



Pioneering Teaching Campus Activities at Elementary School in Balerante, Palimanan, Cirebon, West Java, Indonesia

Nelsa Indah Artamevia, Asep Bayu Dani Nandiyanto*

Universitas Pendidikan Indonesia, Indonesia

Correspondence: E-mail: nelsaindahartamevia@upi.edu

ABSTRACTS

Perintis Teaching Campus is one form of implementing the Independent Campus Learning Policy in the form of teaching assistance to empower students to assist the learning process at elementary schools in various villages / cities throughout Indonesia. The implementation of learning during this pandemic is carried out online. Where teachers are required to really master technology and create media that attracts students' attention so that they do not get bored. Therefore, this program is intended for students to help teachers in conducting distance learning. Of course this activity is very beneficial for schools, students, and students. This activity was carried out at elementary school (SDN 3) in Balerante, Cirebon, Indonesia for 2.5 months.

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ARTICLE INFO

Article History:

Submitted/Received 21 Jan 2021

First revised 07 Feb 2021

Accepted 11 Feb 2021

First available online 11 Feb 2021

Publication date 01 Mar 2021

Keyword:

Education,

Long distance learning,

Pioneer teaching campus,

Independent campus,

Learning policy.

1. INTRODUCTION

Ministry of Education and culture organizes the Pioneer Teaching Campus, program which is part of the Free Learning-Independent Campus Policy. The Teaching Campus is a form of student concern for the education of our younger siblings in villages / cities, who are currently experiencing very uncomfortable conditions. Where they still have to learn in different conditions from before, because education is not only about learning, but also about building attitudes, behavior, mindset, soft skills and hard skills (Chell & Athayde, 2011; Dharmarajan *et al.*, 2012).

During this pandemic, teachers are asked to be more creative and innovative in the teaching and learning process (Chang *et al.*, 2021; Aliyyah *et al.*, 2020). Teachers must be able to keep up with the times and also adapt to the current situation. However, education in Indonesia is still uneven. The quality of the teaching staff varies from place to place. This obstacle is also felt at elementary school (SDN 3) in Balerante, Indonesia. During this pandemic the teacher only used the group WhatsApp for learning media. With the presence of students, schools are expected to be inspired in learning, from the knowledge and experiences they have.

2. METHODS

Method used is descriptive method. The descriptive method is research that seeks to describe a symptom, event and incident that is occurring at the present time where the author tries to capture events and incidents that are the centre of attention and then describe them as they are. Descriptive research is a study that aims to describe something that took place at the time the research was carried out and examine the causes of a particular symptom.

3. RESULTS AND DISCUSSION

3.1. Teaching

Analysis of the results of the implementation of the teaching program in weeks 1 and 2 using the group WhatsApp, it is felt that there is very little interaction between students and teachers, but students are still working on the assignments given. Analysis of weeks 3 and 4 was carried out online learning through Google Meet media, from the results of online learning this week, children could understand a little well and understand the material presented, because the teacher can explain the material being studied even though it is online. This can also increase the interaction between students and the teacher, the teacher can find out which parts of the material the students have not understood and then can explain it again.

Analysis of weeks 5 and 6 was carried out offline learning, but still maintaining the health protocol by dividing 2 groups for each class. From the results of this offline learning, the results are very much different when learning is done online, children can understand well and are easy to understand because learning is done intensely to each student. In addition, some students who when online learning do not understand the material presented can directly ask the teacher about the material. Now they are making progress in terms of ability. The 6th to 8th week analysis was carried out online learning, through the learning media Zoom Meeting. **Figure 1** shows online teaching documentation.



Figure 1. Online teaching documentation

3.2. Helping Technology Adaptation

On the first day of the KMP program, students were assigned an assignment to visit the target SD Education Office, in this case the author visited DISDIK Cirebon Regency, as an effort to convey the aims and objectives of the KMP program. The resulting output after visiting DISDIK, students get a letter of assignment from DISDIK Cirebon Regency which can be used in KMP activities to the target SD (SDN 3 Balerante). **Figure 2** shows documentation helps adaptation of technology.

3.3. Helping School Administration and Teachers

The implementation of school and teacher administration programs in week 1 to week 8 is helping to recap the presence of students, this certainly greatly shortens the time for writers to recap their presence each week because they use google form. The implementation of week 9 is to help the administration of PAS assessments from grades 5 and 6. For the implementation of week 10, it is to help the process of scoring grades 5 and 6 students from the beginning of the semester as well as filling in the grades and identity of students' report cards. **Figure 3** shows documentation of recording presence.



Figure 2. Documentation helps adaptation of technology



Figure 3. Documentation of Recording Presence

4. CONCLUSION

In the current state of the Covid-19 Pandemic, many activities are carried out at home, even in the education sector the learning process carried out by students from home. Therefore, the main priority at this time is how to ensure the nation's next generation (students) remain smart, but learning services must comply with health protocols during the COVID-19 Pandemic. From the results of the implementation of the KMP program, it is certain that a lot of experience, and it is difficult to be a teacher, especially in situations in covid-19 pandemic, which require learning activities to be carried out online. Teachers are required to really master technology and create media for attracting students' attention This activity is very beneficial for schools, students, and students.

5. ACKNOWLEDGEMENTS

We thank to KMP program and Universitas Pendidikan Indonesia.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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