

Analysis of the Implementation of the Teaching Campus Program on Students' Literacy and Numeracy Skills

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Abstract

This study aims to analyze the improvement of students' literacy and numeracy skills through the Teaching Campus Program Batch 8 at SDIT Al-Manar Pekanbaru. This program is part of an effort to improve the quality of education by involving university students as teachers in target schools. The study uses a descriptive qualitative research method with a case study approach. The research subjects consist of 10 participants. In this study, the primary instrument is the researcher themselves, and supporting instruments include observation, interviews, documentation, as well as pre-tests and post-tests from AKM. Data analysis techniques are carried out through data reduction, data presentation, and drawing conclusions. The results of the pre-test and post-test AKM show that students who achieved the "good" category in literacy increased from 46.67% to 60%, while in numeracy, the improvement was from 43.33% to 46.67%. The conclusion of this study indicates that the program successfully improved students' literacy and numeracy skills.

Keywords: Literacy, Numeracy, Skill Improvement, Teaching Campus Program



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INTRODUCTION

The transformation of education in Indonesia through the Merdeka Curriculum is an important step in improving the quality of education. However, the implementation of this curriculum faces various challenges, particularly related to differences in the conditions of educational units, both in terms of resources and readiness. Nevertheless, the Merdeka Curriculum opens opportunities for educators to be more creative and innovative in designing learning, and has the potential to be a significant milestone in improving the quality of education in Indonesia. One of the flagship programs in the Merdeka Belajar policy is the Teaching Campus program, which aims to create synergy between higher education institutions and elementary schools in improving the quality of national education (Widiansyah & Fitriansyah, 2022). Education, especially literacy and numeracy skills, is crucial in preparing students to face future challenges. However, survey results show that the literacy and numeracy abilities of students in Indonesia are still relatively low. In 2022, Indonesia ranked 69th out of 80 countries participating in the PISA assessment (Kemendikbud, 2023). This indicates a significant challenge in improving the quality of education in Indonesia. A high level of literacy enables students in Indonesia to understand information, communicate effectively, think critically, and acquire various knowledge and skills (Mulyati dkk., 2024).

To address this issue, the Indonesian government launched the Teaching Campus Program as part of an effort to improve education quality, especially in underdeveloped areas. This program involves university students as teachers in elementary schools, with the hope of improving students' literacy and numeracy skills. The program is also a priority in the national education policy, emphasizing the importance of improving literacy and numeracy in the Ministry of Education and Culture's Strategic Plan (Kemendikbud, 2020). The Teaching Campus

Program has grown rapidly, with more than 142,000 university students and 27,350 schools involved by 2024. The program provides training for students and Field Supervising Lecturers (DPL) to ensure they are ready to become agents of change in schools. Through collaboration with schools, DPLs can develop more creative and innovative teaching methods, which not only benefit participants but also improve the quality of education in the schools where the students teach (Suparyanto & Rosad, 2015).

Literacy includes the ability to read, understand, and use information, while numeracy relates to the ability to apply mathematical concepts in daily life. Students involved in the Teaching Campus Program not only function as teachers but also as motivators and inspirers who can enhance students' interest and motivation in literacy and numeracy learning (Handayani & Nuraini, 2020; Fitria, 2020). Although the Teaching Campus Program has been implemented, there are still gaps in measuring its impact on students' literacy and numeracy skills. This study aims to evaluate the extent to which this program influences students' literacy and numeracy skills and how varied teaching methods may affect students' learning outcomes (Fauzi dkk., 2023). Therefore, this research is conducted at SDIT Al-Manar Pekanbaru to provide a clear picture of the impact of the Teaching Campus Program Batch 8 on students' literacy and numeracy skills.

RESEARCH METHODS

The research method used in this study is a descriptive qualitative research method with a case study approach. The data collection techniques used in this study are observation, interviews, and documentation. This research was conducted at a school implementing the Teaching Campus Program Batch 8, specifically at SDIT Al-Manar Pekanbaru. The data analysis used by the researcher is the Miles and Huberman model (Sugiyono, 2019), which is carried out interactively and continuously until completion, so that the data will reach saturation in the end.

RESEARCH RESULTS AND DISCUSSION

Student Literacy and Numeracy Skills

Table 1. Pre-test Results of Students' Literacy and Numeracy

| Pre-test Literacy | Number of Students | Number of Questions | Number of Correct Answer | Percentage of Correct Answer |
|-------------------|--------------------|---------------------|--------------------------|------------------------------|
| | 30 | 20 | 14 | 46,67% |
| Pre-test Numeracy | Number of Students | Number of Questions | Number of Correct Answer | Percentage of Correct Answer |
| | 30 | 20 | 13 | 43,33% |

Based on Table 1 above, it is evident that both the literacy and numeracy skills of students at SDIT Al-Manar Pekanbaru are at a low level. In literacy skills, only 46.67% of students answered correctly. The same is reflected in numeracy skills, where only 43.33% of students answered correctly. This condition indicates that the majority of students at the school face significant challenges in mastering basic literacy and numeracy skills, and effective intervention is needed to improve their learning outcomes. Based on the AKM pre-test results, of the 30 students, only 14 demonstrated good literacy skills, particularly in reading, writing, and understanding texts. Most students struggled with finding information and identifying problems within the texts. For numeracy skills, only 13 students were proficient in understanding and using numbers, while the majority faced difficulties in basic mathematical operations and analyzing data. Overall, students' literacy and numeracy skills are considered low and have not yet reached the expected standards.

Design and Implementation of the Teaching Campus Program 8

SDIT Al-Manar Pekanbaru, as a partner in the Teaching Campus Program Batch 8, participated in activities that lasted for about four months. In the initial phase, the Teaching Campus team conducted observations and interviews with the school to design a program aimed at improving students' literacy and numeracy skills. This collaborative intervention program involved university students, teachers, school principals, Field Supervising Lecturers (DPL), and the Education Office, and was aligned with the School Literacy Movement (GLS). The program was designed to improve students' literacy and numeracy through an interactive, sustainable, and collaborative approach. During the implementation phase, five key programs were carried out involving students, teachers, and university students, adjusted to the challenges that arose during the implementation. One of the adjustments made was the scheduling of activities to align with the class schedules and other activities at the school:

Library Revitalization

The first program, Library Revitalization, aims to create a comfortable atmosphere for visitors by reorganizing reading and lesson books, arranging shelves, and cleaning the library. In this program, Teaching Campus students play an active role in creating an inspiring reading environment to support the improvement of literacy and numeracy skills through a collaborative and interactive approach.



Figure 1. Condition of the Abandoned Library

The SDIT Al-Manar library was abandoned due to the school's renovation, which resulted in the loss of the library space, and the books were moved to the cooperative room. Teaching Campus students took the initiative to revitalize the library by relocating the books to an empty room on the second floor, organizing the books, and making the room suitable for student visits. This effort aimed to increase students' interest in learning, as stated by the students, who mentioned that the library revitalization was carried out to reactivate the library at the school.



Figure 2. Library Revitalization

The revitalization of the library at SDIT Al-Manar was carried out by students from the Kampus Mengajar program to improve the literacy and numeracy skills of the students. After the library had been neglected due to renovation, the students moved books from the cooperative room to an empty space on the second floor, organized the books by genre, arranged the bookshelves neatly, and decorated the walls with paintings and literacy posters. Regular cleaning and the addition of decorations to the windows were done to create a comfortable and attractive space. All of these steps aim to increase the students' interest in reading and make the library a pleasant and inspiring place.

Reading Corner

The second program implemented was the creation of a reading corner in every classroom to promote the reading habit among students. Non-curricular books were placed in the reading corner so students could read outside of class hours. To support this program, the students initiated a reading corner competition in each class. The competition aims to encourage students to actively participate in creating a comfortable and attractive reading space. The judging criteria include comfort, creativity, and the book collection. Students, together with their homeroom teachers, collaborated to decorate the reading corners according to a theme, choosing bright colors and arranging books to be easily accessible and appealing.



Figure 3. Reading Corner

The results of an interview with the homeroom teacher showed that with the presence of the reading corner, students became more interested in reading. For example, students began spending their break time in the reading corner, and when one student started reading, their friends joined in. The Kampus Mengajar students awarded prizes to the class that won the reading corner competition as a form of recognition and motivation to continue developing reading interest. Based on observations and interviews, the implementation of the reading corner in the classroom has been very effective in increasing students' reading interest. The reading corner has become a comfortable and enjoyable space, with various collections of non-curricular books, helping students develop their reading interest and knowledge. In addition, this competition strengthens relationships between students, encourages them to share book recommendations, and creates a positive reading culture at school. Therefore, the reading corner is expected to be the first step in building a sustainable reading habit and creating an inspiring learning environment for students.

School Work Bulletin Board



Figure 4. School Work Bulletin Board

Figure 4 above shows the results of observations and documentation regarding the implementation of the school work bulletin board at SDIT Al-Manar Pekanbaru. Several posters placed by students on the bulletin board include information on literacy topics such as the 4 magic words, stop bullying, diversity, 5S, and many other motivational messages. In this process, students were actively involved, given the opportunity to display various creative works such as poetry, short stories, and illustrations. This participation not only increased the students' sense of ownership of the bulletin board but also encouraged pride in their work, making each student feel valued and recognized. Moreover, the active involvement of students in showcasing their works is expected to enhance interest and participation in literacy activities overall. With a space for creative expression, students are motivated to read and write more, as well as hone their literacy skills. This school work bulletin board can also serve as a platform for discussion and collaboration among students, creating a more dynamic and inspiring learning environment. Thus, this initiative functions not only as a publication medium but also as a tool for building a strong literacy community at the school, which can drive the development of creativity and a love for reading among students.

Learning Media of Literacy and Numeracy Snakes and Ladders



Figure 5. Learning Media of Snakes and Ladders

Based on observations and interviews with students from the Kampus Mengajar DRR program, they explained that in the literacy and numeracy snakes and ladders program, they provided question cards to test the students' understanding. In the interview, the students from Kampus Mengajar DRR stated: "In the literacy and numeracy snakes and ladders program, we

provide question cards, and on these cards, students are asked to answer questions. We create questions that they should have already learned but haven't mastered the material yet". The snakes and ladders game uses a 3x3 banner as the game board, with students divided into groups to participate. Each step on the game board is equipped with question cards that challenge the students' understanding, encouraging them to think critically and engage in discussions. With this approach, students learn while playing, which not only enhances their literacy and numeracy understanding but also creates a dynamic and collaborative classroom atmosphere. Additionally, in an interview with the fifth-grade homeroom teacher, it was found that students have the habit of reading for five minutes before starting lessons to increase their reading interest. The Field Supervising Lecturer (DPL) also stated that the program carried out by the students aligns with their reports, reflecting consistency between planning and implementation. From the interviews and observations, it can be concluded that the implementation of the Collaborative Action Plan (RAK) by the Kampus Mengajar students is going well and effectively, creating a conducive learning environment and enhancing the relationship between students, teachers, and pupils.

Literacy and Numeracy Stairs

The fifth program is the implementation of literacy and numeracy stairs, an initiative of placing stickers containing literacy and mathematical formulas on every step of the school stairs, aimed at creating a fun learning atmosphere at each step the students take, while also giving the school a fresh new look, making the school environment more colorful.



Figure 6. Literacy and Numeracy Stairs

Based on observations and interviews with students from the Kampus Mengajar DRR program, they explained that in the literacy and numeracy stairs program, they placed stickers containing mathematical formulas and literacy quotes on each step of the stairs. In the interview, the students from Kampus Mengajar DRR stated: "For numeracy, we also created numeracy stairs containing mathematical formulas and multiplication tables. On the literacy and numeracy stairs, there are mathematical formulas and some quotes, as well as teaching media to improve literacy and numeracy." The implementation of these literacy and numeracy stairs aims to create a fun learning atmosphere by placing useful information on every step of the stairs. In this way, students can interact with the material being taught as they go up or down the stairs, making learning more dynamic and engaging. It is hoped that this approach will enhance students' understanding of the material while encouraging them to be more active in the learning process.

Results of the Kampus Mengajar Program 8

After the program implementation, a post-test AKM was conducted to measure the improvement in students' literacy and numeracy skills. Based on the results of the post-test AKM, out of a total of 30 students, there was an improvement, with 18 students demonstrating good literacy skills and 14 students showing good numeracy skills. The post-test was held on Wednesday, November 29, 2024, from 08:00 to 11:00 WIB at SDIT Al-Manar Pekanbaru, using Chromebooks with 2 sessions. The researcher also supervised the post-test implementation. The results of the post-test are shown in the table below.

Table 2. Post-test Results of Students' Literacy and Numeracy

| Pre-test Literacy | Number of Students | Number of Questions | Number of Correct Answer | Percentage of Correct Answer |
|-------------------|--------------------|---------------------|--------------------------|------------------------------|
| | 30 | 20 | 18 | 60% |
| Pre-test Numeracy | Number of Students | Number of Questions | Number of Correct Answer | Percentage of Correct Answer |
| | 30 | 20 | 14 | 46,67% |

Setelah pelaksanaan program, dilakukan post-test AKM untuk mengukur peningkatan kemampuan literasi dan numerasi dari 30 siswa. Hasilnya, 18 siswa memiliki kemampuan literasi baik, meningkat dari 14 siswa sebelumnya, terutama dalam membaca, menulis, dan memahami teks. Kemampuan numerasi juga meningkat, dengan 14 siswa menunjukkan kemampuan baik dalam materi terkait, meskipun peningkatannya hanya 3,34%, tergolong rendah. Secara keseluruhan, nilai literasi meningkat dari 46,67% (pre-test) menjadi 60% (post-test), dan numerasi dari 43,33% menjadi 46,67%. Ini menunjukkan bahwa program berhasil meningkatkan kemampuan literasi dan numerasi siswa.

Discussion

The five key programs implemented—library revitalization, reading corners, student artwork bulletin boards, literacy and numeracy snakes and ladders, and literacy and numeracy stairs—have had a positive impact on students. The library revitalization successfully optimized the existing facilities to increase students' reading interest, while the reading corners created a comfortable environment that supported reading activities among students (Nuraini & Amaliyah, 2024). The creation of the student artwork bulletin board has also proven effective in encouraging student involvement in literacy and numeracy, as it provides them with a platform to showcase their work and enhance their writing skills (Amalia & Faustine, 2023). The literacy and numeracy snakes and ladders game created a fun learning atmosphere, where students learned while playing, making them more enthusiastic about understanding the material. The use of learning media such as the snakes and ladders game has proven to increase student engagement and help them absorb information better (Hartinawanti & Nurddin, 2023). The implementation of the literacy and numeracy stairs, decorated with formulas and important information on the school stairs, gives students the opportunity to be continuously exposed to useful material every time they go up or down the stairs, helping them retain information better. In addition, literacy and numeracy learning are expected to prepare students to face everyday life challenges and make logical decisions (Pratiwi dkk., 2023; Susanti dkk., 2022). This program aligns with the goal of improving students' reading and math abilities, as well as building essential speaking and listening skills in education. The results of the post-test AKM showed significant improvement, with the average literacy score increasing from 46.67% to 60%, and numeracy rising from 43.33% to 46.67%. This improvement indicates that the programs implemented have had a positive impact on enhancing students' literacy and numeracy skills and supporting their overall academic development.

CONCLUSION

The implementation of the Kampus Mengajar 8 program at SDIT Al-Manar Pekanbaru showed a significant improvement in students' literacy and numeracy skills. Based on the results of the pre-test and post-test AKM, students' literacy skills improved from 46.67% to 60%, while numeracy increased from 43.33% to 46.67%. The library revitalization program successfully stimulated students' interest in reading, and the reading corners increased their motivation to read. The creation of the student artwork bulletin board not only improved reading and writing skills but also boosted students' self-confidence. The learning media of snakes and ladders and literacy and numeracy stairs created a dynamic classroom atmosphere that supported students' social and emotional development, while also strengthening their understanding and memory of the lesson material.

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