The Impact Of Kampus Mengajar Program on Student Literacy Culture in Elementary School 104296 Sei Belutu

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ABSTRACT

Literacy and numeracy are the fundamental skills required by students to examine a reading or numbers in a variety of circumstances. According to the research findings, pupils in Indonesia still lack literacy and numeracy skills. As a result, the Ministry of Education and Culture launched a program called Teaching Campus, which invited students to participate in teaching pupils literacy and numeracy learning, particularly at the elementary school level, as part of the Freedom to Learn Campus Merdeka (MBKM) policy. Students volunteer directly to assist schools, teachers, and students based on school conditions and existing needs. Under this, Teaching Campus students conduct AKM counseling activities for fifth-grade students to strengthen reading and numeracy competencies and prepare them for the upcoming National Assessment. The goal of this research is to discover and examine how the third batch teaching campus program is implemented. This is a qualitative study using a descriptive method. During activities, data was gathered through interviews, observation, and documentation. The results demonstrated the implementation of batch 3 of the Campus Teaching Program. The development of numeracy literacy was prioritized when teaching elementary school children. Every week, different learning methods and media are used, and the literacy results show that there are still many pupils who struggle with reading, writing, and math.

INTRODUCTION

As the forefront of education, students are agents of change for the nation. Indonesia's projects to promote education quality are becoming more numerous and diverse as the country grows. These programs are meant to provide a platform for students to help improve the quality of education in Indonesia. To accommodate these students, the education minister, Nadiem Makarim, launched the Independent Campus Learning Program (MBKM), which aims to strengthen students' soft and hard abilities. The presence of the Independent Learning Campus program provides a model for greater educational reform.

Learning on My Students can study off-campus for three semesters through the conversion of semester credit units (SKS) at the independent campus. This is evidenced by the issuance of the Decree by the Minister of Education and Culture Number 74/P/2-21 concerning the Recognition of Semester Credit Units for the Independent Campus Learning Program.

Background The Minister of Education initiated the MBKM program because it was inspired by an Indonesian education figure, namely K.H Dewantara with the slogan independence and independence. As a result, the term "Merdeka Learning" refers to student independence in learning with the freedom granted for three semesters to study on campus or in other institutions, while the term "Kampus Merdeka" refers to student independence to learn (Marjan Fuadi, 2022). Merdeka Belajar Kampus Merdeka (MBKM) represents a breakthrough for the Ministry of Education and Culture in developing students' character through the programs they participate in and the experience they get during their tenure to gain a better understanding of thinking and relationships. The Teaching Campus is a sort of student concern for elementary school students in both villages and cities who are currently living in extremely challenging situations. Students are required to continue learning while being unable to meet face-to-face with teachers or their peers, which is a challenge for the future of education (Aji, 2020). Distance learning in schools is severely limited by logistical issues, with the possibility of losing an effective learning process (Malyana, 2020). It is thought that the presence of kids at school will aid in learning outside of the simple classroom and using everyday examples.

Elementary school pupils can also interact with and be motivated by teaching students from other Indonesian universities. Campus teaching programs include (1) Free Student Exchange, (2) Internship/Work Practice, (3) Teaching Assistance/Teaching Campus, (4) Research/Research, (5) Humanitarian Projects, (6) Activities Entrepreneurship, (7) Independent Study/Project, and (8) Building Villages/Thematic Real Work Lectures. From 2021 to the present, one of the projects performed by Merdeka belajar Kampus Merdeka (MBKM) is Teaching Assistance/Teaching Campus. The first batch of teaching campuses opened in 2021, and the fifth group is now being built. The Directorate General of Higher Education, Research, and Technology (DGHERT), 2020, has issued notice letter No. 4472/E2.1/DT.01.02/2022. One of the MBKM initiatives that intend to assist schools in increasing literacy, numeracy, technological adaption, and school administration is the campus teaching or teaching support program. Students who participate in this program are accompanied by a field supervisor (DPL), regardless of whether they are from the same tertiary institution as the students. This is also related to

university partners working together to improve the competence of teachers and students.

Partner collaboration by involving lecturers and the academic community in increasing competence becomes a good form of collaboration," (Rodiyah, 2021). Development of learning innovations carried out by students to improve critical thinking skills, problem-solving abilities, communication abilities, and other things using innovative learning methods with guidance or direction from DPL. This can also be a platform for helping study programs enhance their national and international certification." Of course, there will be a target level of education associated with the growth of learning to be carried out. The same is true for this teaching site, which has two target levels: elementary (SD) and junior high (SMP). The schools that will be the destination of the teaching campus are decided directly by the ministry, taking into account numerous factors such as accreditation and the school's proximity. Schools with B and C accreditation with 3T (Foremost, Outermost, Disadvantaged, and Transmigrant Areas) and 4T (Foremost, Outermost, Disadvantaged, and Transmigrant Areas) as well as schools with low AKM and ANBK scores are targeted.

The teaching campus program is currently in its fifth year, and the number of participants grows every year. On-campus teaching class 1 had 33,000 candidates, who were subsequently selected to become 14,621 participants over three months. The campus then taught Batch 2, which had 36,000 applicants and was chosen to become 22,000 participants who were dispatched to 3,400 elementary schools and 3,000 students who were deployed to 375 junior high schools in Indonesia for 5 months. Furthermore, the campus taught class 3, with 38,000 individuals registering and 16,736 persons passing, who were distributed to elementary and junior high schools for a 5-month service period. Then the campus teaches class 4 there are 40,000 applicants with a capacity of 15,000 accepted students. Of the 15,000 students from all tertiary institutions in Indonesia, for the NTB area, 96 students passed and were placed around the province NTB and Java island. Meanwhile, for batch 5, the announcement was just released, and it is not yet clear how many applicants have been accepted (Director General of Higher Education, 2022). Several schools in the 3T and 4T areas experience barriers to learning such as limited access to computers and smartphones, while teachers have to be creative and adapt to technology.

It is not uncommon to find teachers who are oblivious to the fact that learning activities must be carried out online using information technology. "In order to be a role model for students, the teacher must have a disciplined character so that he can be an example for students," says Afrizal Hernando

(2020). In this instance, the instructor must also possess cognitive, affective, and psychomotor talents. This is also confirmed by Yuliatin et al (2022), who state that to develop students' attitudes, knowledge, and abilities so that they can become good citizens, teachers must be able to plan and implement the learning that is focused on assisting students in achieving the necessary competences. The inability of teachers to build their teaching competencies will undoubtedly have an impact on students' capacities, one of which is literacy.

According to the findings of a 2016 study conducted by CSSU (Central Connecticut State University), Indonesia is rated 60th out of 61 countries in The World's Most Literate Countries. Meliyanti et al. 2021). In another study published in 2018, the Organization for Economic Cooperation and Development (OECD) stated that "the literacy of Indonesian students ranks 70 out of 78 participating countries, with a percentage of approximately 25%. students who have reading competence and 24% of students who have mathematical competence (Fuadi et al., 2020)". Every year, data from the Ministry of Education and Culture, including NTB, demonstrate this poor literacy culture. For a comparison of reading abilities at the national level, which is 1.71%, the NTB Province is 1.63%, according to the 2021 school report card statistics. 2021) (Kemendikbudristek). SD Negri 104296 Sei Belutu is also concerned about his inadequate literacy. Observations show that the literacy level of students at SD Negri 104296 Sei Belutu remains low.

According to school education report cards, the literacy ability of SD Negri 104296 Sei Belutu students is 1.7%, which is below the minimum competency with 0% of students having advanced literacy skills, 0% of students having proficient literacy skills, and 25.67% of students having literacy skills that require special interventions. Oktaviani L. et al. (2022) report on the findings of an AKSI (Indonesian student competency assessment) evaluation. Literacy is defined as "the ability to access, understand, and use something appropriately through reading, writing, listening, or speaking activities" by Budiharto et al (in Rohim,Dhina, & Septina R , 2020). This literacy impediment might come from the individual or the environment. Reading and writing habits that are infrequently practiced contribute to low literacy. Furthermore, the environment affects the habits that will be practiced, not only in the classroom setting but also in the environment where kids reside, because children spend the majority of their time in their environment. Aside from that, the aspect of facilities and infrastructure influences literacy; the provision of reading materials that can pique kids' interest in reading is sometimes disregarded. SD Negri 104296 Sei Belutu's existence of a teaching campus program is expected to be a light

answer to the school's challenges, particularly in strengthening student literacy culture. 25.67%, 48.67% of kids with basic literacy skills, and the proportion.

RESEARCH METHODE

This is a qualitative descriptive study using the descriptive approach. The study was carried out in SDN 104296 Sei Belutu in Serdang Bedagai District, North Sumatra, from March 3 to June 29, 2022. The qualitative methods were utilized in this study, and the process of gathering qualitative research data can be done in a variety of ways, including traveling straight to the field (Miles et al., 2018). According to Zed in (Rahayu, 2020), qualitative descriptive research may be interpreted as a series of behaviors associated to socially analyzing events, occurrences, or conditions, and the method used in this study is descriptive. This is an illustration of qualitative research. According to Ibnu in (Arifudin, 2018), qualitative research is a study in which data is communicated verbally and reviewed without the use of statistical processes.

According to several of the definitions of qualitative research listed above, qualitative research is a study in which data is expressed verbally rather than statistically, and analysis does not employ statistical processes. The data acquired (in the form of words, photographs, and behavior) is presented not in the form of figures or statistics, but in the form of a narrative description of the scenario or conditions under consideration. A qualitative descriptive technique focuses on difficult situations based on facts gathered through observation, interviews, documentation, and study-related papers. Data-collecting approaches such as observation, interviews, and documentation are used. This study lasted 5 months during the even semester of 2022. This study was conducted at elementary schools in North Sumatra, specifically SD Negri 104296 Sei Belutu. Six kids from class III, five from class IV, and five from class VI served as research subjects.

The Ministry of Education and Culture conducted an observation of placement schools as the first part of this investigation. Students use Google Maps and other digital media applications to find information about placement schools. After receiving the placement data, students visit the placement school to observe the school before the field leap. This observation or observation is aimed to provide students with information about placement schools prior to their jump with Field Supervisors (DPL). The second part comprises interviews with school principals, teachers, or tutors about the ongoing learning process, including students' literacy levels, numeracy skills, and sensitivity to technology adaptation. The final stage involves documenting it using photos, videos, and recordings. If any information is lacking, each operation will be

documented and the degree of accuracy will be stated. The descriptive qualitative analysis technique was applied in this study.

RESULT AND DISCUSSION
Result

Based on the data collected, it is obvious that implementing the Literacy Program has an impact on Indonesian learning outcomes. The findings of the observations revealed that students differed before and after the literacy program was introduced. Before using the literacy program in learning, certain students did not pay attention to learning, namely 9 students who engaged in other activities or acted badly while learning. Meanwhile, just 6 students participated in other activities when the literacy program was employed in learning. When the teacher explains the topic, pupils are active and confident in answering every question asked by the teacher. This is following Tedja's research, (2017) which revealed that the existence of a literacy program it led to an increase in student learning concentration, where students became more focused in participating in the learning process.

Even though the classroom environment was less than ideal, there were many students' accomplishments on display, ranging from coloring results, and globe maps, to student drawings of human organs, origami or crafts, and many more. There is even a language nook in the classroom. Reading books come in a variety of formats, ranging from storybooks to textbooks. However, the state of the books in the language area in the classroom is cause for concern, as many book covers are loose and many books have torn/loose pages. Class conditions can also be described as favorable for pupils because there is limited space for students in the classroom. After all, it is currently under construction. This, however, is not an issue for students who seek fresh knowledge every day. Furthermore, according to (Faradina, 2017), the library serves as a resource for the execution of the School Literacy Movement program, serving as a source of scientific reading material and information for educators and students.

Based on the observation data, it is clear that adopting the Literacy Program affects Indonesian learning outcomes. The results of the observations revealed that there were differences in students before and after the literacy program was implemented. Before employing the literacy program in learning, some students did not pay attention to learning, namely 9 students who engaged in other activities or behaved inappropriately during learning. Meanwhile, just 6 students participated in other activities when the literacy program was employed in learning. When the teacher explains the topic, pupils are active and confident in answering every question asked by the teacher. This

is in accordance with Tedja's research, (2017) which revealed that through the existence of a literacy program it led to an increase in student learning concentration, where students became more focused in participating in the learning process.

Analysis of program implementation results

1. Dedicated to the development of numeracy literacy in elementary school children. SD Negri 104296 Sei Belutu teaches every day (Monday-Saturday), with different learning methods and media used each week. However, in addition to carrying out the program activities, the development of reading and numeracy continues in unique ways outside of the activity programs that have been developed. The outcomes of our observations and lessons learned thus far are one of the measures of success.

Picture 1.
Literacy Proces

2. SD Negri 104296 Sei Belutu's literacy skills are still poor. The first time we went to school, we noticed that there were still many pupils who struggled with reading, writing, and arithmetic. Grade 3 had approximately 6 people who knew how to read, grade 4 had approximately 3 people, grade 5 had approximately 3 people, and grade 6 had approximately 3 people. We constructed a unique room for the 26 pupils since we also wanted to focus on teaching them to read, write, and count. This was because to the covid 19 epidemic, which made it difficult for students to learn. Due of their busy farming schedules, parents' attention is also insufficient. As a result, we constantly pay special attention to children who have trouble reading or writing. We always held reading and writing assessments during these 5 months of education. Finally, as time passed, the 26 kids who had difficulty reading, writing, and arithmetic returned to their classes. During extracurricular hours, we frequently provide examinations to pupils to assess their abilities. The findings of the tests that we conducted were satisfactory. The research above shows that numeracy literacy has increased

in the last 5 months. As a result, literacy and numeracy learning at SDN 104296 Sei Belutu can be considered successful.

Picture 2.
Literacy Proces

Discussion

In the implementation of this community service, it can be seen that the factors causing students' low reading interest at school, as well as the lack of habituation of students' attention to the role of the school library, are due to environmental factors that are very influential in one's life, where one's mindset will be formed through the environment, and a good environment is influenced by people who will provide positive encouragement. Furthermore, parents must support the teaching and learning process by guiding their children in the habit of studying at home. The next factor is technical development, and the negative influence obtained. since of the advancement of technology, students are less likely to read books since they prefer gadgets and online games to have to study, which is one of the effects of technological elements.

The factor of insufficient facilities, namely the availability of books that may be inadequate and less varied, is based on the basic observation that the books themselves are still old books and have not been updated, while for the category of children, for the habit of learning to read, they are more interested in books that have pictures, such as story books and others. Factors such as a lack of motivation have a significant impact on students' reading interests. This can take the form of encouragement, invitation, or student interest in anything to build their interest in reading at school, as well as paying attention to the role of the school library. These characteristics also have an impact on students' reading motivation. Students are also frequently seen playing on the field. In the library, the teacher's disregard for school literacy culture is negligible. This society is more concerned with instilling a culture of literacy and numeracy that is not fostered in the library. Libraries that are less frequented by pupils result

in a loss of interest in reading by students in school, and additional support is also required.

Based on these observations, a plan was devised to address the issue at school. By organizing reading nook activities to strengthen the school's literacy culture. This reading area activity was designed to entice students to return to the library by providing fresh and interesting books, tidying up the volumes, and beautifying the place so that they could study comfortably. Students are invited to assist decorate the library, beautifying the space, tidying up the locations, tidying up the books so that they are more pleasant to the eye, and making the environment entertaining and comfortable for learning. We also do the following things in this reading corner:

1) Direct aid to kids who are unable to read or count (Private Lessons)
2) Make book labels Our activity consists of us placing book labels on library shelves to make it easier for students to find books in the library.
3) Creating motivational phrases Our exercise consists of creating inspiring statements that we write on cardboard and then plaster on the wall.
4) Making reading corner wall decorations We produced decorations for a reading spot in this project. Students can read comfortably at that location.

Reading is the ability to absorb knowledge through text or reading, it is a crucial activity in the teaching and learning process. Reading allows us to gather knowledge, gain insight, and think critically. Without reading, we cannot know what is going on in the world, nor can we know what knowledge exists in the world; thus, reading becomes a crucial aspect of knowledge, teaching, and learning. SDN 104296 Sei Belutu offers a new program that includes a reading corner and direct assistance for children who are unable to read. Reading Corner is an activity that is carried out by students in their spare time during class hours to read books that are available in the corner cupboard of the classroom. This reading corner also acts as a mini library in every class. The function of the reading corner itself is to get students used to reading books. Apart from that, it is also a program to eradicate ignorance. Besides that, the reading corner also functions as a program for habituating student characters to be fond of reading and aware of the importance of reading.

CONCLUSION

The implementation of the campus teaching program class 3 in 2022 at SD Negeri 104296 Sei Belutu went off without a hitch. Even though there are several obstacles behind the success and smoothness that has been accomplished, such as access to the internet network, which is very tough, there are few obstacles in the application of technology adaption. Furthermore, the

entry route to the school is difficult and slippery, making it unsafe if it rains hard. All of these challenges were addressed thanks to the collaborative efforts of the teaching campus team at SD Negeri 104296 Sei Belutu, as well as assistance from partners, especially teachers and TU employees at SD Negeri 104296 Sei Belutu. The achievements of this teaching campus program have met the aim or major purpose of the campus teaching program batch 3 of 2022 from the beginning of the leap to the end of the program. The teaching campus program's main goal is to enable students to assist with the teaching and learning processes in elementary schools in their village/city. Furthermore, this program is carried out to increase the competence of the students who participate in it in both soft and hard skills, so that they are more prepared and relevant to the educational needs that change with changing times, and to train students as superior and personality-driven future leaders of the nation.

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