

EMPOWERING STUDENTS TO CONDUCT TEACHING ASSISTANCE IN THE CAMPUS TEACHING PROGRAM AT UNIVERSITAS PANCASAKTI TEGAL

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Abstract

This paper aims to describe the stages of preparing eligible higher education students for conducting sets of teaching assistance and the supply of required materials in the Campus Teaching Program provided by the Indonesian government to improve the national education quality. The stages involve pre-assignment, whilst-assignment, and final-assignment. Meanwhile, the supply of materials involves hard skills and soft skills. It is a descriptive case study at Universitas Pancasakti Tegal. The data were collected through observation and interviews with the related parties involved in implementing the Campus Teaching Program at Universitas Pancasakti Tegal, consisting of two persons in charge of running the Campus Teaching program and five students involved in the program. It is stated that Universitas Pancasakti Tegal as part of the educational system in Indonesia has highly supported the implementation of the Campus Teaching Program as one of the emancipated learning programs by giving broad opportunities for students and lecturers to take part actively in the program. Additionally, the university also gives high support and appreciation for the students and lecturers who are eligible and involved in the Campus Teaching program by making elaborate preparation through sets of preliminary activities through several coordination and discussion sessions organized by the Educational and Professional Development Division (LP3) for completing the required material provision supplied by the national committee of the program before they are assigned to the targeted schools.

Keywords: Campus Teaching Program, Teaching Assistance, Emancipated Learning, National Education.

Introduction

Education in Indonesia is under the auspices of the Ministry of Education, culture, research, and Technology. It grows from time to time with different typical characteristics. The succession of the person in charge in the ministry, that is the minister, takes a very pivotal role in determining the model of the education system. Sets of improvements in terms of quality in this field need to be done by conceptualizing and finally enforcing the strategic policy concerning the education system adjusted to the development of the era, social needs, and conditions as well in Indonesia. The education ministry through a young, smart, and energetic minister, Nadiem Makarim has launched a phenomenal and excellent program for enhancing the educational system namely the Merdeka belajar kampus Merdeka (mbkm) program. This program is also

known as “The Emancipated Learning Program” which enables students to learn about practical knowledge and pick up useful skills for their future employment. The goal of the implementation of the Emancipated Learning Program is to increase the flexibility and autonomy of higher education's learning process (Yusuf & Arfiansyah, 2021). This program widely gives opportunities for higher education students to promote their potential in running their educational activities in the future. The development of innovation, creativity, capacity, personality, and student needs is increasingly demanding of students. They also have to become more independent in their quest for knowledge by navigating

field dynamics and realities like skill requirements, actual problems, social interaction, teamwork, self-management, performance expectations and targets, and accomplishments (Kemendikbud, 2020). Campus Teaching Program is one of the Emancipated Learning Programs aiming at providing students with the opportunity to learn and realize their potential outside of the classroom. Campus teaching programs is teaching assistance provided to elementary schools by university students from various subjects or specializations (Suwartono, et.al, 2022). The program has simultaneously launched with other educational programs by the Indonesian government to increase the quality of national education through emancipated learning programs. It is explicitly stated by Lestari et.al. (2023) that the emancipated learning program is divided into 8 learning activities which include: internships, student exchanges, building villages/Thematic community service programs, teaching assistance/campus teaching programs, research, humanitarian projects, independent studies, and entrepreneurial activities. The campus teaching program is one of the solutions for recovering learning activities, which were disrupted during the COVID-19 pandemic, causing a result of the pandemic that Indonesia is facing learning losses, which have affected the decrease of students' literacy and numeracy abilities. Moreover, the impact was increasingly felt by affluent families having very limited learning facilities at home. While some children come from wealthy homes with resources to assist learning activities at home, not all pupils can comprehend how to use learning resources like Google Classroom, Zoom, Whatsapp, Meet, and so forth (Sirait & Pudjoprastyono, 2023). Students also suffer from significant effects of using online teaching, such as learning becoming ineffective, feeling lazy, becoming addicted to technologies like cell phones, and not receiving enough character education. The Internet network is the main

challenge that everyone faces, particularly those who reside in remote locations (Jinan & Jalaludin, 2022). Besides, the Teaching Campus Program is intended to improve the quality of national education, particularly for pupils with severe conditions who had limited access to school during the COVID-19 pandemic (Suardi, 2022). The program is one of the activities connected to the learning process. It is anticipated that these activities will give students experience in teaching, extend their perspectives, help them gain technological proficiency, provide training, and help them develop competencies—such as independence, responsibility, teamwork, discipline, critical thinking, and problem-solving abilities—that support or are necessary in the teaching field (Hendrastomo & Aris as cited in Wahyuni & Siswiyanti, 2022). During a national assessment conducted by the Education, Culture, Research, and Technology Ministry in 2021, one out of two basic and secondary students have not yet reached the minimum literacy competency. Furthermore, the assessment found that two of three basic and secondary students had not reached the minimum numeracy competency. To improve literacy and numeracy skills, eligible students are prepared to be occupied in several elementary and junior high schools throughout Indonesia, categorized as undeveloped schools (*with grade “C” accreditation*) as part of the teaching campus efforts. In many industrialized nations worldwide, learning is centered on developing skills related to literacy and numeracy. The school curricula of many industrialized nations, including the US, Canada, Australia, and New Zealand, include these two competencies (Busyairi & Kusuma, 2024). To promote engaging literacy and numeracy learning in Indonesia, students must collaborate with school teachers under the school principal and supervising lecturer guidance. A certificate from the

Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, living expenses while enrolled in the program, and travel reimbursement are among the advantages that students of the Campus Teaching Program can receive during the program. Students at the Campus Teaching program are also awarded 20 credit conversion programs as a substitute for similar courses at their campus to advance their skills, particularly in the six Cs, involving creativity, cooperation, communication, compassion, critical thinking, and computational logic. Higher education students who can participate in that program only those who fulfill the requirements and are eligible after joining two steps of the selection process, they are documentary selection and test consisting of survey kebhinekaan, literacy and numeracy, and Value Clarification and Attitude Transformation (VCAT) Test. This program provides higher education students to learn, enhance their personal development, and implement their theoretical pedagogic competency outside of the classroom practically (Anwar, 2021 in Lie et al., 2022). Moreover, in its implementation, this program also gives opportunities for students and lecturers beyond educational sciences background, such as social and natural sciences to be involved in it since they are required and eligible through sets of test selections. (Sari et al., 2022). Additionally, the Teaching Campus Program is a component of the "Emancipated Learning Program", which enables college students to hone their skills outside of class (Yuniarto as cited in Prasta, et.al., 2021). One of the focus of this program is increasing students' ability in literacy. The selected students who are involved in the Campus Teaching Program are expected to be able to develop the language literacy of elementary school students through the development of effective learning strategies (Prasta, et.al, 2021). This program helps students to become proficient in a variety of sciences

that are necessary to adapt to the changes in society, culture, and the workplace as well as advancements in technology. It is created by naturally engaging in the planning and execution of a learning process. It comprises expectations for behaviors, expertise, and knowledge (Indriani, 2022). To support the Indonesian government policy in enforcing the emancipated learning program as the pilot project for the sake of enhancing the quality of the education system, Universitas Pancasakti Tegal, as part of an educational institution in higher education, has officially supported the program by providing a Campus Teaching program as one of the emancipated learning programs for higher education students. Some other programs are also provided such as; certified internship, student exchange, Indonesian International Student Mobility Awards, Thematic field study, etc. Universitas Pancasakti Tegal offers wide opportunities for required and eligible students to be participants of the Campus Teaching program and for lecturers as well to be the supervising lecturers. This study presents the following research questions; (1). How does the university prepare the students to conduct the teaching assistance program?, and (2). How is the implementation of the campus teaching program by students and the supervising lecturers at Universitas Pancasakti Tegal.

Methodology

The research uses a descriptive qualitative design. The goal which is going to be achieved in the research is to present a deep description of how the campus prepares and empowers higher education students in running the teaching assistance in Campus Teaching Program as one of the Emancipated Learning Programs launched by the Indonesian Education, culture, research, and technology ministry before they are assigned in the targetted schools. The research subjects used in this

research involved two persons who are in charge of the implementation of the campus teaching program in the university through the Educational and Professional Development Division and five students who are eligible to be involved in the campus teaching program randomly. The research was conducted through several stages. In the initial stage, I did direct observation in terms of the implementation of the campus teaching program at the campus that I wanted to observe, studied the related literature about the implementation of the campus teaching program, and interviewed some related parties in the university involving the persons who are in charge of running the program and students who were involved in the campus teaching program. The interviews focused on how the campus provided sets of beneficial services and the supply required materials for empowering the higher education students before they were assigned to the targeted schools, and the students' readiness to join the program. The research was conducted at Universitas Pancasakti Tegal, Central Java. Then, at the stage of the research process, I collected the qualitative data through observations, interviews, and documentation. The focus of observations and interview cover the different focus from the previous stage. In this stage, the observation focused on the implementation of the program at the targetted schools, meanwhile, the interviews were focused on the students' reflections, involving their progress, obstacles, and follow-up plans for facing the emerged problems. In the last stage, the data were collected through the observation sheets and semi-structured interview and finally the investigation results were presented qualitatively to answer the research questions of the study.

Finding and Discussion

Development Division (LP3) for handling the program by organizing all participants

In conducting the Campus Teaching Program, students involved in the program are demanded to implement their potential for being assistants to primary teachers in designing learning media, technological adaptation, and assisting administration management. (Sari et al., 2022). In conducting the program, they supervise teachers and lecturers (field supervisors) through synchronous and asynchronous activities. For synchronous activities, Students are asked to join the virtual sharing sessions with supervising lecturers in every two weeks virtually through Zoom or the Gmeet platform. In this session, students and their supervising lecturers discuss the running programs and activities during two weeks, in terms of the progress, obstacles, and further follow-up plans facing the obstacles. Meanwhile, for synchronous activities, students are asked to arrange the daily and weekly reports and upload them in the Learning Management System (LMS) to get the supervising lecturers's feedback in terms of evaluations, reflections, problem solutions, and recommendations for the sake of the program improvement. The results of discussions through both synchronous and asynchronous are then written and uploaded by students and their supervising lecturer in LMS as the data used by the national committee for controlling the program.

The stages of implementation of the Campus Teaching Program in Universitas Pancasakti Tegal are based on the directions of the central committee. Implementing Campus Teaching involves the following stages; *pre-assignment, whilst assignment, and final assignment*. (Suyatno et al., 2023). At the beginning stage, before the program starts, the university through the rector assigns one of the lecturers to be an institution coordinator with the rector's letter of appointment collaborate with the Educational and Professional of the Campus Teaching Program involving the eligible students and

supervising lecturers through the stages of selections conducted by the central committee. The university provides several briefings in the form of discussions and coordination with the students before they go to the targeted schools selected by the Ministry of Education, Culture, Research and Technology.

The pre-assignment stages involve two main activities. They are debriefing and coordination activities. After joining the virtual meeting with the central committee concerning with some guidelines of how to conduct teaching assistance in the targeted schools, the students and supervising lecturers together with the targeted school principals must attend the meeting with the local education officers to discuss the upcoming programs and at the day after they must go to the targeted schools for meeting with all elements of school. At the beginning of the assignment session, students need to do orientation by introducing themselves to all elements of the school, finding out some information related to the school profile and performance, and some challenges that are faced by the school. Then they also need to make adaptations to the school environment and build warm and close interactions with all school elements. The next step of the assignment is observation by investigating the school condition and environment that can be referenced for determining the upcoming actions. The next step is preparation for planning and designing the relevant programs based on the school's needs. Finally, at the last step of the assignment is coordinating with the school principal, teachers, and supervising lecturer dealing with the relevant and possible activities that will be possibly done at school based on the observation findings involving teaching and non-teaching activities. Lastly, at the final stage of the implementation, students need to make several assessments, involving self-assessment, and peer

2. *Numeracy*. It relates to the abilities, attitudes, and behaviors that students

assessment, ask supervising teachers and lecturers to fill out the form of assessment, and make a final report to be uploaded in the scheduled learning management system.

As one of the Emancipated Learning Programs, the Campus Teaching Program is intended to give a broad opportunity for higher education students who have an interest and strong willingness in the field of education to assist the principal and teachers in primary and secondary education in running the educational activities. Sets of supporting materials are supplied for them before they are assigned at the targeted schools, covering literacy, numeracy, assessment, national issues, soft skills, and current issues as their foundation for implementing campus teaching programs. The supply materials are described as follows:

1. *Literacy*. Literacy relates to the ability to read, comprehend, and have a critical understanding of a variety of written, spoken, broadcast, and electronic media (Kennedy et al., 2012). In brief, literacy relates to a person's ability to think and read (Lestari et.al., 2021). This material covers several sub-sections involving; (a). The basic concept of literacy focuses on the students' enhancement in terms of listening, speaking, reading, and writing. (b). The learning practice of differentiated literacy in inclusive schools focuses on how to implement differentiated instructions in classroom activities as the type of learning approach that assumes students with different characteristics (Tahiri et al., 2017). This type of learning approach gives the broad opportunity for students to increase their potential based on their interests, readiness, and own profile. (c). Selecting reading materials for primary and secondary students, (d) the reading strategy, (e). Best practice of reading literacy in schools, and (f). School literacy movement.

require to utilize mathematics in a variety of contexts. Numeracy is the ability to use

a variety of symbols and numbers associated with basic mathematics to assist students in solving problems in real-world situations. It also involves analyzing data or information presented in the form of tables, graphs, and charts to assist students in figuring out solutions to the problems that are presented (Busyairi & Kusuma,2024)). The numeracy materials cover the following; (a). The basic concept of numeracy focuses on the basic theoretical concept of how the mathematic approach is implemented in some learning practices. (b). The learning practice of differentiated numeracy in inclusive schools focuses on practical concepts of how the mathematic approach is implemented in classroom activities by considering the students' different characteristics, interests, and learning readiness in joining the learning process. (c). Recreational mathematics concerns how to teach numeracy in various fun ways to generate student's interest in learning mathematics. (d). Mathematics games provide some alternative teaching techniques in mathematics classroom activities. (e). Mathematics around us focuses on how to relate mathematics learning to the surroundings. (f). The best practice of numeracy strategy at schools provides some smart strategies to deliver mathematics materials in classroom activities practically. (g). The numeracy movement at schools is a major movement to enhance students' capacity to develop sciences and skills by using mathematic approaches independently in all aspects of life.

3. *Assessment*. It covers (a). Literacy and numeracy assessment at school focusing on how to assess the progress of students' literacy and numeracy competence after joining sets of treatment. (b). Non-cognitive assessment focuses on how to measure the students' soft skills, psychological condition, emotions, at school, (g). Collaborative action plans train students in how to build teamwork skills. In addition, the development of

attitudes, interests, preferences, etc. (c). The concept of class minimum competence assessment in literacy and numeracy. (d). The implementation of class minimum competence assessment in literacy and numeracy.

4. *National Visions*. It covers the followings; (a). The profile of Pelajar Pancasila introduces the noble values of Pancasila, (b). Strengthening project in the values of Pancasila aiming at implanting the noble values of Pancasila in students' minds to be implemented in their daily life, (c). The prevention of three great sins in education, involving; bullying, sexual harassment, and intolerance. It is in line with the Children Protection Law No. 23/2022, chapter 1, stating that activities to ensure and protect their rights to live, grow, develop, and participate optimally based on human rights, honor, and dignity, additionally they also need to get protection from violence and discrimination.

5. *Soft skills* focus on strengthening people skills, such as; social, communication, character or personality traits, attitudes, attributes of career, social and emotional intelligence, and intelligence quotients(IQ) for adjusting to their social environment. (Vasanthakumari, 2019). The students of the Campus Teaching program are supplied with plenty of soft skills, such as; (a). Additionally, pedagogic competence training students in how to do and assist sets of teaching practices at the targeted schools, (b). Classroom management, (c). Cultural communication and adaptation aim at understanding how to get along with people involved in the surroundings by using the cultural approach, (d). Critical thinking, analytical thinking, and creative problem-solving skills at school, (e). Implanting resilience in students' minds in facing emerging handicaps at targeted schools, (f). Financial Literacy (Self-management), (g). Facilitating Skills moral principles is also crucial to the creation of a decent and responsible adult. Naturally, the moral standards and

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