

THE IMPACT OF THE 7TH BATCH TEACHING CAMPUS PROGRAM ON THE TRANSFORMATION OF THE LEARNING ENVIRONMENT AT TIKUNG ISLAMIC JUNIOR HIGH SCHOOL: IMPROVING LITERACY, NUMERACY, AND A QUALITY LEARNING ENVIRONMENT

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Abstract:

Objective: This study examines the impact of the 7th Batch Teaching Campus Program, part of the Merdeka Belajar Kampus Merdeka (MBKM) initiative, on enhancing literacy, numeracy, and the overall learning environment at Tikung Islamic Junior High School. **Methods:** Employing a combination of observation, discussion, and program implementation, university students collaborated with school staff to design activities such as literacy and numeracy games, interactive media, and teacher training. This structured work program, developed through the School Communication and Coordination Forum (FKKS), included activities like the Student Work Gallery, Visual Voyage, and a Mathematics Fair, aiming to foster creativity, critical thinking, and engagement among students. **Results:** The program significantly improved students' literacy and numeracy skills, fostered a more interactive and enjoyable learning environment, and equipped students with essential digital skills. Teachers also benefited from training, enhancing instructional effectiveness. **Novelty:** By integrating community-based teaching initiatives with structured school programs, this study offers an innovative model for school-university partnerships in underperforming educational settings, highlighting scalable strategies for sustained educational enhancement. **Conclusion:** The program demonstrates a sustainable and impactful approach to improving educational quality through collaborative efforts between university students and secondary schools, contributing to a holistic and inclusive learning experience.

Keywords: *Teaching campus program, MBKM, literacy, Numeracy, Education, Tikung islamic junior high school*

INTRODUCTION

The Teaching Campus Program is one of the initiatives of the Independent Learning Independent Campus Program (MBKM) initiated by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). This program is designed to support learning in universities that is more autonomous, flexible, and quality, thereby creating a learning culture that is innovative and in accordance with the needs of students (Ministry of Education, Culture, Research, 2021).

Improving literacy and numeracy in secondary schools is an important effort to strengthen students' academic foundations in facing the era of digital knowledge [2]. Through the innovation of appropriate educational programs, students' literacy and numeracy skills can develop more optimally, supporting them in various aspects of learning [3].

Campus-based learning programs such as the Teaching Campus have shown significant benefits in improving students' academic and social skills. Through this program, students act as agents of educational change in secondary schools, which has a positive impact on the quality of student learning [4].

The Teaching Campus Program provides opportunities for students to be directly involved in the learning process outside the campus by becoming teacher partners in elementary and secondary schools. Students involved in this program are placed in Assignment Schools that have National Assessment (AN) results at levels 1 and 2, both in literacy and numeracy skills (Teaching Campus Program, 2024). Through this role, students are expected to contribute as agents of educational change, helping to improve student literacy and numeracy in these schools.

This policy is expected to provide practical experience for students and have a positive impact on the quality of education in Indonesia. The Teaching Campus Program is also an effort to bridge the theory obtained in college with real practice in the field, so that students can develop more comprehensive competencies [6].

The implementation of the Teaching Campus Program is in line with the grand vision of the MBKM Program which focuses on non-constraint and innovative learning. With this program, it is hoped that graduates who are not only academically intelligent, but also have qualified practical and social skills (Ministry of Education, Culture, Research, 2021).

Adaptation of technology in learning enriches students' learning experience and provides access to various digital resources that support literacy [7].

RESEARCH METHODS

Observation and Discussion

Education is the main pillar in the formation of students' character and skills in the school environment. This became the focus for students from the Teaching Campus 7 after conducting in-depth observations and discussions with the school. The results of this collaboration are realized in a comprehensive work program, designed to optimize students' potential through various educational and development activities.

Work Program

This work program, compiled in the School Communication and Coordination Forum (FKKS) on April 23, 2024, includes various initiatives designed to increase literacy, numeracy, and environmental awareness. The following is a summary of some of the main activities contained in this program:

1. Gallery of Student Works (Mading)
The Student Work Gallery is a platform for students to express their creativity through various forms of art and writing. The main goal is to hone writing skills as well as develop students' imagination and expression.
2. Time Story
This literacy activity provides an opportunity for students to reflect on their experiences through structured writing. Through Time Story, students learn to tell stories clearly and meaningfully, as well as develop speaking and writing skills.
3. Visual Voyage literation
Visual Voyage combines educational videos with group discussions, encouraging students to think critically and relate theoretical concepts to practical applications. This aims to increase students' understanding of the subject matter and active participation in the learning process.
4. Library Revitalization
This activity aims to increase students' interest in reading by presenting them into a fun and educational library environment. Students are given the opportunity to explore the various collections of books and resources available.
5. Numeracy Games and Mathematics Fair
This activity is designed to make math learning more fun and interactive through various games and competitions. Mathematics Fair also provides a platform for students to showcase their creativity in the field of mathematics.
6. "Smart Party: Exploration of Literacy and Numeracy"
The program combines a variety of interactive activities such as educational games and quizzes, with the aim of developing students' reading, writing, and numeracy skills thoroughly.
7. Technology Introduction and Development

Through the use of digital tools such as Microsoft Office and Google for Education, students are given the opportunity to develop technology skills that are essential in this digital age.

8. Teaching Assistance

Collaboration between Teaching Campus students and school teachers in the learning process, with the aim of increasing teaching effectiveness and providing practical experience to students.

9. Student Character Development

The program aims to form positive attitudes and good values in students, including avoiding problems such as bullying and intolerance, through formal and informal educational approaches in schools.

10. Program "Harmony of Nature"

Encourage student awareness of health and the environment through activities such as Healthy Saturday and planting medicinal plants in schools, which aims to create a clean and healthy learning environment.

RESULTS AND DISCUSSION

Program Implementation

1. Gallery of student works (Mading)



Figure 1 Gallery of student works (Mading)

The implementation of the Student Work Gallery (Mading) in our school is to make a special board for Mading which is placed on a specific wall area in each classroom. This board is designed in such a way that students can display their works easily and attract attention. Second, we collect students' work on a regular basis, including poems, rhymes, short stories, and other works that showcase their creative expression. After that, we arranged the works neatly on the Mading board to be exhibited. In this way, we create a space that allows students to share their work with their classmates and inspire each other. Through Mading, we hope to encourage students' interest and love for literacy, while developing their creativity in expressing their ideas and feelings through writing and artwork.

2. Time Story



Figure 2 Time Story

The implementation of the time story literacy program in our school is by providing special time at school for Time Story activities, where students are given the opportunity to tell stories, write, and listen to the experiences of others. This activity is designed to stimulate students' imagination and reflection on important events they experience. We also encourage students to record their experiences in structured and meaningful writing. In this way, we not only improve students' literacy through written expression, but also expand the scope of literacy by incorporating a strong narrative dimension, which enriches the overall learning experience of students.

3. Visual Voyage literacy



Figure 3 Visual Voyage Literation

The implementation of the Visual Voyage Literacy program in our school is integrated with various events and lesson collaborations. We feature educational videos on commemorations of specific days. For example, on Kartini Day, we show a video about Kartini's struggle and women's values. On National Education Day, we feature a video about the history of education in Indonesia and its role in nation building. In

addition, we also use the opportunity during socialization about the three great sins of education to display relevant videos. After the film screening, our students were invited to discuss and think reflectively about the material presented. These discussions aim to stimulate students' critical thinking and deepen their understanding of the topics covered in the videos. Furthermore, students are asked to write down their thoughts on the sheets that have been provided, so that they can reflect more deeply on the material they have studied and develop their writing skills.

4. Library Revitalization



Figure 4 Library Revitalization

The implementation of the library revitalization program in our school involves a series of practical steps to update and improve the quality of the library. First, we started by cleaning the library room thoroughly, including rearranging the books according to their type to make it easier for students to access. Next, we conduct a selection of books to identify those that are not suitable for use or that need to be updated.

After the cleaning and rearranging of books is complete, we make a schedule of regular visits to the library for all students. The goal is to increase students' interest in reading and provide them with the opportunity to explore the various collections of books and information resources available in the library outside of class hours. During the visit, students are given the freedom to explore books that interest them and to pick up loan books.

5. Numeracy Games



Figure 5 Numeracy Games

The implementation of the numeracy game program in our school integrates numeracy games in teaching assistance activities involving students from the Teaching Campus program and school teachers. During the assistance session, we provide a special time to introduce and play numeracy games with students. This aims to refresh the learning atmosphere and strengthen students' understanding of mathematical concepts interactively. We introduced a variety of math games as part of ice breaking, which aims to provoke students' interest and create a fun atmosphere, we organize numeracy ladder snake games, number blocks, and math boxes as part of the festival's series of activities. Each game is designed to strengthen students' understanding of mathematical concepts in a practical and interactive way.

Through this approach, we hope to provide an engaging and meaningful learning experience for students in developing their numeracy skills. By using math games as a means of learning, we are optimistic that students will be more motivated and involved in the mathematics learning process, as well as have a deeper understanding of the material being studied.

6. Mathematics Fair



Figure 6 Mathematic Fair

The implementation of the Mathematics Fair program designed to improve students' interest and math skills through interactive games such as math boxes and number blocks is very interesting. Math squares require students to fill in the missing numbers so that each row, column, and diagonal line yields a specified total, while number blocks invite them to solve mathematical equations with different numbers, considering operations such as multiplication and division. The implementation of this program as a competition provides opportunities for students to show their creativity and knowledge in mathematics, with the main goal of showing that mathematics can be fun and challenging. With awards or prizes for the best participants, it is hoped that this program will provide a valuable learning experience and build a deeper interest in the field of mathematics.

7. Smart Party: Exploration of Literacy and Numeracy



Figure 7 Smart Party: Exploration of Literacy and Numeracy

In commemoration of National Education Day, our school will implement the program "Smart Party: Literacy and Numeracy Exploration" by holding a Numeracy Literacy Festival. This event will involve all students in various interesting activities. Students will be divided into several groups to take part in the Literacy Smart Competition, Numeracy Ladder, and Fun Game. The Literacy Smart Competition will test students' understanding of general knowledge, while the Numeracy Snake and Ladder Competition will challenge their understanding of numeracy concepts. In addition, Fun Game will emphasize cohesiveness and cooperation between team members. This event not only aims to improve students' understanding in literacy and numeracy, but also to foster a competitive spirit as well as cooperation among them. It is hoped that through this program, students' interests and numeracy skills will continue to develop, creating a more dynamic and productive learning environment.

8. Introduction and development of technology



Figure 8 Introduction and development of technology

The implementation of technology adaptation programs in our schools is one of the main pillars in bridging the gap between conventional education and the demands of the digital era. With a focus on introducing and developing students' ability to utilize technology, we make full use of the computer lab facilities and wifi network that we have provided. Close collaboration with ICT teachers strengthens our efforts in providing students with an in-depth understanding of various aspects of modern technology, including the use of essential Microsoft Office software such as Word, Excel, and PowerPoint. Both during ICT lessons and outside of class hours, we provide active support to students in making reports on P5 activities, industry visits, and various other tasks that require the application of technology. With this holistic approach, we are determined

to ensure that each of our students has strong technology skills that are relevant to the demands of the future. Through mastery of this technology, our students are expected to be able to adapt quickly in the ever-evolving digital era and become highly competitive leaders in the global job market.

9. Teaching Assistance (Teaching Collaboration)



Figure 9 Teaching Assistance (Teaching Collaboration)

The implementation of the teaching assistance program in our school is a strategic step to enrich the student learning experience and improve the quality of learning. This program facilitates cooperation between Teaching Campus students and school teachers in various aspects of learning. One of the main benefits is the ability of students to replace teachers who are absent for certain reasons, so that the learning process continues to run smoothly. In addition, the program involves students in designing and executing engaging classroom activities, such as ice breaking, innovative learning models, and interactive games, with the goal of maintaining students' interest and engagement in learning. We are also involved in supervision and mentoring during semester summative exams, providing additional assistance to students in need, and participating in supporting the implementation of extracurricular activities and other school events. Through the active participation of students, it is hoped that this program will not only enrich the learning experience of students with diverse perspectives, but will also strengthen the bond between universities and schools in supporting the progress of education as a whole.

10. Student Character Development



Figure 10 Student Character Development

The implementation of the concept of student character development in our school has become the main focus in efforts to improve the quality of education. We implemented various strategies, including the creation of posters depicting the "3 Great Sins of Education" and student profiles based on Pancasila values. These posters not only serve as reminders, but also as a tool to build awareness of the importance of positive behavior in the teaching and learning process. In addition, we carry out regular socialization to introduce these values to all students. Thus, we hope to create a school environment that fosters the character of qualified students with integrity. The Character Development Program is an important part of this initiative, with the main goal of shaping students' positive attitudes, values, and behaviors in formal and informal educational environments in schools. With an emphasis on the importance of avoiding the three great sins of education: bullying, sexual violence, and intolerance/radicalism, the program aims to create a safe, inclusive, and cultured learning environment. Through a holistic approach, the program provides guidance to students to internalize and apply moral, ethical, and leadership values in their daily lives. Thus, the program not only optimizes academic achievement, but also forms a tough and responsible character in the future.

11. Harmony of Nature



Figure 11 Harmony of Nature

The implementation of the concept of natural harmony in our school is realized through the "Healthy Saturday" program, environmental cleanliness, and the planting of school medicinal plants (TOS). First, every week, we designate Saturday as "Healthy Saturday", where students accompanied by teachers participate in gymnastics, light exercise, or other healthy physical activity. In addition, we prioritize environmental cleanliness with regular cleaning activities. Students are accompanied by teachers together to maintain the cleanliness of the school yard, corridors, and classrooms. This not only creates a comfortable learning environment but also teaches responsibility towards the environment. To strengthen harmony with nature, we also carry out a school medicinal plant planting program. Each student is responsible for planting and caring for medicinal plants in the school area. It provides benefits for the environment and health and educates students about the importance of plants in maintaining the balance of nature.

CONCLUSIONS

Fundamental Finding: The 7th Batch Teaching Campus Program at Tikung Islamic Junior High School effectively enhanced literacy, numeracy, and overall educational quality through a structured, collaborative approach. Activities such as interactive teaching, innovative learning media, and library revitalization fostered significant student engagement and skill development, while teacher training supported sustained improvement in instructional methods. **Implication:** These findings suggest that university-school partnerships, facilitated through programs like MBKM, can be instrumental in addressing educational gaps and promoting autonomous learning environments, particularly in schools with lower National Assessment levels. **Limitation:** However, this study's scope is limited to one educational setting,

potentially restricting the generalizability of its outcomes across diverse schools with different needs and resource levels. **Further Research:** Future studies should examine the long-term impacts of such programs across varied educational contexts and assess additional factors such as student motivation, teacher adaptability, and community involvement to provide a comprehensive model for similar educational interventions.

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