

The Application of Technological Adaptation in the Targeted School of Teaching Campus

Wantini^{1*}, Siti Muthia Dinni², Cikal Jiwani Putri³, Mutia Eka Putri⁴ 

^{1,2,3,4} Islamic Education, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

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ABSTRAK

Adaptasi teknologi sedang diupayakan, terutama di dunia pendidikan yang saat ini dalam masa darurat, sehingga memaksa adaptasi pembelajaran. Selama ini, otak manusia mulai memikirkan cara-cara baru untuk memecahkan masalah mereka atau apa yang membantu aktivitas mereka. Dari proses ini, teknologi muncul dan berkembang. Teknologi memiliki banyak manfaat dan kemudahan dalam dunia pendidikan, namun teknologi masih belum sepenuhnya dimanfaatkan oleh pendidikan. Oleh karena itu, pemerintah membuat program Kampus Mengajar untuk meningkatkan kualitas sekolah baik dari berbagai sisi, salah satunya adalah dari teknologi. Penelitian ini bertujuan untuk merancang program adaptasi teknologi yang dilakukan di sekolah sasaran Kampus Mengajar. Jenis dari penelitian ini adalah penelitian tindakan kelas. Subjek dari penelitian ini adalah peserta didik kelas lima di sekolah sasaran Kampus Mengajar. Data dikumpulkan dengan observasi, wawancara dan dokumentasi. Analisis data yang dilakukan adalah analisis deskriptif kualitatif. Berdasarkan hasil penelitian, menunjukkan bahwa pemanfaatan video, kuis online, zoom meeting, perangkat komputer, aplikasi assesmen AKSI dan simulasi AKM merupakan meskipun kurang maksimal dalam pembelajaran daring. Kesimpulan dari penelitian ini terdapat beberapa program yang membutuhkan persiapan lebih mendalam agar efektif dalam pembelajaran daring di sekolah sasaran Kampus Mengajar.

ABSTRACT

Technological adaptation is being pursued, especially in the educational world, which is currently in an emergency period, thus it forces learning adaptation. During this time, human' brains start to think the new ways to solve their problems or what helps their activities. From this process, technology emerges and is growing. Technology has many benefits and convenience in the world of education, but it still has not fully benefited yet in education. Furthermore, the government created the program the Kampus Mengajar to improve the quality of schools from many sides, one of them being technology. This research aimed to design the program of technological adaptation conducted in the targeted school for the Kampus Mengajar. The research design used classroom action research. The subjects involved students of grade 5 in the targeted school for Kampus Mengajar. The data of this research were collected by observation, interviews, and documentation. The data were analyzed by qualitative descriptive analysis. The results of this finding showed that the uses of video, online quizzes, zoom meeting, computer device, the application of the AKSI assessment, and AKM simulation are effective, though it was not maximally used for online learning. This research concludes that several programs require more in-depth preparation to be effective in online learning in the targeted schools of the Kampus Mengajar.

1. INTRODUCTION

The development of science brings the development of technology as well (Ngafifi, 2014; Serevina et al., 2018; Suryaningtyas et al., 2020). Technological adaptation is being pursued, especially in the educational world, which is currently in an emergency period, thus it forces learning adaptation. During this time, human' brains start to think the new ways to solve their problems or what helps their activities. From this process, technology emerges and is growing. As a result, it can be said that technology has been born in education, then it is appropriate to take advantage of technological advancement to assist in learning

implementation (Darwanto & Putri, 2021; Lestari, 2018). Technology is created to ease people and help their activities in a new way. This can be seen in real life. The existence of technology in the educational field also facilitates students to widely access learning sources, which means that they do not only focus on teachers (I. Isrokatun & Nurfitriyana, 2021; Suwartono & Aniuranti, 2019). Furthermore, automatic machines alter task that requires more energy. Also, the computer formula helps the human brain to work. On the one hand, technology eases teachers and students in many ways in the educational field. In education, for example, the technology used for learning media means assessing information and reference, being a means for distance communication, being a means for students to present ideas, improving learning effectiveness and efficiency, and can be used to enhance the efforts to achieve educational goals (Andri, 2017; Yilmaz, 2021). With many benefits of technology for education, it is expected that education can adopt more technology for at-school-learning activities.

To overcome the difficulties, the government creates program which in it involves the effort of the technological adaptation for the targeted schools. This program is called Teaching Campus (*Kampus Mengajar*). Stakeholder invites students to learn and develop themselves through activities outside universities and through the program of the Teaching Campus. This program is created to actualize an autonomous, flexible, and qualified process to learn in higher education; moreover, it makes innovative cultural learning that does not restrain and is appropriate to the needs of students (Rosita & Damayanti, 2021; Widiyono et al., 2021). This is expected to be able to improve the quality of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of times, prepare the graduates to be future leaders of the nation who are superior, moral and ethical (Rosita & Damayanti, 2021; Suhartoyo et al., 2020).

The program of the Teaching Campus takes place at schools throughout Indonesia. However, there are specific criteria for schools being the target of this program. The governments chose the included targeted schools about 70% of schools are located in disadvantaged, outermost, and frontier areas in Indonesia (known as 3T). About 30% were located outside undeveloped and outermost areas (Vartiainen et al., 2016; Widiyono et al., 2021). For Teaching Campus batch 1, schools being targeted programs were 4810 elementary schools, for batch 2 were 3.593 elementary schools and 491 junior high schools, and for batch 3, currently were 3000 elementary schools and 900 junior high schools.

In this research, the researcher is going to describe technological adaptation to target schools of the Teaching Campus batch 2, which includes SD Negeri 3 Tritosworo and SD Negeri Trobayan. Both schools are B-accredited schools located in Central Java. Those are the targeted schools where is the place for the author to serve, as a result, the data could be easily collected. The previous research has explained that the demands and needs of society increase, such as clothing, food, and shelter, are continuing to soar with the rapid advancement of the current information and technology (Putra, 2017). Technology has an important role between teacher and student interaction. Additionally, it also has a role to facilitate teachers in delivering materials to class while learning (Salsabila et al., 2020).

Previously, a lot of research on the target schools of the Teaching Campus had been carried out. Some of the researchers described the activities during serving in the targeted schools of the Teaching Campus as a whole. The program of the technology adaptation, which is described in the former research is the use of video as media in online learning, the utilization of the online learning platform, and the online game platform. Several of them stated that technology helps online learning activities; however, several barriers have existed for students (Fatimah & Santiana, 2017; Lie et al., 2021). As known several years ago, online learning has been implemented during a covid-19 pandemic. Moreover, technology has been widely used to help online learning activities. The fact that several problems are still existed during learning, like the lack of understanding of the technology for teachers, students, and companions (Pakpahan & Fitriani, 2020; Zain et al., 2021). Rapid information advancement not only alters the way people communicate and work but also makes new competition (Rahman, 2018; Yu et al., 2021). The purpose of this research is to design the program of the technological adaptation that is appropriate to the targeted schools of the Teaching Campus program, according to the needs and facilities possessed by schools. Therefore, this research is going to discuss more regarding the programs carried out in the adaptation efforts on technology. This research discusses the program made, its implementation, and the result of the program. Furthermore, the technological adaptation will discuss in more detail in this article. This research is feasible to conduct, considering that technology contributes many roles to the educational field.

2. METHOD

This research design is a classroom research action. The classroom research action is a research design that is used to design and implement a classroom action. This research is conducted in a cycle covering four stages of the research. These are begun with (1) design, (2) action, (3) observation, and (4) reflection (Fitria et al., 2019; Jusmarita, 2018). The stage of the design is carried out by asking permission

for research from the school and an initial interview about learning and the use of technology at school. Also, in this stage, the problems being considered for program making are identified. Afterward, the data has been entirely collected, and the program for technological adaptation is made. In the stage of action, the program has been made is implemented. In the stage of observation, the action is to observe the way the program of technological adaptation is applied, referring to the manual of the observation that has been made. For the last step, in the stage of reflection, the program has been conducted is evaluated and the effort of program improvement is attempted to be founded for the future.

A research approach is a qualitative approach. The qualitative approach refers to researching the natural object condition (Creswell, 2014; Sugiyono, 2015). The subjects of this study contain students of grade 5 of SD Negeri 3 Tirtosworo and SD Negeri Trobayan. The total of the entire subjects is 11 students, of which five students are from grade 5 of SD Negeri 3 Tirtosworo and six students from grade 5 of SD Negeri Trobayan. Meanwhile, the object of this study is the program of technological adaptation carried out by a student of Teaching Campus Batch 2 in both schools. The research instrument that will be used is validated by conducting a preliminary study related to the points in the observation sheet needed in classroom action research. The program will be carried out is consulted with teachers to find out teachers' opinions related to suitability with the conditions and facilities of the school. Thus, related to the given materials, the validity is approved by the experts and teachers at school. Teachers are involved in determining the material to be given to students using technology assistance.

The research data were collected through interviews, observation, and documentation. Interviews were conducted to find out the responses from teachers and schools at SD N 3 Tritosworo and SD N Trobayan related to the learning media that have been used, and the use of technology that has been used in schools to determine technology adaptation programs according to school conditions. Thus, the observation was conducted by directly observing the responses of the students toward the carried out program in the technological adaptation efforts at SD N 3 Tritosworo and SD N Trobayan. Whereas the documentation was carried out to examine the progress of students' learning interests and results before and after the use of technology in learning. The grids of the used study instruments are show in Table 1 and Table 2.

Table 1. the Interview Grids

No	Questions
1	How is the learning process conducted at school during the Covid-19 Pandemic?
2	Do the facilities and infrastructure at school and students support the continuity of online learning?
3	What media are used in online learning?
4	What are the obstacles to online learning?
5	How is the learning process carried out in face-to-face learning in class?
6	What media are used during at-class learning?
7	What are the obstacles during at-class learning?

Table 2. the Interview Grids

Program	Indicator	Rated Aspects	Yes	No
Program 1	The attention in the teaching and learning activities	<ul style="list-style-type: none"> - Students are not allowed to converse during teaching and learning activities - Students are not sleepy during teaching and learning activities - Students pay attention to the technology introduced 		
	Participation in the teaching and learning activities	<ul style="list-style-type: none"> - Students follow the teacher's direction well - Students work on tasks given by teachers well - Students answer the questions from the teacher - Students ask for help when they meet difficulties with media during teaching and learning activities 		
Program 2	The attention in the teaching and learning activities	<ul style="list-style-type: none"> - Students are not allowed to converse during teaching and learning activities - Students are not sleepy during teaching and learning activities - Students pay attention to the technology introduced 		

Program	Indicator	Rated Aspects	Yes	No
	Participation in the teaching and learning activities	<ul style="list-style-type: none"> - Students follow the teacher’s direction well - Students work on tasks given by teachers well - Students answer the questions from the teacher - Students ask for help when they meet difficulties with media during teaching and learning activities 		
	Etc.	-		

The data is analyzed according to data obtained during data collection. The technique of data analysis used in this study is the technique of qualitative descriptive analysis. Qualitative descriptive analysis is used to find out how the program of technology adaptation naturally runs and to examine the results of the program.

3. RESULT AND DISCUSSION

Result

Based on observation and interviews conducted during orientation of SD Negeri 3 Tritosworo, the students who are the ambassador of the Teaching Campus batch 2 at SD Negeri 3 Tritosworo introduced themselves, and interviewed the principal and teachers also observed school circumstances. In these activities, the principal of SD Negeri 3 Tritosworo, explained several things regarding the school condition during covid-19 pandemic learning, that before community activities restrictions enforcement (PPKM), blended learning has been carried out. The offline learning was followed by teachers who did door-to-door/home visits and collected students into agreed places, like patrol posts. However, the WhatsApp group carried out offline learning since community activities restrict enforcement. In this kind of learning, teachers gave lesson materials and tasks, and students sent photos of their answered tasks to the WhatsApp group that has been provided. Teachers invariably assisted their students during learning. In this case, assistance is vital in creating and nurturing a learning culture effectively and collaboratively.

One of the teachers of SD Negeri 3 Tritosworo said that using technology for learning activities is still limited; he felt confused because learning could not be conducted by video conference, like google meetings and zoom meetings, which were caused by unstable networks considering geographical conditions of students who lived in the remote areas. Other obstacles were the use of the device that students inflexibly used at any time because it was brought by their parents so that it led to learning that could not be synchronized, the students were less active in the WhatsApp group, and student's understanding of the lesson materials declined since they could not be explained directly like the offline learning did. Meanwhile, students' different abilities would affect each student's learning absorption, which also affected the student's learning outcome.

Based on the existing conditions, the students who are the ambassador of the Teaching Campushelps teachers in online learning by making learning videos. In addition, students also we provide updates on online learning at SD N Tirtosworo by making attendance forms via Google Forms and online quizzes through Quizizz and Educandy as learning reinforcement and support. By considering the internet network that is difficult to find in the students' residences, college students make quizzes with a relatively long processing time limit; furthermore, they can access it when an internet network can be paired. The range for studying is usually seven days. Most students can access learning videos uploaded to YouTube and do well on quizzes. However, several of those have low grades due to a lack of understanding of the lesson materials. The rest, in addition to fifth-grade students of SD Negeri 3 Tirtosworo actively involved in learning. Different from the condition at SD N 3 Tirtosworo, based on the observation results, it is found that teachers and students at SD Negeri Trobayan have adequate facilities to improve distance learning. The basic things that teachers and students of SD Negeri Trobayan already have are smartphones and internet networks. Moreover, according to the statement of the fifth-grade teacher, the majority of students in his class have their smartphones. Furthermore, these devices have become a common tool for students. Teaching Campus students attempted to maximize the use of a smartphone as media for distance learning. One of the attempts is to utilize zoom meeting as the facility to distance learning. As a result, this research focuses on teachers and fifth-grade students of SD Negeri Trobayan.

Based on the interview result, it was obtained that most students have not yet been taught how to use zoom meeting; furthermore, students of Teaching Campus batch 2 tried to reuse zoom meeting optimally as a tool for distance learning. College students asked for the help of classroom teachers to strive for it. Classroom teachers contacted students to ensure they were ready to participate in the distance learning using zoom meetings. The teacher also provides information on how to get into the zoom meeting

class. Arriving at the zoom meeting class, college students greet elementary students and provide knowledge regarding the tools in the zoom meeting that can be used during distance learning. The tools introduced are basic tools such as how to turn off and turn on the microphone and camera, and also write a chat in the zoom meeting application. Then, after students understand how to take advantage of these tools, students start learning using the Zoom Meeting application.

The fifth-grade teacher of SD NegeriTrobayan also has several times used video as media for online learning. Teachers obtained several videos from YouTube and others they made using a camera. They uploaded the video they made to their personal YouTube channel, and the link is sent to the student via WhatsApp group, whereby this activity is followed by the assignment. According to data collected, the use of media had been applied at SD Negeri Trobayan, whereas it has not yet been optimally used. Based on the teacher's explanation, this happened because the sense of responsibility has not yet been firmly instilled into the student self, so it must be remembered and assisted in learning. In carrying out this program, students of Teaching Campus batch 2 create interesting material explanation designs using several video editing applications, then upload them to the SD Negeri Trobayan YouTube channel that Teaching Campus students have made. Unstopping to online learning, video in learning also brings into offline learning. Conducting offline learning using video, students at first figured out a video that was suitable for materials in the student's book and delivered it by laptop because, at that time, SD Negeri Trobayan had not yet had an LCD Projector. During learning using video, students looked enthusiastic about focusing on the materials on video. In addition, expecting to present video materials, college students also explained the manual and emphasized what needed to be comprehended and remembered by students.

According to observation results toward learning that has been observed through the WhatsApp group of fifth-grade students of SD NegeriTrobayan, it was met that not all students have participated in ongoing online learning. Of the total number of students, out of six people, only a maximum of three people have participated in learning. That statement is also supported by the results of the accumulation of the collected assignments in the fifth grade of SD Negeri Trobayan, as presented in [Table 3](#).

Table 3. Fifth Class Learning

Subjects	Students who responded well	
	Without Visual-audio Media	With Visual-audio Media
Thematic	3	3
Math	3	2
Javanese	-	1
Language		
Total:	6	6

Base on [Table 3](#) is the observation results regarding student assignments during online learning. Whether using visual-audio media or not, it does not affect the motivation and spirit of students to actively participate in learning. The average result of student activeness in learning, whether using visual-audio media or not, is the same. As a result of the observation, active and inactive students during learning are also the same. Based on the interview with fifth-grade teachers of SD N Trobayan, it is known that teachers have had their knowledge about zoom meeting and how to use it. They also use the application once in learning. The results obtained from the experiment are from the total number of fifth-grade students of SD N Trobayan, whom only a student has participated in the classes. The fifth-grade homeroom teacher also states that this case commonly happens among students who do not familiarly understand the use of zoom meetings. There are several activities of technological adaptation that are conducted in SD N 3 Tirtosworo and SD N Trobayan. The form of technological adaptation is by providing training on the basics of operating a laptop, including the use of a keyboard, Microsoft Office Word, and Microsoft Office PowerPoint. In this training, teachers and students discussed and finally decided that this training was suitable for upper-class students, containing grades four, five, and six with 21 students as participants. There were 10 laptops used, which belonged to teacher and college student laptops. The implementation of this activity was right in December. This activity took two meetings, with each being divided into two groups. Morning groups for grade four and noon groups for grades seven and six. This activity was intended as educational material for students applying Microsoft Office Word and Microsoft Office PowerPoint.

AKM (Minimum Competency Assessment) refers to the fifth-grade student of SD Negeri 3 Tritosworo. The simulation was carried out in September. The simulation took place at SD N 3 Tirtosworo using laptops from teachers and Teaching Campus students. Students were guided by a college student about the procedure of using a laptop and answering and finishing the AKM examination. The simulated material was related to literacy and numeracy; furthermore, students must understand the

narratives in the questions. Some students find it difficult to face the exam questions; moreover, students of Teaching Campus are scheduled for a special week to reinforce fifth-grade AKM literacy and numeracy materials. This activity was carried out under the approval of the principal and fifth-grade homeroom teacher. The students were enthusiastic about this AKM simulation activity, which ran effortlessly. Of the total five students, two students were still unfamiliar with PCs/laptops in which they needed special assistance. Mrs Retno Palupi, one of the teachers at SD Negeri 3 Tirtosworo, felt very grateful for the presence of students of the Teaching Campus at SD Negeri 3 Tirtosworo. The help they gave in AKM assistance helped her provide understanding to students, especially related to operating a computer and providing AKM materials to them.

The simulation of AKM for fifth-grade students at SD N Trobayan has held four times stages. In these four stages, students followed several stages of the AKM simulation. The first stage in this program was the introduction of computer equipment. Computer equipment is the main device used in AKM. Therefore, before working on the questions, students needed to know the device they would use for AKM as a basic skill. The activity of device equipment introduction in the fifth-grade SD Negeri Trobayan was carried out using a laptop owned by Teachers of SD Negeri Trobayan and Teaching Campus students. All laptops are connected with a mouse to make them more like computer devices. In this activity, fifth-grader students were introduced to basic computer devices such as keyboards, a mouse, and monitors. Students were also asked to use the computer device. Students were asked to write poetry in Microsoft Word to practice their skills using the keyboard. In addition, to train the use of the mouse, students were taught by drawing according to the theme created in the paint application. The curiosity and enthusiasm of students make the improvement of students' skills in using computers seems fast. Students started to be able to type quickly and to be good at moving and pressing the mouse button.

Furthermore, the second step from the AKM simulation was that the student was trained to work on the midterm exam by google form using a laptop and *mouse*, to which the classroom teacher agreed on it. The students of Teaching Campus moved all questions in the document to a google form. Furthermore, the questions for a midterm exam that has been carried in google form did students by laptop and mouse. Before doing the questions, students of Teaching Campus explained the technology and procedure of doing questions on google Forms using a laptop and *mouse*. During working on questions, the elementary students were supervised while allowing students to ask technical things during the work. At first, while working on questions using Google Forms with a computer device, the students in grade five felt confused and needed help to work on technical work. In the second class schedule, the student got used to doing it.

In the third step, the effort of AKM simulation was that students directly faced AKM simulation questions that existed on the web by using a laptop and mouse. The questions on the AKM simulation web link had a different appearance from the google form, then Teaching Campus students guided elementary students when they worked on questions on the AKM simulation link. In addition to students getting to know the technicalities of working on questions with the AKM simulation link, students also learned the types of AKM questions. The AKM questions emphasized more on the literacy and numeracy abilities of students. This type of question might be quite unfamiliar because it is different from the types of questions in the Student Worksheet (LKS). Furthermore, students need to be given an understanding of the types of AKM questions. Before carrying out the school AKSI application introduction activity, college students prepare what they need. Such as downloading the application "AKSISekolah SD" via Play store and test package to anticipate weak internet network surrounding the school environment. Even though the school has already connected to wi-fi, the connection is still weak. Overcoming this situation, working on the questions can be conducted offline as long as the questions have been downloaded. The AKSI School application introduction program was held in August 2021 and November 2021, where the location was at school. The AKSI School application can be downloaded on Android smartphones. The first technical implementation was that Teaching Campus students gather students in grade five in the classroom and then explain in advance the intent and purpose of the meeting. They explained what the AKSI application is and how to use it. This activity enabled students to bring their smartphones (for those who have them) which they did not have, they could use Teaching Campus students' smartphones. The AKSI application contains the section on literacy and numeracy, in which is on each there are questions with grade levels and student's competency levels. This also has several question forms, namely multiple-choice, short answer, and essay. Test Flow/ Application Test of AKSI Sekolah SD is show in [Figure 1](#).

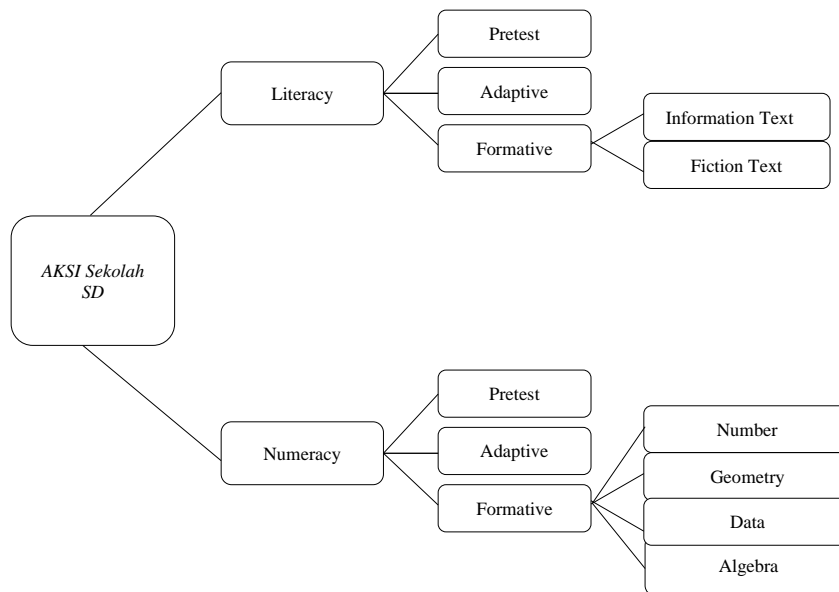


Figure 1. Test Flow/ Application Test of AKSI Sekolah SD

Figure 1 show the description of the test flow that must be taken from simple to complex level materials in the first introduction of AKSI, students were directed to work on the pre-test and adaptive test. Thus, a second meeting was scheduled to work on the formative test on the information text (literacy) and the formative test on numbers (numeracy). At the first meeting, students seemed joyful and interested in using this application. However, after reading the questions, they seemed worried and afraid of being not able to work on these questions properly. Therefore, Teaching Campus students encouraged and advised them in order not to worry and work on these quietly since it did not affect their school outcomes. However, it must be continued as optimally as possible. Adaptive and formative test results of the elementary schools is show in Table 4.

Table 4. Adaptive and Formative Test Results of the Elementary Schools

No	Name	Level	Literacy		Numeracy	
			A	F	A	F
1	AFI	5	K-4	57	K-5	38
2	CL	5	K-6	39	K-4	31
3	MR	5	K-5	83	K-6	54
4	NMS	5	K-5	57	K-5	54
5	RNB	5	K-5	52	K-4	31
Average			K-5	57.6	K-4,8	41.8
Maximum			K-6	83	K-6	54
Minimum			K-4	39	K-4	31

Base on Table 4 the provision of pre-test and adaptive tests, both literacy and numeracy, the results showed that fifth-grade students' ability of SD Negeri 3 Tirtosworo was relatively the same, which means no glaring gap values. This becomes the basis for college students to give the next equivalent tests, containing formative literacy tests on information text and formative numeracy tests.

Discussion

Based on the matters found out, it is currently still difficulties and lack of the facility of technology in education to support learning, especially when the situation is down during covid-19 pandemic. The increasingly advanced use of the internet certainly requires availability from various groups, either from the school, officials, and actual students (Andriani, 2016; Fitria et al., 2019). It can be seen that teachers had mastered learning technology properly, although it could not be optimally applied to students of SD Negeri 3 Tritosworo and SD N Trobayan during the covid-19 pandemic period. The effectiveness of online learning currently being carried out also has not fully run as expected (Lusiana & Maryanti, 2020; Riyanda et al., 2020). On the contrary, skills to use technology can be a benefit for online learning, such as the use of video conferences as synchronous learning, the use of visual-audio learning media from YouTube or internet

access, the creation of a list of attendance, the use of google form to make exam questions, the use of Quizizz and other platforms to provide quizzes (Rusi, 2019; Sezgin et al., 2020). It is undeniable that digital technology is effectively used as media to make learning materials more interesting and encourage students to learn (Chapman, J. R., & Rich, 2017; Kurtanto, H. B., & Prakash, 2020).

Learning cannot be separated from media in the learning process. In addition, for offline learning, schools have provided laptops and LCD Projectors for classes needed tools for presenting a picture, videos, learning movies, and lesson materials that teachers have prepared. Previous study revealed how the emergence of continuing education in the school community by creating a learning culture that could develop (Bosevska & Kriewaldt, 2020). Learning has two motivations, namely intrinsic and extrinsic. The motivation that comes from the student self, like the desire to gain knowledge, meet learning goals, encouragement to fulfill learning needs, and others, is called intrinsic motivation. Whereas the motivation which comes from outside student self, like parents' willingness, the comfort situation for learning, study buddy, and interesting learning activities, is the extrinsic motivation (Ashari et al., 2022; Puspitarini & Hanif, 2019).

To stimulate enthusiasm and build students' self-confidence, a teacher needs to boost their motivation. Furthermore, students of Teaching Campus still use both online and offline learning media. A video is one of the moving visual-audio media. The moving visual-audio media is visual-audio media that contains the element of voice and moving picture (Aryansah, 2021; Huriyatunnisa, 2022; Salsabila et al., 2020). It is considered effective to present a learning topic that is difficult to present by oral. Especially for elementary students, their cognitive ability is still developing in the stage of concrete operation. At this stage, ones can think logically about factual events and classify objects into different forms. Students are constantly engaged with digital learning to maximize or fulfill the social media-led benefits influenced by cognitive and affective attitudes (Marinda, 2020; Muhammad et al., 2021). By providing learning video, during online learning, students still remain passive. In contrast, different from offline learning, it shows better result and students seem more enthusiastic compared to online learning. Also, from the results of the quizzes taken by college students in the end of learning, students show better understanding toward material delivered through video. The benefits of this program are the concentration of coaching for elementary students and strengthening students to help with school exercises (Morphis, 2018; Rosita & Damayanti, 2021).

According to previous study, teacher competencies have four primaries: standard, pedagogy competence, personality competence, social competence, and professional competence (Fitria et al., 2019). Students at SD N 3 Trobayan also seem to be getting used to using zoom meeting application tools, such as activating the microphone when they want to answer questions and turning off the microphone when listening to lessons. The great curiosity of students towards the application makes it easy for students to understand the use of the zoom meeting application in learning (Andriani, 2016; Arina et al., 2020). Competencies, both soft skills, and hard skills of students, must be improved so that they are more readily and relevantly to the needs of the times with prominent personalities (Irmeilyana et al., 2022; Widiyanto, 2017).

The Ministry of Education and Culture, decided to substitute the national examination (UN) with the minimum competency assessment (AKM), part of the national assessment. Besides AKM, a national assessment encompasses a character survey and a learning environment survey. AKM is applied as the assessment used to measure minimum student competency in the cognitive aspect, namely literacy, and numeracy. For the continuity of the new policy, the government stimulated fifth-grade elementary school students (Marinda, 2020; Salsabila, U. H., 2020; Ufie, 2017). However, many things must be independently prepared for students to understand the technical implementation of AKM. To respond to this, the ambassador of the Teaching Campus batch 2 helped and taught students the technical procedure of implementing AKM simulation. The simulation runs expeditiously. However, there are indeed some obstacles, such as an unstable internet network that hinders students from participating in the AKM simulations. In line with the previous study, AKM is a new program for schools and teachers; furthermore, the preparation of the program looks unperfect, meanwhile, schools and teachers have tried their best efforts (Iman et al., 2021; Muhammad et al., 2021).

AKSI (Indonesian Student Competency Assessment) is the application of online-based assessment directly made by PuspendikBalitbang-Kemdikbud (Educational Assessment Centre –Research and Development Agency of the Ministry of Education and Culture). This application was released on July 8, 2020, and can be downloaded on Android smartphones version 4.1 and more. Based on the Playstore, this application has been downloaded more than 50,000 times, according to it, the application obviously has been widely known by people, particularly teachers and elementary students. The application *AKSI Sekolah SD* contains a test package of reading and numeracy, which are the basic competencies that are useful for an individual's living, such as improving self-quality and can be contributed to communities. This

application is intended for teachers or elementary school student learning companions to determine the level of student learning achievement and competencies. The implementation of AKSI is adequately effective for elementary students to study literacy and numeration. The intention of giving the AKSI test is in order to grow students' curiosity toward learning material through applications on *smartphones*. Despite the lack of application, the lack a figure and learning game, to which students are bored looking at smartphones containing only words and numbers.

The implication of this research is related to beneficial for enriching information associated with the carried out efforts as the steps for schools to adapt to technology. Therefore, from this rationale, it is expected that technology can be applied, eases, and provides novelty in school learning activities. Also, for the expertise, teachers, college students, and tech-savvy, they want to introduce technology to students who are located in urban or remote areas, in order to be able to have an advanced mindset. Afterward, over time, technology will rapidly grow and involves in the whole various aspects of life throughout the world. It is expected that teachers can enhance their understandings and abilities in utilizing current digital technology, especially related to education. Researcher recommendation in order to achieve a target of increasing student abilities related to literacy, numeracy, and in particular the technology used in learning, the teacher must have a broader understanding of the technical application of the appropriate technology for school students, especially elementary school students for this discussion. Technological adaptation is a positive activity that must be carried out and socialized to wide society, no exception for elementary school.

4. CONCLUSION

Technological adaptation for the targeted school of the Teaching Campus is highly needed to be applied in the current learning process by adjusting the school's condition and the program that will be used. However, the application cannot be directly given, because teachers, students, and students' guidance need a prior understanding of the technology to be used. Therefore, carrying out the program of technological adaptation requires more careful steps before arriving at the expected points, every step must be started from the simplest thing. The results of this finding showed that the uses of video, online quizzes, zoom meeting, computer device, the application of the AKSI assessment, and AKM simulation are effective, though it was not maximally used for online learning. This research concludes that several programs require more in-depth preparation to be effective in online learning in the targeted schools of the Teaching Campus.

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