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## GROWING INTEREST IN LITERATURE AND DEVELOPMENT OF SCIENCE TECHNOLOGY IN SMP AL FALAH KRATON

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### Abstract

*The teaching campus is one of the programs from Independent Learning Independent Campus (MBKM) to assist the learning process in elementary and junior high schools in various parts of the country, especially in the 3T area. This program is based on the fact that learning has not been implemented effectively during the Covid-19 pandemic which has caused learning losses for students. Given that many people in the 3T region are in the lower middle economic class, not everyone has a smart smartphone. One of them was at the AL Falah Kraton Pasuruan Middle School who experienced this problem and required him to organize a learning process during the Covid-19 pandemic with the permission of the Pasuruan Regency Education Office along with strict health protocol requirements and had implemented one and two vaccination programs. Based on these problems, the presence of campus students at SMP AL Falah Kraton Pasuruan can help contribute to conducting effective learning during the Covid-19 pandemic. The programs held include focusing on developing a literacy and numeracy culture, adapting technology and school administration. The research method used is an approach approach and data collection techniques are carried out by observation and documentation techniques.*

**Keywords**– Teaching Campus; Literacy; Technology Adaptation

## 1. Introduction

The world of education in Indonesia still needs more attention. Especially in the education system located in remote areas of the country which are still difficult to reach by technological developments. Technological developments in the current era really need to be followed by all sectors, one of which is education. With technology, everything becomes easier to do anytime and anywhere. As during the Covid-19 pandemic which has attacked almost all countries, all activities cannot run as they should, including in the world of education. Since March 2020, WHO as a world health organization has declared Corona Virus Disease (Covid-19) as a pandemic that has hit more than 200 countries in the world (Sohrabi et al, 2020) . As a step for the Indonesian government in overcoming the problems that are being faced by the world of education, the Ministry of Education, Culture, Research and Technology has launched the Merdeka Learning policy. One of the programs that are directly related to the world of education is the Teaching Campus program.

The Campus Teaching Program targets schools with C accreditation and located in the 3T area. One of the schools targeted for the Class 3 of 2022 Teaching Campus Program is SMP Al Falah Kraton, Pasuruan Regency, East Java Province. Before serving on the Teaching Campus Program batch 3, students first conduct a briefing for approximately one month with material from qualified resource persons, then students analyze problems in placement schools to determine what kind of work programs will be made to overcome the problems encountered. there is such.

After obtaining data from the analysis of problems that occurred in the target school, Al Falah Kraton Middle School has a total of 278 students and 15 teachers and staff. Al Falah Kraton Middle School is located in Selotambak Village, Kraton District, Pasuruan Regency and the school is located in near residential areas. The road access to the location of the school is not good, namely the condition of the road is paved but badly damaged with many potholes. There are even roads where the asphalt has been eroded, leaving only gravel and sand. The road passes through rice fields so that when it rains it is

prone to flooding. This is no longer an open secret, because as many people know, most of the streets in villages in Pasuruan experience the same thing. Even so, SMP Al Falah Kraton already has a building that is quite good and livable with several facilities such as a library and a computer lab. However, the main problem in this school is the number of buildings that are still not sufficient for all 8th grade girls and boys, so they have to use the library room and the room in the cottage which is actually a place for reciting the Koran . As a result of the non-functioning of the library room properly and the unavailability of reading books, the literacy level of students there is very low. Literacy and numeracy are very important because of the competence and intellectual growth of each individual. As the program on literacy that has been implemented by the government since 2015, the School Literacy Movement Program (GLS) is contained in the Minister of Education and Culture Regulation Number 23 of 2015 concerning the Growth of Character (Sari 2018) . In addition, the availability of computer lab space at SMP Al Falah Kraton which is not maximized for use for students learning makes students' knowledge of technology still very necessary to be developed.

Taking into account the problems that exist at the Al Falah Kraton Middle School, the focus of this research is trying to build a culture of literacy and numeracy supported by the development of science and technology to improve the quality of human resources at the school through the Campus Teaching program grade 3 as a generation that cares about developments. education in Indonesia.

## **2. Method**

Class 3 Teaching Campus activities are carried out in schools that are included in the 3T region category. One of the schools in East Java Province that falls into this category is Al Falah Kraton Middle School, Selotambak Village, Kraton District, Pasuruan Regency. The Teaching Campus Program batch 3 begins with the provision of material for one month, namely on January 24 – February 25, 2022, then continues with the submission of students to the District

Education Office for their respective placements on February 25, 2022 and the implementation of the program in their respective schools on February 25, 2022. March 1 – June 29, 2022.

The method used in this activity is divided into three stages, namely the preparation, implementation, and analysis stages. As stated by Hadiyati, et al (2017) that when compiling a scientific paper, the stages that are passed are the planning stage, implementation stage, and evaluation stage. Where the preparation stage consists of debriefing, parachuting, observation, and program planning activities that will be carried out. The implementation phase includes teaching activities, adapting technology, and school administration activities. The result analysis stage is in the form of report preparation, improvement, and report collection.

### **3. Result and Discussion**

The Minister of Education, Culture, Research, and Technology explained that campus teaching is a new curriculum idea that focuses on strengthening literacy and numeracy and strengthening the profile of Pancasila students (Nadiem Anwar Makarim, 2022) . The presence of this teaching campus program is an effort to recover the learning loss experienced by students as a result of the Covid-19 pandemic. The teaching campus is also a youth service program that cares about the continuity of the learning process in schools during the pandemic. Where students who are also experiencing more or less the same problems as someone who is studying for future provisions try to fight for the rights of students to continue to get education in the midst of the conditions they face. As stated in Article 31 of the 1945 Constitution, paragraph 1 reads, "Every citizen has the right to education" (Dewan Perwakilan Rakyat 1989) and in the fourth paragraph of the 1945 Constitution one of the goals of the Unitary State of the Republic of Indonesia is to educate the nation's life. The meaning of these goals describes a lofty ideals and hopes of the country in building superior human resources in order to achieve a just, prosperous and prosperous life.

The following will describe the stages for carrying out Campus Teaching activities for class 3 at SMP Al Falah Kraton:

**a. Preparation phase**

1) Debriefing

The briefing for students and field supervisors in the Campus Teaching program batch 3 was carried out by the committee and experienced resource persons who had been prepared by the Campus Teaching committee batch 3 online through Zoom Meetings and Live Youtube. The time for the debriefing to students is carried out for one month. The aim is to provide knowledge to students and field supervisors regarding the things needed in teaching activities in placement schools. The materials presented in the briefing included those related to literacy and numeracy, namely the basic concepts of literacy and numeracy; Numerical literacy assessment and mapping; Mathematics and Nature Elementary and Junior High School. The other materials are Communication and Local Wisdom; Facilitating Skills; Growth Mindset; and School Pedagogy.

2) Drop

Before students work in placement schools, they need to coordinate with the District Education Office and the school where they serve. This form of coordination includes student activities and field supervisors (DPL) communicating for the first time with the District Education Office online considering the pandemic is still ongoing. The activity was continued with students and field supervisors (DPL) visiting for the first time to a placement school by bringing a letter of assignment from the Ministry of Education and Culture (Kemendikbud) and a letter of assignment from each university as proof of self that really as a campus student teaching batch 3 who will be placed in the school to serve for approximately four months. On that occasion, students also explained about the campus teaching program which is part of the independent learning campus policy (MBKM) to the school because considering this program is still new and not everyone knows exactly how the program works.



(a)



(b)

**Figure 1.** [a] Coordination with the District Education Office; [b] with school

### 3) Observation

The observation stage is divided into several aspects, namely:

- a) Observation method, at the beginning of observing at the placement school, observing the condition of the school environment starting from the school community, the ongoing learning process, as well as the facilities and infrastructure available at the school to support the ongoing teaching and learning activities.
- b) Sources of observational data, this source was obtained from the results of initial observations in placement schools through direct observations of conditions in the field in the form of photo documentation and interviews with school principals, civil servants and teachers.
- c) The results of the observations consist of aspects of learning, school administration and technology development through technology adaptation.



(a)



(b)



(c)

**Figure 2.** [a], [b], [c] School Environment Observation

#### 4) Program Planning

After carrying out the observation phase of the school environment, it is continued with the process of preparing a work program plan to be carried out during the period of service at the campus teaching school placement class 3. Of course, the work program made must be approved by the field supervisor (DPL), the principal and the civil servant teacher. Planning this work program is not necessarily made just like that, but is made according to the problems that exist in the placement school as a form of solution to these problems.



[a]



[b]



[c]

**Figure 3.** [a], [b], [c] Drawing up a Work Program Plan and Asking for Approval from the Field Supervisor (DPL), the Principal, and the Civil Service Teacher

#### *b. Implementation Phase and Result Analysis*

##### 1) Teach

Classroom teaching activities are one part of the targeted aspects of the campus teaching program. Students are not to replace the role of a teacher but to create new colors in teaching and learning activities so that students are not bored with the old learning model applied by the teacher. The form of

learning that is applied to students by students is to provide more opportunities for students to express their curiosity about the material being taught, then proceed with sharing together in a relaxed and not serious monotonous atmosphere and occasionally provide students with motivation to study hard.

In addition, teaching in class by students also invites students to want to read the material first before entering into a deeper discussion of the material. This is done so that students are accustomed to reading and it is hoped that in the future the reading habit will be embedded in each student. Remembering reading or inculcating literacy is very important to add insight and hone the brain's thinking skills.

To support this literacy development, campus students teach 3 work programs for the Reading Corner and the Reading and Writing Fluency Training "LABALIS". The Reading Corner was created to provide light reading books and a comfortable reading area for students, because the school library facilities at Al Falah Kraton Middle School are not available for non-educational reading books. Apart from this, the background of making the reading corner was the improper use of the library room because it was used as a classroom for 8th grade students who did not get a class in the school building, considering that the school building for classrooms at SMP Al Falah Kraton was still lacking.

The fluent reading and writing work program "LABALIS" was made by students because reading problems at Al Falah Kraton Middle School were deemed to need serious handling. Students received information from the principal, civil servant teachers, and teachers that most of the cases did not go to class at the school because the students could not read and write. And after being analyzed, it was found that these students came from the same elementary school. Seeing these problems made students moved to help these students to be able to read and write through the LABALIS work program. There are approximately 13 students who are the target of this program. Previously, the student data was obtained through the school



principal and Indonesian language teacher. The LABALIS program is held three times a week for one hour during breaks.



(a)

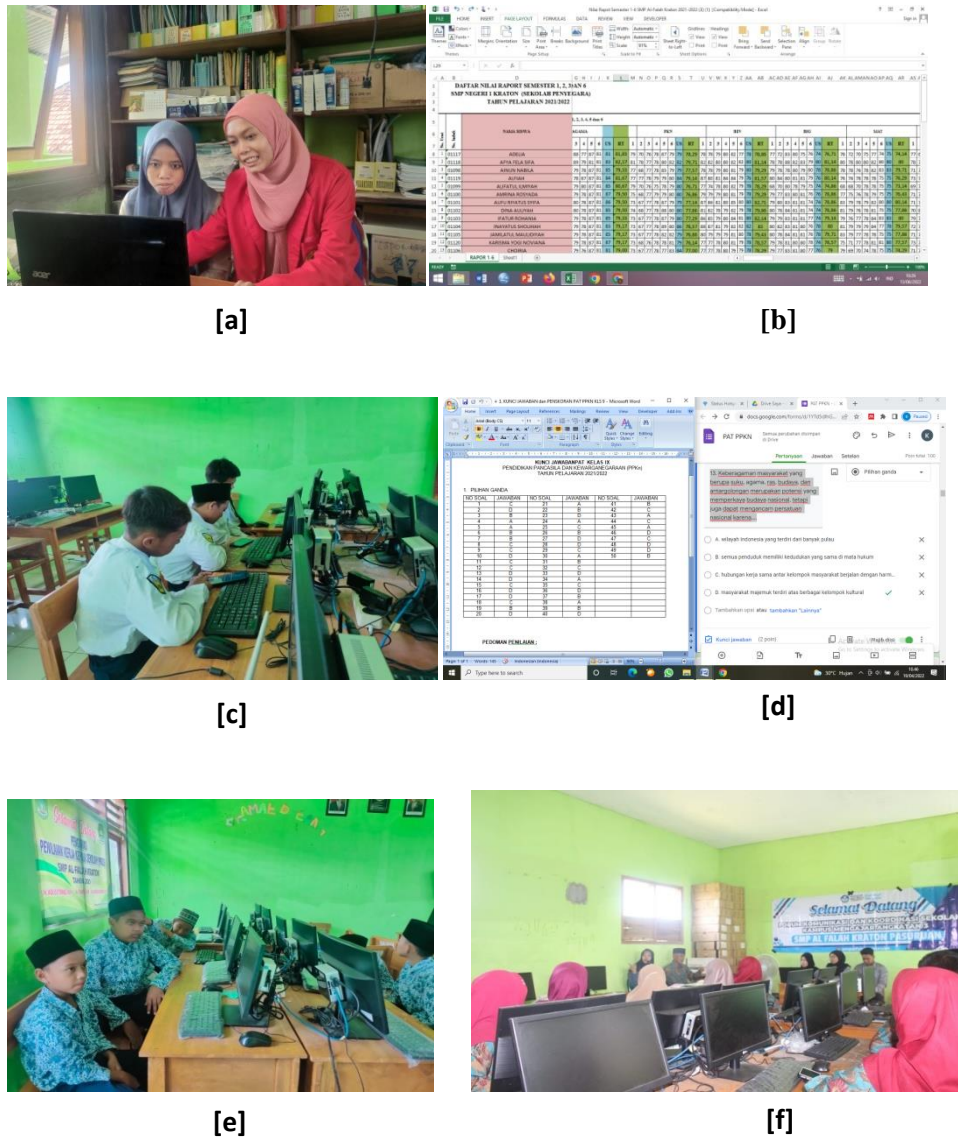
(b)

**Figure 4.** [a] Reading corner, [b] Reading and writing fluent program “LABALIS”

## 2) Technology Adaptation

This technology adaptation activity is implemented in various activities including helping school administration staff process report cards and school exam scores using Microsoft Excel. Another activity is helping teachers make online exams using Google Forms. This online exam is intended for cottage students who at that time are in the process of returning to their respective hometowns. For the task given to campus students teaching class 3 regarding the implementation of the Minimum Competency Assessment (AKM) as well as an effort to adapt technology to students, the goal is that students can use technology, both computers and gadgets, not only for playing but also for learning.

In addition, students also implement technology adaptation by holding Microsoft Power Point Training Workshops for students and Microsoft Excel for teachers. The training is carried out so that students and teachers are literate with today's advanced technology. The use of technology can make it easier for users to do things, such as during the Covid-19 pandemic which requires all activities including education to be held online from their respective homes.



**Figure 5.** [a], [b] Helping school administrative staff operate Microsoft Excel, [c] Carrying out Minimum Competency Assessment (AKM), [d] Helping teachers make online exams via Google Form, [e] Microsoft Power Point Training Workshop for students students, [f] Microsoft Excel Training Workshop for teachers

### 3) Doing Administrative Activities

School administration activities are carried out by students, namely by rearranging the books in the library according to groups and types, because

previously the books on the library shelves were not arranged quickly and mixed between types of books. Students also make class magazines as a form of motivation and appreciation for students who have potential in terms of making works such as poetry and drawing. In addition to these activities, students also help administrative staff enter student biodata and grades into the school's main book, considering the existence of the book is very important, such as when you want to apply for a blank diploma to the District Education Office, you need to bring the main book with complete and correct contents.



[a]

[b]

[c]

**Figure 6.** [a] Reorganizing the library, [b] displaying student work in the classroom wall magazine, [c] recaping student biodata and grades into the main book

#### 4. Conclusion

One of the government programs as evidence of caring for education in Indonesia is through the Ministry of Education and Culture's policy, namely Merdeka Learning Campus Merdeka (MBKM) Campus Teaching program batch 3. Where the Campus Teaching program assigns students as the younger generation who care about the sustainability of education in Indonesia while in facing the Covid-19 pandemic, especially in the 3T area. Students play a role in the teaching and learning process, school administration activities and technology adaptation.

The Teaching Campus Program lasts for 5 months, namely the first month is the debriefing period and the next 4 months is the period of duty for students to go

directly to a predetermined placement school. During the campus teaching activities at the placement school, namely at SMP Al Falah Kraton, students learn to deal with all kinds of problems that exist in the midst of limited facilities and infrastructure. In the teaching and learning process students do not necessarily replace the role of the teacher, but help create new innovations such as fun teaching procedures using interesting learning media. It is hoped that the continuity of education at Al Falah Kraton Middle School can be better again in terms of the quality of its human resources so that the quality of education can also be better.

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