

## EMPOWERING SCHOOLS IN 3T REGIONS THROUGH LEARNING INNOVATION BY STUDENTS OF THE CAMPUS TEACHING PROGRAM BATCH 3

Memberdayakan Sekolah Di Daerah 3T Melalui Inovasi Pembelajaran Oleh Mahasiswa  
Program Kampus Mengajar Angkatan 3

Dewi Fortuna Nawir<sup>1</sup>, Dzul Ashfiah<sup>2</sup>, Salasiah Ammade<sup>3</sup>, Amaluddin<sup>4</sup>

Fakultas keguruan dan ilmu pendidikan, Universitas Muhammadiyah Parepare

Email: <sup>1</sup>[Dewifn08@gmail.com](mailto:Dewifn08@gmail.com), <sup>2</sup>[dsulasfiahpolman88@gmail.com](mailto:dsulasfiahpolman88@gmail.com), <sup>3</sup>[evisalasiah@gmail.com](mailto:evisalasiah@gmail.com),  
<sup>4</sup>[amaluddin1965@gmail.com](mailto:amaluddin1965@gmail.com)

### Abstrak

The Kampus Mengajar Batch 3 program is part of the Merdeka Belajar Kampus Merdeka (MBKM) policy which aims to improve the quality of education in schools in 3T (disadvantaged, outermost, and remote) areas. This study examines the implementation of community service programs by students at SD Negeri 83 Parepare, which faces challenges in the form of low accessibility, lack of educational facilities, and suboptimal management of learning support facilities. Through this program, students not only help schools improve facilities and infrastructure, but also gain practice-based learning experiences in solving educational problems. This study recommends strengthening collaboration between universities and schools to expand the impact of similar programs.

Keywords: Kampus Mengajar Batch 3, Merdeka Belajar Kampus Merdeka, 3T education, community service, literacy and numeracy.

### Abstrak

*Program Kampus Mengajar Batch 3 merupakan bagian dari kebijakan Merdeka Belajar Kampus Merdeka (MBKM) yang bertujuan untuk meningkatkan kualitas pendidikan di sekolah-sekolah daerah 3T (tertinggal, terdepan, dan terluar). Penelitian ini mengkaji pelaksanaan program pengabdian oleh mahasiswa di SD Negeri 83 Parepare, yang menghadapi tantangan berupa aksesibilitas rendah, kurangnya fasilitas pendidikan, serta pengelolaan sarana pendukung belajar yang belum optimal. Melalui program ini, mahasiswa tidak hanya membantu sekolah memperbaiki sarana dan prasarana, tetapi juga mendapatkan pengalaman belajar berbasis praktik dalam menyelesaikan permasalahan pendidikan. Penelitian ini merekomendasikan penguatan kolaborasi antara perguruan tinggi dan sekolah untuk memperluas dampak program serupa.*

*Kata Kunci: Kampus Mengajar Batch 3, Merdeka Belajar Kampus Merdeka, pendidikan 3T, pengabdian masyarakat, literasi dan numerasi.*

### INTRODUCTION

Education is the main pillar in building an advanced and competitive nation. However, the quality of education in Indonesia still faces major challenges, especially in the 3T (underdeveloped, outermost, and frontier) regions. These regions are often faced with limited accessibility, minimal educational infrastructure, and a lack of competent human resources in managing teaching and learning activities. The impact of the Covid-19 pandemic has also worsened the situation, causing learning loss in students due to ineffective distance learning (Kemendikbudristek, 2021).

As an effort to address these challenges, the Kampus Mengajar Batch 3 program was launched as part of the Merdeka Belajar Kampus Merdeka (MBKM) policy. This program provides an opportunity for students from various universities to go directly to schools in the 3T region, assisting teachers and principals in improving the quality of learning, especially in

literacy and numeracy. In addition, this program also encourages students to develop leadership, problem-solving, and collaboration skills.

SD Negeri 83 Parepare is one example of a target school for the Kampus Mengajar Batch 3 program. As a school in the 3T region, this elementary school faces various obstacles, such as difficult road access, an unorganized library, and a health room that is not functioning optimally. Through the STAR (Situation, Task, Action, Result) approach, students from various universities designed and implemented a series of work programs tailored to local needs. The interventions carried out included installing road signs to the school, labeling library books, reorganizing library collections, and revitalizing the UKS room.

The results of this program showed significant positive impacts, both in terms of the school's physical facilities and students' enthusiasm for learning. For example, a more organized library encourages students to read more often, while a more appropriate UKS room provides comfort for students and teachers. In addition, students involved gain meaningful learning experiences through direct interaction with the community and challenges in the field.

This program proves that collaboration between universities and schools can be a strategic solution in improving the quality of education in the 3T region. Thus, similar programs are expected to continue to be developed to expand their impact on national education.

## METHODS

At this stage, direct observation was conducted on the condition of the school, namely SD Negeri 83 Parepare, to identify existing problems. The methods used include: Interviews with the principal, teachers, and staff to understand the main needs of the school, Field observations to map the condition of physical facilities such as the library, health room, and school accessibility. Document review of school reports or data related to student literacy and numeracy. Based on the results of the situation identification, a work program was prepared that aims to solve the main problems. This planning involves discussions between student participants in the program, the school, and the college mentoring team. The work programs designed include: Installation of road signs to facilitate access to the school, Labeling library books to improve book collection management, Revitalization of the library space to make it more comfortable and functional, Improvement of the health room (UKS) to support student health services.

## RESULTS AND DISCUSSION

The Batch 3 Campus Teaching Program implemented at SD Negeri 83 Parepare aims to improve the quality of education and school facilities in the 3T area. The following are the results achieved based on the work program that has been designed:

- **Installation of Road Signs:** Road signs have been installed at strategic points leading to the school, facilitating access for the community and increasing the visibility of the school location. Based on interviews with the principal, the presence of road signs helps people outside to recognize the location of the school which was previously difficult to find.



Picture 1. Making road sign

- Library Book Labeling: All book collections in the library have been labeled and recategorized according to book type. Teachers reported that this labeling makes it easier to borrow and return books, and helps prevent book loss.



Picture 2. Labeling the book

- Library Revitalization: The library has been cleaned, given additional bookshelves, and rearranged to create a comfortable learning atmosphere. After revitalization, there was an increase in student interest in visiting the library, with an average daily visit increase of 30%.



Picture 3. Revitalized the library

- Revitalization of the Health Room (UKS): The previously non-functioning health room has been repaired and converted into a room that is suitable for use. Teachers and students can now use the UKS room as a place to rest when sick, replacing the previous practice of only relying on classrooms.



Picture 4. Revitalized the health room

- Improving Student Literacy and Numeracy: Additional teaching activities are carried out for students who have difficulty reading and counting. After this program, 70% of students who were previously less proficient





Picture 5. Improving students' literacy and numeracy

### Discussion

The implementation of this community service program shows that local needs-based interventions can have a significant impact on schools in the 3T region. Several discussion points based on the results of the program are as follows:

- **Benefits of Infrastructure for School Accessibility:** Installing Road signs is a simple step but has a big impact on increasing school accessibility. This supports the opinion that accessibility is one of the important factors in improving the quality of education in remote areas (Kemendikbudristek, 2021).
- **The Importance of Library Management:** A neatly arranged library and an organized book collection increase students' comfort and interest in reading. These results are in line with research by Hasan and Malik (2020) which states that an organized school library can be an important means of developing student literacy.
- **Revitalization of School Health Facilities:** A proper health room supports the basic needs of students and teachers in maintaining their health while at school. The existence of a functional UKS also reflects the importance of health aspects in supporting optimal learning.
- **Improving Literacy and Numeracy Through Student Mentoring:** Intensive mentoring by students helps students who experience learning difficulties, especially in literacy and numeracy. This shows that the presence of students in the Kampus Mengajar program is able to provide concrete solutions to learning loss due to the pandemic.
- **Student Experience as Agents of Change:** This program not only benefits schools but also students, who gain practice-based learning experiences. They learn to face real challenges in the field, hone their teamwork, leadership, and problem-solving skills.

### BIBLIOGRAPHY

Direktorat Jenderal Pendidikan Tinggi, Kemendikbudristek. (2021). *Panduan Merdeka Belajar Kampus Merdeka*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Kemendikbudristek. (2021). *Program Kampus Mengajar: Menjadi Bagian dari Solusi Pendidikan di Indonesia*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Kemendikbudristek. (2020). *Data Sekolah di Wilayah 3T*. Jakarta: Pusat Data dan Informasi Pendidikan.

Nawir, D. F. (2023). *Kampus Mengajar Batch 3: Empowering Students to Assist Teachers and Principals in Covid-19-Affected Schools*.

Sugiyono. (2019). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Hasan, S., & Malik, R. (2020). *Learning Loss dan Tantangan Pendidikan di Masa Pandemi*. Jurnal Pendidikan Indonesia, 12(3), 45-52.

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

Yamin, M., & Maisah. (2010). *Strategi Pembelajaran Berbasis Kompetensi*. Jakarta: GP Press.

Tilaar, H. A. R. (2009). *Paradigma Baru Pendidikan Nasional*. Jakarta: PT Rineka Cipta.

World Bank. (2021). *Indonesia Economic Prospects: Education Reform in the Time of Covid-19*. Washington, DC: World Bank Publications.