APPLICATION OF STUDENTS' TECHNOLOGY ADAPTATION THROUGH THE TEACHING CAMPUS PROGRAM AT SD NEGERI DURIKULON

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Abstract:

Objective: This study examines the impact of the Teaching Campus Program, part of the Independent Learning Independent Campus (MBKM) initiative by the Ministry of Education, Culture, Research, and Technology, on technology adaptation in elementary schools, focusing on SD Negeri Durikulon Laren Lamongan, where technology adaptation skills are limited. **Methods:** A qualitative descriptive approach was used, involving observation and coordination with school stakeholders, the introduction and practice of technology use, and a series of evaluations. **Result:** The program facilitated students' understanding of computer hardware and basic applications, specifically Microsoft Word, enhancing both teacher and student technology adaptability. The activities, organized in a four-month cycle, provided hands-on experiences that directly supported teaching and learning processes. **Novelty:** This study highlights the MBKM's role in creating practical learning environments outside traditional classrooms, contributing a model of how university students can aid in technology adaptation at the elementary level. The findings suggest a positive impact on all participants, laying the groundwork for continued implementation of similar programs to support technology readiness among young students across Indonesia

Keywords: *Technology adaptation, Teaching campus*

INTRODUCTION

Knowledge for understanding technology for the elementary school level is very important, because along with the development of the times in the world of education has also experienced significant development. During the Covid-19 pandemic, the Government decided to implement a policy to take students off and began to implement learning methods with an online system. All activities outside the home must be stopped until the Covid-19 pandemic subsides. The online learning system (online) or online is a learning system without face-to-face

contact between teachers and students but is carried out online using the internet network. Teachers must ensure that teaching and learning activities must continue to run, even if students are at home. Many schools are not ready for an online learning system, where online learning requires learning media such as mobile phones, laptops, and computers. In the context of this online learning, it can only be effective among urban students. However, for rural areas, it cannot be effective, considering various obstacles such as the internet network and also students do not have android phones to conduct online learning. The lack of facilities that can support the implementation of online learning which results in students being confused to face this reality, besides that the high price of quotas is also a trigger for ineffective online learning.

At SD Negeri Durikulon, online learning is carried out via WhatsApp by creating a class group in which there are parents of students from each class. This method used is less effective for Teaching and Learning Activities (KBM) because parents will only tell their children to do their assignments without further guidance. This results in low technological adaptation of Durikulon State Elementary School students, but in the use of mobile phones, Durikulon State Elementary School students are proficient in operating these electronic devices, but in the use of learning applications such as Classroom, Zoom, and Google meet, they are not able to operate these learning applications.

The government decided to carry out face-to-face Teaching and Learning Activities (KBM) again in July 2021 where when doing outdoor activities are required to wear masks to protect themselves from the Covid-19 virus. When implementing the face-to-face learning system again, students of SD Negeri Durikulon almost all students could not grasp the lessons given during online learning, even though in the current era the field of education is required to improve the quality of quality graduates continuously in order to produce the next generation of the nation who can make this country proud.

The Ministry of Education, Culture, Research, and Technology launched the Independent Teaching Independent Campus (MBKM) program, one of which is the Teaching Campus Program provides opportunities for students and students throughout Indonesia to develop themselves and their abilities according to their respective talents and interests. Through this program, students can be assisted by students to improve their ability to use technology and electronic devices to support teaching and learning activities at school. In addition, students are also present to help teachers and also as partners in implementing learning innovations.

RESEARCH METHODS

Figure 1

This batch of Teaching Campus activities was carried out by students and Field Supervisors (DPL) located at SD Negeri Durikulon, one of the goals of which was to help students adapt to technology. This activity will be held on February 20 – June 09, 2023 for 4 (four) months. This activity is carried out in stages, namely the activity plan stage, the activity implementation stage, the improvement and follow-up stage.

1. Activity Plan, this activity plan consists of 2 parts, namely:
   a) Observation, observing the condition of the school environment and the participation of school residents in technology adaptation activities,
   b) Coordinate with the school regarding the implementation of technology adaptation that has been carried out previously.
2. Implementation of the Activity, The implementation of this activity consists of several parts, namely:
   a) Introduction to computer hardware, in this case invites students to get to know and know the functions of hardware, how to turn on the computer, and how to animate the computer.
   b) The practice of using Microsoft Word, which aims to introduce toolbars and their functions, how to type in Microsoft Word, as well as how to save the worksheets they create.
3. Improvement and follow-up. The third stage of improvement and follow-up is:
   a) Evaluate hardware recognition activities,
   b) Evaluate the practice of using Microsoft Word.

RESULTS AND DISCUSSION

Technology adaptation is most appropriately applied since elementary school, because in the current era, learning is mostly done online. With the adaptation of technology since elementary school, it is hoped that students will get used to operating computers and using Microsoft Word so that it can make it easier for them to reach a higher level, therefore the Students of the Teaching Campus Program at SD Negerei Durikulon invite students to adapt to technology which aims to ensure that students are not left behind with students from other schools.

The Teaching Campus activity was attended by all students of SD Negeri Durikulon. Before the implementation of the task, it began with the submission of the work program in the School Communication and Coordination Forum (FKKS) to the Principal, Pamong Teachers, and Teachers of SD Negeri Durikulon regarding the technology adaptation that will be implemented. From the delivery of the work program during the FKKF, it is known that the implementation of technology adaptation is carried out with computer media for hardware application, laptops for Microsoft Word practice, and projectors for Microsoft Word practice learning. From the above activities, the level of technology adaptation of students of SD Negeri Durikulon has increased. The benefits of the above activities are to familiarize students with using computers/laptops, how to use Microsoft Word, and increase students' interest in learning.

1. Hardware recognition practices

Figure 2 Hardware recognition practices

2. Practice of using Microsoft Word

Figure 3 Practice of using Microsoft Word

Impact And Benefits of The Activity
1. Impact
    a) The Teaching Campus Program has a positive impact on the progress of students' technology adaptation;

   b)   The Teaching Campus Program has an impact on the progress of school literacy and numeracy.

  2.   Benefit

   a)   For Students

    1)   Opportunity to be an agent of change for Indonesian education;

    2)   Become a teacher partner to innovate in learning;

    3)   Hone skills, leadership, and social empathy;

    4)   Be able to think critically in solving a problem.

   b)   For Schools

    1)   It can help teachers to innovate in learning;

    2)   It can help develop students' abilities and creativity.

CONCLUSIONS

Fundamental Finding: The Teaching Campus Program at SD Negeri Durikulon successfully fostered technology adaptation among elementary students and teachers, addressing a critical need for improved digital literacy within the school community. This program provided valuable, hands-on experience for participating university students, allowing them to directly contribute to educational development in underserved areas. **Implication:** The success of this program implies that similar initiatives could be implemented on a broader scale to accelerate technology adaptation in other schools facing similar challenges. It suggests the potential for university-student engagement in bridging educational gaps, enhancing technology readiness, and fostering collaboration between higher education institutions and primary schools. **Limitation:** However, this study's findings are limited by its single-school focus, which may not fully represent the diverse conditions of schools across regions. Additionally, the qualitative approach provides limited quantifiable data on the program's long-term impact. **Further Research:** Future research should consider expanding to multiple schools with diverse demographic profiles and employ quantitative analysis to measure the long-term effects of the Teaching Campus Program on students' technological skills and overall educational outcomes.

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