

The implementation of Teaching Campus program (*Kampus Mengajar*) in improving students' English language skills at SD Negeri Dlingo

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ARTICLE INFO

Article history

Received 1 May 2024

Revised 30 July 2024

Accepted 31 July 2024

Keywords

Teaching campus (*kampus mengajar*) program

English language skills.

ABSTRACT

This study aims to analyze the role of teaching campus (*kampus mengajar*) students towards improving the English language skills of SD Negeri Dlingo students. This study involved students of the teaching campus (*kampus mengajar*) program who taught English at SD Negeri Dlingo for one semester and the school, namely class teachers and students as resource persons. The research method used in this study is a qualitative approach. The rationale behind selecting this approach is the aim to acquire a comprehensive and descriptive comprehension of the function of the Teaching Campus (*kampus mengajar*) for the sixth batch of students campus teaching (*kampus mengajar*) in the process of enhancing their English language skill at SD Negeri Dlingo. The study revealed that the student teaching campus (*kampus mengajar*) program had a positive impact on the students' English skill, such as writing, speaking, listening and vocabulary skills. This was due to the use of innovative, interactive and fun learning techniques, such as storytelling, games and learning aids, using technology media and providing extra lessons. In addition, students of the teaching campus (*kampus mengajar*) program also provide motivation, guidance and constructive feedback to fellow students.

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How to Cite: Ariyanto, O & Sucipto, S. (2024). The implementation of Teaching Campus program (*Kampus Mengajar*) in improving students' English language skills at SD Negeri Dlingo. *International Undergraduate Conference on English Education*, 3(1), 213-220.

1. Introduction

The world of education faces various challenges, including the issue of weak teaching and learning processes. To improve education, reforms must be made to its quality. Ways to enhance the quality of education include curriculum development, innovative learning methods, and improving educational facilities and infrastructure (Sugioko, 2016). Education and teaching are processes aimed at achieving specific goals. Purpose can be defined as a way to articulate the expected outcomes of students after engaging in learning experiences. When students perform well, they demonstrate proficiency in both academic and non-academic areas (Sulasmı & Sabrina, 2021).

As the future generation of our nation, students represent a crucial investment in our collective future. Students have varying attitudes and assessments of the teaching and learning process when attending university. Higher education institutions aim to provide stimuli to teach, grow, and develop the potential of each student to achieve optimal performance. Academic and non-academic measures can be used to evaluate student performance in lectures. Performance is the result of a person carrying out their assigned duties and responsibilities. The behavior of an individual in an organization reflects

their role. Improving performance can be achieved by enhancing the learning motivation of well-structured and constructed students. Motivation can be defined as encouragement (Atiqulloh, 2020).

Teaching campus (*kampus mengajar*) Program Batch 6 was compiled by the Directorate of Learning and Student Affairs, Directorate General of Higher Education, under these circumstances. Teaching campus (*kampus mengajar*) Batch 6 is a form of implementing Merdeka Learning Campus Merdeka (MB-KM) by providing teaching assistance to empower students in assisting the learning process in elementary schools (SD) in various villages and cities in Indonesia. Teaching Campus (*kampus mengajar*) Batch 6 is part of the Merdeka Learning Campus Merdeka (MB-KM) program. During this activity period, students from both education and non-education faculties receive training from various competent parties (training for preparing learning media, assessment, etc). This prepares them to assist in implementing learning in schools in their area. The purpose of this program is to assist schools in carrying out and implementing the independent learning program previously launched by the government.

Particularly in the case of the independent elementary school curriculum, the curriculum emphasizes a number of fundamental concepts. The fact that English is taught as an elective in elementary schools is among the points that are highlighted. Naturally, this is a huge concern for many elementary schools, as many of them lack English teachers. In fact, even those elementary schools that do have English teachers have turned into class teachers and never again teach the language.

Fitriyah & Wardani (2022) found that problems in implementing the Independent Curriculum in elementary schools came from teachers not understanding the characteristics. Teachers are not too interested in the Independent Curriculum and its various modifications. Apart from challenges originating from educators, Sasmita and Darmansyah's (2022) research shows that school facilities and accessibility are also obstacles in implementing the Independent Curriculum.

In the case of SD Negeri Dlingo, there is a lack of teacher ability to teach English as a mandatory subject in the independent curriculum. Therefore, to improve the English language skills of school students, it is very helpful for students who come from English language education. Improving English language skills at Dlingo State Elementary School is one of the tasks given by the school to students, such as speaking, writing, listening and vocabulary skills. This is because SD Negeri Dlingo is a school that has implemented an independent curriculum so that English is something that must be improved in the learning process.

SD Negeri Dlingo, located in Pokoh II, Dlingo Village, Dlingo District, Bantul Regency, Yogyakarta Province, is the school that partners with the community to implement the Teaching campus (*kampus mengajar*) Batch program. The program covers all subjects with a focus on literacy and numeracy, technology adaptation, and school management and administration assistance. The school is already accredited A. The Campus Teaching Program aims to enhance students' literacy and numeracy skills, facilitate technology adaptation, and provide administrative assistance to school management. The program also aims to foster students' leadership and character development through various learning experiences (Safaringga et al., 2022).

However, it is important to note that students must adhere to the program of study they are enrolled in. All students teaching at SD Negeri Dlingo are enrolled in either the English Language Education or English Literature program. This is not intentional as there is currently no English teacher at SD Negeri Dlingo, as the school has just implemented the Merdeka curriculum. As we know, the Merdeka curriculum now includes a new compulsory subject, English. This lesson has been assigned to the respective class teachers to improve the quality of learning and students' English skills at SD Negeri Dlingo. This study aims to determine the implementation of teaching campus (*kampus mengajar*) program students in improving students' English language skills such as writing, speaking, listening and vocabulary skill.

2. Method

This study was carried out using a qualitative approach research method. The choice of this method is based on the desire to gain an in-depth and descriptive understanding of the role of the 6th batch of students Teaching campus (*kampus mengajar*) in the process of improving students' English language skills in the SD Negeri Dlingo environment. The qualitative method is considered suitable because it is able to explain the reality in the teaching campus (*kampus mengajar*) field. The subjects

of this study included all elements related to the role of 6th year teaching campus (*kampus mengajar*) students in improving students' English skills at SD Negeri Dlingo, including Cooperating teacher, the principal and several students.

The data collection techniques used include interviews and direct observations conducted by teaching campus (*kampus mengajar*) students. The data processing process follows qualitative techniques in which data analysis is carried out interactively and continuously until the data is considered sufficient. Data sufficiency is characterized by the impossibility of obtaining new information. The steps of data analysis included data reduction, data presentation, and conclusion drawing and verification. This approach allowed the researchers to detail their findings and understanding of the role of 6th year student Teaching campus (*kampus mengajar*) in the context of improving students' English language skills at SD Negeri Dlingo.

The 6th batch of teaching campus (*kampus mengajar*) program activities at SD Negeri Dlingo were carried out from August 14 to December 1, 2023 with the aim of improving learning for students, especially English. several stages have been passed by teaching campus (*kampus mengajar*) program students so that from before going to school to later starting and implementing programs at school. Five teaching campus (*kampus mengajar*) students, 1 supervisor, 1 cooperating teacher and teachers and students at SD Negeri Dlingo. This activity was welcomed by the school because there was a shortage of teachers with an English teacher background. The several stages that students go through are as follows;

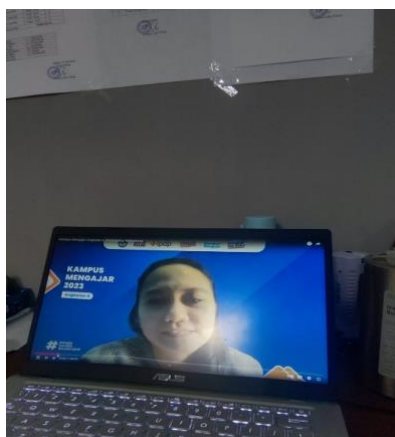


Fig. 1. Debriefing from Kemendikbudristek

The 6th batch of Teaching Campus (*kampus mengajar*) student debriefing took place from July 18 to August 8 2023. Debriefing is conducted for students and supervisors to provide the minimum knowledge needed in teaching assistance activities in elementary schools. The debriefing material includes the role of students in offline learning. With a variety of learning concepts, both learning concepts that students have learned during lectures or can also adjust the learning concepts that exist in schools. This debriefing lasts very long about 3 weeks with various themes that vary, especially on how to help schools in various aspects including how to educate students properly and correctly. In this debriefing, many experts convey how to teach well in the classroom, of course English learning is also taught during this debriefing.



Fig. 2. Observation

In observation section, it aims to obtain data on both the physical condition of the school and the ongoing teaching and learning process. After that, collecting data and conducting interviews regarding teaching programs by asking for direction from teachers and also the principal so that what we design is in accordance with the needs of the school later. And the results of the observation include aspects of learning that will be done to improve the quality of English learning at school.

It is known that this independent curriculum (*kurikulum Merdeka*) will start to be implemented in schools in 2023 based on the findings of resource person interviews with teachers. The classes that use the *kurikulum merdeka* are classes 1, 2, 4 and 5 while classes 3 and 6 still use the 2013 curriculum. However, it seems that schools are not fully prepared to accept and implement the independent curriculum (*kurikulum Merdeka*) policy regarding English language teaching, based on information received from the resource persons.



Fig. 3. Program planning

This activity is in the form of students compiling a draft of activities during the assignment based on the results of school observations; consulting the draft activities with the assistant teacher and supervisor; and asking for approval of the draft activities to the supervisor. Because all students assigned to SD Negeri Dlingo are students who have English language skills and are in the English language study program, the school asks for the most help in learning English. Because there is no English teacher, the homeroom teacher takes over the task and many of them complain because of the absence of this English teacher. This teaching campus (*kampus mengajar*) program is a teacher's helper at SD Negeri Dlingo.

This program is essentially a teaching program as the name suggests. In teaching, the main thing that is done is to provide an initial stimulus to students, to what extent students have understood a learning material. This activity has taken place in accordance with the initial plan, namely conducting offline learning, by providing literacy and numeracy applications in elementary schools, improving student character and increasing student interest in learning (Adellia et al., 2020).

The impact felt by students is the increased motivation and interest in learning both in terms of literacy and numeracy. This is in accordance with the achievements contained in the objectives of the teaching campus (*kampus mengajar*) Program Batch 6. Meanwhile, the impact felt by teachers and schools is that it can facilitate and assist teachers in conducting offline learning. This is reinforced by the increased student interest in learning when the material analyzes a simple problem using laptop media by watching a video that is played and watched at the beginning of the lesson. After the existence of innovative learning, in addition to students' interest in learning, students' ability to think critically has also improved well, this is evidenced by students' enthusiasm in learning and improved report cards (Pardede et al., 2022).

Improving literacy and numeracy skills is the main objective of this activity. In addition, students assist schools in providing tutoring according to each student's major. Since most of the teaching campus (*kampus mengajar*) students at SD Negeri Dlingo are students from the English Education Department, we conduct programs to improve their foreign language skills early on.



Fig. 4. Implementation program

The implementation of the program is carried out after approval from the school and in accordance with the needs of the school and is expected to be able to help improve students' English language skills.

3. Findings and Discussions

3.1. Findings

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In fact, the teachers at SD Negeri Dlingo really welcome this independent curriculum (*kurikulum Merdeka*), but of course there are several things that need to be improved so that English language teaching can run well and effectively. The needs conveyed by the teacher are as follows.

a. The need to have English teachers

In the independent curriculum, English is a mandatory subject taught in schools, but many schools still lack English teachers. At SD Negeri Dlingo itself, the subject of English is assigned to each class teacher. In fact, there is one teacher who is a teacher who has an educational background in English, but he has not taught English for a long time and has chosen to just be a class teacher. Due to the lack of English language educational background, English language learning at SD Negeri Dlingo becomes less effective. Apart from that, there are still some teachers who are very old so that English language learning in these classes is often not taught. As stated during the interview:

Table 1. The need to have English teachers

| Aspect | Answer |
|-----------------------------------|--|
| The need to have English teachers | Teacher 1: “The one who teaches English is the class teacher who does not have an English education background”. Teacher 2: “Actually, there are teachers who have graduated from English but have not taught English for a long time because English was not a compulsory subject so they prefer to be class teachers”. Teacher 3: “I am an old man, so sometimes I get confused when teaching English”. |

After knowing that, of course we know that English learning at SD Negeri Dlingo is less effective. For this reason, perhaps training on English teaching and learning methods is needed in schools. Therefore, the presence of teaching campus (*kampus mengajar*) students who all have English language skills can help teachers to teach English to students at SD Negeri Dlingo.

b. English learning facilities and media.

As it is known, at SD Negeri Dlingo the class teacher is the teacher who teaches English. This had to be done even though the teachers did not have English language competence. Apart from that, the media and facilities for teaching English can also be said to be very minimal, most teachers only use material from textbooks as best they can, so many students are bored and fed up when learning. The use of media will certainly really help increase students' understanding and motivation in learning. Although most teachers only use material from textbooks, there are also teachers who have used Youtube media to attract students' attention, but this is still minimal. As stated during the interview are as follows;

Table 2. English learning facilities and media

| Aspect | Answer |
|--|--|
| English learning facilities and media. | Teacher 1: "The only media we use during learning is textbooks". |
| | Teacher 2: "The media I use is not only textbooks, I also take material from YouTube to broaden students' knowledge". |
| | Teacher 3: "Mostly I use the books is provided by the school, I have never tried other media". |

According to Hammer (2007) in Oktavia et al. (2023) as a good teacher, they should be able to implement lessons through various interesting activities so that children are interested in following them. With teaching media, teachers can attract students' attention to focus more and create a learning atmosphere that is not monotonous. They will be more motivated to learn in class. For this reason, the school asks teaching campus (*kampus mengajar*) students to teach with interesting media, not only that, kampus merdeka students also provide training to teachers to create interesting media such as quizzes and canva.

3.2. Discussion

Some of the programs are implemented by the students of the teaching campus (*kampus mengajar*) program that have been approved by the school and implemented at school to improve writing, speaking, listening, and vocabulary. This program is carried out for students who are already using the independent curriculum, namely grades 1, 2, 4, and also 5 include;

a. Teaching English using story telling

This story telling activity aims to improve language skills in children, which include speaking skills and writing to understanding the storyline. With this provision, students can easily learn how to pronounce every word and even sentences using English (Asri, 2017). based on research was conducted by Pratiwi (2016) with storytelling can improve students' speaking skills. For students at SD Negeri Dlingo English is a new thing so story telling is a fun way for students so that they are more motivated in learning English in the future. We prepared this activity by finding a short story in English then we told it to the students using English and translated into Indonesian. The results obtained were that the students were very enthusiastic in this program, they really enjoyed the stories we brought.

b. Teaching English using learning media

Learning media are all objects and facilities that can be used in the learning process in order to clarify and facilitate students in understanding the lesson material. Learning media help students understand abstract English concepts. At SD Negeri Dlingo we found that there are English language teaching aids that have not been utilized properly even though these teaching aids are very good for supporting English language learning at school. Student teaching campus (*kampus mengajar*) not only use props or kit available at school but students also make other tools such as flashcards and crosswords to make students more understanding and enthusiasm in learning English. Based on research conducted by Budiyanto & Hotimah (2022) using flashcards can improve students' writing skills and also students can practice their writing skills. The props or kit can also support students' motor sensors by involving their senses in learning (Kaltsum, 2017). In addition to supporting students' motor sensors, this kit can also increase

students' writing skills because it contains pictures and students are asked to write words that match the pictures from the letters available in the kit. Another advantage is that they are more active and there is a lot of interaction in learning so that learning does not become monotonous.

Using online learning media, not only offline learning media but students teaching campus (*kampus mengajar*) also utilize learning media using technology. In this technology utilization, students can learn English by accessing social media such as Google to transcribe the language, then also by listening to conversations using YouTube. In addition to using these media there are several mobile applications used to support this English learning such as quizzes and duolingo, this website contains beginner level vocabulary and grammar questions to test students. This is successful to make students more interested in learning English (Budiman, 2012).

c. Additional Tutoring

Additional English tutoring or courses aim to be able to communicate formally and informally at school, work, and other places in a common context, improve listening skills and express opinions in English, improve vocabulary and grammar, gain comfort and confidence communicating using English, develop critical thinking and improve teamwork skills (Indriyani et al., 2022). This additional tutoring is given to students who want to learn English outside of study hours, precisely after students come home from school, they can learn various English skills such as writing, listening, speaking and vocabulary. The media and materials used are usually textbooks that are added with other materials that are relevant to the topic. During the teaching campus (*kampus mengajar*) program, students who are placed in SD Negeri Dlingo are in a rental house near the school, so students can study at the house when they come home from school. Not only English but there are also several other lessons that are often given to students.

It was a program carried out by students teaching campus (*kampus mengajar*) in helping SD Negeri Dlingo in improving students' English skills. The skills that are expected to improve are writing, listening, speaking, grammar and vocabulary skills in English through these programs. After the program is that many students feel more excited during the program compared to English learning conducted by class teachers who only use textbooks. With this program, not only the students feel helped but also the teachers are also helped to make better learning for English teaching.

4. Conclusion

Based on the results of the research that has been conducted, it can be known that this independent curriculum has started to be carried out at SD Negeri Dlingo in 2023 but not all classes have used the independent curriculum. The independent curriculum underlines several important changes in the curriculum structure in elementary schools that must be considered and implemented for the improvement and progress of education in elementary schools. One of the important things underlined is the teaching of English in elementary schools. as explained above, the lack of teachers with a qualified English background and also the lack of learning media are problems in teaching English at school.

Therefore, with the presence of teaching campus (*kampus mengajar*) students can take a role to help schools in improving students' English skills at SD Negeri Dlingo. Various stages have been passed by teaching campus (*kampus mengajar*) students such as debriefing to find out what is needed at school by discussing with the accompanying lecturer and also the school then observation to continue what has been obtained from debriefing then planning an English learning program to improve the ability of students. As a result, the school was helped by the program created by the students and also the students helped the teachers to make better learning in teaching English.

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