IMPLEMENTATION OF SERVICE-LEARNING METHOD AS THE IMPACTFUL LEARNING STRATEGY IN BASIC EDUCATION

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Abstract: *As the implementation of meaningful learning on the basic education level, the Minister of Education, Culture, Research, and Technology (Kemdikbud Ristek) held a collaborative service-learning strategy entitled Kampus Mengajar. This program has been applied since the COVID-19 Pandemic spread out in 2019 and in 2022, it had five batches: Kampus Mengajar I, II, III, IV, and V. Each category has a different vision and mission to achieve the goal of students' development in literacy, numeracy, and technology on the targeted schools. Kampus Mengajar III with the tagline "Belajar sambil berdampak" is expected to provide significant results, particularly for the schools' partners. This community service program focuses on developing the student's literacy, numeracy, and technology knowledge in SD Negeri 2 Karangnongko, Kabupaten Malang. Interviews, class observations, notes, and contextual strategies were applied to collect data during the program using service learning as the research method. In conclusion, this community service program provides significant advantages for students, such as increasing their learning motivation and achievement, however, corresponding improvements need to be explored in the future for better school development.*

Keyword: *Kampus Mengajar; learning loss; meaningful learning; service learning*

INTRODUCTION

The implementation of Merdeka Curriculum within the framework of Merdeka Belajar Kampung Merdeka (MBKM) has indeed been a significant development in the field of education in Indonesia. It's commendable that the Merdeka Curriculum in Indonesia not only prioritizes cognitive and academic aspects but also places significant emphasis on students' ability to interact and adapt to a new learning system and environment. The role of numeracy, literacy, and technology skills is essential for elementary students since it is used as a basic provision to continue in higher education.

One strategy for increasing knowledge of literacy, numeracy, and technology is the implementation of a program carried out by the Ministry of Education, Culture, Research and

Technology (Kemdikbud Ristek) entitled Kampus Mengajar. Kampus Mengajar is a program that provides opportunities for college students to assist teachers and principals of elementary or junior high schools for one semester in carrying out learning activities due to the pandemic of COVID 19. [1] Through this program, the Ministry of Education and Culture for Research and Technology invites all levels of educators to collaborate and produce an innovation to increase the development of knowledge in literacy, numeracy, and technology. This activity also provides extensive opportunities for college students of Education and non-Education majors to elaborate on advancing the targeted schools and give real contributions that are in line with their field of study. Kampus Mengajar III has the *tagline* "Belajar sambil Berdampak" which focuses on the vision and mission of developing students' knowledge of literacy, numeracy, and technology.

This initiative is anticipated to have a substantial impact on the school's developmental progress, particularly in addressing the educational setbacks experienced by students because of the pandemic. The long duration of distance learning (PJJ/Pembelajaran Jarak Jauh) for almost two years influenced the students' ability and decreased their knowledge in understanding literacy, numeracy, and technology. This circumstance increased the learning loss among the students gradually. Learning loss refers to a condition where the students experience degrading their skills and abilities due to certain situations, in this case, the COVID-19 pandemic.[2] In several countries, learning loss is defined as an uncontrollable event or phenomenon that occurs when children from the low-to-middle class do not have the opportunity to access the internet or devices during distance learning which causes them difficulty in following the lesson.[3]

Kampus Mengajar III is expected to bridge the needs of schools and facilitate the government goals in education so that it becomes sustainable for the students' better future. As the pioneer of Kampus Mengajar I and Kampus Mengajar II, the programs gave beneficial effects on the development of numeracy, literacy, and technology in the targeted schools. Literacy is not solely defined by reading and writing; it also encompasses the capacity to broaden one's potential and competence.[4] In literacy, there are four main definitions, first, literacy is the ability to collect information based on certain sources such as; reading resources and others, second, literacy is the

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[1] Kemenristekdikbud, "Apa Itu Kampus Mengajar," 2021, https://pusatinformasi.kampusmerdeka.kemdikbud.go.id/hc/en-us/articles/4418812047897-Apa-itu-Kampus-Mengajar-.

[2] Laturas. Huong, "The Covid-19 Induced Learning Loss- What Is It and How It Can Be Mitigated," in *UKFIET-The Education and Development Forum.* (London, 2020).

[3] et al Asrianti, "Islamic Monumental Works Is Important for Politic and Educational Psychology: Key Issues and Recent Developments in Indonesia.," *EduPsyCouns: Journal of Education, Psychology and Counseling,* 3, no. (1), (2021): 146–53.

[4] S Lindsay, *Scientific Literacy: A Symbol of Change in Loughran, K. Smith, &A. Berry. Scientific Literacy under the Microscope: A Whole School Approach to Science Teaching and Learning.* (Rotterdam: Sense Publisher, 2011).

ability to comprehend the explicit and implicit meanings, third, the ability to express the idea based on their knowledge, and, fourth, literacy as the ability to create the product or service based on their competence. In other words, literacy refers to the ability to explore new knowledge by gathering information and ideas.[5] Literacy is not only the main skill that the students need but other supportive skills also need to be considered such as; numeracy skill which is defined as the ability to understand the concept of numbers and the calculation operation skills in everyday life, for example at home, working in community life, and the ability to explain information around us.[6]

In the implementation of equitable distribution of numeracy and literacy skills in schools, it is necessary to involve technology to support teaching and learning activities. Expected to have a significant impact during distance learning, technology is poised to address the needs of both students and teachers. By using the technology, students and teachers will focus more on carrying out learning, especially for schools in those frontiers, outermost, and least developed regions often referred to as 3T regions (Terdepan, Terpencil, Tertinggal).[7] [8]The schools in those areas became the main target of this program because it is considered the need for assistance in the development of literacy, numeracy, and technology. In Kampus Mengajar III, one of the schools being focused on is SD Negeri II, situated in Karangnongko, Malang Regency.

RESEARCH METHODS

This community service is a form of collaboration between field supervisors, known as *Dosen Pembimbing Lapangan* (DPL), selected college students, and a guidance teacher, known as *guru pamong* at SD Negeri 2 Karangnongko Poncokusumo Kabupaten Malang. The service-learning method is applied as a research method since it is suitable to the community service objectives that are designed based on the student's capacity. Service- learning method is a part of the learning process in which the students are not only directed to be comprehended in learning the materials but also, they are required to be competent in applying that knowledge, so it is beneficial for society.[9]

The main requirements for fulfilling the service purpose are the application of the method, the surrounding community's needs, and the situation. This method consists of three steps, first, the preparation of site selection analysis, second, the determination of student roles and

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[5] Bando., "Indonesia Bisa Bangkit Melalui Literasi," n.d., https://www.perpusnas.go.id/news-detail.php.

[6] Weilin. Han, *Materi Pendukung Literasi Digital.* (Jakarta: Kementrian Pendidikan Nasional, 2017).

[7] et al Kristianti, "Penerapan Literasi, Numerasi, Dan Teknologi Di SD Islam Darul Fahri Desa Tirtoyudo Kabupaten Malang," *Cendekia: Jurnal Pengabdiam Masyarakat* Vol.5, no. No.1 (2023).

[8] Ikhfan Haris, Fory Naway, and Wiwy Pulukadang, *Review of Effective School Supervision Practice in Remote/Disadvantaged Area: A National and International Perspective*, 2018, https://doi.org/10.2991/ecpe-18.2018.18.

[9] et al. Sutanto, "Metode Service Learning Sebagai Model Pembelajaran Sejarah Studi Kasus: Proses Pembelajaran Desain Interior Untuk Komunitas Roodebrug Soerabaia" (Yogyakarta: seminar nasional dan temu alumni HMPS FIS UNY, 2019).

responsibilities in the project, and third, the determination of the application form based on the student's perspective. The service-learning method is a holistic method that aims to understand the meaning of the subject matter and learn in the context of life. By using this method, it is expected to create a reciprocal relationship between students and the community.[9] Service learning is a method that offers the students to learn and develop themselves through active participation and gain experience in service activities that have been arranged in such a way as to meet the needs of the community. Service learning is a method that involves the students learning and developing themselves in an arrangement of service activities so that they can fulfill the need of the community. The involvement of the service-learning method occurs integratively between the volunteer service as the active reflection into the curriculum to enrich and enhance the student's learning materials.

The combination of service to the community with academic purposes is also categorized as a service-learning method [10]. Community involvement through service-learning is different from community service in terms of several angles; first, a balance between service and traceability objectives, second reciprocal instruction, third, a focus on developing civic skills and achieving social change, a fourth on a practical and reflective basis, and a fifth on addressing needs identified by the community and the integral involvement of community partners[11]. In connection with the goals and actors of this community service, a methodological adjustment was made to achieve maximum results [12]. The service-learning method was chosen because it has become increasingly recognized in the literature as an important pedagogical in higher education, however, not all community service is considered service learning[13][14].

The nature of service learning is clearly different from community service because service is built as a mutual benefit for the population served and the students who provide the service. Service learning is an educational approach that integrates community service with classroom instruction. It emphasizes critical and reflective thinking, personal responsibility, and community engagement in diverse settings and through various forms of experiential education along a continuum[15]. Internships and practices, with their primary focus on students' career development, are at one end

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[10] N. Primadona, *Persepsi Masyarakat Siwalankerto Terhadap Program Pengabdian Masyarakat Yang Dijalankan Melalui Program Service Learning Desain Rumah Sederhana* (Surabaya: Universitas Kristen Petra- Fakultas Ilmu Komunikasi, 2007).

[11] A Santosa, "Implementation and Comparison of Service-Learning Pedagogy in the Subject of Interior Design," *Dimensi Interior* 5, no. (1) (2009): 54.

[12] et al. Surur, ""Pendekatan Service Learning Pada Pembelajaran Daring Studio Penyajian Dan Presentasi Dalam Penyusunan Profil Desa Tarasu Kecamatan Kajuara Kabupaten Bone" (The 4th International Conference on University-Community Engagement (ICON-UCE)., 2022).

[13] Hatcher JA Bringle RG, *Reflection in Service Learning: Making Meaning of Experience.* (Educational Horizons, 1999).

[14] Giles DW Elyer J, *Where's the Learning in Service Learning?* (San Francisco: Jossey-Bass, 1999).

[15] Robinson G, *Community Colleges Broadening Horizons through Service-Learning* (Washington, DC: American Association of Community Colleges, 1999).

of the continuum. Volunteer activities, where the emphasis is on civic engagement and services provided to recipients [16], on the other side places service learning at the center of a continuum and states that it is unique in its "intention to benefit both service providers and recipients mutually and to ensure an equal focus on both services being provided and learning occurs[17].

The use of service-learning methods in community service activities is prepared based on the needs of students at SD Negeri 2 Karangnongko Poncokusumo Kabupaten Malang in accordance with the definition of service learning as a structured learning experience that combines community service with explicit learning objectives, preparation, and reflection[18][19]. The entire series of activities during the Kampus Mengajar III program are described in Table 1.

Table 1. The community service activity

No.	Activity	Technique	Learning objectives	Time Allocation
1	Teaching assistance in SDN 2 Karangnongko	F2F learning with the healthy protocol standard. Assisting in teaching literacy and numeracy materials using interesting teaching methods.	The students of grades 3, 4, and 5	March to June
2	Technology literacy assistance in SDN 2 Karangnongko	Introducing the basic Microsoft office for the students' learning activity such as; Microsoft words, Microsoft excel, and Microsoft power point.	The students of grades 3, 4, and 5	June
3	Pre-Test materials assistance based on Assessment Kompetensi Minimum (AKM)	Assisting in creating the test materials related to numeracy and literacy using computer and laptop.	The students of grades 3, 4, and 5	21-22 March
4	Post-Test materials assistance based on Assessment Kompetensi Minimum (AKM)	Assisting in creating the test materials related to numeracy and literacy using computer and laptop.	The students of grades 3, 4, and 5	13 June

[16] American Psychological Association., *Civic Engagement and Service-Learning* (Washington, DC: APA Education Directorate, 2006).

[17] et a Setyowati, "Service Learning: Mengintegrasikan Tujuan Akademik Dan Pendidikan Karakter Peserta Didik Melalui Pengabdian Kepada Masyarakat," *Bakti Budaya* Vol. 1, no. No. 2 (2018).

[18] B. and Associates Jacoby, *Service-Learning in Higher Education: Concepts and Practices* (CA: Jossey-Bass, 1996).

[19] S.D Seifer, "Service-Learning: Community-Campus Partnerships for Health Professions Education.," in *Community Campus Partnerships for Health. Faculty Toolkit for Service-Learning in Higher Education*, 2007.

No.	Activity	Technique	Learning objectives	Time Allocation
5	Library assistance decoration	Remaking and decorating the library as well as the library administration to make the students comfortable in visiting and borrowing books.	All the students of SD Negeri 2 Karangnongko	March to June
6	Literacy corner assistance	Constructing the small shelves in the corner of classroom and placing some books for the students reading activity each morning.	Siswa dan siswi SD Negeri 2 Karangnongko	June
7	Parenting seminar assistance with its tagline "Orang Tua Sadar Pendidikan"	Assisting the teachers to educate the parents about the importance of education among the students	Wali murid siswa kelas 4	April 6, 2022
8	The holy month of Ramadhan assistance event	Assisting the teachers to create a competition of coloring, fashion show, adzan, and speech.	Siswa dan siswi SD Negeri 2 Karangnongko	April 27, 2022
9	Teachers' seminar assistance about writing scientific papers for the teachers of SD Negeri 2 Karangnongko	Assisting the teachers to create the seminar related to writing the scientific paper.	Guru SD Negeri 2 Krangnongko dan SD Negeri 4 Karangnongko	June 8, 2022
10	The students' graduation ceremony assistance	Assisting the teachers to conduct the students' performances such as; singing, dancing, drumming, and other performance.	Siswa siswi kelas 6 dan Wali Murid kelas 1-6	June 22, 2022
12	Kampus Mengajar III farewell event	Assisting the teachers to have farewell event by having traditional food gathering (tumpengan), providing souvenir for the teachers and school, and giving speech related to Kampus Mengajar III program.	Mahasiswa Kampus Mengajar 3 dan Guru Sekolah Penempatan	June 25, 2022

RESULTS AND DISCUSSION

In this community service, the utilization of self-learning methods aligns with the goals of the Kampus Mengajar III program, which include: (1) Enhancing students' empathy and social awareness regarding the issues faced by the local community. (2) sharpening the students' thinking

skills and the ability to elaborate among the students from different fields of science and their place of origin in solving the problems. (3) Developing the students' insights, character, and soft skills. (4) Encouraging and supporting national development by fostering community motivation to participate in development through superior education. (5) Increasing the role and giving real contribution of the university and students in national development through the field of education.

To achieve these goals, the service-learning method is carried out through several stages as follows: (1) preparation, (2) action, (3) evaluation, and (4) reflection. [20]The four elements are related to each other, and the continuous relationship is shown in Figure 1.
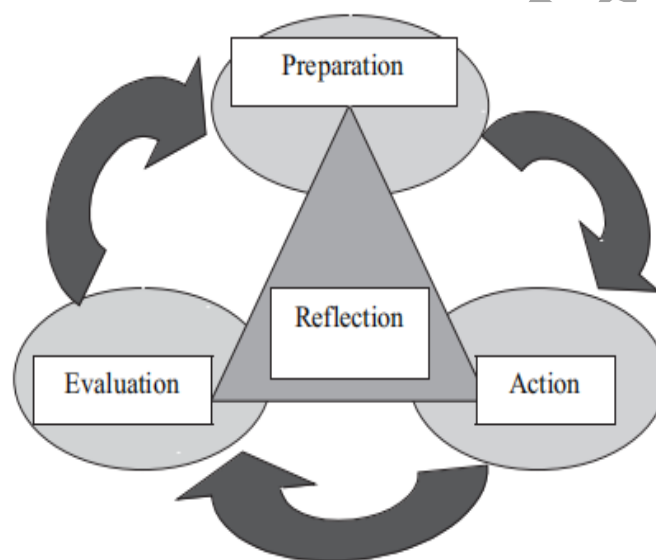
Picture 2. Geleta NE 2003

The first stage, Preparation, involves conducting a situation analysis activity to assess the ultimate goals of Kampus Mengajar III. The situation analysis covered the suitable requirement of the targeted school to fulfill the objective of Kampus Mengajar III. The targeted school for Kampus Mengajar program must have B or lower accreditation and be in the least developed region or around the suburban area. SD Negeri 2 Karangnongko is a public elementary school with a B accreditation. It is situated on Jl. Karang Anyar Lor, Karangnongko, in the Poncokusumo district of Malang Regency, East Java. Poncokusumo is classified as a suburban area, and SD Negeri 2 is one of the target schools for the Kampus Mengajar program. In this stage, the analysis of the school's needs related to the future school development plan during the program was used as research data.

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[20] Gilliam J Geleta NE, *An Introduction to Service-Learning. In: Learning to Serve, Serving to Learn: A View from Higher Education.* (Salisbury University, 2003).

It is conducted to obtain information related to the general description of the teaching-learning process at SD Negeri 2 Karangnongko, the students' characteristics, and the completion of infrastructure facilities to support the learning process. Based on the results of the Needs Analysis related to the school site, which is in Karangnongko Village, the position of this school is on the right of the main street with no alleys. There are no obstacles on the way to the school, though the students need to be careful in crossing the street due to the passing of fast and large-sized vehicles. The school is well-equipped with a functional Wi-Fi facility for internet network access. This school received B Accreditation and state Elementary school status in 1973. They used the 2013 curriculum as the basis of the teaching-learning process. In SD Negeri 2 Karangnongko, there are six classrooms, one teachers' room, one principal's room, one library, one prayer room, one kitchen, one canteen, one student's healthy unit room (UKS), one warehouse, one teachers' rest room, and three students' rest room, however, the condition of the library was not neatly organized and has not received the library accreditation yet. In this school, teachers are limited therefore there is no sports teacher which caused the students rarely have a variety of physical education activities unless having routine gymnastics every Thursday. Based on the results of the situation and needs analysis, it can be concluded that SD Negeri 2 Karangnongko needs assistance in the issue of school and library administration, as well as technology adaptation development and assistance during the teaching-learning process.

The next stage is Action, in this phase, it is carried out in the form of a real solution as an impact of the analysis of existing issues. From the initial stage of observation, there were three issues need to be addressed; first; handling and remaking library area that is not suitable as learning areas, second; assisting the technology adaptation for students and teachers, third; assisting in the teaching-learning process based on the college student's area of learning and their major of study. The issue and solution that has been constructed at SD Negeri 2 Karangnongko are shown in Figure 2.

Picture 2. Action stage

At this Action stage, solutions are carried out to address the issues, for the library issue; it was suggested to prepare the library administration and manage library space to make it be more feasible when the learning process held in that room. During this activity, students are actively engaged in learning how to organize and position books correctly on the shelves. This practice not only simplifies the process of borrowing and returning books but also addresses school administration issues related to book management. The solution involved aiding in the management of educational resources and analyzing the school curriculum for a more comprehensive understanding. In addition, the college students also designed the signboards in the form of banners to make it easier for the teachers to notify the students' identities based on their names and classes.

Then related to learning assistance, the college students assisted in any teaching and learning process including technology literacy activities. In this technology literacy activity, students are taught how to use Microsoft Word and other basic applications using a laptop personally. During the online teaching and learning process, the adaptation of technology is essential, as it simplifies

students' ability to respond to teachers' questions. Technology adaptation is needed during the online teaching and learning process. Technology adaptation is also needed as a supportive skill for students during *pretests* and *posttests* on certain subjects that use a soft file as the media.

The next stage is Evaluation, which in this case is related to providing and presenting solutions to the existing school issues. Evaluation is needed as part of successful measurement consideration for the previous phase, Action. In this evaluation phase, discussions and open meetings were held between teachers, principals, and college students to discuss the success of Kampus Mengajar III program. During the evaluation phase, various suggestions were also provided concerning the enhancement of activities and potential measures for ensuring the program's sustainability in the future. Based on the discussion, it was approved that Kampus Mengajar III program at SD Negeri 2 Karangnongko gave significant advantages, especially in innovating and fostering teachers' and students' creativity.

For the last phase, reflection, improvements were made in several activities based on the guidance teacher and the Principal of SD Negeri 2 Karangnongko. The suggestions and advice were utilized as part of an endeavor to enhance schools facing similar challenges, with the aim of allowing them to derive benefits from Kampus Mengajar III. This community service had a substantial impact on the students' experiences and outcomes. It had significant effects on the students' development during the teaching-learning process. Applying service-learning methods in this community service improved the students' abilities, such as increasing their learning motivation, collaborative working, and competitive skills confirmed by previous researchers Pramanik, et al [21], Prasasty, et al [22] Setyowati, et al[23], Muhasanah, et al[24], Kristianti[25], dan Surur, et al[26]. In this research, the enhancement of students' abilities has been evaluated by comparing the results of their pretest and post-test assessments. During the pandemic, the students' pretest and post-test were conducted online and in the new normal era, they were allowed to have the test in the F2F method. In line with the objective of this research, the pretest and post-test chose only

[21] Pramanik, et al. "Media Belajar Inovatif Bagi Siswa SDN 05 Pesanggrahan Jakarta: PKM Dengan Konsep Service Learning.," *JPM* Vol. 1, no. No. 3 (2021).

[22] Prasasty, et al. "Pelatihan Pengembangan Media Pembelajaran 3D Pada Guru Kelas Di SDN Pondok Terong 1 Kota Depok," *Rangkiang:Jurnal Pengabdian Pada Masyarakat UP3M STKIP PGRI Sumatera Barat* Vol. 4, no. No. 1 (2022): 31–37.

[23] Setyowati, "Service Learning: Mengintegrasikan Tujuan Akademik Dan Pendidikan Karakter Peserta Didik Melalui Pengabdian Kepada Masyarakat."

[24] et al Muhasanah, "Pentingnya Konsep Pembelajaran Daring Dalam Meningkatkan Kompetensi Guru Di Masa Pandemi Covid-19.," *Literasi, JPM* Volume 2 N (2022).

[25] Tri. Kristianti, "Strategi Penguatan Numerasi, Literasi, Dan Teknologi Di UPT SDN 84 Gresik," *Community Development Journal* Vol.3. No. (2022).

[26] Surur, ""Pendekatan Service Learning Pada Pembelajaran Daring Studio Penyajian Dan Presentasi Dalam Penyusunan Profil Desa Tarasu Kecamatan Kajuara Kabupaten Bone."

three major school subjects that involved the student's ability to understand numeracy, literacy, and technology. Those three subjects selected were science (IPA), Bahasa Indonesia, and Maths. The comparison of pre and post-test results in the online method and F2F method was described in the following Table. 2.

Table 2. The comparison of the pretest and post-test result

Participants	During the pandemic (Online method)						During the program (F2F method)					
	Pretest result (in percentage)			Post-test results (in percentage)			Pretest result (in percentage)			Post-test results (in percentage)		
	Science	Bahasa Indonesia	Maths	Science	Bahasa Indonesia	Maths	Science	Bahasa Indonesia	Maths	Science	Bahasa Indonesia	Maths
Grade 3	40	45	40	45	40	45	75	70	75	70	75	70
Grade 4	45	45	40	40	45	45	70	75	75	75	78	75
Grade 5	50	40	45	55	45	50	70	75	70	70	75	70

According to the table provided, it is evident that the implementation of Kampus Mengajar using the face-to-face (F2F) method resulted in a significant increase in students' pretest and post-test scores compared to online learning during the pandemic. The total number of students for each class was fifteen to twenty students and the results of the post and pre-tests were analysed based on the percentage number of those who passed the AKM (Assessment Kompetensi Minimum) and those who failed. The KKM for each subject was different; there were 75 for science, 75 for Bahasa Indonesia, and 70 for Maths. Science and Maths were two major subjects for measuring the students' ability in numeracy, while Bahasa Indonesia was used to measure the student's ability in literacy. All the students used technology while having the pretest and post-test in both ways of learning; Online and F2F. The devices that they used were different; for online learning, they used cell phones while in F2F learning, they used laptops as the school property. During online learning, the students learned limitedly due to the lack of technology while in F2F learning, they studied more at school with a maximum duration of time.

The result in the table above described only those students who succeeded in passing the AKM during two different learning situations: online learning and F2F learning. The considerably higher percentage observed during face-to-face (F2F) learning indicates that students have made notable progress in their literacy, numeracy, and technology skills.. This result also indicated that the student's interests improved while having the F2F learning method which supports their learning achievement. Besides, the community service explicitly inspired the teachers of SD Negeri 2 Karangnongko Poncokusumo Kabupaten Malang to use more challenging yet interesting teaching methods in a better learning atmosphere.

CONCLUSION

Based on the community service phases, which include preparation, action, evaluation, and reflection, it can be concluded that the program has been well-received and appreciated by the school community. Indeed, the school community received benefits by having this program through several activities such as teaching assistance, technology literacy assistance, pre and post-test assistance, library assistance, parenting seminar, and other school events assistance. During the activities, it is implied that the students' empathy and social sensitivity toward the problems of the community around them increased gradually, besides, the student's thinking skills and ability to elaborate among their friends to solve the problems sharpened. In addition to the findings mentioned in the research, another noteworthy outcome is that students' insight, character, and soft skills developed concurrently. This development was facilitated by the opportunity for students to express themselves, particularly during events like the Holy Month event, therefore, Kampus Mengajar III successfully bridged the need of targeted schools and the assistance of Ministry of Education and Culture and Technology through this community service program. However, several suggestions were addressed to make the better program in the future; first, for the school community, it is necessary to have teachers' literacy digital training continuously to avoid the lack of digital literacy during the teaching-learning program, second, for the school accommodation, it is necessary to improve and maintain the school facilities, and third, for the committee of Kampus Mengajar program, it is considered to share the school profile information for the field supervisors (DPL) to make it easier to map the problem and find the best solution for the selected school.

ACKNOWLEDGMENTS

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