



## The Journal of Humanities, Community Service, and Empowerment

Homepage: <https://jurnal.glowscien.com/index.php/JHCSE>

Vol. II, Issue 2, April (2025), 87-93

DOI Issue: <https://doi.org/10.58857/JHCSE.2025.v02.i02>

E-ISSN: 3032-7172



### Analysis of the Effectiveness of the Campus Teaching Program Batch 7 in Improving the Quality of Learning in Elementary Schools

Septyana Prasetianingrum<sup>1)</sup>, Khusnul Khotimah<sup>2)</sup>, Siti Mariani Basannang<sup>3)</sup>, Yendra<sup>4)</sup>

Adriani Lande<sup>5)</sup>, Novi Darmayanti<sup>6)</sup>, Mochammad Taqiyuddin<sup>7)</sup>

<sup>1,2,3,4,5)</sup> Yapis University of Papua

<sup>6,7)</sup> Darul Ulum Islamic University

Email : [prasetyaningrumseptyana@gmail.com](mailto:prasetyaningrumseptyana@gmail.com)<sup>1)</sup>, [khusnulhotimah1978@gmail.com](mailto:khusnulhotimah1978@gmail.com)<sup>2)</sup>,  
[sitimariani78@gmail.com](mailto:sitimariani78@gmail.com)<sup>3)</sup>, [yendra.sofyan@gmail.com](mailto:yendra.sofyan@gmail.com)<sup>4)</sup>,  
[adrianilande2409@gmail.com](mailto:adrianilande2409@gmail.com)<sup>5)</sup>, [novidarmayanti@unisda.ac.id](mailto:novidarmayanti@unisda.ac.id)<sup>6)</sup>,  
[resyudin@gmail.com](mailto:resyudin@gmail.com)<sup>7)</sup>

DOI Article: <https://doi.org/10.58857/JHCSE.2025.v02.i02.p05>

#### ARTICLE INFO

##### *Historis:*

Submit 3 December 2024

Review 25 January 2025

Revision 21 February 2025

Accepted 17 March 2025

Publish 29 April 2025

*Keywords:* Teaching Campus Program, literacy and numeracy, experience-based learning, educational transformation, school and community collaboration

##### *Corresponding Author:*

Novi Darmayanti

email:

[novidarmayanti@unisda.ac.id](mailto:novidarmayanti@unisda.ac.id)

#### ABSTRACT

The Campus Teaching Program Batch 7 has shown significant contributions in improving the quality of education at SDN Siman, especially in literacy, numeracy, and student learning motivation. With an experiential learning approach, student participants in the program provide innovative mentoring that is able to overcome the challenges of basic education in areas with limited facilities. This program not only has an impact on students, but also on improving teacher competence, school community collaboration, and strengthening synergy between the community and educational institutions.

However, the implementation of the program is not without challenges, such as limited internet connectivity and the diversity of programs that affect the focus of learning. Recommended solutions include the provision of offline modules, contextual training for teachers, and the use of impact matrices to increase the effectiveness of interventions. By integrating experiential and service-based learning, this program has the potential to become a model for educational transformation in areas with limited infrastructure.

#### INTRODUCTION

Education is a fundamental aspect that lasts throughout human life, from birth to death. This process is not limited to formal institutions such as schools, but also occurs at home and in society. In Law Number 20 of 2003 concerning the National Education System, education is defined as a

conscious and planned effort to create a conducive learning atmosphere for students to develop their potential (Qomarrullah, 2024). This definition emphasizes the importance of involving the surrounding environment in supporting learning, including creating a curriculum that is relevant to local needs. With an inclusive approach, the community can contribute significantly to encouraging the effectiveness and relevance of basic education.

Basic education plays an important role in forming the foundation of character, basic skills, and knowledge of students. The quality of education at this level determines success at higher levels of education and contributes to the development of superior human resources. Research shows that the involvement of indigenous communities in social-environment-based education can increase the relevance of the curriculum (Qomarrullah, 2024). Teachers as the main actors in education are expected to be able to adapt to the challenges of the times, including mastery of technology and innovation in teaching methods (Mulianti et al., 2023; Yuliza et al., 2023). This transformation is key to creating a dynamic and effective learning process.

In response to this challenge, the Kampus Mengajar program was launched by the Ministry of Education, Culture, Research, and Technology as part of the Merdeka Belajar Kampus Merdeka (MBKM) policy (Alfarizi et al., 2024). This program aims to involve students in teaching assistance in elementary schools, especially in 3T areas. Students play a role in strengthening literacy, numeracy, and introducing project-based and experiential learning approaches (Alfarizi et al., 2024; Laia et al., 2024). Through this collaboration, students not only make direct contributions to schools but also gain real experience in the world of education.

Although research shows the positive impact of these programs, many have not explicitly linked the practice to a strong theoretical framework. Approaches such as community-based and experiential learning provide a foundation that can support deeper and more systematic understanding (Hasan et al., 2023; Hayati, 2020). Previous research has shown that experiential learning methods can improve students' skills compared to traditional methods (Silalahi & Sahara, 2022). This shows the importance of integrating theory into practice to achieve optimal results.

Community-based learning emphasizes collaboration between educational institutions and communities in solving real problems. According to Kolb, experiential education includes processes of reflection, conceptualization, and active experimentation that are relevant to students' involvement in their communities. In addition, service-based learning combines academic learning with community service, which not only improves learning outcomes but also students' social awareness and leadership (Asgari et al., 2021; Karjo & Andreani, 2023). Through this combination of approaches, the Kampus Mengajar program can be seen as a transformative pedagogical practice in higher education.

The effectiveness of the Kampus Mengajar program has become increasingly important after the COVID-19 pandemic, considering that online learning has limitations, such as uneven internet access, lack of teacher innovation, and inadequate technological infrastructure (Anam et al., 2024; Rapanta et al., 2021). This program is presented as an emergency learning solution as well as an effort to strengthen the foundation of education through student involvement in the school community. The challenges faced, such as differences in organizational culture between campuses and schools and limited facilities, require an adaptive and innovative approach (Sutisno et al., 2023).

This study highlights the implementation of the Kampus Mengajar Program at SDN Siman as a case study to evaluate its effectiveness in improving the quality of basic education. The focus of the study includes how students act as companions in learning, help overcome the technology gap, and build synergy between the academic community and basic education (Auh & Kim, 2024; Plessis et al., 2022). With solutions such as cross-sector collaboration and intensive training for teachers, this program can be a model for inclusive and sustainable educational transformation.

## RESEARCH METHODOLOGY

This study uses a qualitative descriptive method that aims to describe in depth the implementation and impact of the Kampus Mengajar Program at SD Negeri Siman, Lamongan, East Java. This study was conducted for four months, starting from March to June 2024. The subjects of the study included Kampus Mengajar students of the seventh batch, teachers involved in the program, students who participated in teaching and learning activities, parents, and community leaders around the school. The selection of participants was carried out purposively, namely by selecting those who had direct involvement in the Kampus Mengajar program.

The data in this study were collected through three main techniques. First, observations were conducted during teaching and learning activities to record activities and interactions in the classroom. Second, interviews were conducted with teachers, students, pupils, and parents to explore their opinions and experiences related to this program. Third, documentation in the form of photos of activities, diaries, and other supporting documents were collected to complete the data. The collected data were then analyzed using the Miles and Huberman technique, which includes data reduction (filtering relevant data), data presentation (arranging data in narrative or table form), and drawing conclusions (determining patterns or meanings from the data obtained).

To ensure the validity of the data, this study used triangulation, which is comparing data from various sources, such as teachers, students, and college students. In addition, member checking was also carried out, which is reconfirming the interview data with the source to ensure the accuracy of the information. This study also pays attention to ethical principles, such as obtaining official permission from the school, asking for voluntary participant consent, and maintaining the confidentiality of the research participants' identities.

**Table 1. List of International KKN Students**

Name	Venue	Location
Mochammad Taqiyuddin	Siman State Elementary School	Lamongan, Indonesian



**Figure 1. Inauguration of the start of the KM batch 7 program**

## RESULTS AND DISCUSSION

### Results

The Campus Teaching Program Batch 7 at SDN Siman showed a significant positive impact on improving the quality of education, both for students, teachers, and the school community as a whole. SDN Siman teacher, Mrs. S., appreciated the presence of students who brought interactive learning methods. *"Students who were involved not only helped the teaching and learning process, but also brought fresh new ideas. They introduced interactive learning methods that made students more enthusiastic about learning,"* explained Mrs. S. This positive influence was reflected in

students who felt more comfortable asking questions and were more motivated in learning, especially in mathematics and Indonesian subjects.

Similar opinions were also expressed by students. A., a 5th grader, said that learning becomes more fun with a game-based approach. "*When studying with them, we often play games that are related to the lesson. So, it's not boring,*" he said. This approach not only improves students' understanding, but also eliminates their fear of lessons that are considered difficult, such as mathematics. This strengthens the finding that experiential learning methods are effective in increasing student engagement.

The impact of the program was also felt by the parents of students. Mrs. R., A.'s parent, stated, "*I see my child, A., becoming more enthusiastic about studying. Previously, he was often lazy when studying at home, but now he likes to tell stories about fun activities he does at school.*" In addition, her child's reading and arithmetic skills also showed significant improvements, which were in line with the increase in literacy scores from 61 to 73 (+12 points) and numeracy from 58 to 68 (+10 points) during the four months of the program.

On the other hand, students involved in this program also gain valuable experience. D., one of the participants, said that one of the most memorable moments for him was helping students who initially had difficulty reading. "*It felt amazing, like there was a happiness in itself,*" he said. Despite being faced with limited facilities, students were able to show creativity by utilizing simple materials to support the teaching and learning process.

From a community perspective, a local community leader, Mr. S., emphasized that the program provides real benefits for children and the community. He hopes that the program can continue and cover more schools in the future. "*Collaboration between students and the community needs to be continuously improved to advance education in areas like ours,*" he added.

Overall, the program has not only succeeded in improving students' literacy, numeracy, and motivation to learn, but also encouraged learning innovation for teachers and strengthened collaboration between schools and communities. However, challenges such as poor internet connectivity and program diversity need further attention. Recommendations to address these obstacles include providing offline modules and contextual training for teachers to ensure the sustainability of the program's positive impact.

## **Discussion**

Discussion of the Implementation of the Campus Teaching Program Batch 7 at SDN Siman has made a significant contribution to improving the quality of education, both from the aspects of students, teachers, and the school community. From the student's perspective, the experiential learning approach implemented by students has succeeded in increasing engagement and motivation to learn. Approaches such as educational games and interactive methods not only make the teaching and learning process fun, but also improve students' understanding of difficult materials, such as mathematics and Indonesian (Fatonah et al., 2023; Nura, 2023; Shabrina, 2022). This is in line with the theory of experiential learning which emphasizes the importance of learning through direct activities, where concrete experiences are the basis for the formation of knowledge (Suwanti et al., 2022).

Teachers involved in the program also benefit from the transfer of knowledge regarding innovative learning methods and the use of technology in teaching. The increasing competence of teachers in creating and using digital learning materials shows that the program has succeeded in driving pedagogical transformation at the elementary school level (Andriyani et al., 2023; Liana & Wardana, 2022). In addition, collaboration between students and teachers provides space for continuous professional development, encouraging teachers to adopt more productive and engaging learning methods.

The school community, including parents and community leaders, also felt the positive impact of the program. Improvements in students' literacy and numeracy skills were recognized by parents, who also noted changes in children's attitudes toward learning at home. Community leaders

highlighted the importance of the program's sustainability as an effort to support education in areas with limited facilities (Bangun et al., 2022; Lindawati, 2022; Shabrina, 2022). However, the implementation of the program is not without challenges. Obstacles such as poor internet connectivity hinder the optimal implementation of technology-based learning and require adaptation to overcome this problem (Siallagan et al., 2023; Tambunsaribu, 2023). In addition, the diversity of programs running simultaneously can divide the focus of teachers and students, so a more systematic evaluation of these programs is needed (Muliantara & Suarni, 2022).

Suggested solutions include the development of offline modules for areas with limited internet access, as well as the use of an impact matrix to filter the programs that are most relevant and needed by schools (Mustika et al., 2023; Wildani & Isnaini, 2022). The Kampus Mengajar program at SDN Siman has shown that the integration of service-based and experiential learning can have a transformative impact on basic education. With improvements in facilities, teacher training, and program coordination, this program has the potential to become a national model in supporting the equitable distribution of quality education in Indonesia, in line with the Merdeka Belajar-Kampus Merdeka policy initiated by the Ministry of Education and Culture (Bangun et al., 2022; Tambunsaribu, 2023; Wea et al., 2024).



Figure 2. Implementation of KM 7 Activities

## CONCLUSION

The Campus Teaching Program Batch 7 at SDN Siman has successfully demonstrated significant positive impacts in various aspects of basic education. Students experienced increased literacy and numeracy, reflecting the effectiveness of experiential learning methods. Teachers also benefited from the transfer of knowledge regarding innovative teaching methods, including the use of technology to support learning. In addition, collaboration between students, teachers, and the community has succeeded in strengthening educational synergy in the area.

However, several obstacles are still found, such as limited internet connectivity and the diversity of programs that disrupt the focus of implementation. Strategic solutions, such as the development of offline modules and intensive training for teachers, are needed to overcome these obstacles. With the right approach, this program can become a national model in supporting the equal distribution of quality education in Indonesia, especially in areas with limited resources.

## REFERENCES

- Alfarizi, M., Wijaya, L., & Maulida, A. F. (2024). Pengaruh Program Kampus Merdeka Dalam Meningkatkan Mutu Perguruan Tinggi Swasta. *Jurnal Penelitian Kebijakan Pendidikan*, 16(2), 145–158. <https://doi.org/10.24832/jpkp.v16i2.813>

- Anam, S., Kawakip, A. N., Rahmatillah, S. A., & Mustofa, A. (2024). Adapting Islamic Education in Madrasah Ibtidaiyah: Ideal Conditions in the New Normal Era. *Al-Ishlah Jurnal Pendidikan, 16*(2), 1980–1988. <https://doi.org/10.35445/alishlah.v16i2.4440>
- Andriyani, H., Zubair, Muh., Alqadri, B., & Mustari, M. (2023). Implementasi Program Kampus Mengajar Angkatan 4 Dan Dampaknya Terhadap Budaya Literasi Siswa Di SDN 43 Cakranegara. *Jurnal Ilmiah Profesi Pendidikan, 8*(1), 452–459. <https://doi.org/10.29303/jipp.v8i1.1200>
- Asgari, S., Trajković, J., Rahmani, M., Zhang, W., Lo, R. C., & Sciortino, A. (2021). An Observational Study of Engineering Online Education During the COVID-19 Pandemic. *Plos One, 16*(4), 1–17. <https://doi.org/10.1371/journal.pone.0250041>
- Auh, Y., & Kim, C. (2024). Examining Challenges in Youth Global Citizenship Education With a Christian Worldview During the Post-Pandemic Era. *Pedagogical Research, 9*(3), 1–10. <https://doi.org/10.29333/pr/14655>
- Bangun, A. A. R., Sihombing, D. I., Manik, E., Ginting, K., & Julius, J. (2022). Penguatan Literasi Dan Numerasi Pada Pelaksanaan Kampus Mengajar Angkatan 3 Di SD Negeri 047176 Sirumbia. *Kifah Jurnal Pengabdian Masyarakat, 1*(2), 145–152. <https://doi.org/10.35878/kifah.v1i2.490>
- Fatonah, N., Permana, J., & Syaodih, E. (2023). Improving Numeracy Literacy Skills of Elementary School Students Through the Kampus Mengajar (Kampus Mengajar) Program Policy. *Jurnal Cakrawala Pendas, 9*(2), 298–308. <https://doi.org/10.31949/jcp.v9i2.4597>
- Hasan, M., Arisah, N., Dinar, M., Rahmatullah, R., & Nurdiana, N. (2023). Model Experiential Learning Untuk Mengembangkan Karakter Kewirausahaan Berbasis Budaya Lokal Pada Anak. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini, 7*(2), 1333–1345. <https://doi.org/10.31004/obsesi.v7i2.3884>
- Hayati, R. S. (2020). Pendidikan Lingkungan Berbasis Experiential Learning Untuk Meningkatkan Literasi Lingkungan. *Humanika, 20*(1), 63–82. <https://doi.org/10.21831/hum.v20i1.29039>
- Karjo, C. H., & Andreani, W. (2023). *Affordances of E-Learning in Indonesian Higher Education Institutions*. 82–95. [https://doi.org/10.2991/978-2-38476-054-1\\_8](https://doi.org/10.2991/978-2-38476-054-1_8)
- Laia, S., Firmansyah, F., Krismonika, K., & Bogha, P. (2024). Transformasi Pendidikan Melalui Pengantar Kurikulum: Tinjauan Terkini Dan Tantangan Masa Depan. *Ej, 4*(1), 197–210. <https://doi.org/10.62738/ej.v4i1.78>
- Liana, E., & Wardana, M. Y. S. (2022). Implementasi Program Kampus Mengajar Dalam Meningkatkan Kompetensi Siswa Di Sd Negeri 2 Tlogowatu. *Widharma - Jurnal Pengabdian Widya Dharma, 1*(01), 1–9. <https://doi.org/10.54840/widharma.v1i01.10>
- Lindawati, R. (2022). Bakti Untuk Negeri Melalui Program Kampus Mengajar: Sharing Session. *Jurnal Abdidas, 3*(1), 176–180. <https://doi.org/10.31004/abdidas.v3i1.556>
- Muliantara, I. K., & Suarni, N. K. (2022). Strategi Memperkuat Literasi Dan Numerasi Untuk Mendukung Merdeka Belajar Di Sekolah Dasar. *Edukatif Jurnal Ilmu Pendidikan, 4*(3), 4847–4855. <https://doi.org/10.31004/edukatif.v4i3.2847>
- Mulianti, S., Susanta, A., & Hanifah, H. (2023). The Effect of Geogebra-Assisted STEM Learning on the Creative Thinking Student of SMK Negeri 1 Lebong. *Math Didactic Jurnal Pendidikan Matematika, 9*(1), 71–85. <https://doi.org/10.33654/math.v9i1.2092>
- Mustika, D., Amama, A. D., Fitriani, A., Fahesa, A., Tiara, A., Ain, S. Q., Lingga, L. J., & Amanda, D. (2023). Sosialisasi Program Kegiatan Kampus Mengajar Angkatan 4 Di SD 003 YKWI Pekanbaru. *Joong-Ki Jurnal Pengabdian Masyarakat, 2*(2), 428–433. <https://doi.org/10.56799/joongki.v2i2.1720>
- Nura, D. (2023). Enhancing Literacy Competence of 5th-Grade Students at SDN 3 Kerticala Through Learning Assistance. *Dedic. J. Community Services, 1*(2), 187–198. <https://doi.org/10.17509/dedicated.v1i2.59828>

- Plessis, M. d., Carel D. Jansen van Vuuren, Simons, A., Frantz, J., Roman, N. V., & Andipatin, M. (2022). South African Higher Education Institutions at the Beginning of the Covid-19 Pandemic: Sense-Making and Lessons Learnt. *Frontiers in Education*, 6, 1–17. <https://doi.org/10.3389/feduc.2021.740016>
- Qomarrullah, R. (2024). Peran Masyarakat Adat Dalam Pengembangan Pendidikan Berbasis Lingkungan Sosial. *Indonesian Journal of Intellectual Publication*, 4(2), 1–11. <https://doi.org/10.51577/ijpublication.v4i2.505>
- Rapanta, C., Botturi, L., Goodyear, P., Ortiz, L. G., & Koole, M. (2021). Balancing Technology, Pedagogy and the New Normal: Post-Pandemic Challenges for Higher Education. *Postdigital Science and Education*, 3(3), 715–742. <https://doi.org/10.1007/s42438-021-00249-1>
- Shabrina, L. M. (2022). Kegiatan Kampus Mengajar Dalam Meningkatkan Keterampilan Literasi Dan Numerasi Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(1), 916–924. <https://doi.org/10.31004/basicedu.v6i1.2041>
- Siallagan, A., Setiawan, D., Pratiwi, D. V., Sipayung, V. N., Sitinjak, R. D., Rahayu, P., & Purba, M. H. (2023). Improving Literacy and Numeration Ability Through a Campus Teaching Program at Sd Negeri 091640 Bandar Masilam, Simalungun District. *Jurnal Pengabdian Pendidikan Masyarakat (Jppm)*, 4(1), 39–46. <https://doi.org/10.52060/jppm.v4i1.1023>
- Silalahi, R. Y. B., & Sahara, S. (2022). Upaya Pengembangan SDM Guru PAUD Berbasis Kompetensi Profesional. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*, 6(6), 6478–6491. <https://doi.org/10.31004/obsesi.v6i6.2691>
- Sutisno, A. N., Novianawati, N., & Hidayatullah, M. A. S. (2023). Domestic Waste Management Strategy Through Realization of School Waste Banks Towards Students Scientific Behavior. *International Journal of Educational Qualitative Quantitative Research*, 2(1), 1–6. <https://doi.org/10.58418/ijeqqr.v2i1.22>
- Suwanti, V., Suastika, I. K., Ferdiani, R. D., & Harianto, W. (2022). Analisis Dampak Implementasi Program MBKM Kampus Mengajar Pada Persepsi Mahasiswa. *Jurnal Pajar (Pendidikan Dan Pengajaran)*, 6(3), 814. <https://doi.org/10.33578/pjr.v6i3.8773>
- Tambunsaribu, G. (2023). Permasalahan Dan Solusi Yang Dilakukan Mahasiswa Peserta Program Kampus Mengajar. *Jurnal Abdi Insani*, 10(2), 1124–1136. <https://doi.org/10.29303/abdiinsani.v10i2.966>
- Wea, D. E., Ugha, F., Falnita, A., Kua, M. Y., & Dopo, F. (2024). Pelaksanaan Kampus Mengajar Angkatan v Sebagai Upaya Peningkatan Literasi Dan Numerasi Di Uptd Sdi Perawea. *J.C.K.K.N*, 2(2), 126–139. <https://doi.org/10.38048/jckkn.v2i2.3316>
- Wildani, I., & Isnaini, H. (2022). Meningkatkan Potensi Dan Kompetensi Siswa Sekolah Dasar Pada Program Kampus Mengajar. *Journal of Empowerment*, 3(2), 151–162. <https://doi.org/10.35194/je.v3i2.2395>
- Yuliza, E., Bangun, P. B. J., Sitepu, R., Nurnawati, E., Puspita, F. M., Octarina, S., & Indrawati, I. (2023). Pendampingan Pemanfaatan Multimedia Wordwall Berbasis Lingkungan Pada Guru-Guru Sd. *Jurnal Pepadu*, 4(4), 470–476. <https://doi.org/10.29303/pepadu.v4i4.3587>