



Implementation of "Kampus Mengajar" Programs to Improve Learning Motivation

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Abstract: This dedication is carried out to implement various activities of the 3rd Kampus Mengajar Program to motivate students to learn at Middle School 2 Pamarican. After observing the school, multiple problems were found, such as students' lack of enthusiasm during learning due to their lack of extrinsic motivation, students still needing help to read and count correctly, and teachers still using traditional learning media. This study used a qualitative descriptive method with data collection techniques through teacher interviews and school observations. This research was conducted at Middle School 2 Pamarican for four months, from March 2nd, 2022, to June 29th, 2022. This research was aimed at students in grades VII and VIII and was carried out directly. The results of this dedication activity include assisting in teaching, learning multiplication using jarimatika, operating numbers, arithmetic series, and the concept of 3 M with the GASING method, improving reading skills using five methods, learning to recite the Quran, and adapting technology aimed at increasing students' learning motivation. There were many obstacles and challenges during the implementation, especially when learning became limited, so teachers had to have high creativity to improve student learning outcomes.

Abstrak: Pengabdian ini dilakukan untuk menerapkan berbagai kegiatan Program Kampus Mengajar Angkatan 3 untuk memotivasi belajar siswa di SMPN 2 PAMARICAN. Setelah melakukan observasi ke sekolah, maka ditemukan permasalahan-permasalahan di sekolah, seperti siswa-siswi tidak bersemangat saat pembelajaran dikarenakan kurangnya adanya motivasi ekstrinsik untuk mereka, masih ada siswa yang belum pandai membaca dan berhitung, dan juga para guru masih menggunakan media pembelajaran yang klasik. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui wawancara guru dan observasi sekolah. Penelitian ini dilaksanakan di SMPN 2 PAMARICAN selama empat bulan yaitu mulai dari tanggal 2 Maret 2022 hingga 29 Juni 2022. Penelitian ini ditujukan untuk siswa kelas VII dan VIII dan dilakukan secara langsung. Hasil kegiatan pengabdian ini seperti membantu mengajar, belajar perkalian dengan jarimatika, mengoprasikan bilangan, aritmatika deret dan konsep 3 M dengan metode GASING, meningkatkan kemampuan membaca dengan menggunakan 5 metode, belajar mengaji, dan adaptasi teknologi yang bertujuan untuk meningkatkan motivasi belajar siswa. Banyak hambatan dan tantangan selama pelaksanaan, terlebih ketika pembelajaran menjadi terbatas (PTMT), sehingga guru harus memiliki kreatifitas yang tinggi untuk meningkatkan hasil belajar siswa.

A. Introduction

Every human being must keep up with the pace of era progress, and the Z generation, in particular, must be quicker to keep up with the increasingly arduous competition. Therefore, it is necessary to have qualified human resources on hand so they are equipped to deal with the difficulties present today. Humans will be able to reach their full potential through education. Education is a method for enhancing and developing human abilities. Hence it is necessary to create a person's potential or personality. Education also refers to a human endeavour to mould one's character in conformity with societal and cultural norms (Masni, 2018).

Quality and better life can be changed through education, which is a crucial component of human existence. A national education objective was established to educate the nation's life and produce social justice through collaboration between many parties. Education can embrace individual social changes that must be realized equally. Every person must make allowances for balancing the increasingly advanced and developing periods in their daily lives by applying for education. The Merdeka Belajar Kampus Merdeka (MBKM) initiative was an innovative effort by Nadiem Makarim, Minister of Education, to address issues with education in the age of revolution. 4.0 (Suryadi, 2020).

Education's problems in the age of the industrial revolution the existence of the MBKM program is anticipated to actualize the attainment of abilities in learning reading and numeracy because 4.0 is highly significant. In order to create graduates who are proficient in all sectors through soft and hard talents and who will lead the country's future as superior, moral, and ethical leaders, Nadiem Makarim noted that the MBKM ideals of independence and autonomy for educational institutions were drawn from Ki Hajar Dewantara's initiative to capture the spirit of education, which is thought to be particularly pertinent to the modern educational environment. A benefit of the MBKM program is that it allows educators to choose teaching strategies that differ according to their students' skills and correctly apply the curriculum (Susilawati, 2021).

Parents, instructors, and students must be skilled at using technology properly as a medium to add broad ideas and knowledge since increasingly sophisticated technology is supporting the growth of education. However, not all of these parties have the necessary technical skills. When the Covid-19 pandemic storm disrupted education and forced adjustments to the learning system, where learning was initially conducted offline but switched to online, the difficulty of comprehending, following and mastering technology became one of the challenges for instructors (Sutarna et al., 2021).

About the implementation of educational policies during the emergency period of the Corona virus's spread, the Ministry of Education and Culture (Kemendikbud) issued circular letter No. 4 of 2019, one of which was written about the implementation of the Learning from Home process. The circular letter No. 15 Concerning the Implementation of Education in the Covid-19 Emergency Period, which provided instructions, further strengthened this policy by stating that the BDR's goal was to safeguard students' rights and conditions from exposure to Covid-19 through close contact at school as a process for

putting the policy into practice. Pocket Books for Implementation of Learning Guidelines for the 2021–2022 Academic Year and the 2020–2021 Academic Year were published by the Ministry of Education and Culture as a guide for local governments in directing the flow of educational activities and facilitating public observance and application of the guidelines (Tanuwijaya & Tambunan, 2021). However, the execution of this policy raises advantages and disadvantages that must be considered for the Minister of Education to analyze, amend, and advocate the adoption of Limited Face-to-Face Learning.

The impact of Limited Face-to-Face Learning creates several challenges, including the inability to complete classwork due to time constraints, students' low comprehension of the material being studied, a decline in discipline, tardiness and diligence on the part of students in submitting assignments, a lack of self-assurance and courage when expressing opinions, and low levels of fundamental literacy and numeracy competence (Sulistyaningrum & Al-Hakim, 2020). All difficulties are caused by technological demands, which are the primary tool for learning and have a negative effect if there is no supervision of their use to gauge a child's maturity when using technology. Improperly managed technology use will affect kids by showing a lack of camaraderie, being indifferent to caring and empathy, and even having an effect on awareness of saving the environment (Faturrohmah & Sagita, 2022).

Motivation to learn is a person's passion for achieving a learning objective or target. According to research (Lomu & Widodo, 2018), there are two sorts of motivation: intrinsic motivation, or variables from within the learning context, and extrinsic motivation, or factors from outside the learning situation. Education should constantly be motivating for students to increase excitement and confidence. One of the Middle School 2 PAMARICAN schools, Ciamis Regency, demonstrated the benefits of face-to-face instruction. Because learning has a limited impact, several issues, particularly those relating to student motivation, have revealed that students frequently lose interest in their studies. A significant improvement over the situation before the outbreak is because students are young people who still like interacting with one another. Students' drive to learn can be developed by connection with friends.

There is no doubt that games in learning are necessary for the creation of student learning activities. According to Clark, the game is an activity in which players choose to accomplish a set goal. The goal of this game is for each player to engage in conversation with his friends to foster an interactive learning environment (Fauzih et al., 2022). Games in the classroom may teach students sportsmanship because there are victors and losers in every game, and they also increase interactive learning. Fun learning will give students a fantastic boost.

The MBKM program has made several offers, including for the Independent Internship program, Independent Study, Independent Entrepreneurship, Independent Student Exchange, Teaching Campus (Kampus Mengajar), and other program activities. A program called Kampus Mengajar enables students to contribute to the improvement of Indonesian education, particularly in reviving students' will to persevere in their academic

pursuits despite the Covid-19 pandemic storm (Directorate General of Higher Education, 2022) (Kemendikbud, 2022).

The MBKM program's commitment to schools is to help those that require it and to be able to grant 3T schools (Leading, Remote, and Disadvantaged Areas) equal privileges. As a result, students at Kampus Merdeka who have various issues are put. Similar issues with low levels of student enthusiasm to learn to exist at the school where we provide services; this results from the harmful effects of limited face-to-face learning. To improve student motivation, we include fresh ideas in the learning process. These volunteer activities for the community include teaching, learning multiplication with finger and math technique (jarimatika), operating numbers, series arithmetic, and the 3M idea with the GASING method, enhancing reading abilities with the five approaches, mastering the Koran, and modifying learning technologies. The author provides this service to implement numerous Kampus Mengajar Programs Batch 3 of 2022 at Middle School 2 Pamarican to raise student learning motivation. This service departs from the various arguments and facts previously presented.

B. Method

This service method uses data from the outcomes of learning support for students at Middle School 2 Pamarican in a qualitative descriptive manner. Campus students enrolled in the MBKM program and teaching batch 3 were responsible for carrying out this activity. All 456 Middle School 2 Pamarican students served as this activity's subjects. These students help to raise education standards, particularly in the learning process, as planned and prepared previously. This service lasted four months, from March 1st to June 29th, 2022. This activity's preparation and implementation phases were completed in two stages. The effectiveness of this implementation is also evaluated based on the findings of observations made regarding student happiness and students' aptitude for picking up on new customary rules. The two stages the students completed – preparation and implementation – have the following substages:

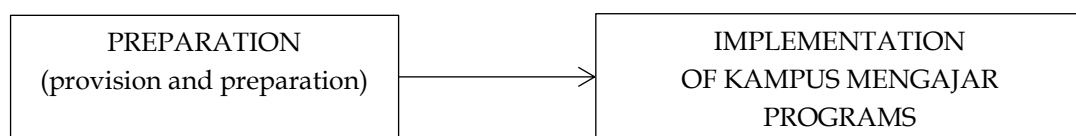


Figure 1. Activity Flow

The first activity in the preparation stage is for the writer to attend a one-month training provided by the Ministry of Education and Culture and the Ministry of Research and Technology (Kemendikbudristek), consisting of 25 training materials to acquire the necessary knowledge for teaching assistance in Junior High School. During this stage, the writer also prepares programs tailored to the school's needs, such as preparing teaching

media, determining appropriate teaching methods based on students' abilities, and providing technology training (Canva application) to motivate student learning.

The second activity in the implementation stage involves carrying out the planned series of activities prepared by the writer, including assisting in teaching, learning multiplication using finger and math technique/ Jarimatika method, operating numbers, arithmetic series, and the concept of 3 M (Math, Science, and Culture) using the GASING method, enhancing reading skills using five methods, learning recitation (Quranic studies), and adapting technology for instructional media to improve student learning motivation. The instruments for community service and data analysis techniques used include observation, with the observed objects being teachers, students, and the learning process (Sugiyono, 2017).

C. Result and Discussion

Result

Before conducting Kampus Mengajar activities, students are given preparation for one month. The preparation is provided to students to provide minimal knowledge needed in teaching assistance activities at Junior High School. The preparation material generally consists of knowledge, skills, and soft skills. The details of the preparation material include: Kampus Mengajar (Kampus Mengajar) Program, School Pedagogy, Pancasila Student Profile, Growth Mindset, Local Wisdom Communication, Basic Concepts of Literacy and Numeracy, Literacy and Numeracy Assessment and Mapping, Mathematics and Science for Elementary and Junior High School, Cross-Subject Literacy for Junior High School and Selecting Reading Texts for Elementary and Junior High School, Cross-Subject Numeracy for Junior High School, Fun Reading Learning Strategies for Elementary School, Fun Literacy Learning Strategies for Elementary and Junior High School and Facilitation Skills, Fun Numeracy Learning Strategies for Elementary and Junior High School, Fun Literacy Learning Strategies for Junior High School, Designing Elementary and Junior High School Numeracy Learning Models, Microlearning PISA, Ethnomathematics, Exploration of Math City Map Indonesia, Design Thinking, Cultivating a Literacy Culture in Schools, Financial Literacy, Literacy and Numeracy According to the Module for Elementary and Junior High School Levels, Prevention of 3 Sins (Bullying and Intolerance), Independent Learning Philosophy of Ki Hajar Dewantara, Prevention of 3 Sins (Sexual Violence), Independent Learning Change Behavior Ambassador in the Pandemic Era and Independent Learning of Limited Face-to-Face Learning.

The outcomes of Middle School 2 Pamarican's efforts to improve student learning motivation may be broken down into several different activities, including:

Helping Teachers

With the help of this activity, subject teachers will be able to thoroughly explain concepts to all students, especially those who struggle to grasp lessons. To improve the

students' memory, my team and I went over the teachings that had been taught. Because the initial study indicates that students in grades VII and VIII have weaker reading and arithmetic skills, we concentrate on mathematics and Indonesian teachings. We also allow students to express their ideas or ask questions about the course material, boosting their confidence in doing so. Additionally, we review exam questions in Indonesian, math, and Islamic Religious Education more frequently.

The success of this activity is that students are happy because they gain a thorough understanding, which makes them more understanding. Students are also happy because the material presented can be quickly absorbed by students using methods that suit their abilities. After all, passive and traditional learning methods will cause students to become bored, lowering learning motivation, especially if the learning environment is tense and less intelligent (Hasibuan et al., 2022). A student expressed that most teachers give assignments without knowing if their students have understood the material, resulting in poor grades. The recommended step is to ask the students about their understanding of the material presented or provide one or two questions to assess their ability on the subject matter. This is because many students still need the courage to ask the teacher; thus, when given an assignment, they receive low grades. According to (Safitri & Sontani, 2016), in their research, one factor that influences student learning outcomes is the teaching skills and learning motivation provided by the teacher and asking students about their understanding of the material being presented.

Learn multiplication with finger and math techniques (Jarimatika)

This activity aims to equip students to calculate multiplication from 6 to 10 simply and practically without memorizing and being able to answer quickly. Because when it is memorized, it is possible to be forgotten, but simply (finger and math technique), students only need to understand and remember how to count. This will make it easier for students to do multiplication calculations (Amri, 2021). Besides that, memorizing multiplication is also suggested so students can answer questions spontaneously.

To train fast multiplication skills, the researcher conducted a fun memorization process by playing multiplication games, such as giving multiplication problems, and whoever answered quickly would be safe from punishment. The results and discussion of this activity will be divided into three phases, including:

Phase 1: Initial Ability

Trying to assess students' ability to multiply from 1 to 10 alternately in each class for about three days. After that, the researcher found two students who had not memorized multiplication. Therefore, the researcher taught these two students privately so that they would stay caught up with their classmates.

Phase 2: Learning

The researcher provided steps to calculate multiplication with finger and math technique or "jarimatika", and then the two students followed, and we repeated it until they understood and mastered it.

Phase 3: Final Ability

After practising continuously counting math with fingers and math technique or "jarimatika", the two students who were left behind could compete again with their classmates.



Figure 2. Finger and Math Technique Learning Process

As stated by (Afriani et al., 2019), "Finger and math technique or jarimatika is a simple way to calculate multiplication using fingers." Learning mathematics will be beneficial if it is done in a fun environment and utilizing a practical approach. Lessons in mathematics will become more concrete with the aid of fingers, making them more straightforward for children to understand. This method can enhance the standard of student learning when used in multiplication computations. Changes in increasing the standard of instruction result from students' more significant interest in engaging in independent study. Additionally, students are joyful because they can demonstrate to their friends that they can now multiply.

Performing Operations on Numbers, Arithmetic Sequences, and the Concept of 3M using the GASING Method

This activity aims to provide a deep understanding to students, especially in grade VIII, regarding the material of number operations, arithmetic sequences, and the concept of 3M. This is because the students' first Minimum Competency Assessment results were far from the Minimum Mastery Criteria. The researcher used the GASING (*Gampang, ASyik dan menyenaNGkan* (Fun, Exciting, and Enjoyable)) method in discussing this material. The results and discussions of this activity will be divided into 5 phases, including:

First Phase: Initial Ability

Grade VIII students took the Minimum Competency Assessment (AKM) exam in numeracy, and the results of yesterday's Minimum Competency Assessment exam for the three topics of number operations, arithmetic sequences, and the concept of 3M showed that none of the students was able to answer correctly.

Second Phase: Initial Treatment

Explaining each topic using the whiteboard and providing an example problem for each topic.

Third Phase: Treatment after the Second Phase

After explaining in detail, it was found that 75% of students needed help understanding the material. This result can be seen from several factors, such as low motivation to learn, lack of concentration while studying, and classical learning methods and media that bored students.

Fourth Phase: Second Treatment

Based on the results from Phase Three, students' low motivation in learning Mathematics and the classical and monotonous teaching method have been identified as factors. Therefore, I provided an innovation in delivering Mathematics lessons, specifically for these three topics, by explaining the concepts and then demonstrating them in practice. In this second treatment, I delivered the material while playing using the GASING method. In this teaching method, there are four levels that students must pass: the first level is to understand the concept of integer operations, the second level is to understand the concept of arithmetic and series, the third level is to understand the concept of 3M, and the final level is to be able to answer questions related to these three topics. The first student to reach level four will receive a prize, and the last one to reach level four will receive a punishment from the winner. This learning while playing is cooperative or group-based to teach students to work together well and respect each other's opinions. The GASING method will increase student motivation and understanding of these three topics.

Fifth Phase: Ability after the Second Treatment

After the second treatment, all students were enthusiastic and eager to learn, and their understanding of the three materials increased. The GASING method had six questions on the fourth step, and students could answer four to five questions correctly. This proves the second material delivery method is better than the first treatment. Based on ([Armianti et al., 2016](#)), GASING is a fun way to learn mathematics that does not cause boredom and can increase the motivation to learn. This method is done step by step until it reaches the goal. This method aims to provide new experiences for students to conclude what they have learned and change their mindset that mathematics is also a fun subject.



Figure 3. The Three Materials while Giving

Improving Reading Skills Using 5 Methods

This activity aims to assist the Indonesian Language teacher in teaching two Grade 8 students who cannot read. These two students do not attend regular classes but instead learn to read with the college students who teach them. As stated by the Indonesian Language teacher (S.T.), the purpose of this activity is to help improve the reading skills of the two students.

Because of this pandemic, the school does not hold entrance exams like read, write, and count or listing, so it is possible to say that our school has stolen students who cannot read. Teachers need more interaction with students, so they must know all illiterate students. These two students should study quietly at the campus library with campus students lecturing than participate in class but not comprehend.

The activity aims to assist Indonesian language teachers in teaching two 8th-grade students who cannot read. These two students do not attend regular classes but are taught to read by university student teachers. As stated by the Indonesian language teacher (S.T).

The researcher used five basic methods in this activity to facilitate the students' reading learning. The results and discussions in this activity will be divided into 2 phases, including:

Phase 1: Initial ability

When the researcher gave them reading materials and asked them to read, they remained silent and just looked at the book. The results of my interview with the two students revealed that they could read before but needed to remember due to lack of practice. Therefore, the researcher motivated them to be enthusiastic about learning to read again and provided appropriate methods according to their abilities. The methods used are as follows:

The first method: is the sound method. This method recognizes the letters from a to z and their pronunciation. This method requires continuous practice. For example, the letter /p/ is pronounced [pe], /d/ is pronounced [de], and so on.

Second method: the alphabet method. This method begins by introducing the letters in alphabetical order. The letters are pronounced and memorized according to their sounds in the alphabet. The second method takes a long time because they need to remember some

of the letters they have memorized within 5 minutes, especially for similar letters like /b-d/, /p-q/, /n-u/, and /m-w-v/.

Third method: spelling method. This method starts by teaching them how to spell. For example, if there are the letters p-a-d-i, the researcher provides an example of /pa-a/ [pa] /di-i/ [di], which is pronounced as "padi". This method is the easiest for them to understand, but they still cannot spell difficult words such as "pen" and others.

The fourth method is the syllable method. This method starts by introducing syllables, such as b and a is pronounced "ba", b and I are pronounced "bi", b and u are pronounced "bu", b and e are pronounced "be", b and o are pronounced "bo", and so on. Then, the syllables are combined into meaningful words, such as /be-ca/, /bu-ku/, and /ba-ca/. They quickly understand this method but need help with more than two syllables.

Fifth method: sentence method. This method teaches them to read complete sentences or syllables with more than two syllables. This is the most challenging method for them, as it takes quite a long time for them to be able to read a long sentence even if it is still stuttered.

Phase 2: Ability after the First Treatment

After conducting the treatment in the first Phase, the two students improved their reading skills. They increased their reading abilities by using the five basic methods and their enthusiasm to learn. Using these five basic methods was very helpful in improving their reading abilities because the methods were easy to understand for the students (Halimah, 2014). From this activity, these children may not have received enough support or motivation from their closest people, which can hinder their learning process. As stated by (Rahman, 2021), motivation is divided into two types. Intrinsic motivation comes from within oneself, while extrinsic motivation comes from the surrounding environment, such as family, school, and society. Both types of motivation are closely related to students' learning outcomes, but extrinsic motivation falls into the strong category.

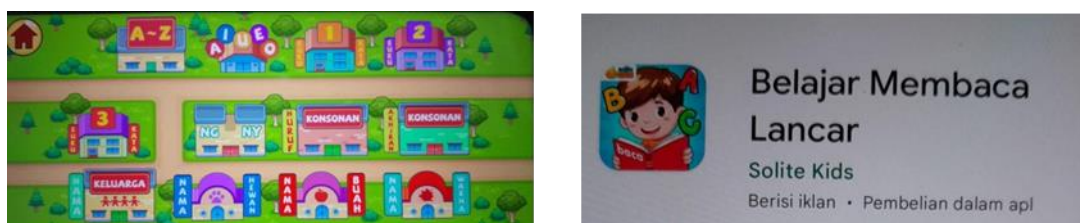


Figure 4. Programs that Support the Process of Learning to Read

Learning to Recite the Quran

This activity is carried out to allow students to read the Quran. The activity begins with reciting together in class, and then students take turns reading verses 1-3 of Surah Al-Mulk. After they have read it, we discuss the rules of tajwid and makhrajil huruf (pronunciation and articulation of letters) for any mistakes that occurred during their

reading. Most of their mistakes are related to differentiating the pronunciation of ذ, ث, س, ش, ز, ح, خ, ع, ه. In addition to reading the Quran, students are taught to write Quranic verses correctly. For example, they learn which Hijaiyah letters can be connected and which cannot and memorize short Surahs to train their memory and retention skills. Islamic Religious Education (PAI) teachers in school not only have the responsibility to provide religious material, but they also play an essential role in helping students to have a firm grip on life through Islamic teachings that can be practised. From the students' problems, as mentioned above, it is the responsibility of an Islamic Religious Education teacher to correct them so that students do not practice any mistakes (Hasibuan & Amalia, 2022).

Adapting Technology Can Boost Learning Motivation

This activity is carried out to expand teachers' knowledge and improve their skills in creating learning media. The learning media provided by teachers will increase students' learning motivation. The results and discussions of this activity will be divided into 3 phases, including:

Phase 1: Initial Ability

During this Phase, the researcher surveyed how the teachers at Middle School 2 Pamarican taught in class and what methods or media they used. It was found that the teachers still used lecture methods, with only textbook and blackboard aids as the media. Therefore, classroom learning still needed to be more varied, making students bored.

Phase 2: Treatment after the first Phase

After identifying the shortcomings in learning media, the researcher and other team members conducted a Canva workshop to expand their knowledge of technology and increase teachers' creativity in creating learning media. We explained how to create PowerPoint presentations, posters, and videos using the Canva application.

Phase 3: Treatment after the Second Phase

After explaining the tutorial on creating PowerPoint presentations, posters, and videos using the Canva application, the teachers practised creating one of the three features. The teachers acknowledged that the Canva application helps provide learning, as expressed by one teacher, S.T.

This Canva workshop provides teachers with insights into technology and increases their creativity in creating learning media. Using PowerPoint presentations greatly eases teachers in providing learning to students, so teachers no longer need to write on the whiteboard. However, it is regrettable that school facilities must be more sufficient to support using learning media such as PowerPoint presentations.

Developing learning media in videos through the Canva application is one of the innovative learning media references, utilizing effective and efficient digital-based

applications in line with the developments in the 21st century. The available designs vary depending on the teachers' creativity in developing the designs available in the application (Rahmawati & Atmojo, 2021).

Discussion

Based on the explanation above, the implications of assisting in teaching, such as using the finger and math technique (Jarimatika) method for mathematics instruction, the GASING method for mathematics learning, utilizing five primary methods for reading instruction, and teaching the Qur'an to students, are evident in the increased understanding and improved learning outcomes of the students. This is influenced by creative and engaging teaching methods and instructional media that stimulate learners, making them feel enthusiastic and happy during the learning process.

The role of the teacher is crucial in enhancing student quality by creating effective teaching and learning activities through appropriate methods and instructional media that can balance with the student's abilities. Proper and appropriate planning is the main factor for successful teaching and learning activities (Wuarlela, 2020). Planning is not just about preparing materials or learning objectives but also about employing teaching methods and instructional media that can accommodate students' abilities and the content to be explained.

The training on the use of technology for instructional media is a new aspect that the teachers of Middle School 2 Pamarican have participated in, which needs to be mastered and understood to be applied in the teaching process. Implementing instructional media using technology, such as the Canva application, challenges teachers' creativity to create engaging teaching materials that are still focused, motivating students in their learning. The Canva application greatly assists teachers in creating visually appealing teaching materials due to its numerous features, including documents, infographics, mind maps, concept maps, PowerPoint presentations, videos, graphics, and more. Canva is one of the collaborative design platforms that help develop creativity and skills in creating visual learning materials, making communication enjoyable and easier (Sinduningrum et al., 2021).

Based on the evaluations conveyed by the teachers and school principals through interview responses given by them, the average answers from the interviews indicate that since the presence of university students teaching at Middle School 2 Pamarican, there have been positive impacts on the school community, especially in improving students' learning motivation. Through the activities provided by the university students, such as assisting in teaching, teaching multiplication using finger and math technique (Jarimatika), operating numbers, arithmetic series, and the concept of 3 M using the GASING method, enhancing reading skills using five methods, learning recitation (Quranic studies), and adapting technology for instructional media.

D. Conclusion

Based on findings from observations and the Kampus Mengajar program batch 3 of 2022's implementation at Middle School 2 Pamarican, which has been running for about four months, it can be said that this program is very beneficial for schools in carrying out learning, significantly increasing student motivation during readjustment (the new normal). The various programs developed benefit Middle School 2 Pamarican teachers and students alike. All programs were successfully implemented and received positive feedback from many stakeholders.

Changes in the execution of various Kampus Mengajar programs, such as demonstrating that student motivation is in a better category than before, students have the drive to succeed, and students have hope for the future, contribute to anticipating the impact of limited face-to-face learning. As a result of their interactions and experience sharing with other students from Kampus Mengajar, classroom participants are now more passionate and driven. Teachers are also becoming more inventive in their use of learning material, resulting in less traditional and monotonous teaching techniques.

Following service, Students must be able to inspire younger siblings to be passionate learners, make a positive impact on the school or community, and channel innovative ideas to raise educational standards and society.

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