IMPROVING THE NUMERATION AND LITERATURE CAPABILITIES OF CLASS III STUDENTS IN SIMARHOMPA 177041 ELEMENTARY SCHOOLS THROUGH THE CAMPUS TEACHING PROGRAM

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Abstract

With the coronavirus, the activities of the community have been disrupted. So that it has an impact on the Indonesian people, especially in the world of education. Since the COVID-19 pandemic, learning in Indonesia has been held online. The purpose of carrying out teaching activities at simarhompa 177041 elementary schools is to improve the literacy and numeracy skills of third-grade elementary school students by utilizing the independent campus program with campus teaching by students. This campus teaching activity is carried out from August 9, 2021, to December 17, 2021. The schedule of activities includes assignments, the deployment of campus teaching participants, the teaching process, mentoring with field lecturers student withdrawals, and closings. After the implementation of campus teaching was completed, this program proved to be very beneficial for students and schools. Both as they study and as they program with other students, students gain a wealth of practical experience in the field. Placement schools, on the other hand, recognize that the presence of students on site is very helpful for them in terms of teaching programs, assisting with technology adaptation, and assisting school administration and teachers.

Keywords: Literacy, Numeration, Improvement, Teaching Campus, Independent Learning.

INTRODUCTION

Due to the ongoing Covid-19 pandemic, people, especially schools, are not free to move and the impact is very great, especially for students in Indonesia. For this reason, the government has made a policy for schools to be held online to avoid the spread of COVID-19. Challenges in the learning process greatly affect students where students become unskilled and very trivial to learn. Students are more concerned with playing with gadgets than reading books.

It is the same with the conditions at the school where one of the researchers serves, namely simarhompa 177041 elementary schools, where one of the schools was affected by the covid 19 pandemic. Facilities and infrastructure and facilities in the learning process are very minimal, so during a pandemic like this, it is very difficult to do online learning / online. Likewise, the economic conditions in the Simarhompa village community have been greatly

affected by the COVID-19 pandemic, so it is difficult for parents to meet the demands of learning during the pandemic. Therefore, the teacher took the initiative to visit the students' homes. Campus teachers and students taught to teach students at their students' homes.

After the Campus Teaching program has been running for more than a month, the government changed the online learning system to a limited face-to-face one by complying with health protocols (Wearing Masks, Keeping Distance, and Washing Hands). The students are finally allowed to learn face-to-face.

The objectives of the teaching campus are;
1) Invite Indonesian students to collaborate, act and be creative to improve the quality of learning in 3T schools,
2) Provide opportunities for students to learn and develop themselves through activities outside the lecture class, helping learning during a pandemic,
3) To present students as part of strengthening literacy and numeracy learning as well as to hone the spirit of leadership, emotional maturity, and social sensitivity of students throughout Indonesia.

METHOD
Preparation

The preparations were made starting from the debriefing and departure of the Teaching Campus participants which was held from 22-30 July 2021. The debriefing was held for 7 days and was attended by experienced resource persons. Before entering the field, the Teaching campus students were equipped with extraordinary knowledge. Before entering the field, the Teaching Campus students are first dispatched by their respective regional education offices to the intended school. Then make observations with the principal and teachers in the placement school, namely simarhompa 177041 elementary schools. During the placement observation, we were asked what the purpose of this Teaching Campus was and what our work program would look like in the future.

Program Implementation
a. Teach

In teaching, we as teachers must have good tricks in conveying learning and how to master the class. In order not to be boring, one of the researchers must have a way of not being boring, and how to make the students not noisy during the learning process. Moreover, one of the researchers taught the third graders and the third graders were still quite active, so one of the researchers should also be demanded to be close to the students, and advise the students if they made a mistake.

One of the researchers also met 3 children who had difficulty understanding the lessons discussed and were not focused, and were not confident in what he was doing, they played games and daydreamed when one of the researchers explained the material, so one of the researchers tried to take a special approach to the child, then one of the researchers asked where it was difficult and lacking. When one of the researchers approached, the child wanted one of the researchers to teach. On the other hand, if the child is studying with his friends, he is always playing and mostly daydreaming. then one of the researchers changed the way of teaching one

of the researchers taught slowly the child's steering wheel experienced many changes and during the last 2 months, one of the researchers saw that the child had changed a lot. When one researcher teaches educators, one researcher is tested a lot with many problems from students, but one of the researcher's learning is not an easy thing.
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b. Helping Technology Adaptation

During the technological adaptation, we introduced applications in online learning to teachers at simarhompa 177041 elementary schools such as Google Classroom, Google Meet, and Zoom. We teach teachers how to create zoom and Google Meet links. In addition, we use laptops to help make the learning process more interesting. We help adapt technology by applying world wall games, in which students are asked to name the day of the week.

c. Helping school administration and teachers

In assisting the school administration, one of the researchers assisted the tutor teacher in making student test scores and filling in the midterm test report cards.

RESULTS AND DISCUSSION
Analysis of Program Implementation Results.
a. Teach

In the teaching process, one researcher while a student teaching third graders, one of the researchers saw that many students experienced many changes, especially after limited face-to-face schooling was carried out. One of the researchers saw that the students of one of the researchers who were not fluent in reading, writing, and arithmetic, had seen a lot of improvement

b. Helping technology adaptation

In adapting technology, we introduced applications in online learning to teachers at simarhompa 177041 elementary schools such as Google Classroom, Google Meet, and Zoom. We teach teachers how to create zoom and meet links. In addition, we use laptops to help make the learning process more interesting. We help adapt technology by applying a world wall game, in which students are asked to name the day of the week. The students are very happy and excited about doing these games because they are made with animations that make them more active in the application of this technology.

c. Helping school administration and teachers

In helping the school administration and teachers, at the beginning of the deployment, we students of KM 2 simarhompa 177041 elementary schools cleaned the school yard, tidied up the teacher's office because in the teacher's office more chairs were not used, swept buckets and so on.

Then one of the researchers also helped the teacher stamp the student handbook and helped the tutor teacher in making Mid-semester exam questions for class III students and also made test scores and filled out student report cards.

d. Recommendations and suggestions for improvement

The advice that can be given is that the teacher should not be too close to the students, because one researcher noticed, that if we as the teacher are too close to the students, the students will not respect the teacher, they will think of the teacher as a friend. The effect is that students are not afraid if they don't do assignments, or make noise in class. So as educators are expected to be firm with students.

Figure 1. One of the PkM teams conducts an additional teaching process for students at home

Figure 2. Students learn and are active in learning

Figure 3. The teaching team together with students make movements in an active and fun learning process
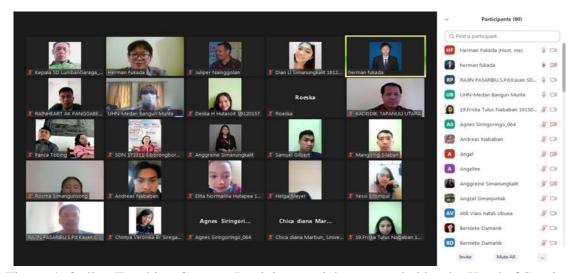
Figure 4. Online Teaching Campus Participants pick up attended by the Head of Service, school principals, and also teachers

CONCLUSION

The COVID-19 pandemic has greatly changed the way Indonesians work, both in the economy and in the field of education. Students throughout Indonesia are not allowed to go to school to study face-to-face with teachers/lecturers. During the COVID-19 pandemic, students are required to study online. As a result of online learning, students throughout Indonesia have become less skilled, and most prioritize playing over studying. Students, especially elementary and junior high school children, become less skilled in literacy and numeracy. This happens as a result of online learning that has not been effectively carried out in all regions in Indonesia due to the lack of facilities, infrastructure, and facilities when online learning takes places. Online learning is in dire need of technology adaptation and also support from the government, education offices, schools, and parents.

The government finally created a teaching campus program initiated by the Ministry of Education and Culture which aims to invite students throughout Indonesia to collaborate and be rich to improve learning, especially in the 3T (Front, Disadvantaged, Outermost) areas. Campus teaching programs are very helpful for teachers in improving the quality of education throughout Indonesia because, with the independent Campus, the Ministry of Education and Culture has launched thousands of students to go directly to the school and make many contributions, and impacts on teaching. Where students accompany teachers in teaching and students change the way students study, who previously only studied 3 times a week without a blackboard and only studied modestly, became more interesting and not boring.

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