

Improving the Quality of Learning Through the Campus Program Teaching in SMK Negeri Seni and Budaya Raya Simalungun Regency

Asnewastri^{1*}, Andres M. Ginting², Ahmad Fakhri Hutauruk³, Jalatua H. Hasugian⁴, Satria Chandra⁵
Prodi Pendidikan Sejarah, Universitas Simalungun

Corresponding Author: Asnewastri asnesurbakti@gmail.com

ARTICLE INFO

Keywords: Teaching Campus, Learning Quality, Literacy, Numeracy, Vocational School

Received : 10, December

Revised : 27, December

Accepted: 15, January

©2025 Asnewastri, Ginting, Hutauruk, Hasugian, Chandra : This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This research discusses the implementation of the Teaching Campus Program in improving the quality of learning at the State Vocational School of Arts and Culture, Simalungun Regency. The research method used is qualitative descriptive with interview, observation, and documentation techniques. The results of the study show that this program contributes positively to improving students' literacy and numeracy through various activities such as learning assistance, library management, and technology adaptation. Teachers and students have responded positively to the program, especially in helping students who have difficulty reading and arithmetic. In conclusion, the Teaching Campus Program is able to improve the quality of learning and encourage students to play an active role in the equitable distribution of education.

INTRODUCTION

Education is a deliberate and structured process of human interaction with their surroundings, aimed at developing all aspects of human potential, both physically (such as maintaining physical health) and spiritually (including thoughts, emotions, aspirations, creativity, innovation, and moral awareness). This process fosters positive changes and progress in cognitive, affective, and psychomotor domains continuously to help individuals achieve their life goals (Rusnawati et al., 2021).

The Teaching Assistance Program is one of the eight Independent Campus programs implemented both within and outside the Study Program. According to Ministerial Regulation No. 3 of 2020, Article 15, Paragraph (1), this program is a form of learning activity where students collaborate under the supervision of teachers and mentors within formal educational institutions (Suwandi, 2020). To ensure quality education, well-structured educational planning is essential. Effective educational planning requires appropriate strategies, well-defined steps, and clear assessment criteria (Wakila, 2021). The primary objective of the Teaching Assistance Program is to offer opportunities for students interested in education to engage in learning, expand their knowledge by serving as teaching assistants in schools, and contribute to improving educational equity and the alignment between higher education and advancements in science and technology.

Through this Teaching Assistance Program, students can develop a broad perspective through direct interaction with school residents and face real problems in the field so as to encourage students to participate in improving Human Resources who can compete according to the real Educational Goals.

Efforts to Improve the Quality of Learning Through the Teaching Assistance Program for students are important to be analyzed and studied. Therefore, it is necessary to conduct research on Efforts to Improve the Quality of Learning Through the Teaching Assistance Program in the education unit of the State Vocational School of Arts and Culture of Simalungun Regency.

Vocational High Schools in grades X, XI, XII are public schools at the upper secondary level and at the advanced level. SMK Negeri Arts and Culture Raya has 13 classes consisting of 6 Class X, 4 Class XI, and 3 Class XII. According to observations in the field and information from local teachers and staff, as well as Simalungun University students who have implemented the 2023 Teaching Assistance Program at SMK Negeri Arts and Culture, so the researcher wants to know how efforts are made to improve the quality of learning at SMK Negeri Arts and Culture, Simalungun Regency.

SMK Negeri Arts and Culture Raya is a formal education unit under the UPT of the North Sumatra Education Office where in the management there is a committee as a direct supervisor in the school. Based on the information above, because the Teaching Assistance Program is a new program launched by the Ministry of Education, Culture, Research, and Technology which is just running in 2023 at the State Vocational School of Arts and Culture, the author wants to know the Efforts to Improve the Quality of Learning at the school through the

Teaching Assistance Program which has been running and implemented in 2023 and there has never been research at the school with the same title.

Along with the development of time and the progress of Globalization that cannot be stopped by anyone, 34 teachers and staff are expected to be able and able to accept the development of the times, starting from the advancement of technology and information. So that teachers in the future will no longer be blind to technology in the future. The author sees that the teaching assistance program at the State Vocational School of Arts and Culture of Simalungun Regency, gets several students in a lack of interest in learning, which has an impact on the quality of education running in the school.

When the Teaching Campus Program at the State Vocational School took place, the author carried out a pre-survey to the students who participated in the program, at that time the students carried out the Literacy Movement and the empowerment program offered by the Teaching Campus Program in order to educate the nation's life and efforts to preserve the literacy movement programs that are strongly supported by the Ministry of Education, The development of reading culture in the school community will continue to increase knowledge and insight and lead to the progress of life as well.

LITERATURE REVIEW

Education is a planned interaction process to develop individual potential, both cognitively, affectively, and psychomotor (Purwananti, 2016). In the context of formal education, the quality of learning is an important aspect that must continue to be improved. One of the efforts made by the government is through the Teaching Campus Program, part of the Independent Campus policy which aims to improve the equitable distribution of education quality by involving students as teacher assistants in schools (Dewi, 2017).

The research method used in this study is qualitative, as explained by (Moleong, 2018), that qualitative research produces descriptive data from direct interactions between researchers and research subjects. This approach is also supported by (Sugiyono, 2010), which states that qualitative research emphasizes meaning more than generalization, with data collection techniques through interviews, observations, and documentation.

In improving the quality of learning, the right strategy is needed. (Nadlir, 2013) emphasizing the importance of good educational program planning, including the development of learning methods that suit the needs of students. One of the indicators of learning quality is the improvement of literacy and numeracy. According to Sugiarni's research, the implementation of the Teaching Campus Program has proven to be effective in improving the literacy and numeracy competencies of elementary school students. Similar things were also found in the research of Widiensyah et al., which showed that this program had a significant impact on improving students' reading and numeracy skills through various literacy and numeracy-based activities.

In addition, this program also plays a role in helping schools adopt technology in learning. (Anwar, 2021) in his research revealed that students involved in the Teaching Campus assist teachers in the use of learning

technology, the preparation of teaching materials, and the management of school administration. This is in line with the demands of the Industrial Revolution 4.0 era which demands an increase in digital competence in the world of education.

Based on various literature reviews, it can be concluded that the Teaching Campus Program plays a crucial role in enhancing the quality of learning. This program not only benefits students but also supports teachers in improving the effectiveness of the learning process and adapting to advancements in educational technology.

METHODOLOGY

Method of Approach

Related to a method used by researchers in uncovering-understanding-excavating-approaching their research subjects. From the beginning, the researcher must be able to determine the approach to be used (ideally a fixed approach, a situational or flexible technique). This research uses a qualitative method.

According to (Moleong, 2018), as interpreted by Bog and Taylor, qualitative research is a procedure that generates descriptive data in the form of written or spoken words from observed individuals or participants. This approach focuses on the setting and individuals holistically, meaning that individuals should not be isolated into variables or hypotheses but instead considered as part of a whole.

Meanwhile, (Sugiyono, 2013) defines qualitative research as a method grounded in post-positivist philosophy, used to study natural objects where the researcher serves as the primary instrument. Data collection is conducted through triangulation (a combination of methods), and data analysis is carried out inductively or qualitatively. The results of this research prioritize meaning over generalization.

A descriptive qualitative approach aims to illustrate and explain existing phenomena, whether natural or human-made, by emphasizing characteristics, quality, and relationships between activities. Additionally, descriptive research does not involve interventions, manipulations, or modifications to the variables being studied but instead presents conditions as they naturally occur.

Research Methods

This study employs a qualitative research approach, which is widely used in the social sciences, including education. One of the key reasons for its application is that qualitative research complements and enriches the findings of quantitative research. This approach is conducted to develop knowledge through in-depth understanding and discovery. A qualitative research approach involves a process of investigation and comprehension based on methods that explore social phenomena and human issues. In this study, the researcher constructs a comprehensive depiction, analyzes textual data, provides detailed reports from respondents' perspectives, and examines the subject matter within its natural setting (Sutopo, 2006).

Location and Time of Research

The location of the research is a place used in conducting research to obtain the necessary data. This research was conducted at the State Vocational High School (SMK) of Arts and Culture of Simalungun Regency. The location of this research was chosen because SMK Negeri Arts and Culture Raya is a place where the Teaching Assistance Program has been implemented and has experienced significant changes in learning, making it easier for researchers to adapt to both the school environment, teachers and students. Because no one has ever conducted similar research in that place.

The author conducted this research after obtaining a research permit from Simalungun University in the context of data collection and data processing including presentation in the form of reports. The research time can be determined by the researcher obtaining permission from the School as a research place which is affixed in the writing of the report

Data Collection Procedure

Data collection is something very important in research. The following are the types of data and data sources used by the authors in this study.

1. Data types

To provide accurate answers, data must consist of various types, namely:

a. Primary Data

The primary data used in this study is data related to the role of principals, teachers and guardians, in shaping the learning outcomes of SMK Negeri Seni and Budaya Raya students which are carried out through interviews, observations and documentation.

b. Secondary Data

Secondary data is data that is already available so that it is only searched and collected. The data that has been obtained must have a relationship with the problem being studied.

Example: data cited from the source of the research documentation.

c. Data Source

The source of data in the study is the subject from which the data can be obtained. In this study, the author uses secondary data and primary data in completing the research sourced from:

1. Principal of SMK Negeri Arts and Culture
2. Teachers and Guardians of SMK Negeri Arts and Culture
3. Students of the State Vocational School of Arts and Culture for the 2023/2024 academic year.

Data Collection Techniques

Data collection is a systematic procedure by paying attention to predetermined outlines. This is intended to avoid unused data due to the distance of information obtained with its needs. The data collection used to obtain data from data sources (subjects) is: 1) Observation; 2) Interview; 3) Documentation.

Data Processing Procedure

Data processing in qualitative research is theoretically a process of compiling data that facilitates its interpretation. The data collected in this study is in the form of descriptive data, namely data in the form of descriptions that describe the state of the object being researched based on actual facts or according to reality so as to require a more in-depth interpretation by the researcher of the meaning contained in it.

The qualitative data processing procedure is carried out based on an interactive analysis model as developed by (Miles & Huberman, 1994) Data analysis in this model consists of four steps that interact with each other, namely data collection, data reduction, data presentation, and conclusion drawing (verification).

Data Analysis

The data analysis used is to process and analyze the data that has been obtained during the research. The analysis used is a qualitative analysis carried out by describing the data that has been collected systematically using qualitative measures, then described so that understanding and understanding, similarities of opinion and differences of opinion are obtained for teachers' efforts in improving the quality of Education Through the Teaching Assistance Program from the research conducted by the author. After the data is obtained, the data will be processed according to the research method. The results of the study will be drawn. This was obtained from the results of a questionnaire compiled based on the questionnaire grid as follows.

Data management on Efforts to Improve the Quality of Education is determined by the following steps:

1. Stabilizing the results of all respondents' answers from the questionnaire and from each item;
2. Stabilizing the results of all respondents' answers from the questionnaire in general;
3. Interpret the respondent's answer based on the percentage obtained from the formula;

$$\text{Percentage Amount (P)} = \frac{F}{N} \times 100\%$$

Remarks: F = Frequency of each answer option

N = Number of respondents

% = Percentage of answers (comparison of answers and respondents)

RESULT AND DISCUSSION

From the results of the interview, it can be said that the work program for the management of school mading and classroom mading is carried out with several factors such as mading that is no longer feasible and there are some classes that still do not have mading. Mading that is not worthy of being

renewed to republish and also make mading in every class. The first process of making a school mading with the theme of adiwiyata and numeracy literacy is expected to increase students' concern about the importance of maintaining the school environment and increase students' insight into literacy and numeracy. In addition, publish the work of students in the school yard. Furthermore, the class mading is made by dividing students in each class who do not have madding, as for the title of each madding, which concerns the learning material in each class. With the existence of a mading management work program, it will help in improving student literacy and numeracy because the mading theme that is made is not far from the material about literacy and numeracy.

Table 1. results of the implementation of the teaching campus program carried out by teaching campus students at SMK Negeri Arts and Culture

Information	Activities					
	18	2	3	4	5	6
Activities carried out	4	4	2	4	4	2
Student Activity	8	6	4	8	6	4
Materials provided	4	2	2	2	-	4
Sum	16	12	8	14	10	10

The table above presents data on the results of the implementation of the teaching campus program carried out by teaching campus students at SMK Negeri Arts and Culture, for teaching activities are activities that are more helpful in improving literacy and numeracy at SMK Negeri Arts and Culture Raya with a total score of 16 which can be seen from the activities carried out, student activity, and the material provided. Therefore, it can be concluded that teaching activities are more helpful in increasing literacy and numeracy at SMK Negeri Seni dan Budaya Raya because in the teaching activities carried out, the activity of students and the materials provided.

At this stage, the researcher will discuss the results of interviews with informants regarding the views of teachers and students' responses to SMK Negeri Arts and Culture Raya in the implementation of the teaching campus program in improving the literacy and numeracy of SMK Negeri Arts and Culture Raya students. Using interview techniques, the researcher asked questions to the informants regarding their responses or opinions on the teaching campus program in improving the literacy and numeracy of students of SMK Negeri Arts and Culture.

Based on the results of the interview, it can be said that the existence of a teaching campus program can help students improve literacy, especially in reading. Students can more easily understand learning. Work programs that help students in improving literacy and numeracy such as literacy activities that are carried out every Saturday where the target is students who are not fluent in reading. With these activities, teachers can see that there are subjects that have increased from students with the existence of a teaching campus program.

Table 2. of Results of Interviews with Teachers and Students

Informant	Quotation	Information
NH (25)	"It can help the learning process to improve what is seen, namely it can help students in learning mathematics and reading, it can help the habit of literacy and numeracy in the learning process in their daily learning	Positive
SA (28)	"The improvement seen by teachers for students is still not felt because the teaching and learning process carried out by students has not been implemented in every class	Positive
IW (28)	"Helping in terms of reading students who previously had some students who were not fluent in reading, so the improvement in literacy and numeracy felt, namely students' interest in reading and their knowledge is increasing.	Positive
FA (12)	"Helps me in reading and arithmetic"	Positive
PP (12)	"can help me in reading"	Positive

In the industrial era 4.0, there are several main needs, namely achieving mastery of integrated literacy materials and numeracy. In an effort to maximize this mastery, it is necessary to make a new breakthrough in the field of education, one of which is a teaching campus. For the target of the Teaching Campus program and the target school criteria are schools that require special attention to literacy and numeracy mastery. SMK Negeri Arts and Culture Raya is one of the elementary schools that is classified as lagging behind in terms of technology adaptation, literacy and numeracy.

It is hoped that the launch of the Teaching Campus system can accelerate and facilitate the implementation and reporting of Teaching Campus learning activities, especially at SMK Negeri Arts and Culture Raya, which is one of the target schools for the teaching campus program. In this study, the researcher discusses how the implementation of the teaching campus program at SMK Negeri Seni and Budaya Raya as well as the views of teachers and students' responses to the implementation of the teaching campus program in improving literacy and numeracy of SMK Negeri Seni and Budaya Raya. The results of the discussion that have been carried out by the researcher are:

Implementation of the Teaching Campus Program in Improving Literacy and Numeracy of Students of SMK Negeri Arts and Culture Raya

From the results of interviews with informants regarding the implementation of the teaching campus program, the researcher found that there were 6 activities carried out by teaching campus students in helping to improve the literacy and numeracy of students of SMK Negeri Arts and Culture, namely teaching activities, increasing literacy, increasing numeracy, technology adaptation, library management and mading management. The activities carried out can help students in improving literacy and numeracy at the State Vocational School of Arts and Culture. In teaching activities, teaching campus students create special mentoring programs for students who are still not fluent in reading and arithmetic and provide time for students to have group discussions, do practical tasks, and carry out learning using project-based media. With the teaching activities carried out, it will be more helpful for students to improve their literacy and numeracy competencies. This can be seen from the activities carried out, the activeness of students and the material provided during the activity.

Teachers' Views and Students' Responses on the Implementation of the Teaching Campus Program in Improving Literacy and Numeracy of Students of SMK Negeri Arts and Culture Raya

Based on research findings regarding teachers' perspectives and students' responses to the implementation of the Teaching Campus Program in enhancing literacy and numeracy at SMK Negeri Seni dan Budaya Raya, interviews with teachers and students indicate that the program contributes positively to improving students' literacy and numeracy skills.

The study reveals that teachers believe the programs implemented by Teaching Campus students assist in strengthening students' literacy and numeracy, particularly in Indonesian language and mathematics. This progress is observed by teachers during classroom activities throughout the Teaching Campus program. Meanwhile, students expressed that the program helps them improve their reading and arithmetic skills.

These findings align with research conducted by Sugiarni and (Sugiarni & Widhdattunnur, 2022) titled "Implementation of the 4th Batch Teaching Campus Program in Improving Literacy and Numeracy Competencies at SDN Sukamulya." Their study concluded that the Teaching Campus 4 program had a positive impact on both literacy and numeracy, demonstrating its potential as a model for advancing education in Indonesia.

Similarly, research by (Widiansyah & Fitriansyah, 2022), titled "Implementation of Teaching Campus Through Numeracy Literacy Program in Improving the Quality of Education in Elementary Schools," found a 70% improvement in AKM pretest results following the implementation of numeracy literacy programs. These programs included activities such as calistung (reading, writing, and arithmetic), LIQU, Literacy Corner, and Literacy Tree, which not only motivated teachers to foster an engaging learning

environment but also encouraged students to continue learning and developing their potential.

Additionally, a study by (Fatonah et al., 2021) titled "Implementation of the Teaching Campus Program at Private Elementary School Nurani Jakarta" concluded that the program was effectively implemented. The study assessed the alignment of the program with its objectives, implementers, and target beneficiaries. The literacy activities included assisting students with reading and writing, while the numeracy component involved teaching various mathematical operations and problem-solving techniques. Moreover, the program supported teachers by integrating technology into learning, helping with administrative tasks, and facilitating student assessments.

Based on the discussion of these research findings, it can be concluded that the implementation of the Teaching Campus Program at SMK Negeri Seni dan Budaya Raya has been successful. The activities carried out by Teaching Campus students have positively impacted literacy and numeracy development, as evidenced by interviews with program participants. Furthermore, teachers and students responded positively to the literacy and numeracy activities conducted by Teaching Campus students.

CONCLUSIONS AND RECOMMENDATIONS

The Teaching Campus Program at SMK Negeri Arts and Culture, Simalungun Regency, has proven to make a positive contribution to improving the quality of learning, especially in the aspects of literacy and numeracy. Students involved in this program act as teachers' companions in the teaching and learning process, as well as help manage various educational activities, such as library management, mading, and the introduction of technology in learning. From the results of the research, it was found that this program helps students who have difficulty reading and counting through a more interactive and project-based approach. The students' enthusiasm increased, as well as their understanding of the learning material. Teachers also feel the benefits of this program, because it helps in delivering material and mentoring students in a more personalized way.

In addition, the program provides students with hands-on experience to interact with the world of education at the school level, which broadens their horizons on real challenges in the learning process. The implementation of this program is expected to continue to be developed so that more and more schools, especially those facing limited resources, can benefit from it. Overall, the Teaching Campus Program is an effective strategy in improving the quality of education, not only for students and teachers, but also for students as future educators. This program is expected to continue and improve in its implementation, thus contributing to creating a more inclusive and quality education in Indonesia.

REFERENCES

- Anwar, R. N. (2021). Pelaksanaan kampus mengajar angkatan 1 program merdeka belajar kampus merdeka di sekolah dasar. *Jurnal Pendidikan Dan Kewirausahaan*, 9(1), 210–219.
- Dewi, N. (2017). Meningkatkan Kualitas Guru untuk Pendidikan yang lebih baik. *Pendidikan Universitas Ganesha*, (March), 11, 294.
- Fatonah, K., Alfian, A., & Lestari, S. (2021). Implementasi program kampus mengajar di sekolah dasar swasta Nurani Jakarta. *Js (Jurnal Sekolah)*, 5(4), 194–205.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook, 2nd Edition* (2nd ed.). Sage Publications.
- Moleong, L. J. (2018). Metodologi penelitian kualitatif/penulis. Prof. DR. Lexy J. Moleong, MA (Edisi Revisi). PT Remaja Rosdakarya.
- Nadlir, N. (2013). Perencanaan pembelajaran berbasis karakter. *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*, 2(2), 339–352.
- Purwananti, Y. S. (2016). Peningkatan kualitas pendidikan sebagai pencetak sumber daya manusia handal. *Proceedings International Seminar FoE (Faculty of Education)*, 220–229.
- Rusnawati, R., Abustang, P. B., Alam, S., & Cayati, C. (2021). Pengaruh Tingkat Pendidikan Orang Tua dan Kedisiplinan Siswa Terhadap Minat Belajar di Masa Pandemi. *Jurnal Basicedu*, 6(1), 463–469.
- Sugiarni, R., & Widhdatunnur, N. W. (2022). Implementasi Program Kampus Mengajar Angkatan 4 Dalam Peningkatan Kompetensi Literasi Dan Numerasi Di SDN Sukamulya Implementation of Campus Teaching Program Batch 4 in Increasing Literacy and Numeracy Competence at Sukamulya Elementary School. *Triple S (Journals of Mathematics Education)*, 5(2), 87–96.
- Sugiyono, D. (2010). *Memahami penelitian kualitatif*.
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.
- Sutopo, H. B. (2006). Penelitian kualitatif: Dasar teori dan terapannya dalam penelitian. *Surakarta: Universitas Sebelas Maret*.
- Suwandi, S. (2020). Pengembangan Kurikulum Program Studi Pendidikan

Bahasa (dan Sastra) Indonesia yang Responsif terhadap Kebijakan Merdeka Belajar-Kampus Merdeka dan Kebutuhan Pembelajaran Abad ke-21. *Seminar Nasional Pendidikan Bahasa Dan Sastra, 1-12.*

Wakila, Y. F. (2021). Konsep dan fungsi manajemen pendidikan. *Equivalent Jurnal Ilmiah Sosial Teknologi, 3(1), 49-62.*

Widiansyah, A., & Fitriansyah, F. (2022). Implementasi Kampus Mengajar Melalui Program Literasi Numerasi Dalam Meningkatkan Mutu Pendidikan Di Sekolah Dasar. *Prosiding Seminar Nasional Penelitian LPPM UMJ, 1(1).*