

Post-Pandemic Independent Learning Assistance Model for Improving Students' Academic and Socio-Personal Competence: Campus on Duty (COD) Program, In Indonesia

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Abstract

The last two years have witnessed many elementary school students lacking academic and socio-personal competence during the Covid-19 pandemic. Hence, students' academic and socio-personal competence requires considerable attention. This study aimed to develop a feasible, effective, and practical independent learning assistance model for elementary school students. The model was developed in ten stages: 1) preliminary study, 2) planning stage, 3) development, 4) limited trial, 5) initial product revision, 6) wide-scale test, 7) operational product revision, 8) operational product test, 9) final product revision, and 10) dissemination and implementation. The study was conducted in five elementary schools in Kediri Regency. Data were garnered using questionnaires, observation, documentation, and interviews. The quantitative data were analyzed using n-gain in order to find out the average improvement of students' academic and socio-personal competences. The average n-gain score was then tested using one-sample t-test to find out the significance of the improvement. The study's findings showed that the post-Covid-19 pandemic independent learning assistance model in the Campus on Duty program was feasible, effective, and practical to be implemented. This study could be used as a reference for schools to implement students' independent learning assistance.

Keywords: Independent Learning Assistance, Academic competences, Socio-personal competences, Campus on Duty

1. Introduction

Indonesia is an archipelagic country prone to various disasters, either natural and non-natural disasters and the Covid-19 pandemic is one of the non-natural disasters the country suffered from (Pramukti, et al, 2020; Isnaini, et al., 2021; Pandin, et al., 2022; Waloejo, et al., 2022; Pramukti et al, 2022). The global spread of the Covid-19 pandemic not only threat people's health but also affected the economic and education sectors (Ketut, et al., 2019; Rahim, et al., 2019; Prakoewa, et al., 2021). The face-to-face meeting restriction, as one of the health protocols to address Covid-19 spread, encouraged governments to make breakthroughs in the Education sector, especially three years after Covid-19 Pandemic. One of the breakthroughs is the Campus on Duty (COD) program, which focused on academic and socio-personal aspects of elementary school students (Munir & Pandin, 2022; Pandin & Yanto, 2022; Wisudanto, et al., 2022).

It is in line with the Independent Learning-Independent Campus (*Merdeka Belajar Kampus Merdeka called MBKM*) program initiated by the Ministry of Education and Culture. The MBKM program itself comprises nine primary activities: 1) student exchange, 2) internship, 3) teaching assistance in education institutions, 4) research, 5) humanitarian project, 6) entrepreneurship, 7) independent study, and 8) thematic community service. COD program is incorporated in four of nine primary activities in MBKM, including 1) internship, 2) teaching assistance in education institutions, 3) research, and 4) Humanitarian project.

The COD program reported was carried out by lecturers, university students, teachers, parents, and the education agency of Kediri Regency. It specifically aimed to address students' poor learning outcomes and socio-personal competences. Elementary school students need to possess these two skills (i.e., academic and socio-personal competences) to successfully obtain other skills in the future. Many students still lacked these two skills due to limited teaching facilities and infrastructures during the Covid-19 pandemic, in addition to other problems faced by teachers, parents, and students (Asmuni, 2020; Ananda & Apsari, 2021; Sonia & Apsari, 2021; Pandin & Nor, 2023). In order to address these issues, it is necessary to develop an innovative model of independent learning assistance for improving students' academi and socio-personal competences.

The goal of Indonesia's national education, as explicitly stated in Law No. 20 of 2003 and Law on national education system no. 20 of 2013, is to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity and to develop learners' potentials so that they become persons who are faithful and pious to one and only God, who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and, as citizens, are democratic and responsible (Depdiknas, 2003; Anugrahana, 2020).

Having only academic mastery is currently insufficient to establish a social and national life, as individuals are required to have socio-personal competences (Depdiknas, 2006; Barna, et al., 2013; Jevtic, 2013; Coleman, 2018). In this regard, the Merdeka curriculum attempts to develop these skills through Pancasila Profile Development Project (hereafter P5). Students' academic competences could be seen from their knowledge, problem-solving, and achievement. Meanwhile, their socio-personal capability could be seen from their behaviors in their daily activities (Hooven, et al., 2018; Dev, 2018; Mahmood, 2018; Kratochwill & Shapiro, 2020; Durisic & Bunijevac, 2021).

Various problems stemming from students' poor socio-personal competences include cheating, smoking, porn, and student brawl, among others. When left unattended, these problems may turn into more serious problems, such as corruption, bribery, violence, drug abuse, sexual abuse, and radicalism, which could harm the country. The International Center for Research on Women (ICRW) study reported that 84% of students experience school violence, and 75% state that they have committed violence in the school environment. The study was conducted in five Asian countries: Vietnam, Cambodia, Nepal, Pakistan, and Indonesia. UNICEF's study in 2014 showed that 40% of students aged 23-25 years become victims of violence committed by their friends, while 50% of students were bullied at school. In Indonesia, on 16 November 2022, a student in Sampang, Madura, was reported to mistreat his teacher, leading to the teacher's death (McKenna,et al., 1990; Nafiysul, 2018).

2. Material and Method

This study applied Borg and Gall's research and development, which consisted of 10 stages: 1) Preliminary study, 2) Planning stage, 3) Development stage, 4) limited trial, 5) initial product revision, 6) wide-scale trial, 7) Operational product revision, 8) operational product trial, 9) final product revision, and 10) Dissemination and implementation (UNICEF, 2019).

Participants in this study were experts/practitioners, teachers, parents, and students. Five elementary schools in five districts Kediri Regency were involved: Puncul, Kandangan, Mojo, Tarokan, and Banyakan. The selected schools were deemed representatives of school characteristics in Kediri Regency.

Table 1. Test subject: Pre-Development & Development Stage

No	Participants	Pre-development stage		Development Stage		Total
		Preliminary study (Need assessment)	Initial field practical test	Primary field practical test	<i>Expert Judgment</i>	Operational test
1	Student	168	15	30	-	12
						225

2 Parent/ Guardian	168	15	30		60	273
3 Teacher	8	5	5	2	60	80
4 School Principal	6	-	-	-	-	
	350	35	65	2	72	524

Data Collection

This study focused on examining the feasibility, effectiveness, and practicality of the independent learning assistance model in improving elementary school students' academic and socio-personal competences. The feasibility was assessed based on two aspects by an expert: content feasibility and implementation feasibility. The model feasibility indicators are presented in Table 2 below.

Table 2. Elementary school students' independent learning assistance model feasibility

No.	Aspects	Indicator
1	Content Feasibility	Content linearity with the supporting theories of partnership-based parent involvement procedure.
2	Implementation feasibility	Implementation component comprehensiveness Class conference procedure Class conference materials/curriculum

The model effectiveness was viewed from the improvement of two competencies: academic and socio-personal competencies. The former was measured based on the final exam score in five subjects: *Bahasa Indonesia*, *Natural Science*, *Math*, *Social Science*, and *Pancasila and Citizenship Education*. Meanwhile, students' socio-personal competency was measured using indicators presented in Table 3.

Table 3. Students' socio-personal competence indicators

Aspects of socio-personal competence	Indicator	Descriptor
	Being hones	Speaking truth and act truthfully
Aspects of personal competence	Discipline	Adhering to rules
	Being responsible	Performing the school obligation Performing one's self-responsibility
	Self-confidence	Self-respect Showing one' own skill
Social competence	Collaboration	Willingness to be in a heterogeneous group Completing tasks together
	Being aware or others	Helping others Sharing with others
	Respecting others	Respecting other people
	Antibully	Verbal bullying Non-Verbal bullying

Data on model's practicality could be viewed from practitioners and parents' responses to the questionnaires. The following Tables 4 and 5 present the responses.

Table 4. Indicators of model practicality: practitioners

No.	Aspects	Indicator
1	Easiness to use the model	Easiness to understand the guide and manuals when related parent involvement.

2	Easiness in implementing parent involvement	Easiness in implementing parent involvement procedure. Easiness in implementing class conference Easiness in understanding class conference materials/curriculum
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Table 5. Practicality indicator of parents' questionnaire

No.	Aspects	Indicator
1	Easiness	Easiness in following class conference Easiness in implementing class conference follow-ups
2	Usefulness	Benefit for improving parenting skill Benefit for building communications. Benefit for improving students' learning achievement and socio-personal competency.

Data Analysis

The feasibility data were obtained from the model expert's assessment and analyzed using descriptive statistics with the following formula (Kamaluddin, 2022).

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

P = Expert's feasibility percentage

$\sum x$ = Total Respondents' answer

$\sum xi$ = Total ideal score of one item 100% = Constant

The estimated data were converted following the criteria below.

Table 6. Feasibility criteria

Achievement criteria	Categories	Description
86% - 100%	Highly Feasible	Usable without revision
70% - 85%	Feasible,	Usable with revision
51% - 69%	Less Feasible,	Less usable
1% - 50%	Non feasible	non-usable

The model effectiveness was viewed from students' academic and socio-personal competence improvement, as shown by the pretest and posttest score during the wide-scale test and operational test (Borg & Gall, 2018). It was measured using normalized gain (n-gain) with the following formula.

$$\text{Gain index} = \frac{\text{Final test score} - \text{Initial test score}}{\text{Ideal Maximum Score} - \text{Initial Test Score}}$$

The n-gain score was then translated according to the predetermined categories.

Table 7 The Score and N-gain Criteria

N-gain Scores	Criteria
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

As shown in Table 3, students with n-gain score of higher than 0.7 ($g > 0.7$) were categorized as having high reading and writing skills, while those with scores between 0.3 and 0.7 ($0.3 \leq g \leq 0.7$) belonged to the medium category, and those with scores less than 0.3 were categorized as low. Data on practicality from teachers' responses were processed using the following formula (Sugiyono, 2015).

$$P1 = \frac{\sum \frac{x}{g}}{\sum x} \times 100\%$$

P1 = practicality percentage

$\sum x$ = Total Respondents' answer

$\sum xi$ = Total ideal score of one item 100% =

Constant

The estimated data were converted following the criteria below (Meltzer, 2022).

Table 8. The Feasibility criteria Definition

Achievement criteria	Categories	Description
86% - 100%	Highly-Practical	Usable without revision
70% - 85%	Practical	Usable with revision
51% - 69%	Less-Practical	Less usable
1% - 50%	Impractical	non-usable

3. Results and Discussion

The study result showed that the developed model, i.e., post-covid-19 pandemic independent learning assistance was feasible, effective, and practical in improving students' academic and socio-personal competence.

The Model feasibility of the independent learning assistance model was assessed based on two aspects: 1) content feasibility and 2) implementation feasibility. The former was assessed based on the suitability linearity between the content and the theory on partnership-based parent involvement, while the implementation feasibility was viewed from the implementation component comprehensiveness, class conference procedure, and class conference curriculum/ materials. The feasibility assessment result is displayed in the following table.

Table 9. Independent learning assistance model - Feasibility test result

Component	Aspects	Indicator	Validator						Total	Score	Qualification
			1	2	3	4	5	6			
Content	Content linearity with the supporting theories of partnership-based parent involvement procedure.	Linearity of ecological theory with the model	3	4	4	3	4	3	21	87.5	Highly Feasible
		Linearity between the model theory and the parent involvement model	3	4	4	3	4	4	22	91.6	Highly Feasible
		Linearity between the class conference theory and the parents' involvement model	3	4	4	3	4	4	22	91.6	Highly Feasible
		The linearity between the theory on academic competency improvement and the	3	4	4	3	4	4	22	91.6	Highly Feasible

Component	Aspects	Indicator	Validator						Total	Score	Qualification
		parent involvement model.									
		Linearity between socio-personal theory and the parent involvement model.	3	4	4	3	4	4	22	91.6	Highly Feasible
Model implementation	Implementation on component comprehensiveness (Syntax)	Clarity of school conference stages	3	4	4	3	4	4	22	91.6	Highly Feasible
		Clarity between stages	3	4	4	3	3	3	20	83.3	Feasible
		Clarity of parent-teacher meeting stages	4	4	3	4	4	4	23	95.8	Highly Feasible
		Clarity of individual session stages	4	4	3	4	4	4	23	95.8	Highly Feasible
		Clarity of home visit stages	4	4	3	4	4	4	23	95.8	Highly Feasible
	Class conference procedure	Parent-teacher relationship pattern Is explicitly viewed as partners.	4	4	3	4	4	4	23	95.8	Highly Feasible
		Parent-teacher conference was implemented based on mutual trust.	4	4	3	4	4	4	23	95.8	Highly Feasible
		The conference focuses on students’ needs.	4	4	3	3	3	4	21	87.5	Highly Feasible
		Parent-teacher collaboration for improving students’ academic and socio-personal competence was noticed during the conference	3	4	4	3	3	4	21	87.5	Highly Feasible
	Class conference curriculum/materials	Policy regarding parents’ involvement	4	3	4	4	3	3	21	87.5	Highly Feasible
		Socio-personal competence observation sheet	4	3	4	4	3	3	21	87.5	Highly Feasible
		Parent handbook	4	3	4	4	3	3	21	87.5	Highly Feasible
		Home visit instrument	4	3	3	3	4	3	20	83.3	Feasible
		Practical activities	3	4	4	4	4	3	22	91.6	Highly Feasible
Total			67	72	69	66	70	69	413		
SD			0.5	0.4	0.5	0.5	0.4	0.5	0.9	4.1	
Mean			3.5	3.7	3.6	3.4	3.6	3.6	21.7	90.5	Highly Feasible
Clarity of individual session stages			4	4	3	4	4	4	23	95.8	Highly Feasible

Model Effectiveness

Students' academic competence was measured based on the final exam score in five subjects: Bahasa Indonesia, Natural Science, Math, Social Science, and Pancasila and Citizenship Education. Trials in this study were conducted in the form of the initial field test and primary field test. The initial field test data were used to describe the mean score and to test the students' academic competence mean scores before and after the model was implemented. Table 10 below presents the initial field test.

Table 10. The distribution of students' academic competences in initial field test

Assessment criteria	Students (n)	Percentage (%)
Low ($g < 0,3$)	2	13.00
Moderate ($g > 0,3 \leq g < 0,7$)	13	87.00
High ($g > 0,7$)	0	0.00
Total	15	100.00

The primary field test aimed to describe the mean score of students' academic competence before and after the model was implemented. Table 11 details data on students' academic competences.

Table 11. Frequency distribution of academic competences in primary field test

Assessment criteria	Students (n)	Percentage (%)
Low ($g < 0,3$)	4	13.00
Moderate ($g > 0,3 \leq g < 0,7$)	23	77.00
High ($g > 0,7$)	3	10.00
Total	30	100.00

The data presented in the Table 11 described the increasing trend and indicating an academic competence improvement after parents implemented independent learning assistance at home.

The operational test was conducted when the final model was revised. In this stage, all components and stages in the model were ready to be implemented. Table 12 details data on students' academic competences in the operational test.

Table 12. Frequency distribution of academic competences in the operational test

Assessment criteria	Students (n)	Percentage (%)
Low ($g < 0,3$)	17	28
Moderate ($g > 0,3 \leq g < 0,7$)	43	72
High ($g > 0,7$)	0	0
Total	60	100

Data in Table 12 demonstrate a 28% and 71% improvement in students' academic competences, which are categorized as low and high improvement, respectively. The result indicated that the assistance model, especially in the parent-teacher meeting, encouraged parents to engage in their children's education, thus promoting students' academic competence improvement. Students' academic competence improvement was measured based on the average n-gain increase using one-sample t-test. The test result is presented in Table 13 below.

Table 13. One-sample t-test result of academic competences in the initial field test.

Academic Initial Field	<i>Test value=0,3</i>					
	<i>T</i>	<i>df</i>	<i>Sig (2Tailed)</i>	<i>Mean difference</i>	<i>95% Confidence Interval of the Difference</i>	
					<i>Lower</i>	<i>Upper</i>
	4.256	14	001	12333	0612	1855

Students' academic competences significantly improved, as indicated by t-count > t-table ($4.56 > 1.761$) and a significance value of $0.001 (< 0.05)$. The data above show that the average increase in students' academic competence during the initial field test was higher than the predetermined n-gain ($g > 0.31$). The initial field test result showed that parents' involvement might improve students' academic competences.

Table 14. One-sample t-test result of academic competences in the broad field test

<i>Test value = 0,3</i>						
	<i>T</i>	<i>df</i>	<i>Sig</i> (2Tailed)	<i>Mean</i> <i>difference</i>	<i>95% Confidence Interval of</i> <i>the Difference</i>	
Academic wide-scale					<i>Lower</i>	<i>Upper</i>
	3.651	29	001	10233	0450	1597

As presented in Table 13, the t-count (3.651) was higher than the t-table (1.699) with a significance value of $0.001 (< 0.005)$, indicating that the parents' involvement in the independent learning assistance improved students' academic competences. The t-test result of n-gain score of students' academic competences is presented in Table 15 below.

Table 15 *one-sample t Test* of academic competences in operational test

<i>Test value = 0,3</i>						
	<i>T</i>	<i>df</i>	<i>Sig</i> (2Tailed)	<i>Mean</i> <i>difference</i>	<i>95% Confidence Interval</i> <i>of the Difference</i>	
Academic wide-scale					<i>Lower</i>	<i>Upper</i>
	5.408	59	000	07200	0454	0986

As shown in Table 15, students' academic competence improves significantly during the operational test. The t-count (5.0498) was higher than t-table (1.671) with a significance value of $0.000 (< 0.005)$. Parents' involvement in the learning assistance program may emerge as one of the non-teaching factors that significantly affect students' academic competences (Sudjono, 2008; Akbar & Sriwiyana, 2018; Fernandez, et al., 2018; Grant, et al., 2018). With this regard, it is necessary to conduct training for parents in the form of parenting classes with complete information related to family and the problems faced in implementing the assistance (Englung & Egeland, 2019; Lisa, et al., 2019; Habibi & Lovy, 2019; Coleman, 2019).

The Model Practicality

The model practicality test was conducted using a questionnaire and through interviews with the school principal, teachers, and parents. Table 16 presents data on the model practicality.

Table 16. Model practicality

Score	Criteria	Percentage (%)				
		1	2	3	4	5
17-20	Highly practical	50.00	60.00	50.00	44.44	52.22
13-16	Practical	24.45	22.33	24.45	38.88	25.55
9-12	Less practical	14.44	17.77	15.55	16.68	22.23
5-8	Impractical	11.11	0	0	0	0
	Total	100	100	100	100	100

Description: 1) Public Elementary school of Mlancu 2; 2) Public Elementary school of Karangtengah 3; 3) Public Elementary school of Manggis 2; 4) Public Elementary school of Mlancu 4; and 5) Public Elementary school of Bulusari 3

The data showed that 75% of parents stated that the developed model was practical and highly practical. Interviews with sixty teachers showed that 80.95% of the teachers stated that the developed model was practical, as it was not time-consuming and suited the general settings (the beginning of the new academic year, mid-semester, and final semester). Teachers need to schedule parent-teacher

meetings and home visits as early as possible. In this session, parents and teachers were involved in information exchange and two-way communication. The meeting helped prevent and minimize students' problems related to discipline, attendance, and academic score and improved the parent-teacher relationship (Ediger, 2020).

4. Conclusion

The independent learning assistance model has improved students' academic and socio-personal competences. This study proved that the developed model could significantly improve students' academic and socio-personal competences. The academic and socio-personal problems could be better addressed by involving parent-teacher meetings and home visits.

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