



STUDENT SELF-DEVELOPMENT THROUGH KAMPUS MENGAJAR ANGKATAN 1 PROGRAM AT SDIT MADANI EKSELENSIA SIDOARJO

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Abstract

The Kampus Merdeka Angkatan 1 Program has been held at the target elementary school, namely SDIT Madani Ekselensia Sidoarjo from March to June 2021. This program is part of the Kampus Merdeka which involves students from various universities in Indonesia and educational backgrounds to assist the teaching and learning process in elementary schools, which is accredited C and provides opportunities for students to learn and develop themselves through activities outside the lecture class. The Kampus Merdeka Angkatan 1 Program at SDIT Madani Ekselensia aims to help optimize elementary education services during the pandemic. This program involves eight students selected to devote themselves to SDIT Madani Ekselensia they come from various educational backgrounds, including Guidance and Counseling study programs, State Administration Science, PGSD, Electrical Engineering, Japanese Language Education, and Management. This program contributes to increasing student empathy and sympathy as well as student teaching skills

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1. Introduction

The Kampus Mengajar Angkatan 1 Program was carried out as a follow-up activity from the Pioneer Teaching Campus program in 2020. These programs were created to provide solutions to educational problems that have occurred in Indonesia since the Covid-19 pandemic emerged. The Covid-19 pandemic has provided an overview of the sustainability of the world of education in the future through the help of technology. However, technological assistance still cannot replace the role of teachers, lecturers, and learning interactions between students and teachers because education is about acquiring knowledge and values, cooperation, and competence. Teachers or what can be called teachers must have a great responsibility to achieve quality learning goals. Quality learning is learning that can be seen in its effectiveness and efficiency. Is the teaching that has been done can show the output by the planned target? Can learning give meaning to students or not? And so on. To produce quality learning, teachers must meet four teacher competencies according to Law No. 14 of 2005 concerning Teachers and Lecturers Article 10 paragraph 1, including: pedagogic competence, personality competence, social competence, and professional competence obtained through education profession (Ramaliya, 2018).

This Kampus Mengajar Angkatan 1 Program can also help develop the competence of teachers and students who go into the field. How did it happen? Because one of the goals of teaching campuses is to provide opportunities for students to learn and develop themselves through activities outside of class lectures. Another goal is to help schools offer optimal educational services to all students at the elementary school level in limited and necessary conditions during the pandemic and to provide optimal learning opportunities to all students at the elementary level in limited and critical conditions during the pandemic (Kementerian Pendidikan dan Kebudayaan, 2021).

Actually, not only because of the pandemic, but also because of the development of learning that emphasizes innovations. For example, learning innovation 4.0 emphasizes the mastery of learning methods by educators, their application in the classroom, and their development in learning. Learning innovation utilizes all existing potential, including the ability of technology and its application in education (Siregar et al., 2020). So, what is expected in this Kampus Mengajar Angkatan 1 Program is the emergence of learning innovations created by teachers with the help of students to balance rapid and adaptive technological developments with pandemic conditions.

The conclusion is, the Kampus Mengajar Angkatan 1 Program is expected to provide benefits for students to hone their leadership and character and have teaching experience, collaborate with teachers in elementary schools to organize distance learning. Through this program, it is hoped

that there will be an increase in the effectiveness of the learning process in elementary schools, including in the emergency conditions of the Covid-19 pandemic.

2. Methods

The mechanism for implementing the Kampus Mengajar Angkatan 1 Program at SDIT Madani Ekselensia is as follows:

2.1 *Pre-Assignment Activities*

In this activity, students are given briefing by the Ministry of Education and Culture through the Directorate of Elementary Schools before carrying out their duties at the target SD. These activities include debriefing, coordination with the District/City Education Office, and coordination with target primary schools.

1) Debriefing

For 5 days, students gain knowledge from various related parties, the SD Directorate and LPDP. The debriefing materials provided were 12 topics, one of which was students as ambassadors for behavior change during the pandemic.

2) Coordination with District/City Education Office

On March 22, 2021, students visited the Sidoarjo Education Office and were greeted by service officials, Head of the Elementary Education Curriculum and Evaluation Section, Bambang Irawan, S.Pd. He accepted with open and warm arms and allowed students to go into the field under the Assignment Letter of the Ministry of Education and Culture.

3) Coordination with SD

Then came to visit the target elementary school by meeting the principal of SDIT Madani Ekselensia, Ustadzah Fatin. He also warmly accepted and introduced the different parts of the school to the students right away and coordinated for further activities.

2.2 *Assignment Activities*

This assignment activity begins with observing the school (school environment, school administration, school organization, learning process) for one week, then identifying school problems and needs. Next, the design of solutions and teaching assistant practices in learning, technology adaptation, and school and teacher administration.

After designing and practicing, students also report their activities every week in the form of weekly reports that must be uploaded to their respective MBKM accounts and wait for validation from the Field Supervisor (DPL).

2.3 *Final Assignment Activities*

At the end of the program, the student handover process is carried out. Students coordinate with the school and DPL to carry out the student handover process. Nationally, the withdrawal process is carried out online and simultaneously.

3. Result and Discussion

3.1 *Teaching Assistant*

In this activity, students carry out teaching practices, starting on March 29 to June 25, 2021, preferably students from the PGSD study program because they have more capability in teaching. However, it is possible for students from other study programs to do the same thing. For example, students from the Guidance and Counseling Study Program, State University of Surabaya, also help teachers in the teaching and learning process. Students from other study programs carry out other activities, such as school administration, adapting technology or accompanying teachers in class.



Figure. 1 Implementation of Teaching Assistants in Class

3.2 *Technology Adaptation*

In this activity, students of the Alpha generation are required to assist teachers in preparing learning media during internships, although the ability to use learning technology for SDIT Madani Ekselensia teachers is already qualified, its application is not optimal due to various obstacles.

Students help prepare zoom links for online learning, help prepare PDF version of the Student Worksheet (LKPD), help make ICT-based learning videos.

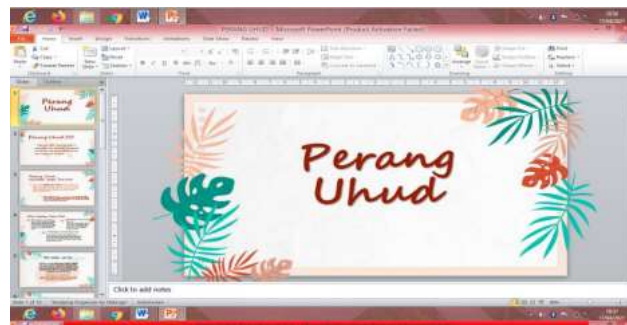


Figure. 2 Power Point Teaching Materials

3.3 School Administration and Teachers

This activity invites students to be involved in the school administration process and teachers, meaning that students help the administrative process. For example, students have supported teachers conduct student assessments, assisted teachers in preparing student portfolios, helped beautify classes, filing, and others.

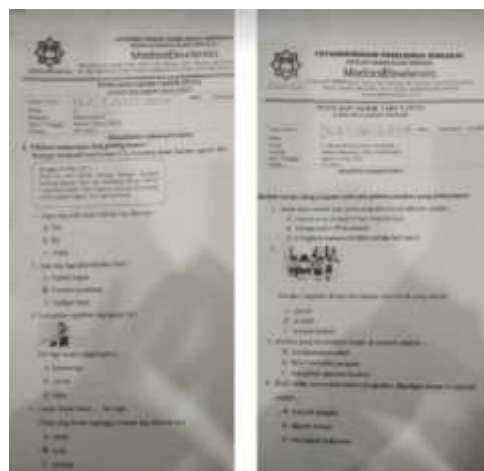


Figure. 3 Correcting Exam Questions

3.4 Sharing Session

DPL plays a role in online sharing sessions with students every two weeks. Students convey various obstacles encountered or just share their experiences and listen. DPL also provides suggestions regarding problems that arise. The following is a table of sharing session recaps:

Table 1. Sharing Session Schedule

<i>Sharing Session</i>	<i>Date</i>
1 (2 nd week)	2021-04-05
2 (4 th week)	2021-04-19
3 (6 th week)	2021-05-08
4 (8 th week)	2021-05-22
5 (10 th week)	2021-06-12

3.5 Assessment

Participants of the Kampus Mengajar Angkatan 1 Program received several things, namely an assessment from the tutor teacher, peer assessment, and an assessment by the DPL which was accumulated to become the final score of the Kampus Mengajar Angkatan 1 Program which was then the same as the head of study program involved in the final activity of the program with the final score of the KM program Batch 1 and recommendation from DPL.

3.6 Self-Development Improvement

Measurement of self-development is done by giving two questionnaires, namely “response questionnaire” and “self-development activity questionnaire” (Akhbar et al., 2018). Each response questionnaire and self-development activity consisted of 5 indicators and 15 questions. The following is a pie chart of the response questionnaire results:

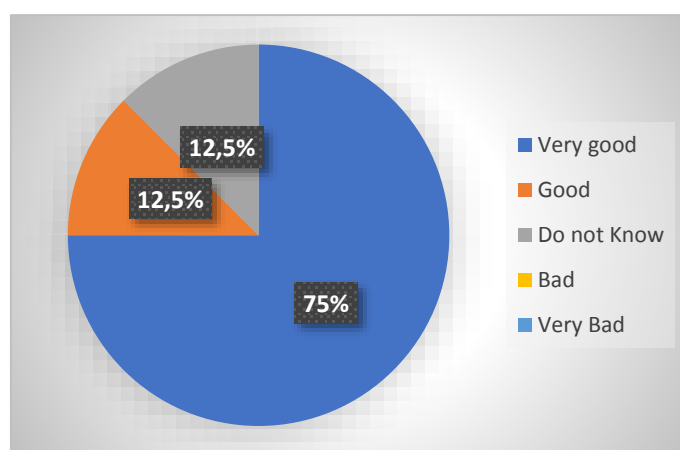


Figure 4. Student Response

From the picture, it can be seen that 75% of students responded "Very good" in their development (6 out of 8 students); 12.5% stated "Good" self-development, and 12.5%

indicated "Don't know". Next are the results of the self-development activity questionnaire which can be seen in the diagram below:

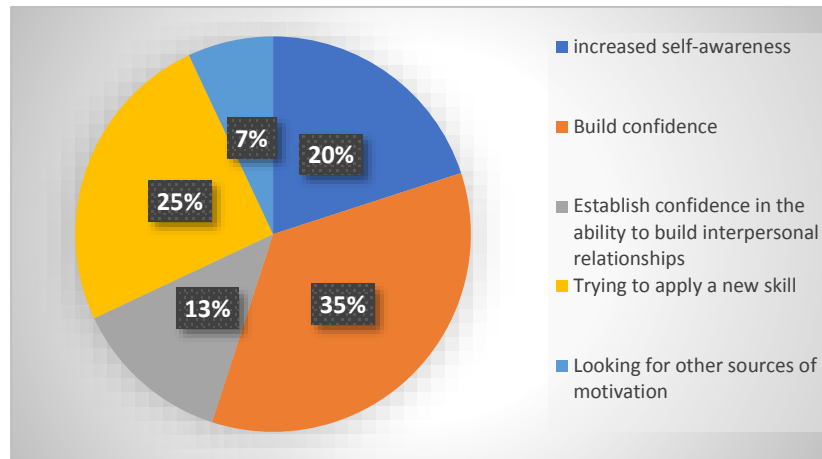


Figure 5. Self-development Activity

From the diagram above, it appears that the "build confidence" indicator has dominance among the other four indicators. This is followed by the indicators "trying to apply a new skill", "increased self-awareness", "establish confidence in the ability to build interpersonal relationships", and finally "looking for other sources of motivation". It can be concluded that during this program, students improve their self-development with their fellow teachers and students.

3.7 Discussion

The Kampus Mengajar Angkatan 1 Program shows the essence of independent learning, namely exploring most significant potential of teachers and students to innovate and improve the quality of learning independently (Widiyono et al., 2021). Apart from increasing students' independence, their involvement also increases. This can be seen in student's activeness during online learning accompanied by interns. Students bring a new atmosphere to the learning process by offering interactive learning media to foster student interest in education.

Student learning interest greatly affects student learning outcomes. This is in accordance with the results of research which revealed that interest and motivation to learn as psychological aspects of students have a positive and significant influence on learning outcomes (Ricardo & Meilani, 2017). In addition, through this program, students are able to improve their teaching skills. This can be seen in the students' increased self-confidence which can be seen from student's comfort during teaching. Non-PGSD students also feel the positive impact, one of which is increasing their creativity while at school. Creativity also strongly

supports the teaching ability of a prospective teacher in creating meaningful and fun learning for students (Antika & Haikal, 2019). Is there a difference between male and female students? The answer is not very significant. Research result indicate that male and female teacher candidates have the same potential in pursuing creative and fun learning (Suprpto et al., 2018).

Gender issues actually don't really affect the running of the Kampus Mengajar Angkatan 1 Program, because the main essence is the contribution of students' energy and thoughts in providing solutions to teachers during the pandemic. This program is very good and provides the widest opportunity for students to develop their potential outside of lectures as a provision for them to enter the community as a whole.

4. Conclusion

The Kampus Mengajar Angkatan 1 Program at SDIT Madani Ekselensia has been going well even though there are several things that hinder the sustainability of the program, such as holidays with fasting and Eid al-Fitr which take a lot of time, thus reducing the program's efficiency. However, students and teachers continue to communicate intensely during the holidays, so students can still be productive even from home. Students are able to improve their leadership spirit through problem solving they have, are able to coordinate well with teachers and colleagues, are able to jointly complete school and teacher managerial administration, and are able to provide learning solutions during the pandemic.

In the next activity, the Kampus Mengajar Angkatan 2 Program was able to fill the void of infrastructure or soft skills of teachers in C-accredited schools through agents of change, namely students.

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