

The Implementation of *Kampus Mengajar* Program in Music Arts Learning: A Qualitative Study at an Elementary School in Minahasa, Sulawesi Utara

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ABSTRACT

Kampus Mengajar is one of the programs proposed by the Ministry of Education, Culture, Research, and Technology of Indonesia as part of the implementation of *Kurikulum Merdeka* in Higher Education Institution. This program is expected to help the students to learn outside the campus to hone their problem-solving skills by becoming the partner of the teacher at the designated elementary school. The present study aims to investigate the implementation of *Kampus Mengajar* on music arts learning at elementary school. This qualitative study is conducted at an elementary school in Minahasa, Sulawesi Utara. Observation, interviews and documentation are used by the researcher to collect the data. The data obtained are analyzed using the interactive qualitative data analysis. The findings show that the music arts learning at the elementary school get many benefits because of the implementation of *Kampus Mengajar Program*. The students participated in this program helped the teacher by assisting them during the learning process, providing a novel perspective to the teacher regarding the teaching of music arts. It benefited the teacher since they can gain new understanding related to the teaching of music arts. The students at the elementary school can also learn in more engaging way. Hence, the implementation of *Kampus Mengajar* contributes positively to the teaching and learning process of music arts in elementary school.

INTRODUCTION

SD GMIM Rinondor is one of the destined locations for the students who applied for *Kampus Mengajar* program. The school is located in Rinondor Village, Kakas District, Minahasa Regency, North Sulawesi. The school is a C-accredited school and is the prioritized destination in *Kampus Mengajar* program proposed by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemdikbudristek RI). One of the objectives of the *Kampus Mengajar* program is to help or encourage schools that are still classified as underdeveloped schools, generally schools located in remote areas (Widiyono, Irfana and Firdausia, 2021; Anwar, 2021; Anugrah, 2021). The location of SD GMIM Rinondor is also in a remote village in Kakas sub-district, Minahasa Regency. In the implementation of the *Kampus Mengajar* program, it was found that some students have an interest and talent in music. The students also showed an enthusiastic and proactive attitude in learning the material about Music. They also have qualified skills in playing simple musical instruments such as keyboard and guitar accompaniment. Then there are some students who also have good singing skills.

When the researcher was conducting initial observations, the researcher had a dialog with one of the students. The student, it turned out, was a music player in the church. Although the school is located in a remote area that is far from the city crowd, the students have very good abilities in the field

of Music. The researcher also discovered that SD GMIM Rinondor had won competitions such as singing competitions up to the Minahasa Regency level.

As time goes by and with the change of curriculum, the existing learning of Music Art for elementary school level is increasingly eroded due to the lack of material and the lack of teacher qualifications to teach Music Art subjects (Desyandri, 2019). Generally, music learning for elementary school students is still not well considered by the education (Fitriyanti, 2014), especially elementary schools, including SD GMIM Rinondor which does not integrate music in art learning. As a result, students do not have specific and directed musical knowledge. Basically, music has various important roles and benefits in educational facilities (Mintargo, 2017). Specifically, the school status of SD GMIM Rinondor is a private school under the organization of the Minahasa Evangelical Church (GMIM). The GMIM sect is closely related to the way of worship that uses musical instruments (Lapian, Maragani, Pandaleke, 2021). There are also many church activities that involve music in it.

Based on the results of the researcher's initial observations on the implementation of *Kampus Mengajar* program at SD GMIM Rinondor, the researcher found that the students were very enthusiastic in the learning process. Students showed their enthusiasm in exploring music. However, the researcher also found that the school did not have a specific and directed learning plan regarding music material for students. Even though the existing students have a lot of potential and interest in learning Music. Therefore, the researcher considers that there is an urgency that must be considered about the importance of music lessons since the elementary school level, especially at SD GMIM Rinondor. Through *Kampus Mengajar* program, the students will get great benefits. Specifically, music can play a role in growing intelligence and improving children's memory (Sari, Hariyanti & Purwadi, 2021).

Based on the aforementioned explanation, researcher take advantage of the *Kampus Mengajar* program as a means to provide opportunities or space for students to deepen their knowledge and develop skills in the field of Music as the field of science being explored by researchers. Researchers see great opportunities and benefits in *Kampus Mengajar* activities as a place to transfer knowledge and skills to students. The *Kampus Mengajar* program also has the opportunity to broaden researcher's insights regarding the process and activities of learning music at the elementary school level.

The *Kampus Mengajar* program is a relatively new program because it was only launched in 2021. Research on the *Kampus Mengajar* program, both regarding its benefits and impact, is an important topic to be discussed in depth from various factors such as the field of science and the place of implementation. Since the topic is relatively new, this research is expected to contribute to the evaluation process of the *Kampus Mengajar* program. This study aims to describe the implementation of *Kampus Mengajar* program in music arts learning at the elementary school level. In addition, the present study aims to investigate the impacts of *Kampus Mengajar* program in music arts learning at SD GMIM Rinondor.

METHOD

This research was conducted using descriptive qualitative research methods. Fadli (2021) explains that descriptive qualitative research is a study that uses qualitative data to be explained descriptively. Moleong (2010) added that qualitative data is data in the form of images and words (quotes), not numbers. This is in line with the purposes of this study: describing the implementation of *Kampus Mengajar* program in music arts learning at SD GMIM Rinondor and investigating the impact of *Kampus Mengajar* program on music arts learning at SD GMIM Rinondor.

This research was conducted at SD GMIM Rinondor, Kakas, during the implementation of the *Kampus Mengajar* Batch 3 program, from March to June 2022. The researcher was the supervisors for a student who participated in the *Kampus Mengajar* program at SD GMIM Rinondor. To obtain data in this study, researchers used observation, interview and documentation (recording) techniques. The data obtained were then analyzed with an interactive model consisting of 3 stages: 1) Data Reduction, 2) Data Presentation, and 3) Verification and Conclusion Drawing.

FINDINGS

Kampus Mengajar Program

Carl Ransom Roger, in the book *Freedom to Learn* published in 1961, introduced the theory of freedom of learning for the first time (Sumantri & Ahmad, 2019). The theory of freedom of learning proposed by Roger is based on the theory of humanistic thought (Sulistiawati, 2021; Armedyatama, 2021; Taher, Desyandri and Erita, 2023). Humanistic theory holds that the learning process is centered on students' initiative to learn (Riyanton, 2016; Muniroh, 2011). This is the foundation of Independent Learning Theory, which is now commonly referred to by the jargon of student-centered learning. Roger as cited in Sulaiman and Neviyarni (2021) argues that one of the most effective learning principles is the role of the teacher as a facilitator rather than a teacher. Furthermore, Roger in Salsabila (2016) asserts that learning outcomes that are well internalized in students result from a learning process in which students can play an active role. Being active in this case refers to learning where students are responsible for themselves and build their ideas and knowledge independently.

The concept of independent learning refers to providing as many learning opportunities as possible to students (Shihab, 2017). The aim is for them to learn with a feeling of freedom from stress and pressure. According to Siswoyo (2021), the concept of independent learning also considers their natural talents without forcing them to learn or master an area of expertise that goes beyond their skills and interests. Thus, they can build a portfolio that reflects their interests. To support the creation of independent learning, the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemdikbudristek RI) initiated the Kampus Mengajar program. This program encourages students' concern for elementary school education in both cities and villages (Sianipar & Sitompul, 2023). According to Manurung (2022), this program also aims to provide opportunities for students to immediately enter the world of work as preparation for future careers. The *Kampus Mengajar* is implemented with the aim of making basic education more equitable and quality (Khasanah, Anwar & Purnama, 2022).

SD GMIM Rinondor: An Overview

SD GMIM Rinondor (NPSN: 40101001) is a school located in Rinondor Village Road, Kakas Sub-district, Minahasa Regency. This educational institution has been operating since 1967. This school was founded on the idea of the GMIM congregation in Rinondor village. Initially, teaching and learning activities were carried out in the Church. The initiators established this school by doing community service together. The cooperation of all members of the congregation finally made the school have an official building made of wood and bamboo. At the Education Office, SD GMIM Rinondor already has a school operational license. The school is also a C-accredited school. As a result, in an effort to improve, the school is also improving its accreditation to be even better.

The school has 3 teaching staff led by a principal. Based on their status, there are 2 teaching staff with the status of State Civil Apparatus (known as PNS) and 2 teaching staff with the status of part-time teacher (known as *Tenaga Harian Lepas* or THL). The location of the school and the residence of the teaching staff is relatively close. Due to the lack of teaching staff and limited school space, each class teacher has to teach two classes: grades 1 and 2, grades 3 and 4, and grades 5 and 6.

There are still some obstacles that slow down the progress of SD GMIM Rinondor, one of which is that there is no internet network in Rinondor village. Current technological advances are not felt by students at SD GMIM Rinondor due to the absence of facilities and other supporting systems that support them, so that all students still lack knowledge about technology and the internet and cannot adapt to the progress and sophistication of current technology. For anything urgent that requires the use of the internet, students and teachers have to find a place that can be connected to the network, which takes about 15-20 minutes to go up the mountain where the village cemetery is located. The next obstacle is the inadequate number of learning rooms and the lack of educators at the school, so classes are combined and not separated. This of course makes the effectiveness of learning from students not good, and also makes it difficult for teachers who have to teach 2 classes at the same time in one room with different learning materials.

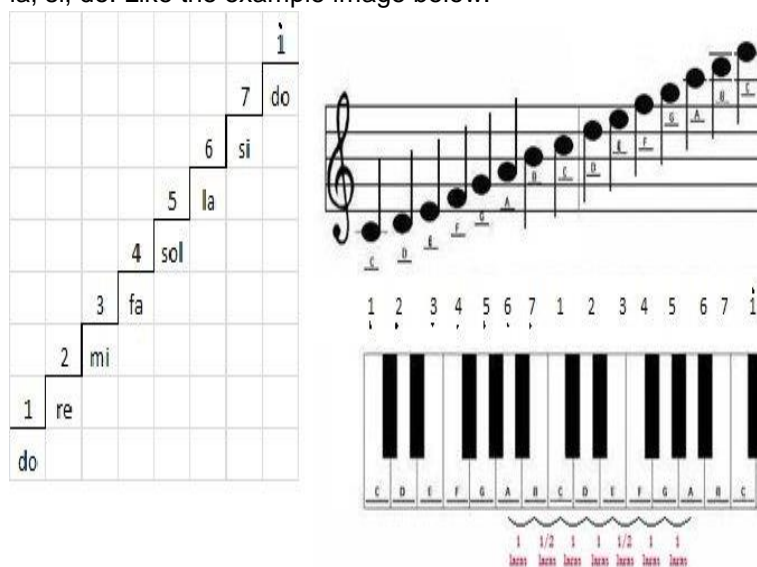
DISCUSSIONS

Music can help people express their feelings and actions (Alhadi & Saputra, 2017). Even so, each person responds differently to feelings expressed through music. This depends on how well the person recognizes and understands the musical components of the song or composition. In schools, music lessons are taught in stages based on the child's developmental level (Yuni, 2017). Children should be

According to Johar and Hanum (2021), the teacher, the students, the goals to be achieved, the material presented, the appropriate method of presentation, and the means of supporting the teaching and learning process all play an important role in the art of teaching. One aspect of developing aesthetic creativity is music. One teaching method that contributes to the development of the whole Indonesian human being, especially students, is the teaching of music in schools, with the aim of increasing the potential of students' sense of beauty through exposure and appreciation of music.

Music Arts Learning Activities

Music arts learning at SD GMIM Rinondor starts with basic learning, such as introducing scales in block notes and numerical notes. Scales are a tiered arrangement of the tones of a tonal system or a series of musical notations arranged by basic frequency or pitch, starting from one basic tone such as do, re, mi, fa, sol, la, si, do. Like the example image below.



Learning Model

In the learning process at GMIM Rinondor Elementary School, teachers have provided learning materials using the *Merdeka Belajar* Curriculum, but the learning model provided is not in accordance with the *Merdeka Belajar* curriculum, where it is still seen that students are still less independent or limited in creativity and innovation to achieve predetermined learning materials. In the learning process, it can be seen that the teacher emphasizes himself more than providing opportunities for students to carry out activities that provide freedom to think. This is the basis for students in the *Kampus Mengajar* program to compile and find learning models that are in accordance with the implemented curriculum. One of the learning models used during the learning process of *Kampus Mengajar* Batch 3 students at SD GMIM Rinondor, namely the Learning Model: Project Based Learning.

The *Merdeka Belajar* Curriculum is characterized by this learning model. For elementary school students who like to play, move, work in groups, and do things directly, Project Based Learning can be interpreted as a student-centered learning model. This shows how well the Project Based Learning model can be applied in elementary schools, especially SD GMIM Rinondor which is the research location in the Teaching Campus activities.

The Role and Benefits of Music Arts Learning at SD GMIM Rinondor

Music arts learning provided for students at GMIM Rinondor Elementary School has roles and benefits that increase learning enjoyment. Emotional intelligence, intelligence, and spirituality are all

balanced in music class. Learning music can also help keep the right and left brain working in harmony. Music learning can help students become human beings who think logically, critically, intelligently, and creatively by providing calm and comfort in the classroom and even stimulating memory, language, and analysis. In the application of Music Arts learning, it plays a role in growing intelligence and increasing the memory of students to be able to learn well, this is because with Music Arts learning, children's brain cells are more active, and in learning, especially in the practice or demonstration part of music, it can train motor skills and ear sensitivity to develop coordination between various senses.

School Perception

The school feels greatly helped by the presence of students in the *Kampus Mengajar* program. Learning in elementary schools must be done directly because teaching subjects to teachers and students in elementary schools is the first thing students learn about education. In particular, grade 1 and 2 students need direct teaching from their teachers because teaching and learning activities are based online. Education has started to be conducted offline (face-to-face) since the demise of Covid-19. This allows students to experience school again and prevents them from becoming bored if done at home.

CONCLUSION

The results showed that the *Kampus Mengajar* program has successfully implemented in Music Arts learning at SD GMIM Rinondor. It provides significant benefits for students, with the important role of Music Arts in their cognitive development. As a result, students become more creative, interact better, have the ability to compete, and are able to express their thoughts and feelings better. More specifically, at SD GMIM Rinondor, *Kampus Mengajar* Batch 3 has provided a valuable opportunity to improve education during the pandemic. The *Kampus Mengajar* program has supported literacy and numeracy, school administration, educational technology, and music education. Schools have also benefited significantly. In addition, the *Kampus Mengajar* allows teachers to collaborate with students in the learning process, creating a stronger foundation for better education.

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COMPETING INTERESTS

The authors declare that they have no competing interests.

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