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Evaluation of the implementation of the Teaching Campus program in elementary school: A phenomenological approach

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ABSTRACT

This study aims to evaluate the implementation of the teaching campus program using an evaluation model from Stufflebeam consisting of Context, Input, Process, and Product (CIPP). The research used a qualitative method with a phenomenological approach. Data were collected by interview, observation, and documentation techniques. The data validity was done by triangulation of styles and sources. Miles and Huberman's techniques were used in data analysis: data collection, data reduction, data presentation, and conclusion. The informants include principals, teachers, students, and students as implementers of the Teaching Campus program. The results show that the implementation of the teaching campus program in elementary schools has been carried out properly in the aspects of CIPP and has a positive impact on the quality of education, especially on the program targets, namely numeracy, literacy, technology, and administration. The program's success is inseparable from various supports such as competent human resources (students and supervisors), the open-ness of the head of the local education office, and the cooperative school. The inhibit-ing factors include a lack of socialization about the program in the school, so there is a misunderstanding in giving assignments to students. On the other hand, the Teaching Campus program often accounts for errors, so the reporting of activities is not smooth, and students are often late filling out the log book because they are busy with lectures. The organizers can consider the results of this study to improve the quality of the implementation of the teaching campus program to run optimally.

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INTRODUCTION

Education is a process of accelerating the potential for human self-development. It will become a unit in life in the form of personal requirements. Thus, it must be carried out by every human being to improve the level of education and learning as a form of effort in raising the degree both individually and in groups as a form of the process of changing human attitudes and behavior into maturity through educational teaching and practice (Baharuddin & Makin, 2017; Baharun, 2016)

Educators are human resources with the qualifications as reformers and extension workers with various approaches, methods, strategies, reinforcement, and learning techniques. They vary in problem-solving activities using technological skills full of creative thinking to accelerate students' physical and psychic potential to support a more effective and communicative learning process through participation in organizing education (Junaid & Baharuddin, 2020).

Realizing a quality generation requires genuine efforts in forming superior prospective educators to make a real contribution to improving the quality of education in Indonesia. One of the existing programs currently being organized is the teaching campus.

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The teaching campus is one of the independent learning programs of the separate campus. This effort does carry out to synchronize education with the world of work. Thus, university graduates are ready-to-work graduates with the field of expertise and needs of the world of work that adapt to the times with the expected learning outcomes and agents of change for society and schools for surviving in carrying out quality learning (Arifin & Muslim, 2020; Nanggala & Suryadi, 2020; Widiyono et al., 2021).

The implementation of the independent learning program policy strives to make the learning process in higher education more flexible and autonomous (Yusuf & Arfiansyah, 2021). It supports students to be able to master various sciences that are useful as a provision for entering social, cultural, and work changes and technological advances. It is made by naturally involving themselves in designing and implementing a learning process. It includes aspects of attitudes, knowledge, and skills. These are optimally and relevant by providing challenges and opportunities to develop themselves through innovation, creativity, capacity, social interaction, collaboration, self-management, targets, and achievements. This program does expect to be able to improve the competence of graduates, both hard skills and soft skills, to be able to form human resources that are ready and relevant according to the needs of the times (Baharuddin & Makin, 2017; Suhartoyo et al., 2020).

The teaching campus program is held based on the results of the Programme for International Student Assessment (PISA) report in 2015. Education in Indonesia is ranked 65 out of 69 countries (Pratiwi, 2019). Thus, the results of the PISA report in 2018 show that the quality of primary and secondary education in Indonesia is still low, ranked number 7 from the bottom (Hewi & Shaleh, 2020; Ministry of Education and Culture, 2020).

Various research results revealed that Indonesia's low education ranking is caused by several factors, including (1) the shortage of skilled teachers because teachers are one of the elements of education so that the teaching and learning process runs smoothly. But in fact, the distribution of teachers that occurs in Indonesia is still uneven. Some schools still lack skilled educators, especially in rural, remote, and border areas; (2) due to inadequate educational infrastructure, many schools in Indonesia have a moderate quality of facilities and infrastructure. There is a considerable gap in education quality between schools in cities and remote areas. A large number of damaged and unfit educational facilities is one of the causes of the low quality of education, the availability of classrooms, libraries, laboratories, and the number and availability of books. The problem of facilities and infrastructure is related to an inadequate education budget. It undoubtedly influences students' interest in learning; (3) lack of optimal learning materials for students. This learning material includes learning media based on technology, information, and communication as a tool for distributing teaching materials to support life skills education (Cholik, 2017; Fitri, 2021; Kartika et al., 2019; Nasution, 2014).

Teaching Campus Program

The teaching campus is part of the independent campus program as one of the campus dedications through empowering students to move toward the success of education. This program's aim is to help teach and learn in schools, especially at the elementary school level, and provide opportunities for students to learn and develop themselves through activities outside the lecture classroom (Ministry of Education and Culture, 2021).

The teaching campus program has several foundations, namely: (1) Law Number 20 of 2003 concerning the National Education System, (2) Law Number 12 of 2012 concerning Higher Education, (3) Government Regulation Number 04 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, (4) Presidential Regulation Number 8 of 2012, concerning KKNI, (5) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education, (6) "Joint Decree of the Minister of Education and Culture, Minister of

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Religious Affairs, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia Number 04/Kb/2020, Number 737 of 2020, Number Hk.01.08/Minister of Health/ 7093/2020, Number 420-3987 of 2020 concerning guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year During the Coronavirus Disease 2019 (Covid-19) Pandemic".

This teaching campus program is believed to bring changes and impact the learning system in schools, where this program seeks to help teachers prepare a superior generation in the industrial era 4.0 (Rachmadtullah et al., 2020). Not all teachers have the knowledge and self-motivation to increase the latest learning capacities and innovations so far. As in practice, some teachers are still reluctant to learn and apply the use of learning technology, fun learning innovations, increase understanding of psychology, and pedagogics of education that should be able to support the learning process in the superior generation by the demands of the 21st-century competencies (Indriani et al., 2021; Indriani & Atiaturrahmaniah, 2019).

The fact also shows this in the field that teachers still have difficulty implementing technology-based learning because there are no means that support learning for teachers directly. Teachers still do not understand the importance of learning planning, so learning evaluation in assessing student development uses conventional methods (based on interviews and observations in 2021). Because of that, the implementation of an independent campus is focused on assisting the learning process, utilizing technology and administrative assistance to students and teachers, in the hope of being able to help the problems that arise.

Program Evaluation

Program evaluation is a systematic activity done by collecting, processing, analyzing, and presenting data as input in the decision-making of an ongoing program. The goal is to understand the steps for implementing program activities and determine which parts of the program components and subcomponents have not been implemented (Arikunto & Jabar, 2018).

When viewed from the evaluation model, many variations do develop by experts, including; Goal Oriented Evaluation Model developed by Tyler; Goal Free Evaluation Model developed by Scriven; Formative Summative Evaluation Model developed by Michael Scriven; Countenance Evaluation Model developed by Stake; Responsive Evaluation Model developed by Stake; CSE-UCLA Evaluation Model emphasizing on "when" evaluations conducted; CIPP Evaluation Model developed by Stufflebeam; and Discrepancy Model developed by Provus (Arikunto & Jabar, 2018).

Of the various existing evaluation models, this study refers to the evaluation model by Stufflebeam, namely CIPP (Context, Input, Process, and Product). The essential purpose of this CIPP evaluation is to improve, not to prove. It is in line with Mahmudi (2011) who states that the CIPP model does base on the view that the most crucial purpose of program evaluation is not to prove (to prove) but to improve (to improve). Thus, it can be said that this CIPP model can also be categorized as an evaluation approach oriented towards improving the program (improvement-oriented evaluation), in this case, a teaching campus program.

The CIPP evaluation model can do grouped into four aspects: context, input, process, and product. First, the context aspect does use to justify why government programs and programs developed should be implemented by students. Second, the input aspect includes sources that can achieve the program objectives in the form of superior student competency components, competent supervisors, students, school infrastructure, learning media, professional teachers, and cooperative schools (Rashid et al., 2015). Third, the process aspect provides feedback to individuals to be responsible for implementing the program of activities carried out in a planned, thorough, and transparent manner. Fourth, the Product aspect measures and interprets the achievement of goals and also the benefits of teaching campus programs for schools, teachers, and students.

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Studies that discuss teaching campuses have been widely studied in various forms of articles, both journals and papers in proceedings, such as studies on the implementation of teaching campuses Batch 1 of 2021 (Hamzah, 2021); implementation of independent learning through pioneering teaching campuses in elementary schools (Widiyono et al., 2021); Implementation of the teaching campus batch 1 of the independent learning program for separate campuses in elementary schools (Anwar, 2021); Implementation of pioneering teaching campus programs in elementary schools affected by the Covid-19 pandemic (Rosita & Damayanti, 2021); Implementation of the teaching campus program at SD Negeri 014 Palembang, South Sumatra (Khotimah et al., 2021); The role of students of the teaching campus program in improving the competence of SDN 48 Bengkulu Tengah (Nurhasanah & Nopianti, 2021); The teaching campus program as an effort to increase student learning at SDN 127 Sungai Arang, Bungo Dani, Bungo Regency, Jambi Province (Fauzi et al., 2021). Implementing the Teaching Campus Program to Increase Student Learning Motivation in Elementary Schools (Safaringga et al., 2022); Teaching Campus Activities in Improving Literacy and Numeracy Skills of Elementary School Students (Shabrina, 2022).

In general, previous studies have discussed teaching campuses, but they are only limited to the implementation of teaching campuses. It means that studies on the evaluation of teaching campus programs still have room for research. The teaching campus program organized by the Ministry of Education and Culture does implement four times: the pioneer teaching campus, the 1st batch teaching campus, the 2nd batch teaching campus, and the 3rd batch teaching campus. With the program's implementation, evaluating it as a provision of information is undoubtedly necessary. That can be used as a consideration to determine the quality of the performance of activities to be able to help make decisions, help accountability and increase understanding of a phenomenon (Widoyoko, 2017) which, of course, is carried out from the beginning starting from debriefing, planning, implementation and program results.

Therefore, this research is essential to provide information regarding the implementation of teaching campus programs which include; context, input, process, and output. In addition to these four things, this study also discussed supporting factors and obstacles to implementing the teaching campus program in SD Negeri 12 Koba, Bangka Belitung islands.

RESEARCH METHOD

This research method is qualitative research with a phenomenological approach. It is said to be qualitative research because the studied symptoms are more of dynamic educational interactions. As for the use of the phenomenological method, Creswell (1998) describes the phenomena of reality by applying several steps: locating a site or an individual; gaining access and making report card; purposefully sampling; collecting data; recording information; resolving field issues; storing data.

This study used the CIPP evaluation model proposed by Stufflebeam. This model is more comprehensive, easy, and practical, providing valuable instruments to produce process evaluations (Warju, 2016). First, context evaluation will provide an essential foundation for determining goals. The two input evaluations will refer to resources, facilities, infrastructure, and funding sources to achieve the objective program. The three evaluation processes do conduct to obtain information about program implementation activities. The four product evaluations show the results of the program that is already running.

The evaluation was presented through qualitative methods with a phenomenological approach intended to understand the phenomenon of what is experienced by the research subject holistically using the principle of qualitative research. It is, namely, by conducting fundamental research directly to data sources that emphasize processes rather than results by using qualitative analysis that will be critically described in the form of words or images (Bogdan & Biklen, 1997).

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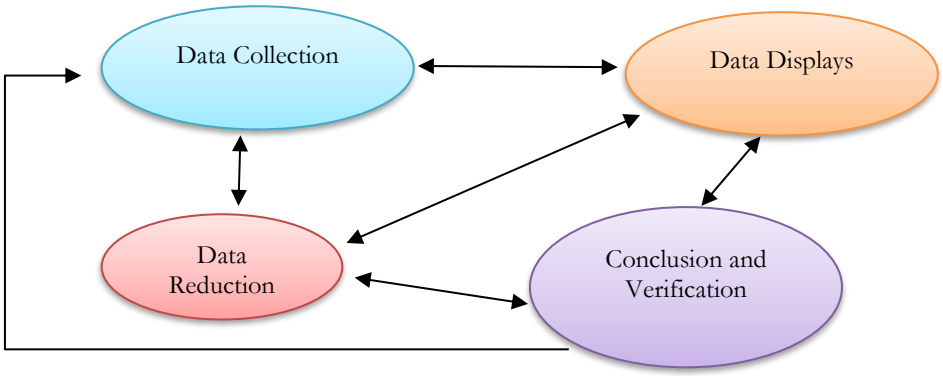

Figure 1. Miles and Huberman's Analysis Model

In the data collection process, researchers are at the research site from the time of the implementation of the teaching campus program batch 2 until the program ends. The program's performance starts from August to December 2021 so that the explanations studied can be revealed more clearly, objectively, accurately, and in-depth. This research was carried out at SD Negeri 12 Koba, Bangka Belitung Islands, with data collection techniques through interviews, observations, and documentation. Informants in this study are principals, teachers, students, and students as implementers of the teaching campus program. Data validity using triangulation synthesizes data on its correctness using other data collection methods or various triangulation paradigms (Bachri, 2010). Thus, triangulation is carried out in obtaining the validity of the data to be analyzed until it is saturated so that the activities carried out are data collection, data reduction, data presentation, and drawing conclusions or data verification (Miles & Huberman, 1994), with illustrations in Figure 1.

FINDINGS AND DISCUSSION

This evaluation study is focused on four aspects, namely, Context, Input, Process, and Product, as well as supporting and inhibiting factors in the implementation of teaching campuses in elementary schools. The data collection procedure is explained in this research with a phenomenological approach: locating a site or an individual; gaining access and making rapport; purposefully sampling; collecting data; recording information; resolving field issues; and also storing data.

Context

Teaching campus activities are carried out at SD Negeri 12 Koba, Bangka Belitung Islands. The organizers determined the school selection because it includes 3T schools (frontier, remote, and disadvantaged) and schools that still have accreditation C. It is in line with what was conveyed by the Director of Elementary Schools of the Ministry of Education and Culture, namely WN mothers "Students will accompany elementary schools that currently urgently need help. Therefore, we prioritize schools that still get C accreditation" (Results of the teaching campus debriefing, 2021)

In terms of context, the independent learning program for separate campuses at SD Negeri 12 Koba, Bangka Belitung Islands, needs to be implemented. Based on the results of observations and documentation studies, the school is still accredited C with facilities and infrastructure facilities, and teachers' availability is still lacking (Observation, 2021). It is also conveyed by the principal, who stated that "our school is indeed a simple and remote school, many things need to be improved so that with your arrival it helps us in activities at school" (Interview, 2021)

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Based on the interviews, documentation, and observation results, facilities are still minimal in supporting the school's learning process. It requires holistic support in developing innovative and creative learning and providing facilities in the form of services or goods that can help the learning process in schools to the maximum.

The implementation of the independent learning program will be able to provide great potential for prospective educators in the future. Their contribution can improve the quality of education evenly through expanding access in all corners of Indonesia by developing literacy learning, numeracy, administrative assistance, technology adaptation, and the implementation of supporting programs. That includes media, methods, techniques, and learning strategies. These efforts can provide opportunities for Indonesia is heading toward a world-class education. Towards 21st-century learning, collaboration, communication, critical thinking, and creativity do undoubtedly oriented (Ismail, 2014). Through this program, students expect to develop themselves better, express their interests and talents, actualize creativity and abilities in the context of education and train their social spirit in the new average period.

In carrying out the independent learning policy, data collection/data collection through initial documentation activities is carried out based on references through the MBKM guidebook, which lists the policy of cooperation between the parties concerned, which includes: (a) the principal; facilitating, and supporting the implementation of an independent campus; (b) teachers; work together in creating fun learning; (c) learners; must be able to learn with renewal such as being accustomed to thinking critically and openly; (d) parents and the environment; monitoring and supporting student sustainability with the school; (e) educational and cultural offices; providing guidance and training in improving teacher competence to assist in the process of implementing independent learning (Ministry of Education and Culture, 2020). Thus, with this policy, students are tasked with assisting target schools in implementing the learning process or school management during the pandemic by prioritizing the urgency of the characteristics and potential of local human resources (Baharuddin & Makin, 2017).

Based on the applicable policy, students combine independent learning and school programs. What they did could be displayed through an initial observation process and interviews with the school so that from these activities, students reduce the data through activity planning reports by developing various programs in the form of learning process assistance. Through the collection of phenomenological research data, researchers have indirectly found access points in collecting preliminary data on activities with observation techniques and determining the main resource person, namely the principal.

Based on the results of interview in 2021, the principal said, that it is combined with the planned Program. The school program is to run one way. The school hopes the Program implemented will be able to help teachers in supporting optimal learning. For example, they are making learning media or teaching about technology. Therefore, the teaching campus program planned by the group is to increase literacy and numeracy in the classroom and habituation to read *Asmaul Husna*. At the same time, for administrative assistance, students are asked to help overhaul the library, such as tidying up, recording books, and decorating the library. Outside of these activities is a program. The Program does carry out according to the initiative and creativity of the students. The principal said,

> *thank you for choosing our school for this launched Program. Our school felt helped by this. We are aware of choosing this school because it has many shortcomings. Hopefully, the existing assistance can motivate us to provide better facilities, especially to students* (Interview, 2021).

In line with this, the government's policy through the teaching campus program is to make evaluation material for schools. It aims to improve the quality of schools. Besides, the school certainly feels helped because this program can alleviate and bring changes internally and externally. After all, previously, the school needed additional teachers, so some teachers had other tasks besides being class teachers.

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According to Medley (1977), teachers must have the ability to manage classes and allocate time well. Based on observational data shows teachers cannot have that ability. Because they have more than two tasks or obligations, the learning process in some classes is not optimal, so teachers have to carry out two jobs at one time. It also impacts delays in students' abilities, such as not being fluent in reading and calculating.

Based on the documentation carried out by looking at school documents regarding facilities and infrastructure, the reading book facilities that are not age appropriate, inadequate library facilities and infrastructure are also factors supporting the inhibition of literacy and numeracy learning occur. Based on the results of interviews, observations and documentation of data verification or conclusions of activities, it is known that the implementation of the teaching campus at the school is right on target because it is in accordance with the results of interviews, observations and documentation of data verification or conclusions of activities, criteria for leading, remote, and disadvantaged schools. Therefore, seeing the government's policy by implementing this teaching campus program has become one of the ways to provide a quality education that can compete with education in other countries while still paying attention to character education and the development of 21st-century learning.

Input

Input evaluation focuses on the competence of students, supervisors, students, school infrastructure, learning media, professional teachers, and the school, which plays an active role in supporting the success of teaching campus activities. Based on collecting data through observation activities and interviews with several teachers. It is revealed that the learning activities had not been carried out optimally by the students. They announced our school had just held face-to-face learning in August 2021. Before, we were still online and did all activities from home. Otherwise, the teachers were still present at the school.

Based on the interview results, this can happen because it has entered a new normal condition so that the application of diagnostics to students has not occurred correctly, which causes the development of each unique student. In early August, preliminary observations supported the students' involvement in face-to-face learning. The class divided the students into two learning sessions with a maximum number of children, as many as 15.

Understanding technology is utilized not only to achieve positive learning outcomes but also to become the basis of pedagogics and learning on a large scale (Hoyles et al., 2013). It makes teachers' understanding technology can be the most crucial element in changing education in the 21st century. In line with this, the principal argued that "teachers in this school still do not have good competence, especially in understanding, mastery, and digital learning media. Some teachers have these abilities but can only use simple learning media such as Google Forms and Powerpoint". The observations supported interview results that teachers in online learning carried out learning only through WhatsApp groups. It means learning occurs in the classroom carried out conventionally without supporting technology-based learning media.

The presentation of data/data display based on the results of preliminary observations when first surveying directly to the field also shows a situation and environmental conditions that are pretty comfortable and clean. The problem, needs, and learning resources at 12 Koba Elementary School in the form of libraries, health unit, speakers, and reading corners are sufficient. In addition, learning media that include human skeletons, footballs, globes, and maps are in good condition. The strategies and variations of learning, including problem-based and cooperative learning, have been carried out in the teaching process. However, the carrying capacity of schools in preparing millennials who are capable of technology is still not implemented. This school does not have a particular fence, but the buildings, the color of the walls, and the plants there are quite suitable for use. There are student toilets and comfortable classes. The journey to school is also perfect and not difficult to reach.

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Researchers summarized/reduced data that students at 12 Koba elementary school reached 119 students where each individual has great character and potential in developing talents and interests. An interview with a sixth-grade teacher has supported it. They stated, "actually, we have many students who are outstanding and talented in their fields, but they do constrain by the ability of teachers who have not been able to guide them properly." The results of school documents support the statement and show children's talents themselves. It has the 1st place in singing in 2021 at the sub-district level and 1st place in martial arts in 2021, won by grade 1 students. According to Rea (2000), lack of motivation or support can seriously undermine the development of talents when the profound pleasure developed will maintain a high level of talent development without fatigue in students. Thus, knowing without helping students well is not enough to help them find their identity, because without the discovery and development of students in-depth, it will not be possible for them to be able to know themselves optimally. It is the primary concern for students; some students have great potential to understand learning well. It is just that they have not found strategies and support for means and proper infrastructure.

Based on observations, interviews, and initial documentation, the researchers make decisions/data conclusions from the input aspect to make plans for solving problems. It also finds the best solution to help the school from these activities. Students do assist by field supervisors who are competent in every discussion carried out regularly. The presence of a supervisor makes students more focused on carrying out the activity program. Students on duty come from different universities and scientific fields so that they will make more diverse educational innovations.

Process

Based on the results of interviews and observations to obtain data, in the process of students designing a program of activities through guidance by related parties, in this case, the principal, accompanying teachers, and field supervisors. The program has been designed to be adapted to the program in the school concerning the teaching campus program. The programs intended include; (1) teaching and learning activities; (2) literacy activities; (3) numeracy activities; (4) technological adaptation activities, and; (5) administrative activities

Teaching and Learning Activities

In the learning process activities, students, in carrying out tasks, collaborate with the teacher to teach in the classroom. According to Griffiths (2007), teachers have considered the use of strategies to be essential. Therefore, in the learning process in the school, teachers have applied several learning strategies that include active learning approaches and models, such as problem-based learning, project-based learning, STEAM, and experiments. An interview with a grade II teacher revealed that,

> *…when learning, I apply an approach to each child and apply several learning models, but when collaborating with students, I have new learning abilities such as the creation and use of learning media and more creative learning strategies such as using icebreaking.*

Based on the observations conducted in 2021 on teaching and learning activities, students help every class teacher, and every teacher feels helped and has more knowledge in carrying out more meaningful learning. It can see when teachers practice or use icebreaking and even learning media students give. According to Chao and Fan (2020), icebreaking is a solution to reducing anxiety in children so the learning atmosphere will feel more comfortable.

Learning with several approaches has been carried out. Still, students prefer a humanist approach because it aims to humanize students to develop according to their potential. There are several forms of activity with a humanist approach, including; creating a pleasant learning

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atmosphere; providing icebreaking before and after learning. Ice breaking, as depicted in Figure 2, instills fun teaching concepts and increases students' enthusiasm to start learning today and tomorrow. Some of the content of ice breaking contains learning in the form of an introduction to English. This ice breaking is in the form of applause, applause, salute patting, pat love, applause thanks, pat great children, pat WOW, dance banana, song if you like your heart, song open and close, pat one finger, one finger right guava tree, and so on. The provision of ice breaking can be an at-traction for students in participating in learning. Before entering class, as seen in Figure 3, students can choose four ways to direct them to greet the teacher: high-fives, hugs, fists, and greetings, approaching, asking questions, and motivating students to be confident when doing assignments.

Figure 2. Implementation of Ice Breaking

Figure 3. Learning with a Humanist Approach

With the application of learning with a humanist approach, students seem more active in expressing themselves and enthusiastic about school, so it has indirectly sought to meet the basic needs of learners. According to Maslow (2017), Basic human needs include; physiological conditions, a sense of security and comfort, love and affection, appreciation, a sense of freedom, and self-actualization.

In addition to applying a humanist approach, students in carrying out learning use active learning models, including the Project Based Learning (PjBL) model. The purpose of applying this model is to improve student learning outcomes and students' critical thinking skills (Amini et al., 2019). In addition, according to Cervantes et al. (2015), project-based learning is an instructional approach in classroom learning designed to involve students in observing real-world problems, able to create meaningful and relevant educational experiences. Similarly, Dumitrache and Gheorghe (2018) said project-based learning could encourage students to be creative, critical, work together, and independent. Maryani (2015) explained that the application of the project-based learning active learning model could have an impact, among others; (1) improve students' understanding of the material; (2) develop critical, creative, and innovative thinking; (3) students' creativity to be more productive.

There are several activities in the active learning model, including making creations of forms from origami paper (Figure 4). This activity does carry out in grade II by teaching chil-

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dren how to make geese from origami paper and carrying out fine arts learning with outdoor drawing activities. Every Friday, with the concept of the school environment, and learning to know and play *angklung* (bamboo music instrumental) for grade 6 who have successfully played the song of our mother, Kartini. The activity received good enthusiasm from students, who showed a happy attitude toward learning new things.

At the beginning of the teaching, students give a quiz session where children compete to come forward by writing the alphabet delivered by the teacher. Quizzes also provided for memorizing multiplication before going home. In grade 6, students make learning media about the solar system. It aims at honing their memory according to their respective works. In grade 5, students complete a mini version of the multiplication rod to utilize at home. The activity can train students to answer and listen to questions according to their hearing, vision, and work.

Figure 4. Application of PjBL and PBL

Although Science, Technology, Engineering, Art, Mathematics (STEAM) has emerged as a popular pedagogical approach to enhance students' creativity, problem-solving skills, and interests (Perignat & Katz-Buonincontro, 2019), as presented in Figure 5, implementing the STEAM learning model aims to develop knowledge and understanding individually based on the activities carried out. STEAM activities are carried out two times for five months. The first is carried out in grade 5 with material-making propellers using origami paper. In this case, students scientifically explain how the wind can move the propeller technologically. It describes how a large propeller does turn into a supporter of wind power sources for living things, engineeringly, namely the influence of the environment (air) on the movement of the propeller. Art students have made propellers according to personal creativity and mathematically obtained by calculating the size of the width and length of the origami so that it can shape neatly.

Second, the manufacture of sound propagation media in grade 6 uses threads affixed to plastic cups at each end, and it uses the same as we call it. In this material, students are explained in science how the sound of threads can transmit sounds, technologically explained how the cellphone can deliver sound, in engineering, namely the manufacture of propagation media using simple media.

In Art, students have made sound propagation media appropriate appropriately and mathematically. Students can measure how long the threads are needed to transmit sounds properly. Thus, these two activities can hone the students' reasoning skills optimally, from the results of the steam can make students learn more conducive, interestingly, and able to train each student's creativity.

Based the opinion of the class VI teacher, it stated that "children are very enthusiastic in participating in the learning you carry out. The use of simple materials into learning materials was an excellent idea and inspired me in teaching." This opinion revealed that the activities carried out by students have been able to become support motivating students and class teachers to hold more active and creative learning.

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Figure 5. STEAM Activities

Experiment-based learning, as seen in Figure 6, aims to attract students' learning interest and discover basic concepts regarding experiments and observations of the processes carried out. Experimental activities do carry out two times in grade VI. First, the material of changing heat energy into motion, the implementation of this activity will invite students to cut the paper spirally. The ends are tied with threads and then placed on a burning candle so that the spiral kurta will show changes in motion so that students can conclude that fire can move an object. Second, develop a balloon using a mixture of baking soda and vinegar. In the implementation of this activity, students directly put baking soda into the balloon and vinegar in the bottle. After being ready, the balloon containing soda will insert into the end of the bottle, and slowly, the balloon does lift until the baking soda falls into the vinegar and raises the balloon. The result is the amount of baking soda can affect the small size of the balloon, so that the two experiments can provide a fundamental understanding of how an object reacts to one thing with another, this experimental activity can provide experiential learning about reaction changes. Of the course, students are more enthusiastic and interested because they are more directly involved in learning activities.

Figure 6. Experimental Activities

Literacy Activities

Literacy activity is carried out every day. According to Roser and Ortiz-Ospina (2018), literacy is an essential education skill. Because of the results of the early stage observations, it turns out that there are still many students who cannot read, especially in grade 2. After all, offline learning was actively carried out at the end of August, and there is still a lack of interest in literacy. Therefore, before entering the learning activity, students are accustomed to writing and reading for one hour.

This literacy activity is beneficial to improve reading skills and the reading culture of students in grade 2. This literacy learning begins with introducing the letters of the alphabet, continuing to read two syllables, three syllables, four syllables, five syllables, and the affix. The affix such as *me-, men-, -ng-,* and *-ny-* are all these materials printed daily so that the child at home can read them. The result of this literacy activity is actual development for those who do not know letters at all too familiar, from those who can only spell to be able to read per word and who can only read word by comment to be fluent in reading sentences.

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Based on interview questions that discussed the literacy activities of the second-grade teacher stated, "the reading ability, especially in the classroom, has developed very rapidly. The provision of learning methods makes them more interested and easy to understand the material. Inshaa Allah, I will reapply the method you do." This statement shows that the strategies students give in helping students who are still not fluent in reading have been successfully implemented and provide good results. In supporting literacy learning, students also made story books with a total of 30 books with three titles, namely about forests, about the sea, and good stories, and bought literacy books with a total of 15 books.

Numeracy Activities

Numeracy activities offer interaction techniques. It adjusts to elementary school students' cognitive ability to understand learning in the form of numbers (Chen et al., 2021). Numeracy activities do carry out after literacy learning. They are carried out every day with material on addition, subtraction, and division, strengthening the memorization of multiplication and teaching students how to determine the placement of the number of thousands using learning media. The first two ways of counting using fingers and lines apply to addition and subtraction material. It aims to make it easier for students according to their level of ability, and this application successfully forms a new concept of calculating for each student. It does adjust the student's thinking stage from a superficial level of thinking to a more complex story. As Bloom's theory (Utari, 2012) said, students' thinking levels start from knowledge, understanding, application, analysis, synthesis, and evaluation.

The division material illustrated consists of daily activities and strengthening multiplication concepts. These do not give the initial introduction for students. by memorizing multiplications 1 to 5 with reinforcement using the drill method and the games tournament method before returning home from this application, students have learned several expansions and understand how to calculate division. The class II teacher said, "the students carried out the use of the tournament games method. The strategy also motivates students to learn." Based on the statement, it is concluded that the selection methods chosen by students in supporting numeracy activities have succeeded in making students more active and interested in numeracy learning. They submit 15 books on numeracy in elementary schools to support numeracy learning.

Technology Adaptation

A person's ability to evaluate online learning media involves reflection on the nature and origin of information, contextual knowledge, various sources, and functional and critical digital skills and knowledge about the internet and the digital environment (Polizzi, 2020). Therefore, balancing abilities based on technological developments needs to be considered, especially in the world of education, so that students and teachers can still hold the learning process according to their times.

In the technology adaptation program, students hold counseling and application of technology in learning to students and teachers. In early August, students were given the opportunity by the teacher working group in cluster 2 of the Koba sub-district to carry out a counseling seminar for educators regarding the use of the AKSI application. The result of this activity was excellent enthusiasm from local educators. Although with limited abilities and age, they remained humble in receiving material information from students, this activity also produced a fundamental understanding because educators directly tried the Action website with guidance from students.

A few weeks later, MBKM students also held lessons for SD Negeri 12 Koba teachers regarding the use of PowerPoint (PPt), kinemaster, canvas, and AKSI. Directed the implementation of learning about PPt and Kinemaster to teachers who were interested in learning and often made learning videos. Meanwhile, canvas and action are carried out differently on

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different days. The teachers have been quite aware of learning media by technology from the results of these activities. Based on the opinion of the sports teacher, "the adaptation program that you plan is excellent for us. Even though in practice later we are confused, at least we know the applications that can support learning." Therefore, teachers feel that the technological adaptation activities carried out have provided new knowledge in the world of education.

Technology adaptation (Figure 7) with students is carried out in grades 5 and 6 in conducting learning through the AKSI website, in experimental activities in grade 6 using videos on Youtube and PPt in explaining the material. In grade 2, technology adaptation is carried out by linking to a storybook of works by students using kinemaster. The results of an interview with a grade 6 teacher who has carried out the practice of using the AKSI website stated, "I have used the action website in the classroom the results that are felt to be more interesting learning and by the development of the child's times."

Based on this, the result is that students better understand the use of cellphones, can better support their learning and provide motivation for teachers to be more creative in offering learning innovations. In addition, in utilizing the adaptation of technology using the WhatsApp application to coordinate and confirm to parents regarding student development and also the tasks that students must do at home. Technology adaptation also helps educators edit learning videos and video creation competitions commemorating the anniversary of the Republic of Indonesia and winning 1st place in the contest and creating a Tik-Tok video competition organized by the Ministry of Education and Culture.

Figure 7. Technological Adaptation

Assisting with School Administration and Teachers

School administration is undoubtedly a challenge accountable for the performance of school activities, so accountability in implementing these policies needs to be practiced efficiently (Parveen, 2021). Thus, the program to assist school administration needs to be implemented optionally according to the direction of the school operator. Since the first month of the deployment, students have not found any obstacles related to school administration in the main data of education (*data pokok pendidikan* or DAPODIK) because the administration at SD Negeri 12 Koba is quite good and under the direction of the local, regional coordinator supervisor. Activities to help the administration have gone quite well, but, not everything planned can be done because some of the administration in the school is by the provisions given.

The administrative assistance activities at SD Negeri 12 Koba include filling out the attendance list. The student develops assisting teachers in making Learning Implementation Plans, making the mid-term assessment and final-semester assessment questions, correcting the results of classroom action research assessments, and distributing mid-term assessment report cards to student guardians. In addition, students contribute to guiding ABK and KSN students. They help to stamp or tidy up documents and schoolbooks, make a schedule of teacher pickets, assist in the preparation of seminars and bazaars organized by the local gov-

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ernment in commemoration of national teacher's day, and help the principal make three proposals submitted to pt. Shrimp farms and help fill out environmental surveys. In addition to implementing the five main programs in the teaching campus program, the students also carry out several additional programs, including as follows.

Sporting Activities, Ceremonies, and Picketing Together

In sports activities, students are allowed to become gymnastics instructors for others when the sports teacher is unable to attend. This joint sports activity occurs every Friday from grade 1 to grade 6. The activities include gymnastics, Maumere, penguin, and healthy gymnastics. After sports, students teach their peers to prepare ceremonial activities on Mondays. In contrast, for picket activities, they are put into the school picket schedule with the task of cleaning the health unit and office, checking the temperature of the female students, checking each class, directing students to take out the garbage, and sweeping the school grounds.

Creating Learning Media

The creation of this learning media certainly supports the activeness of students and teachers in carrying out a good learning process by the objectives. The learning media are made in the form that is convenience for teachers. The teacher explains the material because the existence of learning media has been able to improve children's memory and facilitate their basic understanding. Ideally, the implementation media does intersperse with games that add to the cheerful and fun atmosphere. Learning media can be digital or conventional to the goals and creativity of students. According to Buckingham (2007), teaching media must pay attention to three elements, namely creative and pedagogical elements, and be able to explore students' potential. Learning media created by students are made according to the difficulties faced by students and are made with various colors to attract students' attention to learning.

Hydroponics Program

Hydroponics is a farming activity that has been recommended to schools with limited land to expose students' skills in community life (Ramos, 2021). The activity in the hydroponics program is planting Kale. The students provide an understanding to grade 6 students about how to care for plants grown hydroponically. Furthermore, these hydroponic plants are handed over to the 6th grade to train them in charge of plant care.

Greening Program

Based on the observations, the school has a large yard but lacks greenery, so it looks arid and feels hot. It supports the principal's statement that "our school is hot, and there is no area to do outdoor learning outside the classroom." According to Łaszkiewicz and Sikorska (2020), one way to ensure a healthy and friendly path for students is to increase the greening encountered by children. Thus, students plan a greening program. They received 25 free seeds from the local government in this program. Planting these plants was carried out in October in the school environment since the soil in the school is hard and lacking in nutrition, so some of the plants planted did not grow well. The whole plants that managed to grow were 25 seedlings.

Hand Sanitizerzer Manufacturing Program

Hand hygiene is one of the essential measures in the fight against healthcare-related infections. Hand hygiene is fast (30 seconds) and efficient (Presterl et al., 2019). In this pandemic situation, hand sanitizers are the main item used by the community. Still, in schools, not all students have hand sanitizers. Hence, students carry out this hand sanitizer manufacturing program in October to facilitate and provide an understanding of learning how to make hand

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sanitizers using materials that are easy to find. The material from this hand sanitizer is a spray bottle, 70% alcohol, aloe vera, and teaching campus stickers. They made 60 bottles of hand sanitizer for teachers and teachers for grades III, IV, V, and VI.

Asmaul Husna Making Program

The school has carried out the reading of *Asmaul Husna* before the learning starts. Still, each student does not have a reading guide on *Asmaul Husna*, so it is moving to facilitate them to have a guide that they can bring and study at home. This financing of *Asmaul Husna* assists each class's money and the cash of the students of the teaching campus. They were making *Asmaul Husna* as many as 119 sheets. From the results of this program, it can provide reading for children when they listen to the chanting of *Asmaul Husna* every morning.

Living Pharmacy Manufacturing Program

The manufacture of living pharmacies is a plant of lemongrass, galangal, turmeric, and ginger. This planting is accompanied by the laying of the plant's Latin name so that it provides more knowledge for students and a source of learning. Healthy dispensary planting activities are carried out in front of grades III, V, and VI and assist the rise VI students.

Reading Corner Program

This program does carry out in grade IB. Students help the homeroom teacher buy and design a decent reading corner for grade 1b students. The results of this activity can provide facilities for children to read and eat together during class breaks.

Library Program

Libraries are essential in disseminating information during public health emergencies such as COVID-19 (Ale, 2020). Thus, students are interested in improving the library as a facility and infrastructure that can be used as a more comprehensive learning place so directly the application of seating by the recommendations for handling COVID-19 is carried out.

This library program is a program that has been completed the longest due to hampered funding, poorly compiled books, and the busyness of each student in each class. However, in the end, students submitted a proposal for financial assistance. They use the money to facilitate library programs, such as purchasing carpets, hiring carpenters, buying posters of organs, arranging books according to type, decorating windows, painting, and promoting several reading books. From the results of this overhaul, it can attract for students to come to the library.

Storybook Program

The storybook program procurement is based on the suitability of storybooks with the elementary school children's age. Students innovate to make storybooks or fairy tales appropriate for their age, such as forests by Holisah, about the sea by Weli Dwi Yanti, and good stories of Hopipah and Ricca. The books are dedicated to 12 Koba Elementary School. They also became one of the superior products when the exhibition commemorated national teacher's day and attracted enough interest from some parents that they bought the books.

Classroom Action Research

Class action research is done to improve student learning outcomes in mathematics. The activity is motivated by the lack of students' ability in basic multiplication. Thus, classroom action research (*Penelitian Tindakan Kelas* or PTK) activities are done by the *Jarimatika* method in Class III in two cycles. As a result of this PTK activity, students' essential multiplication ability increased by 85% above the minimum completeness criteria, with a score of 80 to 85.

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School Wall Decorating Program

Decorating the walls of this school is a form of student memento for the school. Teachers assist this program, but coordinating teacher activities have a busy life, so the decking of this school's walls only runs halfway.

Fund Assistance Proposal Submission Program

Submitted the financial assistance application to support student activities during their service. As a result of submitting proposals, students received financial aid from the south Sumatra bank of 1,400,000.00 and help from a donor of 1,100,000.00.

Competition Procurement Program

This program plans to commemorate the Anniversary of the Republic of Indonesia and the 1st Anniversary of Muharram. The competition activities were conducted after midterm assessment. This event indeed invites students' excitement and enthusiasm. At the same time, the competitions include poetry competitions, singing, calligraphy, memorizing short letters, *adzan*, eating crackers, running, jumping sacks, and marble competitions. Every student who becomes the champion will receive a prize given when taking the midterm assessment report card.

Additional Learning Programs

This program is carried out in the classroom because some students need additional hours, so lessons are held after school for 1 hour every day. This activity does carry out so that they can tutor according to their needs and abilities.

Product (Output)

The measuring of achieving the program can be seen from how much the independent campus learning program affects the informants who play a role in data collection in determining product aspects based on this output; the schools targeted by the program, in this case, are teachers and students, students as implementers, lecturers as supervisors, and universities as partners. Data collection is dominated by interviews with related parties, which will be presented and summarized based on the results of activities with relevant informants.

Student

Based on the interviews with the members of the teaching campus with the initials H, "this teaching campus activity gave me direct experience in the world of work." Through the campus teaching program, students have real experience in the world of work, feeling firsthand how the theory's applications have been learned. Therefore, they can implement them on target. Everyone needs a learning experience to solve real-life problems, therefore, one of the things required is learning. It has an orientation toward problem-solving (Farabi, 2018).

For this reason, students, as prospective educators, need different learning principles to process more deeply (Jatman, 2005). Based on these results, the students participate in the independent learning program in a separate campus, which targets some points, namely: (1) being able to hone the spirit of leadership; (2) deepening the scientific field; (3) training soft skills; and (4) hand skills, which is training a social nature and develop a good character for the environment (interview results, 2021). This has been realized in student collaboration with the teachers and students at SD Negeri 12 Koba. Besides, students also get recognition of 20 credits and pocket money, which supports the smooth running of student activities (Ministry of Education and Culture, 2021).

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For Field Supervisors

The product produced by the supervisor in participating in independent campus activities is an opportunity for lecturers across universities to collaborate with students, schools, and teachers in developing the quality of education through increasing the competence of lecturers in achieving an educational goal (Interview results, 2021). The lecturers' competence has influenced the activeness and effectiveness of the effects of student activities. Combining the competencies of each individual is actualized in quality and quantity that can support the implementation of each program (Damanik, 2019). Thus, from these activities, the supervisor has indirectly produced superior human resources in the field of education and has been able to conduct research based on the activities of the guided students (Ministry of Education and Culture, 2021).

For Colleges

During this pandemic, almost all universities in Indonesia carry out an online-based lecture system. Based on different points of view, the online-based lecture system provides broad access to the educational resources, especially at leading universities, to provide opportunities for students to find learning resources outside of the face-to-face lectures (Mustofa et al., 2019). Through the independent learning programs, universities have had an essential role in producing competent human resources to improve the abilities, competence, as well as leadership spirit of students that can determine their country's future development (Nulhaqim et al., 2016). Universities have certainly provided space for service, facilities, the application of various studies, innovations, and also creativity produced by students in improving the quality of education and assisting them in achieving the performance indicators (Seminar results, 2021).

For Target Schools

The independent campus program has increased the effectiveness of the learning process in schools, such as getting learning inspiration, learning motivation, adding contextual learning content, adequate learning facilities and infrastructure, as well as a comfortable and safe school environment. It supports the results of interviews with religious teachers. The teacher explained that "we are greatly helped by the presence of students, especially me, because having two obligations at one time makes me often leave the classroom, but you are very dexterous in replacing my class hours."

Character education is also an essential point in this activity, which is realized by the formation of culture in schools, namely reading *Asmaul Husna* every morning. Education at the institutional level leads to the formation of school culture as a good character concept by implementing it in everyday life to provide a form of habituation to individual students (Putri, 2018).

For Teachers

The arrival of teaching campus students has brought a tremendous influence on the teachers. The teachers are aware of the competencies they have in facing the challenges of the 21st-century learning. The learning is still lacking, so this program is an evaluation material for each teacher to provide varied learning methods and strategies (Interview results, 2021). Over time, all parties must evaluate the learning independently to provide more optimal, measurable, and logical goals (Wahyono et al., 2020). The result felt by teachers in this program is the awareness of being a professional teacher who can act as an organizer and facilitator of the learning by fulfilling the aspects of models, planning, leaders, guide, and also student-centered guides.

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For Students

The low reading culture in schools is the basis for forming uncompetitive human resources due to the lack of facilitator ability in mastering science and technology, resulting in students' weak interest and literacy and numeracy skills (Teguh, 2017). Learning procurement that is the latest, does not watch, and can provide an excellent stimulus to motivate students is learning that is worth maintaining (Perdana & Suswandari, 2021). Thus, students have been able to have a significant impact on student development. By literacy and numeracy learning, the student's achievement rate in understanding previous education. It is known in below average. Thus, the students begin to analyze, diagnose and carry out planning of the phenomenon, with the provision of learning that is varied, contextual, character approach, interesting, fun, and stimulates curiosity while still involving elements of literacy and numeracy.

Success in running the teaching campus program in elementary schools is inseparable from the support of various parties ranging from superior student competencies, competent supervisors, openness from the local government, in this case, the education office, and cooperative schools. However, in addition to support, there are also obstacles to implementing the program. As the results of interviews and observations (2021) in the field obtained information that: (1) The teacher in school lack understanding of the independent learning program. (2) The independent learning program often accounts for errors, so students have difficulty filling out logbooks and uploading weekly reports. (3) Lectures are still carried out in conjunction with independent campus learning activities because the campus does not recognize several courses. Thus, students are not optimal in carrying out their duties, including often being late in making weekly reports.

CONCLUSION

The research analysis concludes that the teaching campus program activities have gone well in elementary schools. The activities are from various aspects; First, the context aspect discusses the basis or rational reasons regarding the importance of teaching campus activities for schools. Second, the input provides information regarding the sources that can use to achieve the goal program. Third, the process aspect describes all activities that are running in achieving the main objectives and serves as a report on the responsibility for implementing the activity program carried out in a planned, thorough, and transparent manner corroborated by documentation evidence. Fourth, the product aspect measures and interprets the achievements and benefits of activity programs for schools, teachers, students, and students.

The success of the teaching campus program is inseparable from the support of various parties, namely superior student competence, competent supervisors, and openness from the local government, in this case, the education office and cooperative schools. The inhibiting factors in implementing the teaching campus are lacking, among others. The school's understanding of the independent learning program; accounts for separate learning programs that often error; there are still delays in students sending weekly reports and logbooks because they are busy with lectures.

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