

Social Construction of Teaching Campus 3 (KM 3) at SDN Mragel, Lamongan Regency

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Abstract

Education is the right of all people in accordance with the mandate of the Constitution. In order to create good awareness, character, and personality in students as a provision for life in a society that is growing over time. In an education policy must also follow the times. So that the Ministry of Education and Culture issued an Independent Learning Campus Policy (MBKM) and one of its implementations is the Teaching Campus (KM), so the author wants to examine how social construction is in KM batch 3 at SDN Mragel, Lamongan Regency. The purpose of this writing is to find out the social construction of KM3 at SDN Mragel, Lamongan Regency. The benefit of this writing is as material for evaluating KM 3 activities at SDN Mragel, Lamongan Regency. The theory used is related to social construction belonging to Petter.L. Berger and Luckmann. The method used is qualitative with a case study approach. As for data collection techniques using observation, interviews, and documentation, the results obtained are externalization which is a form of social product carried out by humans who experience processes at SDN Mragel, namely literacy corner, flag ceremony, school administration with digitalization, while objectification is an institutionalization and becomes the objective reality of KM 3 refers to Permendikbud No. 3 of 2020. Internalization of the process of interpreting objects captured by individuals from both the teacher and school principal elements with implementing KM3 and vice versa, students at SDN Mragel with implementing KM 3 and vice versa.



KeyWords : Teaching Campus 3 (KM 3), Social Construction, SDN Mragel

INTRODUCTION

Historically education comes from Greece, namely Pedagogia which means association with children. There are also those who use the term Paidagogos, who was a maidservant in ancient Greece, whose job was to take and pick up children to go to school and come back from school. The word Paidagogos, which originally meant servant, then the work was noble, this is because Paidagogos comes from Paedos which means child and Agoge which means to lead, guide. When combined, it means someone who has the task of guiding children in their growth towards a better direction, namely being independent and responsible.

When we review education in Indonesia, this is the right of all Indonesian people, because this has been stated in the 1945 Constitution. Education is the transfer of knowledge from teachers to students so that students form an awareness, character, and student personality. students as a provision for life in a society that is increasingly developing over time. In the process of education, values can be inherited, such as religious values, culture, thoughts, and skills to the next generation. In terms of religious values in Islam itself it is called tarbiyah which means education, al-ta'lim (teaching), and al-ta'dib (courtesy) (Ramayulis, 2015). From there we can see that education is an orientation directing conscious behavior towards the values of courtesy within society with a process of interaction. Culture is what society considers to be right, which is done continuously by society, but culture over time can also change. As Kingsley Davis said, change will definitely occur structurally and functionally (Zaitun, 2016).

As is the case at this time regarding the education curriculum where every change at the Ministry of Education and Culture (Kemendikbud) the rules also change according to the times. The Ministry of Education and Culture is currently occupied by Nadiem Makarim who has changed the policy in formal education in tertiary institutions to what we know and live in today, namely the Merdeka Learning Merdeka Campus (MBKM) curriculum. Basically the MBKM curriculum concept allows students to gain independence in studying at the university (Leuwol, 2020). The MBKM curriculum also has a legal basis which is stated in Permendibud No. 3 of 2020 concerning Higher Education standards. The MBKM curriculum also has a goal so that students are encouraged to master all scientific fields according to their expertise, so that later they can compete on a global scale (Baharuddin, 2021).

It was from the MBKM curriculum that Nadiem Makarim started making programs such as driving teachers and teaching campuses. In this teaching campus program, it is still running until



\ now which is attended by students and Field Supervisor Lecturers (DPL) from campuses throughout Indonesia who have taken the selection test. After being declared to have passed the selection, the teaching campus participants will be distributed in schools starting from Elementary School (SD) to equivalent Senior High School (SMA) throughout Indonesia, but before being distributed, the teaching campus participants will be given directions that will be carried out for five months in locations that have been determined by the teaching campus organizers. As for what must be implemented at the location, namely technological adaptation, literacy and numeracy, sanitation, school administration, and teaching as well as instilling Pancasila values.

In our teaching campus placement, we were placed in Mragel Village, Sukorame District, Lamongan Regency. Access to Mragel Village is very difficult due to damaged roads, rice fields on either side and heterogeneous forests. The people in the village work as farmers. In Mragel Village there is also a Mragel Elementary School (SD) building. With school buildings that really need attention, this is because during the rainy season there are still leaking buildings, some of the roof ceilings are damaged and some don't even have ceilings, some classrooms are still not tiled, and the number of students is small. This is because the infrastructure at the school is still minimal, as well as the Covid 19 pandemic. Meanwhile, there are still many honorary teacher boards, and they still need education in terms of teaching to control students who are at SDN Mragel. In this article, we will explain in more depth regarding the construction of KM 3 at SDN Mragel, which we have been working at SDN Mragel for five months.

RESEARCH METHODS

The method we use is qualitative using a case study approach. A case study is an activity to analyze an activity, event and program both on an individual, group, institutional or organizational scale in order to gain knowledge and deepen these events at SDN Mragel. In research as well as in the use of a definite case study approach has to do with data collection techniques. The data collection techniques that we use are:

Observation, observation is a data collection technique that we do directly from the object, namely SDN Mragel (Semiawan, 2010). Observation can also be said to be a process that begins with observation, recording which is rational, logical, and objective in actual situations (Kristanto, 2018). Apart from that, the data collection technique we carried out was interviews, in which we interviewed informants to get information directly (Yusuf, 2014). Finally, in data collection techniques, namely documentation, documentation is very important data collection, as is archiving photos during activities at SDN Mragel. Documentation has advantages and



\ disadvantages in a study. The advantages are efficiency in terms of time, manpower and costs. As well as having weaknesses, data validity is still doubtful and reliability is low and still doubtful (Dimiyati, 2013).

DISCUSSION

In life we cannot be separated from a system in particular, we who live in the world of education can then change a culture or culture that can bind within the scope of education. As in the realm of education, we are bound by what is called the curriculum. The curriculum itself comes from the Latin word *curere* which means a running race field which has a start and finish limit. This when reflected in the realm of education can be described as learning material that is determined with certainty from where it starts and will end. As time goes by, according to developments and knowledge in education, the term curriculum has a change, so that the curriculum can be interpreted in three ways, namely: the curriculum is a subject, the curriculum is a learning experience, and the curriculum is a learning program. Historically in Indonesia, the curriculum has changed ten times, namely in the 1947 curriculum "1947 Lesson Plan", the 1952 curriculum "Decomposed 1952 Lesson Plan", the 1964 curriculum "1964 Education Plan", the 1968 curriculum, the 1975 curriculum, the 1984 curriculum which was refined from the 1975, the 1994 curriculum and 1999 curriculum supplements, the 2004 curriculum "Competency-Based Curriculum (KBK)", the 2006 curriculum "Educational Unit Level Curriculum (KTSP)", and finally the 2013 curriculum. Currently under the leadership of the Ministry of Education and Culture Nadiem Makarim applies the Independent Curriculum and in universities implement MBKM. Initially, the Ministry of Education and Culture opened curriculum grants related to MBKM curriculum grants at the university level. The curriculum will be able to work together with the government, companies and many other stakeholders. This MBKM is aimed at students who later students can study outside the campus area and later these values can be converted with courses contained in a study program. So that study programs have responsibilities such as building a curriculum and implementing an independent campus. Facilitating students who wish to carry out cross-study learning in Higher Education (PT), courses taken by students outside the study program and outside the PT along with predetermined requirements, the equivalence of courses with learning activities outside the study program and outside the PT. On this occasion the researcher will review related to KM 3. KM 3 is an implementation of the MBKM curriculum conducted by 5 students from one Field Supervisor (DPL) from different universities. For the 5 students, the grades from KM 3 can replace the course grades in the study programs at each university.



\ To be precise, in Mrigel Village, Sukorame District, Lamongan Regency, there is an elementary school education center that needs a bit of attention. This requires attention because SDN Mrigel only has three buildings. One building was cut into three rooms with broken glass, peeling paint, collapsed ceiling so that the skeleton of the building was visible. the second building is diskised into three classrooms. The condition is quite good but there are still frequent leaks, not tiled and there is a ceiling. While the third building, which resembles a small house, is used as a teacher's and principal's room and there are three bathroom rooms, two bathrooms for students and one bathroom for teachers. In terms of Human Resources (HR) regarding the number of teaching staff, teaching staff at SDN Mrigel can still be said to be lacking because there are less than ten people, and even then there is still one teacher who has never attended, then the school principal reports to the education and culture office Lamogan Regency and this is being followed up. On the other hand, related to the human resources of students at SDN Mrigel, the last two years have decreased due to Covid 19, so that currently there are 43 students in grades one to grade six at SDN Mrigel. In terms of facilities already available related to Wifi, CBT this is used for online exams.

Social scientists are certainly no strangers to the figures of Petter L. Berger and Luckmann regarding social construction. This social construction is an act of interaction in a reality that is carried out continuously (Moh. Amirudin, 2022). This social construction focuses on society as an object and subject. The community here can be interpreted as the community in Mrigel Village, the Mrigel SDN teacher council, KM3 implementers, and students. Not only that, Petter.L.Berger and Luckmann related to social construction also cannot be separated from externalization, objectification, and internalization.

externalization

This externalization is an activity carried out by humans in the form of social products created from the externalization process as a continuous outpouring of humans into the environment in the form of activities and physically. Externalization can also be said to be a subjective reality or it can be called a knowledge reserve (stock of knowledge) contained in humans in the internalization process which later these humans can use in externalizing (Sulaiman, 2016). In managing students who are at SDN Mrigel implementing KM 3, they must have a stock of knowledge that relies on the experience of implementing KM 3, as well as ceremonial activities because at SDN Mrigel there was no ceremony due to Covid 19, which literacy corner activities children who are at SDN Mrigel are more active in reading which books



\ are from SDN Mragel and assistance from donors, school administration which was previously manual now leads to digital, this is also a component of KM.



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Objectification

Objectification is the result of human externalization activities. In objectification itself there are elements, while these elements include institutions, roles, and identities. Objectification can also be an institutionalization technique that is carried out by humans in acting. At this stage subjective actions will be institutionalized and become an objective reality where humans are externalized continuously (Herlina, 2017). In this case the KM3 activity is one of the MBKM implementations regulated in Permendikbud No. 3 of 2020 concerning Higher Education standards (PT), which has the goal of students being able to implement and master all knowledge according to their area of expertise.

Internalisation

Internalization is a process of reinterpretation that is adjusted to the reality of the object captured from each individual (Sulaiman, 2016). In this KM 3 activity, make sure we ask for permission to inform the Lamongan District Education Office that we are implementing KM 3 activities and will carry out activities at SDN Mragel. Arriving at SDN Mragel, we, the KM 3 implementers, conveyed our intentions to the school principal, the board of teachers, and students at SDN Mragel. After five months of carrying out KM3 at SDN Mragel, we held a farewell with the extended family of SDN Mragel where we assessed each other. The school principal and the board of teachers at SDN Mragel assessed that the KM 3 activity brought changes to students who previously did not carry out ceremonies, now carry out ceremonies every Monday, which previously did not have a library, now have a library so that students are encouraged to read books, which used to be to enter the class, you just have to enter, now you have to sing the national anthem, recite the Pancasila together, which then line up in each class and shake hands



\ with the homeroom teacher at each homeroom teacher.

Meanwhile, we implement KM 3 assessing the teacher and student council, for the teacher council at SDN Mragel is very friendly and willing to be invited to collaborate with KM 3 students in developing students and administration at SDN Mragel. Meanwhile, students who are at SDN Mragel are very easy to get along with and can adapt to implementing KM3. Students themselves also have their own assessment of implementing KM 3, as was said by Suci, Mita, et al when asked by DPL, "How are you doing KM3?". Students answered, "Okay, funny, joke" and at the farewell full of sobs because of parting.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion of this KM 3 activity is to instill a sense of togetherness and instill an attitude of nationalism, religion, and technological adaptation in students at SDN Mragel as a provision to answer the challenges of an increasingly developing era. The activities carried out by KM 3 implementers, namely the flag ceremony which is carried out every Monday, literacy corner activities to instill insight and knowledge in students, as well as technological adaptations carried out to improve administration for teachers and familiarize students with working on questions with technological media that connected to the internet network. As for suggestions for the government, especially the Ministry of Education and Culture, to frequently carry out evaluations in teaching campus activities and can continue to be carried out on an ongoing basis in order to improve education in the State of Indonesia. Suggestions for the Mragel Elementary school for school principals, teacher boards, and students to be able to adapt to KM 4. If later students come to carry out active KM 4.

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