

Optimizing Learning at IES Al-Ghuroba Elementary School

The Kampus Mengajar Program in Papua Barat Province

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ABSTRACT

The Kampus Mengajar program is an initiative by the Ministry of Education, Culture, Research, and Technology of Indonesia aimed at improving educational quality in the 3T (Disadvantaged, Frontier, and Outermost) regions. This study discusses implementing the 7th Kampus Mengajar program at IES Al-Ghuroba Elementary School, Sorong Regency, Papua Barat Daya. The program engaged university students as teaching agents to enhance students' literacy and numeracy skills through activities like 15-minute morning reading sessions, teaching aids in math lessons, and healthy living behavior campaigns. Results indicate significant improvements in student motivation, literacy and numeracy abilities, and social skills. Activities like technology adaptation and library revitalization also helped improve students' technological competencies and fostered a love for reading. Monitoring and evaluation by supervising lecturers and the Papua Barat Education Quality Assurance Agency (*Balai Penjamin Mutu Pendidikan* or BPMP Papua Barat) highlighted the program's positive impact on educational quality. The program's success underscores the importance of collaboration among students, lecturers, and school stakeholders in creating an enhanced learning environment. Continued support from the government and strengthened technology training is recommended for future program effectiveness.

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Introduction

Education in Indonesia still faces various complex challenges [1]. The quality of education in various regions shows significant disparities, especially in remote areas [2]-[4]. One of the main problems is the low quality of teaching due to a shortage of teachers and limited access to adequate educational resources [5],[6]. The level of literacy in reading, writing, and numeracy of students in several regions is also still far from expectations [7]-[9]. This condition requires effective intervention to improve the quality of education, one of which is through the Kampus Mengajar program which involves students as agents of change.

The Kampus Mengajar program is an initiative of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, one of the goals of which is to overcome various educational problems in the 3T or Disadvantaged, Frontier, and Outermost areas [10]. This program is designed to provide opportunities for students to learn and develop themselves outside the campus environment through teaching assistance activities in educational units [11],[12]. Learning in the Kampus Mengajar program covers all available subjects, with a special emphasis on literacy and numeracy. This program also involves technological adaptation, such as the use of applications in the learning process, as well as aspects related to school administration [13],[14].

Since its launch, the Kampus Mengajar Program has shown various positive impacts in various regions. This program has succeeded in increasing student learning motivation, improving teacher teaching methods, and fostering a higher interest in learning [15],[16]. In addition, students involved in this program also gain practical experience in the fields of education and community service, which can improve their professional competence in the future [17]-[19]. Another positive impact is the establishment of synergy between universities and local communities to improve the quality of education sustainably.

One of the partners that became the placement location for Campus Mengajar Batch 7 students was IES Al-Ghuroba Elementary School in Sorong Regency. This school is located on waqf agricultural land in Klasuluk Village, Mariat District, Sorong Regency, Papua Barat Daya. This school is operated by Pondok Tahfidzul Modern Al-Ghuroba, which integrates religious and general curriculum [20]. During the initial observation, this school experienced several obstacles in optimizing classroom learning. Therefore, an interesting and optimal program is needed to improve the quality of learning.

Based on the announcement of the graduation of the Campus Teaching Program Batch 7, the community service team was placed at IES Al-Ghuroba Elementary School, Sorong Regency. The team then prepared a Collaborative Action Plan (CAP) which aims to improve the effectiveness of learning by implementing innovative teaching strategies and methods through student participation in the Campus Teaching Program. This program also aims to help schools

overcome various obstacles faced in the learning process, especially in optimizing student literacy and numeracy.

Material and Methods

This community service program was implemented by a team consisting of five students and one field supervisor for six months, from January to June 2024. This program involved various partners such as the Sorong Regency Education Office, principals, supervising teachers, UNIMUDA Sorong Higher Education Coordinator, BPMP Papua Barat Province, and the Kampus Mengajar Program Team. The stages of community service carried out are shown in Fig. 1.

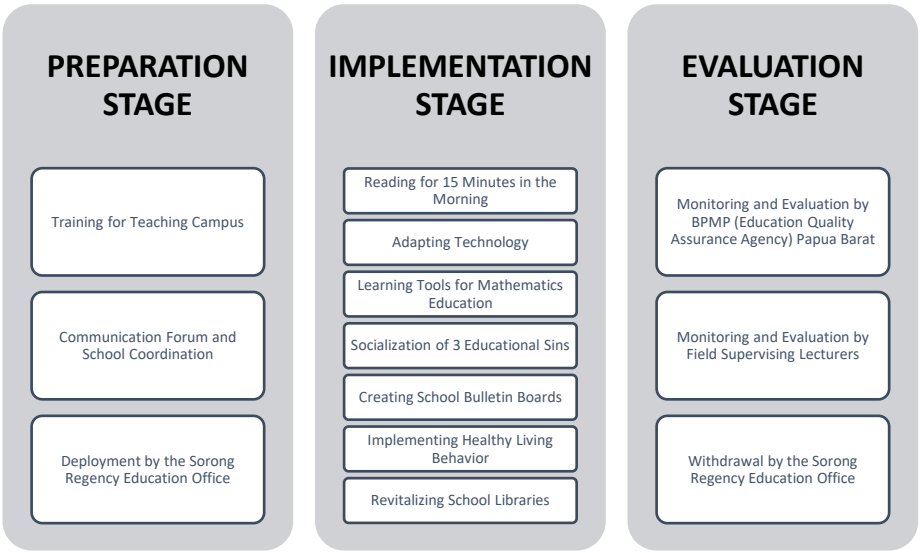


Fig. 1. The flow of implementation of the Campus Teaching Program

The preparation stage of this program begins with a briefing for participants, followed by a communication and coordination forum with schools, and ends with deployment by the Sorong Regency Education Office. In the implementation stage, activities carried out include reading for 15 minutes in the morning, adapting technology, using teaching aids in mathematics learning, socializing the 3 sins of education, making school bulletin boards, implementing healthy living behaviors, numeracy festivals, and revitalizing school libraries. The evaluation stage involves monitoring and evaluation by the BPMP Papua Barat and Field Supervisors and ends with withdrawal by the Sorong Regency Education Office.

Results and Discussion

A. Preparation Stage

1. Campus Teaching Defense Batch 7

The provision of Students and Field Supervisors of the Campus Mengajar Program Batch 7 was carried out from January 22, 2024, to February 12, 2024, via the online platforms Zoom

and YouTube, organized by the Campus Mengajar Program Center Team. The materials presented included Literacy, Numeracy, National Vision, Soft Skills, and Pedagogical Competence. In addition, at the weekend a reflection stage was also carried out with the field supervisor (*Dosen Pembimbing Lapangan* or DPL) to monitor the progress of the learning. The results obtained were that the understanding of students and DPL of literacy, numeracy, national vision, soft skills, and pedagogical competence had increased. The team was also ready to apply this knowledge and skills in teaching activities at partner schools and was able to design and implement effective learning plans according to school needs.

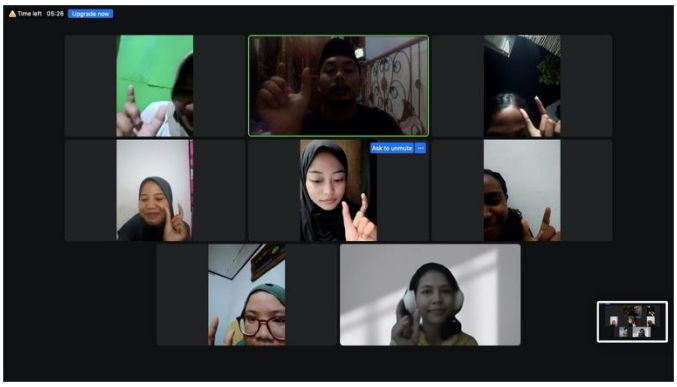


Fig. 2. Weekend reflection during the KM 7 briefing period

2. School Communication and Coordination Forum

After the briefing, the next stage was the School Communication and Coordination Forum which took place on February 14, 2024. At this stage, the community service team consisting of students and accompanying lecturers held an initial meeting to introduce the Kampus Mengajar program, prepare a schedule of activities, and discuss the needs and expectations of the school. Based on the results of the discussion, the team then adjusted the learning plan that had been prepared during the briefing, including adjusting teaching materials, teaching methods, and evaluation strategies. After all preparations were complete, the teaching team began implementing the program at partner schools according to the agreed schedule.



Fig. 3. Implementation of the School Communication and Coordination Forum

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3. Deployment by the Sorong Regency Education and Culture Office

This stage was carried out on February 21, 2024, at the Sorong Regency Education and Culture Office, where students and accompanying lecturers coordinated with the office regarding the Kampus Mengajar program. At this stage, the student and lecturer team submitted the Collaborative Action Plan (RAK) that they had prepared to carry out teaching activities in partner schools. After the presentation and discussion of the action plan, the Education and Culture Office officially assigned students to the schools that had been determined as the locations for implementing the program, marking the start of teaching activities in the field.



Fig. 4. Implementation of deployment by the Sorong Regency Education and Culture Office

B. Implementation Stage

1. Read 15 Minutes in the Morning

This activity aims to improve the reading interest and literacy skills of students. Every morning, students spend 15 minutes reading books that have been selected according to their grade level. The results of this activity are helping students start the day with positive and useful activities, fostering a culture of literacy in schools, and improving their concentration and critical thinking skills.



Fig. 5. Implementation of the 15-Minute Reading Program in the Morning

2. Technology Adaptation

The Technology Adaptation activity held every Thursday aims to equip students with basic skills in using office software such as Microsoft Office. In each session, students are

introduced to various functions and applications of Microsoft Word, Excel, and PowerPoint. The results of this activity show an increase in students' ability to operate the software, which is reflected in their ability to create simple documents, spreadsheets, and presentations.



Fig. 6. Implementation of Technology Adaptation Program

3. Mathematics Teaching Aids

The Teaching Aids in Mathematics Learning activity was held on Saturday, May 11, 2024, for fifth-grade students. This activity was successfully carried out with high enthusiasm from the students. The results of this activity showed that students became more active and participated in class discussions, indicating that the use of teaching aids has succeeded in making learning more interesting and easier to understand.



Fig. 7. Implementation of the Mathematics Teaching Aids Program

4. Socialization of 3 Sins of Education

On Tuesday, June 4, 2024, the 3 Sins of Education Socialization program was successfully implemented targeting students from grades I to VI. This program aims to increase students' awareness of the importance of avoiding bullying, intolerance, and sexual violence in the school environment. Through interactive presentations, educational videos, and group

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discussions, students are invited to understand the negative impacts of these three behaviors and how to avoid them. The results of this activity show an increase in students' understanding of the 3 major sins of education, as seen from their active responses in the question and answer session and their commitment to creating a safer and more inclusive school environment.



Fig. 8. Implementation of the 3 Sins of Education Socialization Program

5. Making School Bulletin Boards

On Wednesday, May 29, 2024, the School Wall Magazine Making program was implemented involving grade IV and V students. This activity aims to improve literacy skills, creativity, and cooperation between students through the creation of school wall magazines. Students were divided into several groups and given the task of writing articles, drawing illustrations, and decorating the wall magazine with educational and environmental themes. The results of this activity were very positive, with students showing high enthusiasm and creativity in producing interesting and informative wall magazine content. In addition, this activity also strengthened the sense of togetherness and teamwork among students. The wall magazine that was made was then displayed in a strategic place at the school, becoming a means of information and education for the entire school community.



Fig. 9. Implementation of the School Wall Magazine-Making Program

6. Implementation of Healthy Living Behavior

As part of the Healthy Living Program, the Healthy Gymnastics Program is held every Friday. This healthy gymnastics aims to improve students' physical fitness, get used to fun

physical activities, and strengthen togetherness between students and teachers. In addition, on Monday, June 3, 2024, the Implementation of the Healthy Living Behavior program began with the Clean Handwashing Program involving students from grades I to VI. This activity aims to teach the importance of maintaining hand hygiene to prevent disease. All students are taught the correct steps for washing hands using soap and clean water. In addition, the results of this activity show an increase in students' awareness of the importance of personal hygiene and physical health, as well as making handwashing and gymnastics a part of their routine.



Fig. 10. Implementation of the Healthy Living Behavior Program

7. Revitalization of School Libraries

On Thursday, March 14, 2024, the Library Management program was implemented targeting students in grades III to V. This activity aims to improve students' skills in managing the school library, starting from borrowing and returning books, arranging books by category, to maintaining the cleanliness and tidiness of the library. Students are also taught how to create a book catalog and an efficient library management system. The results of this activity show an increase in students' abilities in library management while fostering a sense of responsibility and interest in reading among students. The school library has become more organized and attractive, and students are more enthusiastic about utilizing library facilities to support their learning activities.



Fig. 11. Implementation of the School Library Revitalization Program

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C. Evaluation Stage

At this stage, monitoring is carried out by the Field Supervisor Lecturer, and BPMP Papua Barat. The results of the Monitoring and Evaluation activities include:

- Attendance and Participation: 100% of students have consistently participated in a series of programs in every activity held.
- Technology Use: 80% of fifth-grade students who participated in the technology adaptation program showed increased ability in using Office applications, such as Word and Excel.
- Extracurricular Activities: Student participation in extracurricular activities, such as healthy exercise every Friday, increased by 30% compared to before the program began.
- Learning Motivation: Students showed increased learning motivation, as seen from their increased interest in participating in class activities and actively participating in discussions.
- Healthy Living Behavior: Students from grades I-VI are more disciplined in implementing healthy living behavior, such as washing hands regularly and participating in healthy exercise every Friday.
- Social Skills: Students are more open in communicating and cooperating with classmates and teachers, showing improvements in their social skills.
- Increased Reading Interest: The 15-minute morning reading program has succeeded in increasing students' interest in reading, as seen from the increase in the number of books borrowed from the school library.
- Independence in Learning: Students in grades IV and V who were involved in creating the school bulletin board showed increased independence and creativity in compiling and presenting information.

The results of monitoring and evaluation show that the Kampus Mengajar program has succeeded in improving students' literacy and numeracy skills, motivating them to learn, and improving social skills and healthy living behaviors. Overall, this program has had a significant positive impact on the quality of education.

Conclusion

The Campus Teaching Program Batch 7 at IES Al-Ghuroba Elementary School, Sorong Regency has succeeded in achieving its goals of improving the quality of education and student learning motivation. Through various activities such as literacy and numeracy learning, technology adaptation, socialization of healthy living behaviors, and library management, this program shows a significant increase in students' academic abilities and social skills. The results

of monitoring and evaluation show an increase in attendance, active participation, and an increase in average scores in literacy and numeracy. In addition, this program has also succeeded in building healthy living habits in the education process. Overall, this program has had a significant and sustainable positive impact on the educational environment.

For the sustainability and effectiveness of the program in the future, it is recommended that collaboration between students, supervising lecturers, and schools be strengthened. The briefing program needs to be expanded to include more in-depth training in the use of technology and innovative pedagogical approaches. In addition, support from local governments and local education offices must continue to be strengthened to ensure smooth implementation of the program in the field. Periodic monitoring and evaluation need to be carried out to measure progress and adjust effective strategies according to student needs. With a more holistic approach and ongoing support, this program is expected to have a broader and deeper impact on improving the quality of education in remote areas.

Conflict of Interest

The authors should declare that there is no conflict of interest.

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