IMPLEMENTATION OF HOLISTIC EDUCATION THROUGH THE CAMPUS TEACHING PROGRAM BATCH 7 AT SDN NEGLAJAYA

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ABSTRACT

Holistic education plays a crucial role in optimizing student development. This study aims to identify the extent to which a holistic approach can be applied in the context of learning in elementary schools, with a focus on student growth. The research method used is qualitative, employing a case study approach that involves observations, interviews, and documentation. The findings reveal that the implementation of holistic education through learning activities that engage cognitive, affective, and psychomotor aspects can enhance students' knowledge, moral values, and skills. Furthermore, collaboration between university students and teachers is essential in creating an interactive learning environment. The results of this study indicate that the Teaching Campus program not only succeeded in transferring knowledge but also made significant contributions to character building and skill development of students at SDN Neglajaya. It is hoped that this program can provide recommendations and insights for policymakers to develop education more effectively in the future

Keywords: Attitude, Education, Implementation, Curriculum, Program

ABSTRAK

Pendidikan holistik memainkan peran penting dalam mengoptimalkan perkembangan siswa. Penelitian ini bertujuan untuk mengidentifikasi sejauh mana pendekatan holistik dapat diterapkan dalam konteks pembelajaran di sekolah dasar, dengan fokus pada pertumbuhan siswa. Metode penelitian yang digunakan adalah kualitatif, dengan pendekatan studi kasus yang melibatkan observasi, wawancara, dan dokumentasi. Temuan penelitian menunjukkan bahwa penerapan pendidikan holistik melalui kegiatan pembelajaran yang melibatkan aspek kognitif, afektif, dan psikomotorik dapat meningkatkan pengetahuan, nilai moral, dan keterampilan siswa. Selain itu, kolaborasi antara mahasiswa dan guru sangat penting dalam menciptakan lingkungan pembelajaran yang interaktif. Hasil penelitian ini menunjukkan bahwa Program Kampus Mengajar tidak hanya berhasil dalam mentransfer pengetahuan, tetapi juga memberikan kontribusi signifikan terhadap pembentukan karakter dan pengembangan keterampilan siswa di Sekolah Dasar Negeri Neglajaya. Diharapkan program ini dapat memberikan rekomendasi dan wawasan bagi pembuat kebijakan untuk mengembangkan pendidikan yang lebih efektif di masa depan.

Kata Kunci: Sikap, Pendidikan, Implementasi, Merdeka, Program

A. Introduction

Education is a key factor in the development of the mental and intellectual capacities of students. This serves as a conscious and planned initiative to create active learning

experiences for students, aiming to optimize their potential. This aligns with the National Education System as stated in Law No. 20 of 2003, which emphasizes that the purpose of education is to enable students to develop spiritual strength, self-control, personality, intelligence, good morals, and useful skills for themselves, society, the nation, and the state. Through the learning process, children as students can be guided and nurtured, encouraging them to explore knowledge for their personal development toward maturity. Thus, national education has a noble goal of enhancing knowledge while also shaping the character of the nation (Sya'ban et al., 2024).

Currently, moral degradation among students has become an increasingly prominent issue. Many students are exposed to negative behaviors, such as bullying, intolerance, and sexual violence, reflecting a weakness in ethical values in everyday life. The influence of social media plays a significant role in this phenomenon, where children and teenagers are often exposed to uneducational content and norms that are inconsistent with character education. Additionally, the lack of parental involvement and an

educational focus that emphasizes academic aspects over character development further exacerbate this situation (Dewi et al., 2024, p. 153). As a result, students today face significant challenges in forming a good moral identity and contributing constructively to society, making efforts in moral education increasingly urgent.

To address this situation, Handoko (2022) argues that the implementation of holistic education in teaching is highly relevant. Holistic education emphasizes that education should not only focus on academic aspects but also encompass the emotional, social, and spiritual development of students. By applying this approach, teachers can design more comprehensive learning experiences, where students not only learn to acquire knowledge but also understand and apply values that will shape their character. Furthermore, through the implementation of holistic education, students can learn through various methods that involve social interaction, practical activities, and self-reflection, all of which can enhance their understanding of the importance of character. This approach helps students become aware of their roles in society and the

responsibilities they carry as community members (Brutu et al., 2023). Therefore, holistic education is not just about teaching methods, it is also about creating a learning environment that supports the comprehensive development of students' character.

In an effort to integrate holistic education into the educational framework, the Ministry of Education, Culture, Research, and Technology launched the "Merdeka Learning - Merdeka Campus" program. This initiative is designed to respond to the educational needs of the era of Industry 4.0. It is also supported by the Education Fund Management Institution. The Teaching Campus is one of the components of the Merdeka Campus program, providing opportunities for students from various universities and backgrounds to contribute to the learning process in schools, particularly at the elementary school level (Safaringga et al., 2022).

The Teaching Campus program aims to improve literacy and numeracy among students (Shabrina, 2022). However, it is not limited to cognitive aspects alone; this program is designed to provide a comprehensive learning experience that also includes the development of students' affective and psychomotor aspects. Through an interactive and participatory approach, teaching students can encourage participants to actively engage in learning activities that not only sharpen academic skills but also foster positive attitudes, such as self-confidence, teamwork, and empathy. Additionally, practical activities involving motor skills, such as creative projects or educational games, help students apply the concepts learned in real-world contexts. Thus, the Teaching Campus program serves as a platform for the holistic development of students' character, preparing them to face future challenges.

In this context, SDN Neglajaya serves as an ideal location for the implementation of holistic education through the Teaching Campus program Batch 7 for several important reasons. First, the low literacy and numeracy levels at this school require special attention, and the presence of university students as teaching assistants can provide new strategies to enhance students' academic abilities. Second, the prominent moral degradation among students highlights the need for an approach focused on character development and social values. Third, the relatively remote location of the school means

that students often lack access to adequate educational resources, making this program particularly beneficial for them. Additionally, the local community culture surrounding SDN Neglajaya, which supports education and child development, creates a conducive environment for the implementation of holistic education. Finally, active parental involvement encourages the execution of educational programs, allowing for synergy between parents and the school in supporting students' progress. With all these factors, SDN Neglajaya is the right place to apply holistic education to enhance the quality of education and the character of its students.

Regarding the Teaching Campus program, there have been several studies that have sought to explore its objectives. One such study by Lestari et al. (2021) discusses the implementation of the Teaching Campus program in schools as a step toward realizing the Merdeka Belajar initiative. Historically, both students and teachers have focused on teaching and learning activities aimed at achieving high exam scores, leading to a monotonous learning process that fails to develop students' skills at the elementary, secondary,

and higher education levels. Additionally, research by Etika et al. (2021) examines the contributions of university students in applying technology at SDN Dawuhan Sengon 2. Finally, a study by Krisdiah et al. (2022) illustrates the execution of the Teaching Campus program in efforts to enhance competencies at SDN Jimbung 6.

From the research that has been presented, it appears to primarily focus on the development of literacy and numeracy, as well as the integration of technology in schools. Therefore, there is a need for further research on the implementation of holistic education at all educational levels, particularly at the elementary level, which integrates cognitive, affective, and psychomotor aspects. This interest has led the researcher to propose the title "Implementation Of Holistic Education Through The Teaching Campus Program Batch 7 At SDN Neglajaya." It is hoped that this study will provide new insights related to theories and best practices that can be adopted by teachers and other educational institutions. Additionally, this research aims to stimulate further discussion on the importance of a holistic approach in education and encourage policies that support the

comprehensive development of students.

B. Research Method

This study adopts a qualitative design with an interpretive approach, where the researcher actively interacts with participants (Nartin et al., 2024, pp. 71–73). The primary aim of the research is to investigate issues related to the Teaching Campus activities, utilizing a case study strategy that allows for an in-depth analysis of specific phenomena (Y. Handoko et al., 2024, pp. 6–9)

The research was conducted from February 27 to June 19, 2024, at SDN Neglajaya in Padalarang District, West Bandung Regency. The choice of this school was made by the Teaching Campus team, targeting schools that struggle with low literacy and numeracy, as well as moral values in the school and surrounding community. This underscores the necessity of the Teaching Campus program to implement holistic education by integrating cognitive, affective, and psychomotor aspects of student development.

Data were collected from two sources: primary and secondary. The primary sources included observations and semi-structured interviews. Observations involved directly monitoring the school environment, while interviews were conducted to explore the program's implementation from the perspectives of supervising teachers and other teachers. Secondary sources were obtained from the analysis of school documents, academic journal articles, and other relevant publications.

Analysis was performed using thematic and content analysis techniques, with validation through triangulation of information sources to ensure the accuracy of research findings (Pugu et al., 2024). This triangulation involved gathering data from various sources, including interviews, observations, and document analyses. This approach enriches the data obtained, making it more comprehensive and objective. Additionally, supporting data such as audio recordings of interviews, photographs, and other original documents were used to reinforce the validity of the collected information.

C. Results and Discussion

In an effort to gather relevant and valid data, the researcher utilizes the results of detailed observations and interviews. The observation activities were conducted

by directly engaging in various aspects at SDN Neglajaya, including school administration, learning processes, and the technology used. This observation was carried out by the researcher, fellow researchers, and the Field Supervising Lecturer. Through this hands-on approach, the researchers aimed to gather comprehensive data regarding the school's operational dynamics and the implementation of the Teaching Campus program.

Figure 1. School Observation

The results of the observations conducted are as follows: SDN Neglajaya consists of 6 parallel classes, with the number of students ranging from 27 to 30 each class. The school has 9 teachers and 1 administrative staff member. SDN Neglajaya has implemented the Merdeka Curriculum. Based on an interview with the supervising teacher,

Cecep Rukanda, conducted on June 14-15, 2024, it was conveyed that the role of the Teaching Campus Batch 7 program has been very helpful for the school. In addition, he hopes that the programs designed by the Teaching Campus team can continue and develop, so that they can encompass more aspects of education.

Figure 2. Interview with Tutor Teacher

In addition, he hopes that the programs designed by the Kampus Mengajar team can continue to develop, reaching more aspects of education. Another hope is to increase student involvement in school activities, as well as to enhance the competencies of teachers and students through training and workshops. The mentor teacher also desires closer collaboration between the school and students through the Collaboration Action Plan program,

creating optimal synergy to support the learning process and character development of the students. Thus, it is hoped that there can be consistent implementation of holistic education covering cognitive, affective, and psychomotor aspects of the students.

Regarding the Collaboration Action Plan between students and the school, it is certainly aimed at creating a productive synergy in the implementation of educational programs. In this context, students act as teaching assistants and facilitators, bringing fresh perspectives and innovative teaching methods, while the school, including teachers and the principal, provides the necessary structural support and local context. The Collaboration Action Plan includes program activities, task assignments, and the development of teaching strategies that are relevant to the needs of the students. Through close collaboration, students can gain insights into the challenges faced by the school, while the school can leverage the knowledge and skills of the students to enhance the quality of learning. With clear communication mechanisms and joint evaluations, the Collaboration Action Plan is expected to improve students' learning experiences and have a positive

impact on the school community as a whole. The details of the Collaboration Action Plan can be summarized in the table below.

Table 1. Collaboration Action Plan Program Schedule

No.	Program Name	Time
1.	Ramadan Parade	25 March 2024
2.	Numeracy Ladder	1 April 2024
3.	Kartini Festival	21 April 2024
4.	Socialization of the Three Big Sins in Education	21 April 2024
5.	Digital Training	27 April 2024
6.	Poster Making	30 April 2024
7.	Waste Categorization	17 May 2024
8.	Simultaneous Provision Movement	Every Saturday
9.	Library Revitalization	Every Monday and Wednesday
10.	*Green and Clean*	Every Saturday
11.	Literacy and Numeracy Clinic	Every Tuesday, Thursday, Friday

In general, the Collaboration Action Plan programs reflect the application of holistic education by integrating the development of cognitive, affective, and psychomotor aspects. Through activities such as the Ramadan Parade, Literacy Clinic,

Kartini Festival, the socialization of the Three Big Sins in Education, and various other programs, the school is committed to creating a comprehensive learning experience. This approach not only enhances the academic abilities of students but also shapes their character, increases social awareness, and fosters a sense of responsibility towards the environment. With this approach, SDN Neglajaya and the Teaching Campus team aim to prepare students to become competitive individuals who care about their community and surroundings.

However, before moving on to the practical discussion, it is necessary to understand the basic theory related to holistic education. According to Widyastono, as cited by Alprianti (2023), holistic education is an approach based on the idea that individuals can discover their identity, meaning, and life purpose through their relationships with society, the natural environment, and spiritual values. Thus, holistic learning aims to empower all dimensions of students, including their minds, feelings, and bodies, with the goal of uncovering their vast potential and making positive contributions to their surroundings (Zandroto & Indriani,

2023). In line with this perspective, Miller (2005) in Widodo (2021) states that holistic education aims to develop the full potential of individuals in a balanced and integrated manner. This potential encompasses cognitive, affective, psychomotor, social, aesthetic, and spiritual aspects harmoniously. The objective of this educational approach is to maximize each individual's abilities through enjoyable, democratic, and balanced learning experiences (Juliani & Widodo, 2019). Therefore, in the context of holistic education, it is expected that students can explore the diverse aspects of themselves. This means that students are given the psychological freedom to make wise decisions, learn according to their own styles, develop social skills, and shape their character and emotional aspects (Yogiswari, 2018).

Based on the discussion previously presented, to achieve holistic education, there are at least three important aspects that must be considered: cognitive, affective, and psychomotor.

First, the cognitive aspect of students refers to the dimension of understanding and mastery of information, as well as the thinking skills possessed by students (Ulfah &

Arifudin, 2021). This includes the ability to remember facts, comprehend concepts, and apply knowledge in various situations. Abdullah (2024) states that, in the context of education, the cognitive aspect encompasses several levels, ranging from basic recognition and understanding to analysis, synthesis, and evaluation of information. Sukaisih (2020) emphasizes that this aspect is crucial in the learning process, as it influences students' abilities to think critically, solve problems, and make informed decisions. The development of a strong cognitive aspect helps students build a solid foundation of knowledge and the thinking skills necessary for lifelong learning.

One of the programs in the Collaboration Action Plan designed to enhance the cognitive aspect of students is the Literacy and Numeracy Clinic. This program aims to improve students' reading and writing abilities, particularly at the foundational level, and typically involves interactive and enjoyable activities, such as reading and counting together, discussing lesson materials, and various educational games related to literacy and numeracy (Sueca & Dewi, 2021). Through the Literacy and Numeracy Clinic, students are encouraged to be more active in the learning process, so they not only excel in literacy and numeracy skills but also cultivate an

interest and love for reading and counting.

Figure 3. Literacy and Numeracy Clinic Program

In its implementation, this program involves collaboration between university students and teachers at the school. University students act as facilitators who provide guidance according to the applicable curriculum, while teachers serve as facilitators for the activities. This program aims to simplify the process for students to learn reading and counting. Therefore, its implementation focuses on expanding vocabulary, improving alphabet reading, sharpening critical thinking skills through visual illustrations, testing numerical problems, and enhancing memory retention. Through interactive and enjoyable activities,

this program not only emphasizes literacy and numeracy but also helps students continually interact and collaborate with one another.

Second, the affective aspect in students refers to the emotional dimension, values, and attitudes that influence their behavior and social interactions (Paputungan & Paputungan, 2023). This includes feelings, motivation, interests, and the ability to respond to and empathize with others. The affective aspect is crucial in the learning process because it can impact students' motivation to learn, their engagement in activities, and their relationships with teachers and peers. In line with Hasanah (2023), the positive development of the affective aspect helps students build self-confidence, empathy, and social skills necessary for effective interaction in society. By paying attention to this aspect, teachers can create a more supportive and enjoyable learning environment.

One way to instill good moral education is through the socialization of the "Three Big Sins in Education." These three sins include bullying, sexual violence, and intolerance. The aim is for students to understand what is prohibited, especially in the educational environment. These

actions can have negative impacts on children's affective development and may lead to trauma that can last a lifetime (Huda & Ardiyan, 2022).

Figure 4. Socialization Three Big Sins in Education

In addressing this situation, the importance of moral education from an early age becomes evident. By instilling ethical principles and social values early on, students can learn to interact positively within their social environment, appreciate differences, and make wise decisions. Additionally, Sayangan et al. (2024) emphasize that moral education can prevent negative behaviors such as bullying, intolerance, and sexual violence, thereby creating a more harmonious and safe environment for all. Therefore, educational institutions, families, and communities need to collaborate in instilling a strong moral education as a foundation for the

character development of students who are virtuous and possess good morals.

Speaking of good morals, it is essential to implement programs that embody the values of good character, such as the Ramadan Parade. This program is organized to strengthen Islamic values, encourage students to behave well, and create a pleasant and beneficial educational atmosphere for all participants. Activities within this program include performing the Dhuha prayer together before entering the classroom, listening to sermons from Islamic Education teachers, watching films about the stories of prophets, and holding Islamic competitions such as adhan, poetry, calligraphy, and speech contests. This program serves not only as a ceremonial activity but also as a means to foster good morals and strengthen the relationships among students, teachers, and parents.

Figure 5. Ramadan Parade Program

In line with what Sovian et al. (2023) have stated, religious activities can significantly enhance the affective aspects of students by reinforcing a sense of togetherness and emotional connection through collaboration in various activities. Through these activities, teachers consistently provide guidance and direction to students regarding the values of Islamic teachings, which emphasize the importance of honesty, justice, responsibility, courage in defending the truth, respecting differences, and helping one another, among other values. Thus, the Ramadan Parade program becomes one of the initiatives that can strengthen the affective aspects of students at SDN Neglajaya.

Third, psychomotor skills in students refer to the physical skills and motor abilities that involve bodily

movements, encompassing the capacity to perform various physical activities such as coordination, balance, agility, as well as fine and gross motor skills (Magdalena et al., 2021). Through active participation in physical activities, students become more engaged in learning, making it more interesting and enjoyable. Harahap et al. (2023) argue that the psychomotor aspect also teaches values of discipline, teamwork, and communication through group activities, while promoting an active and healthy lifestyle that contributes to physical and mental well-being. Furthermore, achievements in physical skills can enhance students' self confidence and personal satisfaction, making it an important component in creating a holistic learning experience.

One proposed program to enhance the psychomotor aspect of students is digital training using the Canva application. This digital training is designed to help participants effectively master the use of the Canva graphic design platform. In this training, participants will learn a range of skills, from the basics of using Canva to advanced techniques in graphic design, such as creating posters, presentations, infographics, and social media content.

Figure 6. Digital Training using Canva

The digital training using Canva includes practical steps, allowing students to directly try creating designs by following guidance from university students. Additionally, students will learn the fundamental principles of design, color selection, typography, and the use of engaging visual elements. Thus, Yani (2023) emphasizes that digital training using Canva can enhance the psychomotor aspect of students, not only improving technical skills but also strengthening creativity and visual literacy in today's digital age.

C. Conclusion

The Teaching Campus program at SDN Neglajaya has demonstrated a significant impact in shaping students through a holistic

educational approach. By integrating cognitive, affective, and psychomotor aspects, this program not only focuses on improving academic achievements such as literacy and numeracy but also reinforces moral, spiritual, and social values. Learning that encompasses various aspects of students' lives enables them to develop critical thinking skills and a deeper understanding of social contexts. The strong collaboration between university students, teachers, and the school creates an inclusive and supportive learning environment where every individual has the opportunity to grow both academically and emotionally.

The implementation of holistic education also helps students become better prepared to face future challenges. With a comprehensive approach, students are not only trained to understand the subject matter but are also taught important values such as cooperation, empathy, responsibility, and discipline. This inclusive learning environment helps students better understand their roles in society and the significance of making positive contributions to their surroundings.

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