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Sustainability Analysis of Campus Teaching Program Batch 3 for Elementary School Students

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Abstract

The Teaching Campus (KM) program is a program launched by the Ministry of Education and Culture, namely Minister Nadiem Anwar Makarim. The KM 3 program in 2022 focuses on literacy and numeracy learning, helping technology adaptation, and helping school administration. With the KM Program, it can help schools to advance education in Indonesia. The purpose of this study was to determine how the Sustainability of the KM 3 Program in 6th Grade Students of SD Islamiyah Terpadu, Sawangan, Depok City. The method used in this research is descriptive with a qualitative approach. The subjects in this study were the principal, grade VI teachers and students, and the librarian of SD Islamiyah Terpadu. Data collection techniques are observation, interviews, questionnaires, and documentation. Data analysis techniques using the *Miles and Huberman* Model include data reduction, presentation, and verification. Data validity in this study uses source triangulation and technique triangulation. The results of this study indicate that the Sustainability of the KM 3 Program for 6th Grade Students of Integrated Islamiyah Elementary School is that it has continued in accordance with the KM 3 Program and is carried out at school starting in July 2022. KM 3 programs that continue include literacy, numeracy, and technology adaptation. Literacy activities, namely reading habituation at the beginning and at the end of learning, numeracy counting numbers and memorizing multiplication, and technological adaptation, namely activities that use *Infocus* Projectors and Laptops.

Keywords : Campus Teaching Program Sustainability, Literacy, Numeracy, Primary Education, Technology Adaptation

1 INTRODUCTION

Merdeka Belajar Kampus Merdeka (MBKM) is a program launched by the Minister of Education, Culture, Research and Technology, Mr. Nadiem Anwar Makarim, which aims to encourage students to master various sciences or skills that are useful for preparing to enter the world of work and the future. In this MBKM there are several programs, one of which is the Teaching Campus Program. The third batch of Teaching Campus (2022) is a continuation program of the second batch of Teaching Campus (2021). The teaching campus is a bridge as well as proof of student dedication to participate in the success of national education in the midst of the Covid-19 pandemic.

According to Tadkiroatun Musfiroh and Beniati Listyorini (2016), one of the literacy surveys that Indonesia participated in was PIRLS. PIRLS *(Progress in International Reading Literacy Study)* is an international study of reading literacy for elementary school students (grade IV) coordinated by the IEA *(The International Association for the Evaluation of Educational Achievemen),* based in Amsterdam, the Netherlands. PIRLS is held every five years, in 2001, 2006, 2011, and so on. The study of literacy at the primary school level cannot be separated from the literacy competency survey conducted by PIRLS. According to Alfiah Fatriani and Umar Samadhy (2018), the results of the *Progress in International Reading Literacy Study* (PIRLS) research in 2014 stated that the reading ability of Indonesian children was ranked 42 out of 45 participating countries. Referring to the latest research *from* the *Organization for Economic Co-operation and Development* (OECD) entitled *The* 2015 Indonesia *Economic Survey and Education Policy Review* which reveals

that the reading ability of Indonesian students is three years behind other countries. Therefore, it can be seen that Indonesia has a low literacy level.

According to Eva Oktaviana (2017), states that writing ability is the ability or ability of students to express thoughts, ideas or ideas in written form and is carried out gradually starting from writing letters, words, sentences and connecting sentences into cohesive paragraphs using correct spelling so that thoughts, ideas that are poured in the form of writing and can be understood by readers. And the ability to write does not come by itself. The ability can only be obtained by trying, by practicing, and a lot of practice.

Based on the results of the researcher's interview with the grade VI teacher in the 2022/2023 school year, it was revealed that the grade VI students totaled 38 people consisting of 24 male students and 14 female students, then those who really could not read and could not understand the text were 3 male students and 1 female student. Literacy and numeracy activities are carried out in the classroom and outside the classroom, namely on the school field. When outside the classroom, it is carried out when doing habituation, before dhuha prayer before 07.00 WIB. Meanwhile, in the classroom in the form of reading, writing, understanding reading texts, reading multiplication in groups, and reading multiplication individually. The implementation of literacy and numeracy activities for 1 week is carried out four to five times. The methods that teachers often use are *problem solving*, group learning, and individual tests.

According to the 6th grade homeroom teacher, the impact of the Teaching Campus Program Batch 3 activities during the presence of students when conducting assignments on literacy and numeracy activities, students began to be motivated to be active in learning activities. For example, such as carrying out group assignments and reading readings related to subjects. Thus, students begin to learn independently and grow confidence in carrying out tasks.

Responding to the above problems, it is necessary to conduct sustainability research on literacy, numeracy, and technology adaptation activities. Based on the above background, that Grade VI students at SD Islamiyah Terpadu, Sawangan Subdistrict, Depok are still lacking in literacy and numeracy learning. The researcher has completed the assignment at SD Islamiyah Terpadu, Sawangan District, Depok for 5 months. Therefore, researchers are interested in conducting a study entitled "Analysis of the Sustainability of the Campus Teaching Program Batch 3 for 6th Grade Students of SD Islamiyah Terpadu".

2 RESEARCH METHODS

According to Sugiyono (2013), qualitative research methods are often referred to as naturalistic research because the research is conducted in natural conditions *(natural settings)*. The method used by researchers in this study is to use Descriptive research methods with a Qualitative approach. In this qualitative descriptive research aims to describe, describe, explain, and answer in more detail the problems to be studied by studying as much as possible whether it is an individual, group, or phenomenon that occurs. The procedure for implementing researchers to be carried out by researchers using descriptive research is through observation, interviews, questionnaires and documentation studies.

In this study, researchers used data collection techniques in the form of observation, interviews, questionnaires, and documentation. The subjects in this study were principals, grade VI teachers, grade VI students, and librarians at SD Islamiyah Terpadu, Sawangan, Depok City. Meanwhile, data analysis techniques using the *Miles and Huberman* Model include 1) data reduction, namely the process of selecting data that is focused on important things, so that it can produce clear and detailed information, 2) data presentation, namely presenting data in narrative form or by describing related to the

Sustainability of the KM 3 Program in literacy, numeracy, and technology adaptation activities 3) data verification or conclusion drawing, namely knowing the Sustainability of the KM 3 Program for 6th Grade Students of Integrated Islamiyah Elementary School.

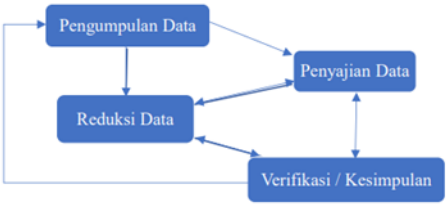


Figure 1. Components in Data Analysis (Sugiyono, 2015)

Data validity in this study uses source triangulation and technical triangulation. According to Sugiyono (2013) source triangulation used by researchers to test the validity of data by checking data from different sources with the same technique. In source triangulation, the validity of the data tested in this study related to aspects of literacy and numeracy and technological adaptation was obtained from the principal, grade VI teacher, grade VI students, and the Librarian of SD Islamiyah Terpadu.

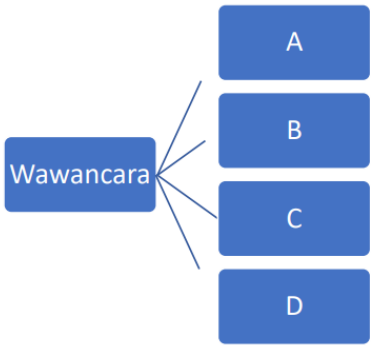


Figure 2. Source Triangulation

According to Sugiyono (2013) Triangulation techniques used by researchers to test the validity of data by checking data from the same source, but using different techniques. In this study, the techniques used include observation, interviews, questionnaires and documentation. In technical triangulation, the validity of the data tested in this study related to aspects of literacy and numeracy and technological adaptation is obtained from various sources that can be tested using different techniques, so as to obtain more accurate data.

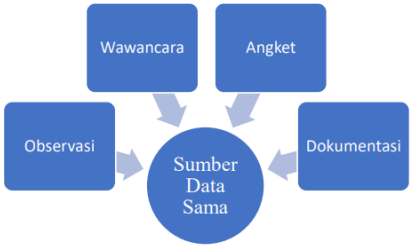


Figure 3: Triangulation technique

3 RESULTS AND DISCUSSION

Research findings have been carried out by researchers by reducing data, so as to get research results. After reducing the data, the next step is to present the data, then the data is verified (drawing conclusions). Researchers will describe how the sustainability of the 3rd generation teaching campus program for 6th grade students of SD Islamiyah Terpadu. Sawangan, Depok City. Researchers conducted initial data collection using instruments in the form of observation sheets, interviews and questionnaires. When researchers make observations, researchers use tools such as *cellphones, tripods, notebooks* and field notes that researchers use to record and take pictures related to things when research takes place. When researchers conducted classroom observations, researchers made observations for grade VI teachers and grade VI students.

3.1 Research Findings

Researchers use interview and observation instruments that will be used by researchers to find out thoroughly the data and information about the sustainability of the 3rd generation teaching campus program for 6th grade students of SD Islamiyah Terpadu. The intended informants are the principal, grade VI teacher, grade VI students and librarians. In addition to observations and interviews, researchers also collected data using a questionnaire sheet distributed to all 6th grade students, but there were two students who were absent and one student who had a disorder (ABK). Then, the researcher also gave a questionnaire sheet to the principal of SD Islamiyah Terpadu.

Researchers conducted interviews with various informants. Furthermore, researchers took a sample of 15 (fifteen) students according to the level of student learning outcomes during daily learning activities. Researchers sampled students who had high scores, medium scores, and low scores. Meanwhile, other informants consisted of the Principal of SD Islamiyah Terpadu, namely Mr. Didin Sehabudin, S.Ag., Grade VI Teacher, namely Mr. Ahmad Sholahudin, S.Pd., and Librarian, namely Mrs. Rizca Umaya. The results of this interview are accompanied by documentary evidence that will help researchers to complete the data in this study. The data presented is raw data processed using a qualitative approach.

The subject of research conducted by researchers is class VI at SD Islamiyah Terpadu. Class VI is taught by a class teacher named Mr. Ahmad Sholahudin, S.Pd or often called Mr. Olah. Class VI students consist of 38 people, including 24 male students and 14 female students. The characteristics of grade VI students are very diverse and unique. Class VI is famous for its characteristics, namely the most crowded and noisy class, because the majority of class 114 are male students. In class VI there is one student who has a disorder or is called a Child with Special Needs (ABK). In addition, there are 3 (three) grade VI students who must enter a special class to learn to read and write to be more fluent in reading and writing. The following are the results of research findings that researchers have done when going directly to SD Islamiyah Terpadu.

3.1.1 Sustainability of Campus Teaching Program Batch 3

Based on the results of observations, interviews, and questionnaires that have been conducted by researchers during research related to the Sustainability of the 3rd Generation Teaching Campus Program for Grade VI Students, it is known that grade VI teachers continue the 3rd generation teaching campus program, namely in literacy and numeracy learning and special classes. While the adaptation of technology in the classroom is running, it is less than optimal. Because when the researchers made observations in the classroom, the teacher only discussed literacy and numeracy using the blackboard media and learning resources, namely the Detik-Detik Book and LKS Book.

The sustainability of the KM 3 program in literacy, numeracy and technology adaptation activities is ongoing. However, what really works is literacy such as reading, writing, understanding and summarizing the contents of reading texts. Meanwhile, numeracy is

learning to calculate subtraction, addition, multiplication, and division. Meanwhile, technology adaptation also runs, namely learning by adjusting conditions and needs, so it is rarely done. It can be seen that technology adaptation learning is running, but it is not optimal due to inadequate school facilities and infrastructure.

The implementation time of the KM 3 Program related to literacy and numeracy activities when in the VI classroom is to carry out reading habits at the beginning and at the end of learning and when learning Indonesian and Mathematics subjects. Meanwhile, when outside the classroom, they do the habit of counting multiplication in the field. Then, technology adaptation activities are carried out in the hall of the new building of SD Islamiyah Terpadu during *movie time* activities, education from outside parties such as *Yakult*.

The methods used by teachers are the *Reading Guide* Method and *Question Answer Relationship (QAR). The Reading Guide* method is that the teacher provides material, after which students read, then the teacher asks questions related to the material during learning. Meanwhile, the *Question Answer Relationship (QAR) method* is a question and answer that is raised from reading, then each student will throw the answer to the question to each other. Then, the teacher and students will find a more accurate answer.

Based on the results of interviews with grade VI teachers and grade VI students, it is revealed that this method can affect learning carried out in class and is easily understood by students. Therefore, with the right learning method, it will facilitate the process and learning outcomes of students so that what has been planned can be achieved as well as possible by students.

3.1.2 Constraints on the Sustainability of the Campus Teaching Program Batch 3

In the learning process, there will certainly be obstacles or problems. Problems in learning are when there is a mismatch between expectations in learning and during the learning process.

The obstacles of grade VI students are the low human resources of students, so that they do not support the existing program. Then the school facilities and infrastructure are inadequate for learning, factors from a bad environment, the use of gadgets in the digital era that are not in accordance with the needs or are not used as well as possible such as the use of gadgets to play excessive *games*.

Difficulty in reading, slow writing, memorizing multiplication and memorizing cube points, and cannot use a computer. Actually, this happens because of the lack of habituation by students in daily learning activities. If these things are pursued and students are serious about learning in order to achieve what they want, they can definitely overcome the difficulties experienced. However, this is inseparable from self-motivation and also support from the family environment.

Based on the results of interviews with grade VI teachers, namely Mr. Ahmad Sholahudin, S.Pd, revealed that the right solution for students to deal with these difficulties is that students must study harder, especially outside of class hours, so Mr. Olah holds special classes for grade VI students, especially those who are still lacking in literacy and numeracy learning.

The obstacle in technology adaptation activities is the absence of a lab room. adequate and appropriate computer for the practice of learning Information and Communication Technology (ICT) which will be used by students of SD Islamiyah Terpadu. Instead, SD Islamiyah Terpadu has a hall that can be used for activities carried out jointly with each class related to technology.

Based on interviews conducted by researchers with grade VI teachers, namely Mr. Olah, revealed that learning technology adaptation in grade VI was carried out but not optimal, due to limited facilities and infrastructure available at school. However, class

teachers and related subject teachers who use *infocus* projectors when learning is carried out in the hall room of the new building of SD Islamiyah Terpadu.

3.1.3 Supporting Factors in the Sustainability of Campus Teaching Program Batch 3

Supporting factors are one of the important things in the process of teaching and learning activities. We can know that the success or failure of a lesson cannot be separated from supporting factors. With the supporting factors in learning, it will have an impact on the results of student learning achievement.

Based on the results of interviews with grade VI teachers and principals, the supporting factors in learning activities are student self-motivation, adequate school infrastructure, support from parents, and assessment from all related elements.

Based on the results of interviews with the principal, grade VI teachers, grade VI students and through the questionnaire of grade VI students, it can be seen that the external supporting factors in the sustainability of the KM 3 program include: 1) Family, 2) Teacher's role, 3) Peer Tutors.

3.2 Discussion of Research Findings

Based on the data and research results at SD Islamiyah Terpadu, Sawangan Lama Village, Sawangan Subdistrict, Depok City related to the Sustainability of the 3rd Generation Teaching Campus Program for 6th Grade Students, as a follow-up action this research was carried out by analyzing the data collected using a detailed qualitative descriptive method. Then the discussion of this research aims to provide an explanation between the results of the research conducted and the theory used. These discussions are described as follows.

3.2.1 Sustainability of Campus Teaching Program Batch 3

According to Rachman, et.al (2022) in Mir'atun Nur Arifah in the eL-Tarbawi Journal with the title *Sustainability Analysis of the Student Program at the Teaching Campus Program in Yogyakarta,* the learning program that is the focus of the Teaching Campus program emphasizes aspects of literacy and numeracy. For this reason, the Teaching Campus program is also considered a form of service in improving literacy and numeracy skills in students.

Based on the description above, this is relevant to the findings of the research conducted by the researcher. This is evidenced by the data obtained from grade VI teachers and principals, so that it can be proven by the running of the KM 3 program in literacy, numeracy, and technology adaptation learning activities. Literacy activities that run in grade VI students of Integrated Islamiyah Elementary School are when the class teacher implements literacy programs such as reading habituation in class and outside the classroom, to improve the reading skills of grade VI students.

According to Khusnul Fatonah, Alfian, and Lestari (2021) in the PGSD FIP UNIMED School Journal with the title Implementation of the Teaching Campus Program at Nurani Jakarta Private Elementary School which states that in the field of numeracy, students help with activities such as, teaching how to count, be it addition, subtraction, division, and multiplication as well as and solving math problems that use formulas.

Based on the findings of previous research by Khusnul Fatonah, Alfian, and Lestari (2021) in the PGSD FIP UNIMED School Journal, it is relevant to the research findings conducted by researchers. This is evidenced by the data obtained from interviews with grade VI teachers and students, namely numeracy activities for grade VI students that run at school, such as counting numbers and memorizing multiplication.

According to Nur Hasanah and Nopianti (2022) *in the Community Development Journal* with the title *Implementation of Literacy and Numeracy Implementation in Teaching Campus 3 at SDN 1 Kedungkumpul, Sukorame, Lamongan Regency* that this technology

adaptation activity motivates students to learn and become more interested in learning when analyzing simple problems using laptops by watching explanatory videos that are played and displayed from the beginning of learning, this will help teachers in learning. After innovative learning, students' critical thinking skills improve, as well as students' willingness and interest which is reflected in students' willingness to learn.

Based on the results of previous research above, it is relevant to researchers. This is evidenced by the data obtained from interviews with informants, namely the principal and grade VI teacher, stating that the technological adaptations used by teachers to teach grade VI follow the development of today's times, namely using infocus projectors, speakers, and laptops. However, technology adaptation activities for grade VI students are not very frequent, due to inadequate facilities and infrastructure.

3.2.2 Constraints on the Sustainability of the Campus Teaching Program Batch 3

According to Saefulmilah and Saway (2022) in the Journal of Basic Education with the title *Evaluation of the Teaching Campus Program Policy Batch 3 at SD Negeri Tumbrep* 01 revealed that the obstacles in the learning process are due to the limited educators who have not been able to innovate as a whole. Elementary school unpreparedness, such as limited facilities and infrastructure, internet networks, and lack of mastery of technology.

Based on previous researchers, namely Saefulmilah and Saway, it is relevant to the research findings that have been conducted by researchers. This is evidenced by the data obtained from the researcher's interview with Mr. Didin Sehabudin, S.Ag as the principal, who stated that the obstacles in the sustainability of the KM 3 program in grade VI students of SD Islamiyah Terpadu include inadequate school facilities and infrastructure, low Human Resources (HR), inconsistent teacher mindset, and the absence of special regulations.

According to Pebriana (2023) in the Educatio Journal with the title *Reading Literacy Skills of Learners in Grade 3 Indonesian Content in Elementary Schools, it* reveals that TV and gadgets are one of the challenges that must be faced in today's era, almost all learners already know and have used TV and gadgets, both their own and their parents. Gadgets can affect children's social interaction skills. In line with Cholis Hidayati and Nandhita Kirana Atikasari (2023) in the Education Journal with the title *Literacy and Numeracy Activities in the Teaching Campus Program at SDN 3 Arjowilangun,* which reveals that the literacy program can also be hampered by students' low interest in reading. This can be seen when students prefer to visit the canteen until the break time ends rather than visiting the library, not only at school, at home and in the surrounding environment it can be seen that children who are students are more often holding cellphones than holding and reading books, both fiction and nonfiction.

Based on previous research data by Pebriana in the Educatio Journal and Cholis Hidayati and Nandhita Kirana Atikasari in the Education Journal, it is relevant to the findings of researchers as evidenced by data obtained from researcher interviews with grade VI teachers, namely Mr. Ahmad Sholahudin, S.Pd, who stated that the obstacles in the sustainability of the KM 3 program include environmental factors. Then, the progress of the times and challenges that have advanced, especially now that it is the *digital* era, where cellphones have become number one in all circles, from children to parents. Then, the lack of student motivation.

According to the opinion of Hidayah (2020) in the Proceedings of the Basic Scientific Conference that, there are still many high grade elementary / MI students who experience low reading activities. Students who are unable to understand reading correctly will have difficulty in understanding reading and working on questions given by the teacher. In line with the opinion of I Gusti Ayu Mahatma Agung, et.al (2022) in the Abdimas Galuh Journal with the title *Efforts to Improve Literacy and Numeracy Skills of SD Negeri 3 Melinggih*

Students Through the Campus Teaching Program Batch 3, it states that some students in low grades cannot read and there are also some students who are new to letters. In addition, in high grades there are also some students who still spell and do not read fluently. In the field of numeracy, some students still have difficulty in doing math problems such as multiplication, division, and story problems.

Based on the data of previous researchers above, it is relevant to the findings of researchers as evidenced by data obtained from researcher interviews with grade VI students that the obstacle is that students have not been able to read fluently and understand reading texts, and calculate multiplication. Meanwhile, the results of librarian interview research conducted by researchers, that grade 6 students rarely visit the library.

3.2.3 Supporting Factors in the Sustainability of Campus Teaching Program Batch 3

According to Meliyanti et.al (2022) in the Basicedu Journal with the title *Teaching Campus Activities in Improving Literacy and Numeracy Skills of Elementary School Students*, that the supporting factor in the learning process is parents. It is stated by previous researchers that family literacy and numeracy is a preventive effort in preparing competitive human resources in the future, so that every parent is expected to start learning to learn and understand everything or activities in supporting children's literacy and numeracy skills early on.

According to the findings of previous researchers above, it is relevant to the findings of researchers. It is evident that, seen from the results of the researcher's interview with the grade VI teacher and the principal, that attention from parents is very necessary for the development of students' literacy and numeracy skills. Thus, this becomes very important for students to support their learning process.

According to Salma and Mudzanatun (2023) in the *Journal of Student Research (JSR*) with the title *Teaching Campus Activities in Improving Literacy and Numeracy Skills of Elementary School Students* that the supporting factors for school programs are school facilities and infrastructure. It is revealed that school is an institution that is responsible for realizing a reading culture which is an important part of learning activities. Schools must be able to facilitate various facilities that can increase students' interest in reading, namely by utilizing the school library. Through reading, students can broaden their horizons, sharpen ideas, and increase creativity. In line with the opinion of Fika Khoirotul Jannah and Ardhana Januar Mardhani (2020) in the Journal of Education in Learning with the title *Implemantation of the Teaching Campus Program in Improving the Quality of Education at SDN 45 Gresik* by stating that facilities and infrastructure are one of the most important parts in an educational unit. The filling of these facilities and infrastructure includes buildings, land, rooms, school facilities, and books.

Based on the findings of previous researchers above, it is relevant to the findings made by researchers. It is evident that, seen from the results of the researcher's interview with the principal, namely school facilities and infrastructure such as books and libraries are supporting factors in the student learning process.

According to Heruman (2021) in the *Mathematics Education Journal* with the title *Numeracy Literacy in Thematic Learning for Upper Grade Elementary School Students,* the supporting factor for the program is the presence of peer tutors. It is revealed that other activities carried out at the learning stage are peer tutors. Peer tutor activities include group or focus group discussion activities, questions and answers between friends, games and presentations. In line with the opinion of Sonjaya, et.al (2022) in the Basicedu Journal with the title *Teaching Campus Activities in Improving Literacy and Numeracy Skills of Elementary School Students, it is* stated that *Cooperative Learning is* commonly applied in teaching and learning activities in the classroom. *Cooperative Learning* is very simple to

do in the classroom for novice teachers. *Cooperative Learning is* limited to a form of development from conventional learning in the form of a combination of quizzes or test questions, discussions, and lectures. *Cooperative Learning* in practice, students are emphasized to learn with their peers together.

Based on the findings of previous researchers Heruman (2021) in the *Mathematics Education Journal and* Sonjaya, et.al (2022) in the Basicedu Journal, it is relevant to the findings made by researchers. It is evident that, obtained from the results of questionnaires and interviews with grade VI students, grade VI teachers and school principals, namely the role of teachers and peer tutors can help students when experiencing difficulties with learning. In addition, other supporting factors also include the ability of students to absorb the latest technological advances, the association of children in the community, and assessment or criticism from all elements.

4 CONCLUSIONS

Based on the research findings and discussion of the Sustainability Analysis of the Campus Teaching Program Batch 3 for 6th Grade Students of SD Islamiyah Terpadu, the researchers can draw the following conclusions:

(1) The sustainability of the 3rd Generation Teaching Campus Program for 6th Grade Students of Integrated Islamiyah Elementary School is that it has continued in accordance with the KM 3 Program. The sustainability of the KM 3 Program is carried out at school starting in July 2022. KM 3 programs that continue include literacy, numeracy, and technology adaptation. Literacy activities are the habituation of reading at the beginning and at the end of learning, while numeracy calculates numbers and memorizes multiplication, and technological adaptation is an activity that uses Infocus projectors and laptops such as movie time, Islamic Religious Education (PAI) learning with material on Prophet stories, and education from sponsors such as Yakult. Therefore, the government is expected to continue the teaching campus program to see schools that need special attention. (2) Obstacles in the Sustainability of the 3rd Generation Teaching Campus Program for 6th Grade Students of Integrated Islamiyah Elementary School consist of internal factors and external factors. The constraints of internal factors are students' self-motivation towards learning, while the constraints of external factors include the use of gadgets in the digital era that are not in accordance with needs, inadequate school facilities and infrastructure, the mindset of teachers who are not consistent with school program activities, the progress of the times in the digital era, the absence of special regulations from schools, and the influence of environmental factors that do not support learning. Thus, this requires cooperation between schools, parents, and students in dealing with these obstacles. (3) Supporting factors in the sustainability of the 3rd generation teaching campus program for 6th grade students of SD Islamiyah Terpadu consist of internal supporting factors and external supporting factors. Internal supporting factors related to the KM 3 Program are learning motivation and high student enthusiasm for existing programs. Meanwhile, external supporting factors related to the KM 3 Program include parents who are responsive to the times, adequate school facilities and infrastructure, the role of teachers and peer tutors in the learning process, school parties who support the program to run well, assessment or criticism from all elements both at school and outside school, and support from school partner agencies such as the education office and health office. Therefore, it is expected that parents can be actively involved in supporting student learning by paying attention to students at home.

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