THE CAMPUS TEACHING PROGRAM IS AN INITIATIVE TO ENHANCE ASSESSMENT OF STUDENTS' MINIMUM ABILITIES IN CENTRAL SULAWESI

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Abstract. One of the initiatives developed by Kemendikbudristek with the primary goal of improving Indonesian education is the teaching campus program. This teaching campus activity aims to assess the level of the the fifth Division Teaching Campus program's implementation as well as its impact and realization of learning contributions. Students can improve the standard of education on a national and international level by acting as change agents. In place of the UN (National Test), the government has adopted the AKM (Assessment of Minimum Ability) policy. The concept of AKM can be used to assess students' reading and numeracy abilities as well as their comprehension of how to use technology. Between the pre-test and post-test, the analysis of the answers based on the two tables above revealed that literacy had grown by 8% while numeration had drastically decreased by 28%. This indicates there is a lack of student comprehension regarding numeration, consequently SD Inpres 3 Talise needs to make an effort to improve student numeration. According to the objectives of the Teaching Campus Program, which is to encourage students and teachers to make the best use of technology, the 5th Teaching Force Campus Program has been successful in implementing and directing the adaption of technology in SD inpres 3 Talise.

Keywords: kampus mengajar, technology adaptation, AKM, elementary school.

INTRODUCTION

The Indonesian government in the world of education is designing a new innovation called Merdeka Learning Campus Merdeca (MBKM) initiated by the Ministry of Education, Culture, Research, and Technology aimed at encouraging students in mastering the knowledge that is useful to enter the workplace. The teaching campus program is one of the policies produced by Kemendikbudristek with the main aim of raising the quality of education in Indonesia. The Teaching Campus program opens the way for students to be teachers' partners in the exciting learning development and adaptation to technology in the 4.0 era today. The teaching campus is followed by all the students from various regions of Indonesia who engage themselves directly in education at Primary Schools (SD) and Primary Secondary School (SMP) throughout Indonesia especially those schools that have B/C accreditation with literacy aspects of numeration and technology adaptation that are not optimal. Students as agents of change are expected to help improve the quality of education in SD and SMEs specializing in numeration literacy and technology adaptation. There is a 5th Army Teaching Campus program that can sharpen communication, confidence, social skills, problem-solving, innovation and creativity (J et al., 2023).

The purpose of this teaching campus activity is to know how far the implementation of the 5th Army Teaching Campus program is as the realization of learning contributions while impacting. Law No. 20 of 2003 on the National Education System in article 4, paragraph 5, states, "Education is organized by developing a culture of reading, writing, and counting for all citizens"(Pulungan F.R, 2020; Putra, 2021). Students are a group or group of young intellectuals in the community environment who are beneficiaries of all the facilities of the community provided by the government, which indirectly the student himself has.

Moral responsibility for the facilities provided. One of the duties of the student is to strive to dedicate himself in the community in its environment. The student who is also an asset of a country in the society who is educated in various fields of science and skills will be a generation of successors who are capable and able to quickly face the challenges and changes and the problems that arise from the change itself. In this case, students are expected to be able to bridge the parties in society whether individuals, groups, or specific agencies of children that are vulnerable enough to change in society to help improve the well-being of the community so that later will be a generation of tough, moral, responsible and dignified successors (Fadlillah, 2016). Students as agents of change can help the quality of education on a national and international scale. Technological development and advances in education will continue to grow both regionally and nationally, so the role of students in technology is highly needed (Trismawati, T., et.al, 2022).

AKM (Assessment of Minimum Ability) is a government policy to replace the UN (National Test) where the concept of AKM is useful to measure student literacy and numeration skills as well as understanding of the use of technology (Gunawan et al., 2023). It is related to the ability of students in this century where literacy, numeration, and technology must be mastered by the students to be able to compete in the era of the industry revolution 4.0 (Arifin, 2016; Putra et al., 2020). Based on this, the purpose of AKM is pursued by researchers as students of the Campus Teaching Force 5 is to improve literacy and numeration and adaptation of technology in the school SD Inpres 3 Talise in knowing the understanding of students, as a measure of the students.

RESEARCH METHOD

The method used in this research is to use a descriptive method with a qualitative approach, where this method examines a condition, a system, or an event that occurs at the time (Creswell, 2009; Putra, 2017). The data collected in this study, among other things, is primary data which is data obtained directly from the original source (not through intermediaries) of the field through the process of observation and documentation. Observation is one of the methods of collecting data by observing or reviewing carefully and directly at the site of the study to find out the conditions occurring or to prove the truth of a design of the research being carried out, and documentation. Secondary data obtained indirectly is historical data that is organized in a published archive. The data collection technique used in this study uses descriptive analysis techniques to reduce data, play data, and draw conclusions (Pratiwi, A. E., & Tranggono, 2023).

Observation involves direct observation of the phenomena studied. In descriptive research, researchers can observe and record details of behavior, interactions, or situations relevant to the research topic (Aisah, H., Zaqiah, Q. Y., & Supiana, 2021). Observation can be conducted in a participatory manner, i.e. the researcher is directly involved in the observed situation, or non-participative. In observations, it is important to record accurately what is observed and to record observations that may be relevant to the research question. Documentation involves the collection of data from written sources or other records relevant to the research. For example, official documents, journal notes, reports, memos, or audio/video recordings. In descriptive research, the document can provide important insights and information about the phenomena studied (Hutauruk, et.al, 2023).

After collecting data through observation and documentation, the next step is to analyze the data in depth. Data collection can use qualitative approaches such ascontent analysis, narrative analysis, or thematic analysis to identify patterns, themes, and meaning emerging from the data collected (Putra, 2022; Tavita,et.al, 2022).

RESULT AND ANALYSIS

Analysis of the implementation of AKM Classes in Class 5 using the motivation application that has been provided by the specialized Government of Puspendik with the help of teaching campus students who have made supplies related to the process of implementing AKM class so as to facilitate understanding of the results that have been done(Santosa, K., Ria Anggraini, 2022). This AKM is performed twice at the beginning of the assignment, the pre-test and the end of the post-test

assignment. In the pre -test activity, which was followed by 26 students did not use the session because the network was well included at the time. However, at the end, the post - test assignment was performed gradually, which is 5 sessions due to poor network connections.

Fig. 1. Pre-Test Implementation

The implementation of the AKM is going fairly smoothly even though the head of the school is not directly involved in this activity, but we have provided sufficient facilities to meet the implementation program of this class AKM. Some facilities are provided, among others, such as changing the LAN network to focus the implementation of AKM using a single network, LCD/projector, exercise/mobile phone in case of lack of laptop and the availability of class as a place for forced AKM program of class from Ministry of Education and culture research and technology (Wulandari et al., 2023).

Process There are some impediments in the pre-test enforcement both before and at the time of the AKM execution. The impediments obtained before the Pre-test are first, it is difficult to enter the Motivation application which must comply with the instructions because it must depend on the capacity of the laptop used so that on days-H can reduce and anticipate other impediments. Secondly, the vulnerability to implementation of the AKM is not sufficient because previously the students of the fifth grade carried out the backyard work. Thirdly, due to the hasty implementation, the student of the 5th Teaching Campus must first teach the students in the use of the laptop and the steps to answer about AKM.

Fig. 2. Implementation of AKM Class Post-test

In the post-test, the obstruction is first, the laptop used at the pre-test could not be used anymore, because of its large capacity. Second, accessing through the same LAN network is very

difficult. Third, because of the influence of the network, then the execution is divided into 5 sessions, each session there are 4-5 people. Fourth, due to the influences of the networks, the implementation of AKM takes a lot of time. There is the use of the application Motivation on AKM This class can make it easier for teachers to give values, group values because teachers no longer need to use paper in giving values to students(Pratiwi, A. E., & Tranggono, 2023). Analysis of students' answers on pre-test and post-test between literacy gains an improvement, while numeration gains a rather significant decrease. Here is a table of presentations of responses to competences with the formula presentations as follows.

Presentation % = A : B × 100

PS: A = number of students responding to
B = Number of students

Table 1. Percentage of pre-test competency answers

Pre test					
Literacy			**Numeracy**		
The number of students	The number of students who answered correctly	Percentage of students answering correctly	The number of students	The number of students who answered correctly	**Percentage of students answering correctly**
26	**9.2**	**36%**	**26**	**6.2**	**45%**

By the above table 1 on literacy, with 26 students and the number of students answering correctly is 9.2 then the student's presentation answering true is 36%.

Table 2. Percentage of post-test competency answers

Post test					
Literacy			**Numeracy**		
The number of students	The number of students who answered correctly	Percentage of students answering correctly	The number of students	The number of students who answered correctly	**Percentage of students answering correctly**
26	**11.5**	**44%**	**26**	**4.5**	**17%**

According to the table above on literature, with 26 students and the number of students answering correctly is 11.5 then the student's presentation answering true is 44%. As for the numbering, with the student numbering equal and the student's numbering correct is 4.5, then the presentation student answering right is 17%. The analysis of answers based on the two tables above between pre-test and post-test in literature has increased by an 8% difference while in numeration there has been a drastic decrease with a 28% difference. This shows that the lack of student understanding related to numeration, so it is necessary to make an effort to improve students' numbering in SD Inpres 3 Talise. According to the author, besides the lack of student understanding.

CONCLUSION

The technology adaptation carried out in the school aims to improve school literacy and numeration skills in SD Inpres 3 Talise. Improved student skills on AKM class approach shows improvement although not with significant improvement. This is because numeration literacy in the core activities of mathematical learning requires the student's activity and the teacher's creativity in designing the learning that must be accustomed, especially with an interesting and enjoyable

learning approach. There is a decrease in the post-test presentation factor, namely network constraints and the use of laptops to answer inadequate questions because some questions on literacy and numeration cannot be answered through smartphones.

Implementation of the 5th Teaching Campus Program in implementing and guiding the adaptation of technology in SD Inpres 3 Talise has been achieved in accordance with the goals of the Campus Teaching Program that students and teachers can optimize the use of technology. In addition, teachers can also see how far students' understanding of literacy and numeration in teaching learning activities corresponds to the developments of the present era in the 21st century(Putra, 2023).

According to the researchers, this is because the literacy of numeration in the core of mathematical learning requires the student's activity and the teacher's creativity in designing learning that has always had to be used to, especially with an interesting and enjoyable learning approach. And there needs to be a motivation from the teacher to raise the demand for students to study at school. In addition, there are other factors that, according to the author, affect the AKM class results, namely the lack of facilities for the implementation of AKM and poor network connections, so that the future should be optimized well.

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