

Empowering Elementary Students Through the *Kampus Mengajar* Program: Literacy and Numeracy Insights

Vivi Apriliatini^{1*}, Elizar² 

^{1,2}Primary School Teacher Education Program Study, Universitas Muhammadiyah Kotabumi, Lampung Utara, Indonesia

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ABSTRAK

Pendidikan tinggi di Indonesia menghadapi tantangan dalam menghasilkan lulusan yang relevan dengan kebutuhan zaman, khususnya dalam meningkatkan keterampilan dasar siswa di sekolah dasar. Merdeka Belajar Kampus Merdeka (MBKM) hadir sebagai upaya untuk menciptakan pembelajaran yang fleksibel dan relevan. Penelitian ini bertujuan untuk menganalisis kontribusi program Kampus Mengajar angkatan kelima dalam mengembangkan keterampilan literasi dan numerasi siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode observasi dan dokumentasi untuk pengumpulan data. Subjek penelitian adalah siswa kelas 5 SD, dengan analisis data dilakukan secara deskriptif berdasarkan indikator literasi dan numerasi. Hasil penelitian menunjukkan bahwa program Kampus Mengajar memberikan kontribusi positif melalui kegiatan seperti pojok baca dan program literasi 15 menit sebelum kegiatan belajar mengajar (KBM). Aktivitas ini berhasil meningkatkan minat baca siswa, konsentrasi, memperluas kosakata, dan merangsang pemikiran kritis. Selain itu, hasil pre-test Asesmen Kompetensi Minimum (AKM) mengungkapkan sebagian besar siswa telah mencapai penguasaan kompetensi literasi dasar, memberikan masukan bagi guru untuk merancang pembelajaran yang lebih terarah. Kesimpulannya, program Kampus Mengajar berdampak signifikan dalam meningkatkan keterampilan literasi dan numerasi siswa. Rekomendasi diajukan untuk memperluas kerja sama dengan pemerintah daerah, lembaga swadaya masyarakat, dan donatur guna menyediakan sumber daya yang lebih memadai.

ABSTRACT

Higher education in Indonesia faces challenges in producing graduates who align with contemporary needs, particularly in enhancing fundamental skills among elementary school students. The *Merdeka Belajar Kampus Merdeka* (MBKM) initiative seeks to foster flexible and relevant learning. This study aims to analyze the contributions of the fifth cohort of the *Kampus Mengajar* program in developing students' literacy and numeracy skills. A qualitative approach was employed, utilizing observation and documentation methods for data collection. The subjects were fifth-grade elementary school students, and data analysis was conducted descriptively by categorizing findings based on literacy and numeracy indicators. The results demonstrate that the *Kampus Mengajar* program positively contributes through activities such as reading corners and a 15-minute literacy program before formal learning sessions. These activities successfully increased students' reading interest, concentration, vocabulary expansion, and critical thinking. Moreover, pre-test results from the Minimum Competency Assessment (AKM) revealed that most students achieved basic literacy competency, providing valuable insights for teachers in designing more focused learning. In conclusion, the *Kampus Mengajar* program has a significant impact on improving students' literacy and numeracy skills. Recommendations include expanding collaboration with local governments, non-governmental organizations, and donors to provide more adequate resources.

1. INTRODUCTION

Merdeka Belajar Kampus Merdeka (MBKM) is a revolution in the world of higher education in Indonesia (Hanapi et al., 2024; Yulizar & Rudi, 2024). Born from an initiative of the Ministry of Education, Culture, Research and Technology, MBKM aims to change the rigid learning paradigm to be more flexible and relevant to the needs of the times (Agus et al., 2024; Reli et al., 2024). Through this program, students

are encouraged to get out of their campus comfort zone and plunge directly into the world of work, research or community service (Ashilia et al., 2024; Juandi & Holmes, 2023). One concrete example is the campus teaching program which provides opportunities for students to share knowledge and experience with school students, while developing their pedagogical competencies (Acep&Fitri, 2023a; M. Muhammad, 2024; Puja et al., 2024). The real conditions at SDN Kubuhitu before the arrival of the Teaching Campus 5 students, the reading corner at SDN Kubuhitu was less attractive and the books were limited, SDN Kubuhitu students found it difficult to understand mathematical concepts and often felt bored with monotonous learning (Aulia et al., 2024; Lely & Endang, 2023; Nida et al., 2023). Some students at Kubuhitu Elementary School have difficulty reading and writing, so they require special attention. Technological facilities at Kubuhitu Elementary School are still limited, so learning is less varied (Fahad et al., 2024; Saeed & Alqahtani, 2020).

Through field activities that directly involve students, it is hoped that students can improve their ability to support various academic and non-academic activities at school, including helping teachers (Rahmah et al., 2023; Ramona & Vlaicu, 2024). The Student Activities Team (KM) of the Ministry of Education and Culture facilitates students to provide numeracy and literacy training to middle and elementary school students. This training presents experts in their fields (Nenni & Sinaga, 2023; Tri et al., 2022). Student participants are selected individuals who have gone through a strict selection process. Their active participation makes a significant contribution to advancing the world of education, despite facing various challenges and limitations in placement schools (Martina et al., 2023; Normah et al., 2022). KM students at placement schools carry out various programs that support improving school quality from various aspects including increasing literacy and numeracy.

Literacy and Numeracy are basic skills that play an important role in ensuring the quality of a country (Anke et al., 2020; Kurratul et al., 2024). In education at the elementary school level, numeracy and literacy skills are determined as the main focus of learning and are used as competency standards that students must have (Bahdin & Tanjung, 2024; Nonik et al., 2024). Literacy and numeracy can provide students with the provisions to adapt to the environment outside the classroom (Maria et al., 2024; Siti & Samsiyah, 2023). However, in reality, the literacy and numeracy skills of students in Indonesia are still low, and education has not experienced significant progress as expected, therefore Indonesia is far behind compared to other countries (Deby et al., 2022; Mellyzar et al., 2023; Muhammad et al., 2022). Problems arising in the education sector have received great focus from the government. The Ministry of Education, Culture, Research and Technology has so far launched the Teaching Campus program as a solution to dealing with educational problems related to literacy and numeracy.

Students get various benefits from participating in this campus teaching activity, namely honing hard skills such as analytical skills and complex problem solving (Hadiyanto. et al., 2021; Shang et al., 2022). Furthermore, students can improve soft skills such as management skills, leadership, public speaking and critical thinking. Apart from that, students can also gain various abilities that are not available at universities, such as a direct understanding of the character of students and how to handle students who require special treatment. In this campus teaching program, the role of students is to help the teaching and learning process at school by strengthening numeracy and literacy, as well as supporting various other school activities (Maria et al., 2024a; Rolius et al., 2024; W. Tri et al., 2023). Based on this statement, the author carried out research to examine the role of students in improving students' literacy and numeracy skills (Acep & Fitri, 2023b; Bernadetha et al., 2024). What programs and activities are implemented to improve students' numeracy and literacy.

This study aims to analyze the contribution of the fifth generation Teaching Campus program in improving students' literacy and numeracy skills at Kubuhitu State Elementary School. It is hoped that this research will provide a comprehensive picture of the effectiveness of the Teaching Campus program in the context of basic education, especially in achieving learning goals. By using a qualitative research approach, this study will reveal the active role of students in developing and implementing innovative learning activities and their impact on improving students' literacy and numeracy skills. It is hoped that the results of this research can become recommendations for the development of the Teaching Campus program in the future and as a consideration for policy makers in efforts to improve the quality of education in Indonesia.

2. METHOD

A qualitative research approach was employed in this study, which is aimed at gaining a comprehensive understanding of the social, cultural, or behavioral phenomena under investigation. This approach is particularly valuable for exploring complex issues, as it prioritizes in-depth insights over numerical measurement. The data collected in qualitative research typically consists of words, narratives, or visual materials, which provide rich context and meaning to the phenomenon being studied. The primary goal of this research method is to uncover individuals' perspectives, experiences, and emotions,

as well as to understand the multifaceted nature of a given issue (Edward & K., 2023; Jung-Jae et al., 2023). The research was conducted within the Class 5 Teaching Campus program, which ran from February to June 2023. The focus of this study was on six students from Class 5 at Kubuhitu State Elementary School. The aim was to explore how literacy and numeracy are integrated into the Teaching Campus Program and how they contribute to the development of students' abilities at SDN Kubuhitu. The selection of participants was based on their active involvement in the program, providing a direct perspective on the program's impact on their learning experiences and skills development. Data collection was carried out through multiple methods, including direct observations, interviews, and the collection of relevant documents during the course of the Teaching Campus assignment. These methods enabled the researcher to capture a diverse range of insights related to the students' experiences. Additionally, weekly reports submitted by the students via the Kampus Mengajar platform were analyzed, offering another layer of data regarding the progress and challenges faced by the students throughout the program. This multi-source approach allowed for a more robust understanding of the students' learning process and development.

3. RESULT AND DISCUSSION

Result

In this research, students from the Teaching Campus program identified several aspects that needed improvement and more attention, such as the absence of a library, poorly maintained room conditions, and limited learning media. Despite facing these challenges, student enthusiasm in developing literacy and numeracy skills at Kubuhitu State Elementary School remains high. Through innovative programs that suit students' needs, they strive to create a learning atmosphere that is supportive and interesting. This is done with activities such as reading corners, 15 minute literacy sessions before teaching and learning activities (KBM), Minimum Competency Assessments (AKM), as well as Reading, Writing and Arithmetic programs. The following are the results of direct observation documentation in the Teaching Campus service carried out at Kubuhitu Elementary School as a form of the role of students in the Teaching Campus Program as developing literacy and numeracy at Kubuhitu Elementary School as follows:

Activities through Reading Corners

This Reading Corner was implemented because Kubuhitu Elementary School does not yet have a library room, so a reading corner is needed so that students can read various books obtained from the school. This reading corner is implemented in grades 4, 5 and 6. And with this reading corner, it is hoped that it can increase interest. for high reading in students. The reading corner activity program is a literacy development program at SDN Kubuhitu as shown in Figure 1.



Figure 1. Reading corner at Kubuhitu Elementary School in the 2022-2023 Teaching Campus program.

The literacy movement which focuses on "Reading Corner" is an effort to develop literacy at SDN Kubuhitu. The presence of a reading corner is expected to increase students' interest in reading. With an attractive room arrangement and a neat collection of books, students' interest in reading can be fostered. The reading corner functions to encourage students to prefer reading and think critically, as well as bringing books closer to them so they are more interested in reading. By increasing interest in good

reading, the process of teaching and learning activities becomes more creative, has a positive impact, develops skills and improves ideas. This reading corner is equipped with books that meet the criteria for each grade level.

Literacy 15 Minutes before KBM

A 15-minute literacy activity was carried out before KBM at the Kubuhitu State Elementary School with the hope that this program could encourage the achievement of better literacy in the school. The 15 minute literacy program before KBM is one of the innovations implemented by Teaching Campus Students in 2022-2023. Literacy 15 Minutes Before KBM is an activity to get used to reading within 15 minutes before the teaching and learning process (KBM) begins. This activity aims to increase students' interest in reading, fluency and reading comprehension, as well as fostering a culture of literacy in the school environment. In this program, students are directed to read reading material for 15 minutes before the lesson begins. The activities is shown in [Figure 2](#).



Figure 2. Literacy Activities 15 Minutes before KBM at SDN Kubuhitu.

15 Minute Literacy Before KBM is an effective initiative to arouse interest in reading and improve students' literacy skills. By spending 15 minutes every day to read, students will gradually get used to reading activities and improve their understanding of texts. This activity can also improve students' concentration and memory of the material they read. Through this literacy program, students' concentration can be honed, their vocabulary can develop, and critical thinking can be stimulated. Additionally, this program creates a positive learning atmosphere and prepares students to absorb information better.

Implementation of Class AKM and Student Assessment

The Teaching Campus Program held the AKM Pre-test on March 10 2023 and the Post-test on March 29 2023 (Minimum Competency Assessment). The aim of implementing Class AKM is to improve the quality of learning in Indonesia, designed to measure how far students have mastered literacy skills (reading and understanding texts) and numeracy (doing math problems). These two abilities are very important as a basis for learning in various fields. There are 9 people in class 5 at SDN Kubuhitu, but only 6 students took part in the AKM class because they were hampered by the lack of students' NISN. The results of the pre-test post test for the Class AKM test showed that the average literacy rate was 66% and numeracy was 52%.

AKM or Minimum Competency Assessment is an evaluation program created to assess students' basic competencies in the fields of literacy and numeracy. This program was introduced in Indonesia as part of an educational assessment system that places greater emphasis on critical thinking and problem solving abilities, rather than relying solely on rote memorization. AKM helps teachers and schools understand the extent to which students have mastered the basic skills needed to continue learning. From the AKM results, it is hoped that useful data can be obtained to improve the quality of learning and identify areas that need improvement. It can be concluded that the results of the class AKM pre-test show that the majority of grade 5 students at SDN Kubuhitu have demonstrated mastery of basic literacy competencies. The pre-test results enable teachers to identify students' literacy and numeracy levels, so they can design more targeted learning. Thus, implementing the class AKM program is one step to develop students' literacy and numeracy skills.

Numeracy Literacy

Numerical literacy is the ability to use various numbers and symbols related to basic mathematics to solve practical problems in various contexts of daily life. The numeracy literacy activities is shown in [Figure 3](#). This program aims to hone and strengthen students' numeracy knowledge and skills in interpreting numbers, data, tables, graphs and diagrams. We initiated an innovation in numeracy learning

by using origami paper that we had drawn patterns on, cut out and arranged on students' desks to help them answer questions from the questions given. The program is designed to support students' numeracy skills, and we recognize the lack of innovation in learning. With this program, students become happier when participating in learning activities and show high enthusiasm. Evaluation of this program includes preparing more durable media, such as origami covered with cardboard, so that the origami becomes stronger, more durable and can be used in the long term.



Figure 3. Numeracy Literacy at Kubuhitu Elementary School.

Finger multiplication numeration is an innovative method that integrates mathematical concepts with physical movements, enabling children to grasp multiplication in a more enjoyable and engaging manner. This approach facilitates numeracy learning by using finger-based techniques to help students memorize multiplication tables, making the concepts easier to recall and recognize. The method offers several significant benefits, particularly in the context of foundational mathematics education. First, it enhances understanding by providing a visual and practical representation of multiplication concepts, allowing children to comprehend and retain information more effectively. Second, it strengthens mathematical skills by encouraging regular practice, which is essential for mastering multiplication and forming a solid foundation for advanced mathematical learning.

Discussion

SDN Kubuhitu as a research subject in the Teaching Campus program, is an elementary school, SDN Kubuhitu is an elementary school educational institution located in West Sungkai District, North Lampung Regency, Lampung Province. This basic education institution operates under the supervision of the Ministry of Education and Culture. SDN Kubuhitu does not have complete facilities to support the teaching and learning process. As an educational institution that aims to achieve literacy and numeracy development at SDN Kubuhitu. So, the role of students in the fifth generation Teaching Campus program aims to improve literacy and numeracy skills through the Teaching Campus Program.

The Teaching Campus Program is part of the Independent Campus initiative which aims to provide opportunities for students to develop themselves through activities outside of lectures. In this program, students will be distributed to elementary schools throughout Indonesia to support the learning process. Teaching Campus (KM) is a component based on the Independent Campus Learning Policy (MBKM) implemented by the Ministry of Education and Culture (Kemendikbud). The main target of this program is to provide opportunities for students to support teaching and learning activities in elementary and middle schools in their local area. The activities carried out not only include teaching, but also assisting in classroom administration and supporting teachers in adopting technology to improve administration and learning processes. Apart from students, the KM program also involves Field Supervisor Lecturers (DPL) whose function is to guide and supervise students in elementary schools.

The campus teaching program 5 succeeded in identifying improvements in students' literacy and numeracy skills after this program. This can be caused by various factors, such as program quality, student involvement, and support from the school. This is in line with research conducted by (Aisyah et al., 2024; W. Muhammad et al., 2022). Which found that campus teaching programs increase student literacy and numeracy in elementary schools. In addition, students who received guidance from the Teaching Campus program students experienced a significant increase in literacy and numeracy test scores compared to the control group. This is also in line with research (Mariam et al., 2024; Nadiya &

Ruli, 2024). The presence of students as peer tutors can provide additional motivation for students to learn and improve their understanding of basic concepts. Other research also shows that the Teaching Campus program can have a positive impact on the quality of learning in schools. Students from the Teaching Campus program not only act as tutors, but can also assist teachers in developing more interesting and innovative learning materials. For example (Elisabet et al., 2023; Ethan et al., 2024). Found that students in the Teaching Campus program often bring fresh ideas and new learning methods into the classroom, thereby increasing student engagement in the learning process.

Literacy and Numeracy are basic skills that play an important role in ensuring the quality of a country (Anke et al., 2020; Kurratul et al., 2024). In education at the elementary school level, numeracy and literacy skills are determined as the main focus of learning and are used as competency standards that students must have (Bahdin & Tanjung, 2024; Nonik et al., 2024). Literacy and numeracy can provide students with the provisions to adapt to the environment outside the classroom (Maria et al., 2024; Siti & Samsiyah, 2023). However, in reality, the literacy and numeracy skills of students in Indonesia are still low, and education has not experienced significant progress as expected, therefore Indonesia is far behind compared to other countries (Deby et al., 2022; Mellyzar et al., 2023; Muhammad et al., 2022). Problems arising in the education sector have received great focus from the government. The Ministry of Education, Culture, Research and Technology has so far launched the Teaching Campus program as a solution to dealing with educational problems related to literacy and numeracy.

Literacy and numeracy are fundamental skills that play a crucial role in daily activities, enabling individuals to read, comprehend, and calculate effectively to address various real-life challenges. The primary objectives of literacy and numeracy education are multifaceted. First, they aim to enhance and optimize students' numeracy skills, particularly in identifying and interpreting data, graphs, numbers, tables, and diagrams. Second, these skills are intended to empower students to apply their knowledge and numeracy abilities to solve problems and make rational decisions in their daily lives. Lastly, literacy and numeracy education seek to develop and improve the quality of human resources in Indonesia, equipping individuals to manage the country's abundant natural resources effectively. This improvement enables them to compete and collaborate internationally, ultimately contributing to the nation's welfare and prosperity.

The findings of this research provide significant contributions to the field of education by demonstrating the effectiveness of the Teaching Campus Program in enhancing literacy and numeracy skills among elementary school students, specifically at SDN Kubuhitu. This program addresses critical gaps in educational resources and facilities, highlighting the importance of innovative initiatives to improve student competencies in underprivileged areas. The positive impact of the program, evidenced by improved test scores and engagement, emphasizes the role of peer tutoring and the integration of new learning methods in fostering student motivation and understanding of basic concepts. These findings imply the need for continued support and expansion of similar programs to elevate the quality of education in remote and underserved regions. Additionally, it is recommended that the Ministry of Education and Culture strengthen collaboration with higher education institutions and local schools to optimize the program's implementation, thereby ensuring its sustainability and broader impact on national educational outcomes.

4. CONCLUSION

The study concludes that the Teaching Campus Program plays a pivotal role in addressing gaps in literacy and numeracy education in elementary schools, particularly in under-resourced areas. By involving university students as peer tutors and facilitators, the program effectively enhances students' foundational skills, fosters engagement, and introduces innovative learning approaches that support both teaching and administrative processes. This initiative aligns with the broader goals of improving the quality of education and human resources in Indonesia, equipping students with essential competencies to adapt and thrive in a competitive global environment. The findings underscore the critical need for sustainable and collaborative educational programs that integrate institutional, governmental, and community efforts to uplift educational standards and bridge disparities in learning outcomes across diverse regions.

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