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by Acai Sudirman

Improving Literacy And Numeracy Of Students In Elementary And Junior High School Through Merdeka Belajar Kampus Merdeka (MBKM)

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Abstract.

Merdeka Belajar-Kampus Merdeka (MBKM) Program aims to be the answer to realizing independent, flexible and quality learning in higher education in order to create an innovative, open and student-oriented learning culture. The MBKM policy relates to higher education learning activities that give students the right and freedom to study outside the program for three semesters which can be used for on-campus and/or extracurricular studies. Kampus Mengajar is part of the MBKM program which aims to provide opportunities for students to learn and personal development through activities outside the classroom. 3th Kampus Mengajar of 2022 will focus on improving literacy and numeracy skills in basic education. This context is getting stronger considering the condition of literacy and numeracy in Indonesia which is still low in line with efforts to increase literacy and numeracy as one of the national priority agendas. The Kampus Mengajar Program opens up space for students to be able to devote their skills and knowledge in helping these elementary and junior high school students. This program also provides opportunities for students to actualize their passion, enthusiasm, and desires.

Keyword : Literacy, Numeracy and School.

I.   INTRODUCTION

The world today and in the future is facing various changes in all fields, with a very fast and disruptive acceleration, requiring the preparation of truly quality future talents. In the context of higher education, student skills need to be prepared in a more comprehensive and interdisciplinary manner to prepare graduates to face social, cultural, professional and technological changes. Universities are expected to be able to design and implement innovative learning processes to help students achieve modern learning outcomes (Fauzi, Astuti and Rahmawati, 2021). Merdeka Belajar-Kampus Merdeka (MBKM) aims to be the answer to realizing independent, flexible and quality learning in higher education in order to create an innovative, open and student-oriented learning culture. The MBKM policy relates to higher education learning activities that give students the right and freedom to study outside the program for three semesters which can be used for on-campus and/or extracurricular studies.Kampus Mengajar is part of the MBKM program which aims to provide opportunities for students to learn and personal development through activities outside the classroom (Anwar, 2021).

The program is a transformation of the Pioneer Kampus Mengajar program which aims to provide solutions for elementary schools (SD) and junior high schools (SMP) affected by the pandemic, with students living in the school community teaching, supporting school principals, conducting Covid-19 learning activities in schools. in the middle of a pandemic.3th Kampus Mengajar of 2022 will focus on improving literacy and numeracy skills in basic education. This context is getting stronger considering the condition of literacy and numeracy in Indonesia which is still low in line with efforts to increase literacy and numeracy as one of the national priority agendas. The Campus Teaching Program opens up space for students to be able to devote their skills and knowledge in helping these elementary and junior high school students. This program also provides opportunities for students to actualize their passion, enthusiasm, and desires. In addition, students are expected to be an inspiration for elementary and junior high school students to expand their ideals and insights. In this case, indirectly there will be an increase in the achievement of educational standards for elementary and junior high school children, which was originally only a minimum educational attainment until the secondary education level turned into a tertiary education level.This Kampus Mengajar Program invites students to collaborate, act, and serve the country in assigned schools both at the elementary and junior high school levels.

Students as agents of change are expected to help improve the quality of education at the elementary and junior high school levels, especially in the areas of literacy and numeracy. By participating in the Class 3

of 2022 Kampus Mengajar activities, students will have the opportunity to hone leadership, soft skills, and character, as well as gain teaching experience that can be recognized and equalized in the form of semester credit units (credits). The Kampus Mengajar Program is implemented to become a vehicle for improving the quality of higher education by facilitating, encouraging, and accelerating higher education institutions to achieve their goals, particularly related to: (1) aspects of improving the quality of graduates, namely the readiness of graduates to work and student learning experiences outside of campus; (2) aspects of improving the quality of lecturers, namely the number of research outputs and community service that have succeeded in getting international recognition or being applied by the community per number of lecturers; (3) aspects of improving the quality of higher education curriculum and learning that implement team-based projects, case methods, and related assessments in the implementation of the Kampus Mengajar Program in Elementary and Junior High Schools, and (4) aspects of partnerships between universities and government agencies education, schools, and related parties who play a role in the Kampus Mengajar Program.

The Kampus Mengajar Program aims to provide opportunities for students to participate in teaching and deepen their knowledge by assisting the teaching process in elementary and junior high schools in areas determined by The Ministry of Education and Culture of Republic Indonesia, such as:

1. Provide benefits for students to hone leadership, soft skills, and character in innovating and collaborating with teachers in elementary and junior high schools to improve the quality of learning
2. Encouraging and spurring national development by fostering community motivation to participate in development.
3. Increase the role and real contribution of universities and students in national development
4. Provide inspiration and motivation to learn for students and introduce the diversity of the archipelago's culture, the development of science and technology brought by students.

II. DESCRIPTION OF STUDENT ACTIVITIES

1. Student Activity

The activity of students participating in this program began when they received graduation information as participants in the 3th Kampus Mengajar on the MBKM account. After the announcement is obtained, students also communicate with the field supervisor (DPL) who has been determined in the MBKM account. Furthermore, students carry out debriefing activities before participating in the assignment. Before the assignment period is carried out, students also coordinate with the coordinator who has been assigned by STIE Sultan Agung. There are several things that are communicated such as approval and assignment of students to participate in 3th Kampus Mengajar, admitting credits as long as students participate in this program where the time to participate in these activities is in one semester. The student conveys this to the coordinator so that the coordinator can coordinate with the head of the management study program so that students are facilitated when participating in these activities so that students can carry out their duties and obligations in accordance with those given by the campus to teach well and smoothly. Student activity is also seen when students report to the coordinator of activities carried out at the designated school.

2. Student Activities

The student activities reported to the Coordinator of the Kampus Mengajar during activities at the target school are:

a. Teaching activities include: opening lessons activities carried out by students include conditioning themselves and conditioning students to focus on participating in learning. The activity of delivering material is carried out first to motivate students, deliver the syllabus, and provide learning materials on the sidelines of giving the material. Students also give quizzes to students to see how far students understand the material presented. The process of closing student lessons also does several things including evaluating the extent to which students understand the material and what learning aids need to be prepared by students to support the learning process.

b. In assisting the adaptation of technology for students and teachers, it is carried out during the 3th Kampus Mengajar by students such as helping teachers make learning videos using smartphones to support a

more effective and efficient learning process so that students easily understand the material presented during the learning process.

c. In helping with school administration, students also assist school administration such as making student and teacher attendance lists. Helping to make numbering for books in the library, as well as assisting teachers in inputting student grades, from assignment grades, UTS, UAS and meeting scores in the application. And students do the AKM Post Test at the target school.

d. Every day students also work on a logbook and every week they do a weekly report as directed by the 3th Kampus Mengajar, and share sessions every 2 weeks with DPL.

3. Activities of Field Supervisors (DPL)

As a field supervisor for the 3th Kampus Mengajar Program in 2022 as follows:

a. The Field Supervisor (DPL) conducts initial coordination/communication with the Coordinator in charge of the STIE Sultan Agung about Kampus Mengajar activities and Dinas Pendidikan target city;

b. DPL coordinates with the Field Coordinator who escorts / deploys students;

c. DPL coordinates with target schools;

d. DPL and students establish initial communication with the target school;

e. DPL accompanies students to report themselves and submit assignments from universities Dinas Pendidikan;

f. DPL guides students in making observations, compiling activity plans and compiling initial reports, and mentoring can be done online;

g. DPL provides feedback and approval of student reports in the MBKM application;

h. DPL conducts sharing sessions for students which is held every 2 weeks;

i. DPL makes a report every week about student mentoring activities on the MBKM DPL account page;

j. DPL periodically checks, reviews, provides feedback and gives approval through the MBKM application for: student daily logbooks, student weekly reports, and student final reports;

k. DPL checks, reviews, provides feedback and gives approval by signing the student final report ratification sheet and giving approval through the MBKM application;

l. DPL conducts final assessment of student reports and performance;

m. DPL communicates with the Coordinator of 3th Kampus Mengajar program to report the activities carried out by DPL.

III. OBSTACLES TO PROGRAM IMPLEMENTATION

During this 3rd Kampus Mengajar Program, there were several obstacles experienced by the one coordinator, such as synchronization of MBKM accounts, which was often improved. Likewise, there are too many operators at the help desk that need to be responded to, so there are several questions from the coordinator, such as a decision letter regarding graduation of students and DPL who attend 3rd Kampus Mengajar Program, which has not been announced to the relevant parties, namely the campus registered to participate in the activity at Dinas Pendidikan. This makes it difficult for the coordinator to coordinate with related parties. Likewise, the socialization given to the coordinator is also not fully understood, this is because the material is too short as well as the socialization time which is considered too short and the opportunity given to the coordinator to ask questions about things that are needed during campus teaching activities cannot be carried out. asked. Likewise, the mandatory documents that need to be completed by the coordinator for the smooth running of 3rd Kampus Mengajar Program are also often repaired so that the uploading process is also difficult to do on time.

IV. EFFORTS TO OVERCOME OBSTACLES

During this 3rd Kampus Mengajar Program, efforts were made by the coordinator to continuity of the activities, namely coordinating with the Management of the STIE Sultan Agung regarding the assignment of students and field supervisors in accordance with the notification in the MBKM account, each goal of this coordination being the Head of the STIE Sultan Agung made Assignment Letters to students and DPL to be

brought to Dinas Pendidikan in accordance with the schools specified in the MBKM account waiting for the Decision Letter for Assignment to be announced by the 3rd Kampus Mengajar Program. Efforts made by the coordinator when the MBKM account was in the process of being repaired prepared several documents that must be completed for progression of the 3rd Kampus Mengajar Program and routinely check on the MBKM Coordinator account page so that the document upload process is according to the set schedule.

Fig 1. Documentation of activities

V.   RESULTS AND GOOD EXAMPLES OF IMPLEMENTATION

The 3rd Kampus Mengajar Program went wll from start to finish, and the DPL assigned from the STIE Sultan Agung carried out their duties in accordance with the directions given during the socialization of the activity. What has been done has received a positive response from all circles in the school environment. Both from students, tutor teachers, teachers who teach, and also principals. In addition, it is also a first step to build closeness with supervising teachers so that students are not awkward to consult if there are problems during the 3rd Kampus Mengajar Program. For meetings in learning, the class atmosphere can be conditioned during teaching and learning activities take place.The supervising teacher also gives students the freedom to provide ideas in terms of teaching and learning, classroom management and evaluation, then the teacher provides control, suggestions and improvements in teaching in the classroom.

In implementing the 3rd Kampus Mengajar Program, students are required to be able to do many things related to the teaching and learning process, including: communicating with Field Supervisors from other campuses, communicating with the school, namely principals, teachers and students, adapting to the school environment including understanding characteristics of students, technology to support the learning process, making reports to the 3rd Kampus Mengajar Program and being able to show creativity and initiative during the program.For Field Supervisors and coordination establish communication with parties that support well and the success of 3th Kampus Mengajar Program. Provide assistance to students during 3th Kampus Mengajar Program. Facilitating some obstacles experienced by students, open with learning programs that support literacy activities, numeracy, adaptation to technology.

VI.   CONCLUSION AND SUGGESTIONS
1.   Conclusion

The implementation of the 3rd Kampus Mengajar Program of 2022 which has been carried out by students and Field Supervisors in each school has been determined by the teaching campus and the activities carried out are in accordance with the goals of the teaching program both in terms of planting empathy and social sensitivity in students towards the problems of, character and soft skills of students, encourage and spur national development by fostering community motivation to participate in development, as well as increasing the role and real contribution of universities and students in national development. The impact felt by students is increasing motivation and interest in learning students both in terms of literacy and in terms of numeracy.

The results of the implementation of the campus teaching program in helping technology adaptation for students, teachers, and schools are in accordance with the achievement of the goals of the program, namely students, teachers and schools are expected to learn technology in accordance with technology-based

learning. The results of the implementation of the program in assisting school administration and teachers in accordance with the school placement of students and Field Supervisors have been and are in accordance with the achievement of the goals expected by the program, which is to help school administration and teachers both in terms of reporting the achievement of literacy ang numeracy

2. **Suggestions**

In order for the next teaching campus activities to run in accordance with the objectives of this program, the teaching campus should pay more attention to schools that are in dire need of assistance from students and the Dinas Pendidikan. Likewise with the MBKM page, hopefully in the future the service process will be maximized.

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