

## Implementation of the Independent Campus Learning Program in 2021 (Case Study of the Teaching Campus Program in SMP Negeri 4 Setu)

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### Abstract

*Education and literacy skills are two very important things in our lives. The progress of a country directly depends on the literacy rate in that country. Educated people are expected to do their job well. Several educational problems in Indonesia, such as the uneven distribution of education, the limited quality of teachers and the low literacy of numeracy, have prevented Indonesia's position from becoming a country with high quality education. The Teaching Campus Program Batch 2 of 2021, which was initiated by the government, is one of the MBKM programs that focuses on increasing numeracy literacy skills in primary and junior secondary education. This context is getting stronger considering the condition of literacy and numeracy in Indonesia which is still low. In line with this reality, the government is making efforts to increase literacy and numeracy as one of the national priority agendas. This study aims to determine the implementation of the numeracy literacy program at SMP Negeri 4 Setu as part of the teaching campus program. The method in this study uses qualitative methods through interview techniques, observation and quantitative data collection through questionnaires. SMP Negeri 4 Setu, Bekasi Regency, West Java Province, became a research site for about five months starting from August 3 to December 16, 2021. The results showed that the numeracy literacy program was quite satisfactory because this program could increase interest in numeracy literacy. The researcher gives suggestions for this program to immediately update the data in DAPODIK so that the recipients of this program are right on target.*

### Keywords

education; numerical literacy; MBKM; teaching campus



## I. Introduction

The world today and in the future is faced with various changes in all fields with very fast and disruptive acceleration that demands the preparation of future human resources that are truly qualified. In the context of higher education, student competencies must be prepared more comprehensively and multidisciplinary in an effort to prepare graduates to face social, cultural, work and technological changes. Universities are expected to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally and always relevant to the demands of the times.

Since 2016, the Ministry of Education and Culture has made efforts to create a literacy culture by launching the National Literacy Movement (GLN). The National Literacy Movement is the implementation of Permendikbud Number 23 of 2015 concerning the Growth of Character. The National Literacy Movement (GLN) which has been launched by the government, is carried out through school education called the

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School Literacy Movement (GLS). The School Literacy Movement can be interpreted as an effort made to create a literate learning organization and foster character for school residents through various activities including reading non-learning books for 15 minutes (Prihartini, 2017:10).

The ability to read can be the first step in understanding other basic literacy, such as scientific literacy, numeracy literacy, digital literacy, cultural literacy and citizenship and financial literacy (Minister of Education and Culture, 2017). One of the basic literacy that can be applied in primary school education is numeracy literacy.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

The Independent Learning Policy-Independent Campus (MBKM) is expected to be the answer to realizing autonomous, flexible and quality learning in higher education so as to create a learning culture that is innovative, unfettered, and in accordance with student needs.

Campus Teaching is part of the MBKM program which aims to provide opportunities for students to learn and develop themselves through activities outside the classroom. This program is a transformation of the Pioneer Teaching Campus Program which aims to provide solutions for elementary and junior high schools affected by the pandemic by empowering students who live around the school area to assist teachers and school principals in carrying out learning activities in the midst of the Covid-19 pandemic. 19.

Teaching Campus Batch 2 of 2021 focuses on improving numeracy and literacy skills in basic education. This context is getting stronger considering the condition of literacy and numeracy in Indonesia which is still low in line with efforts to increase literacy and numeracy as one of the national priority agendas.

This Teaching Campus Program invites students to collaborate, act, and serve the country in assigned schools both at the elementary and junior high school levels. Students as agents of change are expected to help improve the quality of education at the elementary and junior high school levels, especially in the fields of literacy and numeracy. By participating in Campus Teaching Class 2 in 2021, students will have the opportunity to hone leadership, *soft skills* and character, as well as gain teaching experience that can be recognized and equalized in the form of semester credit units (credits).

A common problem experienced by students and the community is the low understanding and knowledge of numeracy literacy because so far only a few educators understand, this is based on the results of initial observations and filling out questionnaires carried out on August 3, 2021 which explains that from a scale of 100 % there are 57.1% of respondents who have never heard or read the word numeracy literacy, while only 42.9% have heard or read the word but do not know more deeply. This proves that numeracy literacy is so low that it even almost died during the Covid-19 pandemic in placement schools and that changes need to be made through a program to improve numeracy literacy at SMP Negeri 4 Setu, Bekasi. Respondents' interest in knowing numeracy literacy is quite high, from a scale of 100% the results of respondents' interest are quite high, namely 66.7 %. The low numeracy literacy in SMP Negeri 4 Setu is due to

several things such as 1) students' competence in using mathematical concepts in daily life, 2) teacher innovation is not supported by teachers in other parallel classes, 3) the low level of student motivation in participating in literacy activities, this is because the majority of students think that reading is a boring activity, 4) limited teacher training in implementing numeracy literacy, 5) lack of literature to develop innovation in the implementation of literacy programs.

The formulation of the research problem is to see how the implementation of the 2021 MBKM program will be in the case study of the Teaching Campus at SMP Negeri 4 Setu, Bekasi. In this article, we will describe how the implementation of the second batch of MKBM programs will increase the capacity for education levels that were previously only for elementary schools until now they have reached junior high school.

This research is useful for elementary and junior high school students, getting inspiration, learning motivation, adding contextual learning content and learning duration. For researchers, this research is expected to hone leadership, *soft skills*, and character and have teaching experience, collaborating with teachers in junior high schools in learning activities.

A theory is a unified system of concepts, explaining, and predicting. An educational theory is an integrated, explanatory and predictive system of concepts about educational events. There are educational theories that act as assumptions or points of departure for educational thinking and there are those that act as definitions to explain meaning. The main assumptions of education are:

- a. Education is actual, meaning that education starts from the actual conditions of the individual learning and the learning environment.
- b. Education is normative, meaning that education is aimed at achieving good things or good norms.
- c. Education is a process of educational attainment in the form of a series of activities starting from actual conditions and individual learning, focused on the expected individual achievement.

The picture of education seen from the theory of education is factually the activity of a group of people and teachers who carry out educational activities for young people and from a perspective provide instructions that education is a content, direction, choice that has been determined as a vehicle for the future development of students that cannot be separated from necessity of human control. An understanding of education referring to the concept illustrates that education is like the nature of its target, namely humans contain many aspects and are very complex in nature. Because of its complex nature, there is no sufficient limit to explain the full meaning of education.

The philosophical statement of what education is must be raised at a high concept level, so that apart from the notion that only sees education as a teaching and learning activity and an attempt to help other people become educated human beings, this appears as a social phenomenon. In principle, philosophical statements must give an identity to education that is different from others, which are "*cross-cultural*" meaning that we see education with a broader and cross-cultural concept that views humans as part of a social society that cumulatively influences the educational process.

The Minister of Education and Culture (2017) stated that, a developed nation was not built solely by relying on abundant natural wealth and a large population. A great nation is characterized by a literate society, which has a high civilization, and is actively advancing the world community.

Literacy in this context is not only a matter of how a nation is free from illiteracy, but also, more importantly, how citizens of the nation have the life skills to be able to compete

and co-exist with other nations to create world welfare. In other words, a nation with a high literacy culture shows the nation's ability to collaborate, think critically, be creative, and communicative so that it can win global competition. As a big nation, Indonesia must be able to develop a literacy culture as a prerequisite for 21st century life skills through integrated education, starting from family, school, to the community.

Mastery of the six basic literacys agreed by the *World Economic Forum* in 2015 is very important not only for students, but also for parents and all members of the community.

The six basic literacys include:

1. Literacy read and write;
2. Numerical literacy;
3. Scientific literacy;
4. digital literacy;
5. Financial literacy;
6. Cultural literacy and citizenship.

Literacy literacy One of the six basic literacy that we need to master is literacy. Reading and writing are the earliest known literacy in the history of human civilization.

Both are classified as functional literacy and are of great use in everyday life. By having the ability to read and write, a person can live his life with a better quality. Especially in an increasingly modern era marked by intense competition and fast movement. Individual competence is needed in order to survive well.

Reading is the key to learning all kinds of knowledge, including everyday information and instructions that have a big impact on life. When receiving a drug prescription, it takes the ability to understand the instructions for use given by the doctor. If wrong, of course the consequences can be fatal. Good reading skills are not only able to read fluently, but also can understand the content of the text that is read. The text that is read is not only words, but can also be in the form of symbols, numbers, or graphics.

Numerical literacy is the knowledge and skill to (a) use various kinds of numbers and symbols related to basic mathematics to solve practical problems in various contexts of everyday life and (b) analyze information presented in various forms (graphs, tables), charts, etc.) and then use the interpretation of the analysis results to predict and make decisions.

In simple terms, numeracy can be defined as the ability to apply number concepts and arithmetic operations skills in everyday life (for example, at home, work, and participation in community life and as citizens) and the ability to interpret quantitative information that surrounds them. we. This ability is demonstrated by being comfortable with numbers and being able to use mathematical skills practically to meet the demands of life. This ability also refers to the appreciation and understanding of mathematically expressed information, such as graphs, charts, and tables.

In this study, the lack of time is limited, this activity only runs for five months so it is not optimal to create a more complex, equitable and good education program. Meanwhile, the advantages of this program are that there is an increase in the effectiveness of the learning process in schools, including in the emergency conditions of the COVID-19 pandemic, for elementary and junior high school students they get inspiration, motivation to learn, add contextual learning content and study duration. The challenges faced are having to go directly to the world of education at the junior secondary level where the background of the researcher is not in the field of education

## II. Research Method

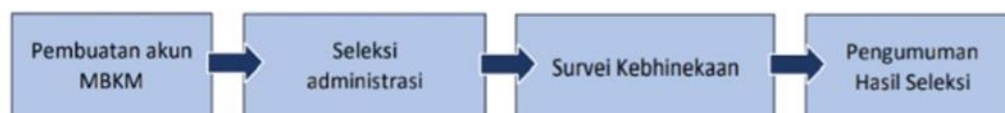
The research in this article is of a descriptive type, located at SMP Negeri 4 Setu, Bekasi Regency, West Java Province starting from August 3 to December 16, 2021. Using qualitative interviews and collecting quantitative data through questionnaires.

This study was used to conduct research related to the knowledge of community students regarding numeracy literacy with program design, program implementation to improve numeracy literacy at SMP Negeri 4 Setu, Bekasi.

The research method used in this study uses reference sources from journals written by Dyah Worowirastrri Ekowati Yuni Puji Astuti. 2019. "Numeracy Literacy in SD Muhammadiyah". Volume 3 Number 1 February 2019.

## III. Results and Discussion

### 3.1 Preparation



*Figure 1. Teaching Campus selection flow*

The initial steps of preparation are carried out starting from preparing to create an MBKM account taking care of the administrative files used to register on the Merdeka Campus account, namely scans of grade transcript data, ID cards, letters of recommendation, active student letters, teaching experience certificates, and other files assisted by the campus researchers, namely the University of 17 August 1945, Jakarta. Then after it was announced that the administrative selection had passed, a Diversity survey was conducted which contained material on preparation and readiness to teach based on the student profile of Pancasila and Diversity. After being declared to have passed the Diversity survey.



*Figure 2. Flow of Campus Teaching activities*

After that, the researcher took part in several pre-assignment activities, first following the online debriefing which included material presentation, discussion, and assignment. The briefing was carried out for 102 hours by involving competent resource persons in accordance with their fields. Various forms of learning strategies carried out during the debriefing include: concept planting, sharing sessions with inspiring teachers,

case studies, and assignments. This is done to provide meaningful and in line with the realities that occur in the field.

The second pre-assignment activity is Coordination with Regencies/Cities which is intended to apply for permits as well as submit plans for implementing the Teaching Campus program in schools within the scope of the local Education Office. Coordination steps include the following activities:

- a. Researchers and DPL establish initial communication with the District/City Education Office;
- b. Researchers report themselves and submit a letter of assignment from the Directorate General of Higher Education and a Letter of Assignment from Higher Education to the District/City Education Office;
- c. The Education Office prepares assignment letters for students to target schools;
- d. Researchers fill out reports and upload photos of activities in the MBKM application as proof of the researcher's self-report to the District/City Education Office.

The third pre-assignment activity is to observe the placement school, namely SMP Negeri 4 Setu, in this observation researchers can get to know group friends besides that researchers can find out some information in schools such as the complete identity of the school, the state of the school environment and the obstacles that exist in the school. . Finally, in the pre-assignment activity, there was a Student Release activity by the Field Supervisor to the Principal of SMP Negeri 4 Setu before the assignment was carried out. After the Student Release activity, the researcher and group mates designed a program of activities that would be carried out in accordance with the obstacles that occurred in the school and in accordance with the objectives of the Teaching Campus program and consulted with the Field Supervisor.

### **3.2 Program Implementation**

#### **a. Teach**

The teaching activities that the researchers carried out were about numeracy literacy, the researchers taught the literacy questions in grade 8 AKSI to prepare for ANBK, the researchers taught about numeracy, namely how to calculate the Body Mass Index (BMI) for grade 7, the researchers explained about "Cultivating Early Leadership" according to the research department, the researcher explained this material for grade 9, the researcher was also ordered to replace the teacher who was unable to attend to teach. researchers must always be ready when asked to replace teaching, researchers must be ready to learn any subjects requested by teachers who are unable to attend, researchers have replaced teachers teaching subjects of Pancasila and Citizenship Education, Islamic Religious Education, Crafts, Social Sciences and Natural Sciences.

#### **b. Helping Technology Adaptation**

One of the aims of helping the technology adaptation of SMP Negeri 4 Setu is to facilitate online learning activities and so that online learning activities do not feel bored, the researcher invites students to work on the Daily Assessment of Pancasila and Citizenship Education subjects for grade 7 through the "Kahoot" website, in this case there are still many students who can't take it because there are some students who don't have a data package, so they have to take the Daily Assessment exam offline. However, students who can take the exam are very enthusiastic in working on the questions, they even want this method to be used during exams.



### **c. Helping School Administration and Teachers**

Activities to assist school administration researchers assist librarian in collecting data on distribution and borrowing, researchers also make reports for Principal Performance Assessment (PKKS) activities, researchers collect data, compile data in the form of reports. Meanwhile, in assisting the administration of teachers, the researchers made questions for the Daily Assessment exam for class 8 Civics, after that the researchers analyzed the results of the exam starting from item analysis, value analysis, improvement analysis and so on.

### **d. Improve Numeracy Literacy**

In improving numeracy literacy at SMP Negeri 4 Setu, the researcher and group of friends made several programs as follows:

1. Inviting students to work on numeracy literacy questions contained in the Action of the Ministry of Education and Culture, every Saturday in the last lesson hours researchers are given the opportunity to enter class for 30 minutes to provide material and questions about numeracy literacy;
2. Organizing the Lively Language Month event which will culminate on October 28, 2021 with an inter-class GELIS Tree Exhibition (Literacy Movement) competition. The researcher and a group of friends invite students to read the story book to the end then the books that have been read are collected and the students make a review of the reading results in the format of the reviewer identity, book identity, 5W + 1H in the story and messages that can be taken from the story book. they read made in the form of fish bone or fish bone and then arranged and written according to the number of absences . After that, each class is required to make a GELIS Tree (literacy movement) with the number of leaves in accordance with the number of students in the class, the leaves in the tree are written with the absent number and the title of the story book they read, so the GELIS tree (literacy movement) and the fish bone are interconnected;
3. The researcher and a group of friends made hanging shelves made of bamboo in the Reading Pojok program in each class to place the story books that were collected in the previous program. After the program worked on the numerical literacy questions contained in the Action of the Ministry of Education and Culture, the researcher used the time in class to invite students to read a different story book for ten minutes and then retell it in front of their friends;
4. On the other side of the day, the researcher and a group of friends painted motivational words on the four walls of the saung with the theme to improve numeracy literacy, one of which was “take your time to read”;
5. The researcher and group of friends also made a nameplate of a saung with the name of a hero. At SMP Negeri 4 Setu there are five huts, one of which is the name of the hero, Ibu Dewi Sartika;
6. SMP Negeri 4 Setu is the greenest school because there are many plants, therefore the researcher and group of friends made tree signboards using Indonesian, English and scientific languages, one of which is mango tree in English is mango tree and in scientific language it is mangifera indica;
7. SMP Negeri 4 Setu has two floors, so the researcher and group of friends made ladder stickers with words that contain knowledge of numeracy literacy and green schools, such as "read, learn, know" , "my school is green, my school is healthy" and there are several buildings and basic formulas in mathematics;
8. Because SMP Negeri 4 Setu does not yet have a wall magazine, the researcher and group of friends invite students from each class to make a paper with the theme of

numeracy literacy, such as poetry, short stories, according to the desired theme for each class;

9. Finally, the researcher and his group of friends invited the students to make a slogan on the theme of environment and literacy, one of the words contained in the slogan made by the students was "stop playing with your cellphone, take your time to read a book".

### **3.3 Analysis of Program Implementation Results**

#### **a. Teach**

In delivering numeracy literacy material, students feel happy and always listen to the material that the researcher conveys, while in working on the questions there are still some students who feel bored due to lack of interest in reading and counting, but their enthusiasm for solving questions is very large, they feel challenged. with literacy questions, especially numeracy questions about calculating Body Mass Index (BMI), students' curiosity about their BMI is so great that the class sounds so crowded. In the habit of reading books for approximately five months, students can add new knowledge that comes from books they have read. In addition, students can also find out new knowledge from the making and the slogans they make.

#### **b. Helping Technology Adaptation**

The presence of students participating in the school's Teaching Campus was greatly helped in administering the online exam, although there were still some students who used it offline. By introducing Kahoot to teachers and students, it can make it easier for students to carry out exams and minimize the occurrence of cheating because with Kahoot working on questions in only a relatively short time can find out the level of understanding of students on the material that has been studied.

#### **c. Helping School Administration and Teachers**

In helping school administration and teachers, researchers can find out that teaching is not just speaking in front of students but has an obligation to take care of a lot of administrative processes. The researcher felt uncomfortable because this was the first time the researcher had to take care of a lot of files and analyze the test results of more than 400 students in a fairly short time, with lots of help from a group of friends, the researcher managed to complete all the administrative tasks given by the tutor.

#### **d. Improve Numeracy Literacy**

In improving numeracy literacy at SMP Negeri 4 Setu, the researcher and group of friends made several programs as follows:

1. From this activity, students can improve reading activities, practice reading comprehension and get used to implementing mathematics in everyday life;
2. Besides being able to improve students' reading activities, from this activity students can also add other knowledge contained in the story books they read, students can be creative and collaborate with other friends to complete tasks ranging from reading story books to making trees. GELIS on time and be the best;
3. The hanging shelves in the Reading Corner program can not only attract the attention of students to read story books but can also add to other knowledge because many story books are placed on hanging shelves and can also make reading a routine activity;



4. Numerical literacy motivational paintings on the walls of the hut can motivate students to see how important numeracy literacy is, students become more enthusiastic about participating in all programs;
5. In the program for making nameplates at the saung at SMP Negeri 4 Setu using the name of a hero can increase students' knowledge about the names of heroes that may have been foreign to them before;
6. In the program of making tree signboards using three languages, namely Indonesian, English and Imiah, of course it can increase students' knowledge about the names of trees in school because there are some trees that are not touched by students and become an additional value for students to know the names tree in three languages ;
7. In the motivational ladder sticker program with the theme of numeracy literacy and basic mathematics, it can provide encouragement for students to improve numeracy literacy and can re-engage students' memories of basic mathematics and be motivated to maintain greenery and cleanliness in schools;
8. Mading as one of the information media in schools, can add knowledge or insights that may not have been obtained from teachers at school because they are free to make each class with a different theme;
9. in making wall magazines can also make students creative and work together to be the best;
10. Lastly, slogans can produce the same results as other programs , which are motivating to improve literacy, creativity and cooperation, but the added value in making this slogan can also motivate students to take care of our earth, one of which is by keeping it clean.

### **3.4 Recommendations and Proposed Improvements**

Based on the experience of the researcher in the assignment, the researcher provides the following suggestions:

- a. Update the accreditation information, because in the Basic Education Data (DAPODIK) SMP Negeri 4 Setu is still accredited B so that the assistance is not well targeted, the researcher does not apply for school transfers because the transfer process takes a lot of time;
- b. Updating official website information, social media accounts so that the public can find out information easily;
- c. Taking care of all the products that have been made by the students of the Teaching 2 campus on duty at SMP Negeri 4 Setu so that they are not easily damaged.

## **IV. Conclusion**

The Teaching Campus Program Batch 2 of 2021 was enthusiastically welcomed by teachers, students and parents of students at SMP Negeri 4 Setu because the implementation of the activities brought many positive impacts that were felt and greatly helped the online and offline teaching and learning process. In addition, in practice, although there are many obstacles, students and schools are able to work together in finding solutions to the problems faced so that everything can run as it should.

### **Suggestion**

*First batch of 2021 Teaching Campus* , this program can continue so that it can help schools in need and encourage students' interest in learning with a new learning system so that students' enthusiasm for learning rises again and increases grades and achievements.

student learning because during the pandemic it was felt that there was a decline in the world of education due to existing limitations; *second* , updating the accreditation information, because in the Basic Education Data (DAPODIK) SMP Negeri 4 Setu is still accredited B so that assistance is not on target, the researcher does not apply for school transfers because the transfer process takes a lot of time; *third*, updating the official website information, social media accounts so that the public can find out information easily; *Fourth* , take care of all the products that have been made by the students of the Teaching 2 campus on duty at SMP Negeri 4 Setu so that they are not easily damaged.

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