

THE ROLE OF TEACHING FOUR CAMPUS STUDENTS IN IMPROVING LITERACY AND NUMERACY AT PRIMARY SCHOOL 3 PEJANGGIK

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ABSTRACT

This study aims to explain the role of fourth-generation campus teaching students in improving students' literacy and numeracy at Pejanggik 3 Public Elementary School. This type of research is descriptive qualitative research. The data collection technique uses observation and documentation. The data that has been collected is then analyzed using the Milles and Huberman Model with the following steps: data reduction, data presentation, verification and conclusions. Based on data analysis, the conclusions in this study are 1) there are several programs carried out during assignments by teaching 4 campus students that help improve literacy and numeracy in Pejanggik elementary school, namely: Campus Teaching Classes, Free Hours, Morning Speeches, Literature Workshops, Literacy Corner and reading clinics and Mading (wall magazines); 2) there was an increase in students' literacy skills as indicated by the results of the pre-test with the percentage of students who answered correctly by 30% and at the time of the post-test it increased to 40%. While the numeration is shown in the results of the pre test with the percentage of students who answered correctly by 18% and during the post test it increased to 40%.

Keywords. Teaching Campus, Literacy, Students, Numeracy.

INTRODUCTION

The Teaching Campus program is one part of the Merdeka Belajar Kampus Merdeka (MBKM) program, which was launched starting from the Pioneer Teaching Campus (Directorate of Elementary School, 2020). The Teaching Campus program is now in its fourth batch. This program was organized by the Ministry of Education, Research and Technology (Kemendikbudristek) in an effort to assist schools in improving students' literacy and numeracy skills in elementary and junior high school education. The Teaching Campus Program also involves students from various universities throughout Indonesia under the auspices of the Ministry of Education, Research and Technology, to contribute to the world of education for the

advancement of education in Indonesia after experiencing learning loss for approximately 2 (two) years due to the Covid-19 pandemic (Anwar, 2021).

The occurrence of the Covid-19 Pandemic disaster that has hit the World, including the Indonesian nation in the last 2 years has caused a decrease in Learning Outcomes, because learning is only carried out through Online media during the Pandemic which is certainly not effective for learning at the Basic Education level (Rosita, D. A., & Damayanti, 2021). This is a challenge for the Indonesian people today in overcoming education that has been hit by the Covid-19 pandemic. The Teaching Campus program was launched with the aim of solving problems that arise in the world of Indonesian education, especially at the Basic Education level by empowering students to assist the learning process in Elementary Schools (SD) and Junior High Schools (SMP) throughout Indonesia.

Students involved in the Teaching Campus program are not only partners with teachers in implementing learning activities, but students also act as Agents of Change for Indonesian education. The Teaching Campus program not only provides benefits for educational units, but also provides benefits for students, where students can also improve their competence, especially in the field of education (Setyadi, Y. D., Wulandari, D., Lestari, L. D., Meliasari, W. O., & Sari, 2021). As stated that the Teaching Campus program provides benefits for students, namely to gain information, experience, understanding, and increase a sense of solidarity between students in carrying out their responsibilities (Fuadi, 2022), (Fuadi, 2022).

From this, the Teaching Campus program for batch 4 in 2022 was re-deployed by the Ministry of Education and Culture and Research, involving students from various regions throughout Indonesia under the auspices of the Ministry of Education and Culture and Research to help education units by becoming teacher partners in improving students' literacy and numeracy skills at the basic education level. As stated by Nazam in his remarks in the Student Handbook for Teaching Campus Batch 4 in 2022, the Teaching Campus program is intended to help accelerate the improvement of student literacy and numeracy in primary education schools in areas that need it (Teaching Campus Team, 2022). It is explained that students involved as participants in the Teaching Campus program will carry out their duties by adjusting to school

conditions and paying attention to what is needed by the schools targeted by the Teaching Campus program (Noerbella, 2022).

Thus, Teaching Campus students are not only assigned to help improve literacy and numeracy but also focus on three things, namely Literacy and Numeracy, and Technology Adaptation, and Administration (Alam, S., Patoding, H. E., Asrul, A., Arham, A., & Amaliah, 2022). So students are expected to be able to assist schools in improving the quality of education, both improving literacy and numeracy skills, developing technological adaptation, and helping administration, both school administration and teacher administration through work programs that have been planned by students participating in the Teaching Campus batch 4 in 2022.

LITERATURE REVIEW

The teaching campus is one part of the independent learning campus program or commonly abbreviated as MBKM which aims to provide opportunities for students to learn and develop themselves by carrying out activities outside the classroom or campus. It is emphasized that the teaching campus aims to equip students with a variety of skills and skills where teachers as partners and schools in developing effective learning models, as well as fostering creative and innovative power in learning activities so that they can have an impact on strengthening literacy and numeracy in schools (Mengajar, 2022).

The teaching campus program was implemented due to the fact that the scores of Indonesian students' literacy and numeracy levels in the last fifteen years have been at the bottom of the rankings, coupled with pandemic conditions which have become a challenge in improving students' literacy and numeracy skills in Indonesia. Therefore, the role of students as teacher partners in developing more interesting literacy and numeracy learning is needed.

In addition, the teaching campus program can open a place for students to be able to apply the skills and knowledge they have to help students in basic education units. The teaching campus program provides an opportunity for students to show their interests, determination, and hopes. In addition, students can also be an inspiration for students to achieve their goals and insights.

Literacy is defined as the ability and skills of individuals to read, write, speak, calculate and solve problems at a certain level of expertise used in everyday life. In other words, literacy is the ability of individuals to use their potential to solve problems faced and is not only limited to the ability to read, count and write. Literacy also includes: numeracy, science literacy, digital literacy, financial literacy, cultural and civic literacy (Kemendikbud, 2018).

Literacy is one of the abilities that students must have in the 21st century apart from competence and character. To develop student literacy, the government issued Minister of Education and Culture Regulation number 23 of 2015 concerning the cultivation of character. This Minister of Education and Culture Regulation became the forerunner of the birth of the Reading Indonesia Movement and the School Literacy Movement (Rofifah, 2020). The Indonesia Reading Movement includes the literacy movement in the context of community and family. Meanwhile, the school literacy movement includes the literacy movement in the school environment.

Minister of Education and Culture Regulation No. 23/2015 on Cultivating Budi Pekerti. This Permendikbud then initiated the birth of the Reading Indonesia Movement and the School Literacy Movement. The Indonesia Reading Movement covers the literacy movement in the community and family, while the School Literacy Movement covers the literacy movement in the school environment.

Another literacy that needs to be developed for students is numeracy. Numeracy is defined as the ability to think in using mathematical concepts, facts, procedures, and tools in solving problems in everyday life in various contexts. Students' numeracy skills need to be developed, for example, by providing students with problem-solving exercises (Astuti et al., 2022) and through thematic learning by providing maximum stimulus (Perdana & Suswandari, 2021). In reality, there are several problems in developing student numeracy in schools, including: There is no systematic program design in developing numeracy skills, and there are obstacles from three numeracy targets, namely the classroom base, school culture and society (Dyah Worowiras tri Ekowati et al., 2019). Therefore, there needs to be support from the government and the school.

METODOLOGY

This research is included in descriptive qualitative research. The research was conducted at State Elementary School 3 Pejanggik, Central Lombok Regency, involving three students participating in the fourth batch of teaching campus in 2022. The data collection techniques used observation and documentation. The data that has been collected is then analyzed using the Milles and Hubermen Model with the following steps: data reduction, data presentation, verification and conclusions. For more details can be seen in the following chart.

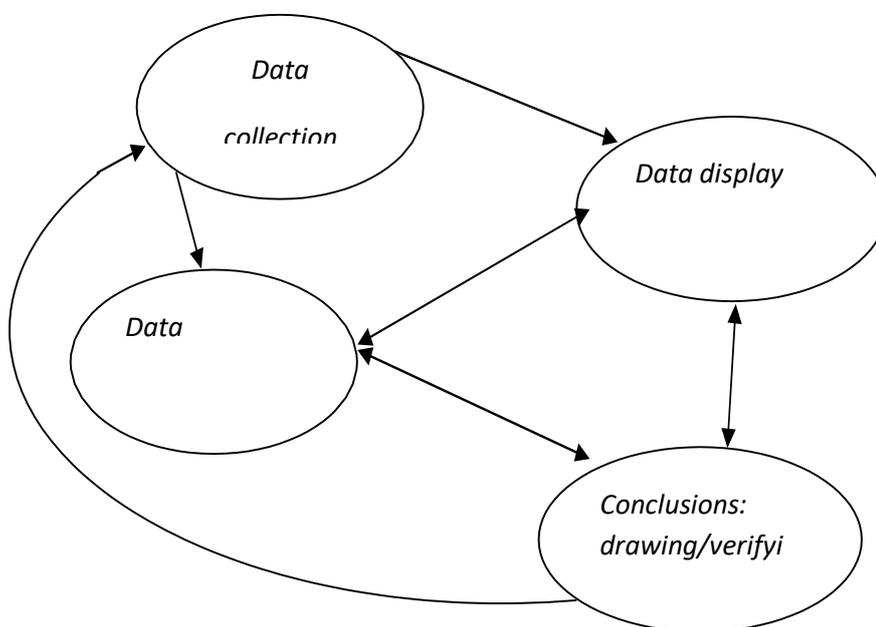


Figure 1. Data analysis procedure (*Interactive model*)
(Sumber: Miles, Matthew Huberman, 2014)

RESULT AND DISCUSSION

Student learning activities need to be improved by utilizing existing facilities and infrastructure in the school environment to create creative innovative and collaborative learning. There are several programs run during the assignment by Teaching Campus 4 students that help improve literacy and numeracy at SDN 3

Pejanggih, namely: Campus Class Teaching (KKM), Empty Hours (Jamkos), Morning Speech, Literature Workshop, Literacy Corner and Reading Clinic and Mading (Wall Magazine). For more details regarding the literacy and numeracy improvement program can be seen in the following table.

Programe	Purpose	Activity Prosedure	Traget	Time
KKM-4 (Campus Class Teaching 4)	Improve students' literacy and numeracy understanding.	This program is carried out by students making lesson plans to carry out KBM (Teaching and Learning Activities) in the class that has been selected and agreed upon with the team and the school for 35 minutes (1 hour lesson) using methods, strategies, models and learning techniques that attract students to follow the learning process. which is carried out in the classroom ...	Students in grades I-VI	Monday-Saturday
Literacy corner and reading clinic	Increase interest in reading, understand punctuation, improve reading fluency	For this activity we will provide reading materials and guidance to students who have poor reading skills, reading comprehension and punctuation.	students in grades I-VI (focus -all teachers (intereste d)	Monday-Saturday

Morning speech	Mentally train to speak in front of an audience, able to write text	Morning speech is done before entering class by students. Students will be appointed at least 2 days before performing speech so that students prepare themselves.	Students in grades IV-VI	Thursday, Friday, and Saturday (3 x Week)
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After all the literacy and numeracy improvement programs were implemented, the results related to these programs are shown in the table below.

No	Working Programe	Implementation Description				Noted
		Very Good	Good	Enough	Not Implemented	
1.	KKM-4 (Teaching Campus Class 4)	✓				
2.	Literacy corner and reading clinic		✓			
3.	Morning speech	✓				
4.	Wall magazine		✓			
5.	Literature Workshop		✓			
6.	Creation			✓		

The table above illustrates that the programs to improve students' literacy and numeracy are running smoothly. Programs in the excellent category include: KKM-4 (Campus Class Teaching 4) and Morning Speech, while those in the good category are the literacy corner and reading clinic, Mading, and literature workshop. As for those in the fair category, there is one program, namely the creation program.

The improvement of students' literacy and numeracy skills through the programs undertaken by the 4th batch of teaching campus students can be explained through the results of the pretest and posttest minimum competency assessment (AKM) as shown in the table below.

No	Competence	Pretest		Posttest	
		Number of students answering correctly	Percentage of students answering correctly	Number of students answering correctly	Percentage of students answering correctly
1	Literacy: Find explicit information (who, when, where, why, how) in fiction texts that increases with level.	9.1	30%	12.1	40%
2.	Numeracy: Solve simple equations using multiplication/division operations only (in a child-friendly form).	5.4	18%	12.1	40%

The data above shows that there is an increase in students' literacy skills as indicated by the pre-test results with a percentage of students who answered correctly by 30% and during the post test it increased to 40%. Meanwhile, numeracy is shown in the pre-test results with a percentage of students who answered correctly by 18% and during the post test it increased to 40%.

The Teaching Campus Program is a program that provides opportunities for students to learn outside the classroom by becoming teacher partners in the learning process at the basic education level. By participating in Teaching Campus activities, students will have the opportunity to hone soft skills and character, as well as gain teaching experience that can be recognized in the form of semester credit units (credits). The Teaching Campus program is a collaboration whose beneficiaries are students and students at the elementary and junior high school education levels. Teaching Campus Batch 4 again assigned students to elementary and junior high schools closest to the domicile registered by student participants during registration on the MBKM website. The Teaching Campus program targets schools that need assistance to improve literacy and numeracy based on the results of the National Assessment and Minimum Competency Assessment (AKM) for the 2021 class. One of the schools that needs assistance to improve literacy and numeracy based on the results of the class AKM is SDN 3 Pejanggik.

One of the work programs carried out by students in placement schools is teaching. Teaching activities carried out in helping to improve literacy and numeracy are as follows: campus class teaching (KKM4), literacy corner & reading clinic, literature workshop, speech program, JAMKOS (empty hours), and creation.

Campus Teaching Class (KKM), where students teach literacy and numeracy material for 35 minutes (1 lesson) in the first lesson hour in grades 3, 5, and 6, each member of the Teaching Campus team 4 placement of SDN 3 Pejanggik will teach in one class during this program. One week for literacy materials and one week for numeracy materials, and so on, alternating literacy and numeracy. The literacy and numeracy materials that Teaching Campus 4 students will teach are sourced from the teaching modules of each class. The use of modules as teaching materials is very important to use in the learning process as an effort to improve learning outcomes and instill student character (Estuwardani & Mustadi, 2015), modules can also increase student activeness and effectiveness in participating in the learning process (Saputri et al., 2020). Then students make a Learning Implementation Plan (RPP) which is approved by the host teacher and principal. The results showed that the lesson plan contributed to the effectiveness of learning so that learning completeness was maximized and character cultivation was better (Muryaningsih & Mustadi, 2015). However, in the design of lesson plans, mistakes often occur, especially in terms of the mismatch between basic competencies, objectives and indicators developed and in the learning activities designed.

The next program to improve literacy and numeracy is Empty Hours. This program is carried out if there is a teacher who is unable to attend filling class hours, then the Teaching Campus 4 students will replace the teacher if they have been directed to fill the class according to the teaching material that must be continued so that students still receive lessons. Reducing empty hours can be done by applying RE management, which is management that applies five steps or cycles (cycling) consisting of: reorienting, relearning, replanning, redoing, rechecking, and reacting (Tampubolon, 2017). Meanwhile, the Morning Speech Program is held every Thursday and Saturday after the morning routine activities to train students' fluency in reading, speaking and

understanding as well as mentally training students to be able to perform in front of many people. The student will be selected and given guidance before performing. The results showed that speech can be used as a means to increase students' speaking self-efficacy in public spaces (Naqiyah, 2021). In addition, students also need to be trained to compose good speech texts to avoid errors in terms of language. There are several mistakes that are often made by students in composing speech texts, including: wrong spelling, word forms, syntactical and semantic errors and incorrect use of punctuation (Busyro, 2020).

Another program to improve student literacy and numeracy is the Literature Workshop. This program is carried out by mentoring students who want to work in the field of literature and is carried out conditionally. Each student's best work will be published in the mass media. Research results confirm that literature workshops can be used as a means of fostering literary appreciation to students (Edi, 2021) and strengthening cultural literacy (Winarsih et al., 2022) and can shape students' positive emotions in writing poetry (Murniviyanti et al., 2022). Next is the literacy corner and reading clinic. This program will be implemented by holding a reading stall in front of the teacher's room and providing guidance to students who cannot read. Then the Teaching Campus 4 students collect the names of students who are not fluent in reading from the homeroom teacher and ask the teachers to be involved in the program to help improve student literacy. This is in line with the results of research showing that the literacy corner / reading corner can improve literacy and the existence of students' reading power (Pratiwi, 2020), (Martha et al., 2021), (Hidayatulloh et al., 2019), (Hijrawatil Aswat, 2020). The last program is Mading (Wall Magazine). This program is carried out by making mading for each class. Making the mading by utilizing used materials that are not used at school, then students will also stick their work well.

In general, as explained in the research results, the presence and role of students in placement schools are very beneficial and schools feel helped by the programs designed by students (Panjaitan et al., 2022). In addition, teaching campus students not only contribute to improving student literacy and numeracy, they also succeed in increasing student learning motivation (Pardede et al., 2022).

CONCLUSION

Based on data exposure and data analysis results, the research can be concluded, among others: 1) there are several programs run during the assignment by campus teaching 4 students that help improve literacy and numeracy at SDN 3 Pejanggik, namely: Campus Teaching Class (KKM), Empty Hours (Jamkos), Morning Speech, Literature Workshop, Literacy Corner and Reading Clinic and Mading (Wall Magazine); 2) there was an increase in students' literacy skills as shown by the pre-test results with a percentage of students who answered correctly by 30% and during the post test it increased to 40%. While in numeracy it is shown in the pre test results with the percentage of students who answered correctly by 18% and at the time of the post test it increased to 40%.

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