and submit a letter of assignment from the Directorate General of Higher Education and a letter of assignment from universities to the Medan City Education Office Medan. Later, the Department of Education will make a letter of assignment for students.
3. Students fill out reports and upload photos of activities on the MBKM website as proof of student self-reporting to the Education Office to the target school (Fuadi, T. M., & Aswita, D, 2021).
4. Coordination with Junior High School, students report to the principal and teachers and submit a letter of assignment from the Medan City Education Office.

Observation

School obeservation includes :

1. School environment in the form of physical environment, social environment, school equipment, administration and academic environment.
2. Observation of the learning process includes analysis of learning tools (curriculum, syllabus, lesson plans, etc.). The learning methods applied are direct learning methods, media and learning resources, technology adaptation, school administration and teachers.

Program Planning

In this activity, program planning is carried out at the time of assignment, namely as follows:

1. Students develop a plan of activities during the assignment based on the results of school observations.
2. Students consult the design of the activity to the service teacher and Field Supervisor (DPL).
3. Students request approval of the activity plan to the DPL through the MBKM website (Fuadi, T. M., & Aswita, D, 2021)

Program Implementation

1. Teaching

Students help Class VII, VIII and IX teachers conduct face-to-face or in-person learning at YP Utama private junior high school. The lessons that we bring the lessons of Indonesian, English, Mathematics, PPKN and SBDP. Learning is done by means of a strategy approach where students play an active role in learning and utilizing Learning media in the form of technological tools. Arrange words and Learning media is a type of games that aim to make students more active and more enthusiastic in learning. In addition, students carry out environmental literacy activities, namely working together to clean the school environment before classes begin (Yulian, 2020).

2. Helps Technology Adaptation

Students help teachers provide technology-based learning materials, example of video-based learning media views and provide learning materials through Microsoft Power Point using laptop and infocus media (Yamin & Syahrir. (2020). In addition, it also helps teachers and students in using the AKM classroom and Merdeka learning applications.

3. Assist school administration and teachers

Students assist teachers in completing the lesson plan (RPP) and assist teachers in making props such as Abacus and other simple props that can be used by Junior High School childrenMenengah Pertama. Students also assist teachers in recording student attendance and assist teachers in the process of making final semester exam questions (Sugiri & Priatmoko, 2020).

Analysis Of Program Implementation Results

1. Teaching

The implementation of the 4th generation campus teaching Program in the teaching and learning process that has been carried out by students at YP Utama Private Junior High School has been in accordance with the planning that has been designed. Activities to help offline learning are carried out by utilizing Learning media in the form of teaching aids. The learning carried out has a positive impact on students, teachers and schools. In the learning process, students become more active in learning using interactive learning media.

As for the impact felt by students, it can increase motivation and interest in learning students who are shown through their interest in learning, especially using Learning media in the form of teaching aids and virtual Learning media. The impact felt by teachers and schools is to facilitate and assist teachers in making learning interesting and fun. In addition, students, students, and teachers carry out environmental literacy activities in the form of gotong-royong activities to clean up the school environment and create literacy corners in the classroom (Widiyono, A., & Irfana, S, 2021).

2. Helps Technology Adaptation

Analysis of the results of the implementation of campus teaching programs in helping technology adaptation for students, teachers, and schools (Sugiri & Priatmoko, 2020). Especially at YP Utama has been in accordance with the achievement of the objectives of the campus teaching program that students, teachers and schools are expected to be able to use technology in accordance with 21st century learning that is all technology-based.

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3. Assist School Administration and Teachers

Analysis of the results of the implementation of the campus teaching Program in assisting school administration and teachers, especially at YP Utama private junior high school, is in accordance with the achievement of the goals expected by the campus teaching program, that is, to assist school administration both in terms of reporting the achievements of learning activities for 5 months approximately, Covering teachers and students activities, implementation schedules, learning and subjects) are taught as well as the number of students who respond in the learning process. In addition, assisting teacher administration in the completeness of learning administration in terms of completeness of learning tools (teaching materials and teaching materials, learning materials), assessment/evaluation instruments and evaluation materials per learning theme) as well as in end-semester assessment activities (Sugiri & Priatmoko, 2020). The impact can ease the burden on teachers and for students to gain experience in learning administration in processing learning devices.

Recommendations and Proposed Improvements

Recommendations and Improvements for future programs for campus teaching programs are:

1. Before implementing the program, it should be necessary to plan and prepare carefully (both in terms of committee, technology, and financial administration) for the success of the program to be implemented in the future.

2. The mid-course evaluation of the campus teaching program is held for all students on duty, at least between DPL and Students so that the things that need to be evaluated can be improved until the end of this program.

3. The implementation committee should be more responsive in responding to the constraints experienced by DPL and students.

Tabel 1. Grade Levels's Curriculums

Grade Levels	Total Students	Curriculums
Class VII	26 Students	Independent Curriculum
Class VIII	14 Students	Curriculum 2013
Class IX	28 Students	Curriculum 2013

Tabel 2. Activities and Lesson at School

Activities at school	Lessons at school
Helping The Learning Process.	Indonesian.
Helping Technology Adaptation	English.
Assisting School Administration.	Mathematics.
	PPKN and SBDP

CONCLUSIONS

The campus teaching Program at YP Utama private junior high school has been implemented in a period of approximately 5 months. During this program, The Campus team teaching YP Utama private junior high school, Medan Tembung District, Medan City has carried out change activities that

can benefit the future. As with the reopening of libraries, then create learning media creation of good and interesting learning media. In addition we also carry out several activities such as additional classes Calistung, Day you know!, English day, Environmental practices, Library administration, Workshop activities, Technology adaptation and implementation of AKM. These activities run and carried out well although there are still some short comings in the implementation both in terms of technical and conditions. Good cooperation and communication between students and the school will greatly help in the smooth running of this activity. Each student must be open to each other and deliberation in taking a decision or action during the program so that there is no miscommunication or misunderstanding between members. The next suggestion to the campus teaching batch 4 team is to be more disciplined with the responsibilities that have been agreed upon

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