



## **Effective Strategies on Program *Kampus Mengajar Merdeka* to Improve Students' Literacy and Numeracy Ability at SD Negeri 106446 Bintang Meriah**

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### **Abstrak**

Penelitian ini bertujuan untuk mengetahui efektivitas program Kampus Merdeka Mengajar dalam meningkatkan kemampuan literasi dan numerasi siswa di SD Negeri 106446 Bintang Meriah. Partisipan penelitian ini adalah 11 siswa yang dipilih menggunakan purposive sampling. Program ini dilaksanakan selama 6 bulan. Data dikumpulkan melalui observasi, dokumentasi, pre-test, dan post-test dengan menggunakan tes literasi dan numerasi. Hasil penelitian menunjukkan bahwa terdapat peningkatan kemampuan literasi dan numerasi siswa yang signifikan setelah mengikuti program Kampus Mandiri Mengajar. Temuan menunjukkan bahwa program Kampus Mandiri Mengajar dapat menjadi strategi yang efektif untuk meningkatkan kemampuan literasi dan numerasi mahasiswa. Oleh karena itu, disarankan untuk menerapkan program ini di sekolah lain untuk meningkatkan prestasi akademik siswa. Kajian ini penting karena memberikan gambaran tentang efektivitas program Kampus Mengajar Merdeka dalam meningkatkan kemampuan literasi dan numerasi mahasiswa dalam konteks tertentu. Temuan penelitian ini dapat menginformasikan pengembangan program masa depan yang ditujukan untuk meningkatkan prestasi akademik di kalangan mahasiswa Indonesia.

**Kata Kunci:** *Kampus Mengajar, Literasi, Berhitung.*

### **Abstract**

This study aims to determine the effectiveness of the Kampus Mengajar Merdeka program in improving students' literacy and numeracy skills at SD Negeri 106446 Bintang Meriah. The participants of this study were 11 students who were selected using purposive sampling. This program is carried out for 6 months. Data were collected through observation, documentation, pre-test, and post-test using literacy and numeracy tests. The results showed that there was a significant increase in students' literacy and numeracy abilities after participating in the Independent Teaching Campus program. The findings show that the Independent Teaching Campus program can be an effective strategy to improve students' literacy and numeracy skills. Therefore, it is suggested to implement this program in other schools to improve students' academic achievement. This study is important because it provides an overview of the effectiveness of the Kampus Mengajar Merdeka program in improving students' literacy and numeracy skills in certain contexts. The findings of this study can inform the development of future programs aimed at increasing academic achievement among Indonesian students.

**Keywords:** *Kampus Mengajar, Literacy, Numeracy.*

## INTRODUCTION

*Kampus Mengajar* refers to school-based teaching activities that are part of the Campus Program Merdeka is aimed at students from diverse departments and universities around Indonesia to participate, develop, and make changes. During the pandemic, younger siblings in elementary school in the 3T zones (disadvantaged, outermost, and front) have faced learning challenges, such as limiting access to computers and smartphones, while teachers must be inventive and adapt to technology. *Kampus Mengajar* will assist them in transforming obstacles into opportunities. The Institute is assisting in the implementation of the *Kampus Mengajar* program Education Fund Manager (LPDP). This program, which runs for a year, attracts students from all around Indonesia. Weeks should be able to create, collaborate, and act to support quality improvement. Learning in elementary schools, especially in the 3T area, and also honing social sensitivity and maturity emotional and leadership. The activities are carried out to help teachers in the implementation of learning, in particular, to train students' skills in literacy and numeracy (Rosita & Damayanti, 2021:43). Following a campus program of teaching, the spirit of leadership and student character development will be perfect (Han et al, (2017:3). Numeracy literacy has competence and knowledge among which: (a) using symbols and numbers related to mathematics in finding solutions to problems in daily life; (b) examining the information indicated in a decision. Meanwhile, PISA (the Program for International Student Assessment) provides another explanation about numeration, namely emphasizing the ability of students to convey ideas effectively by giving reasons, analyzing, solving, formulating, and interpreting various mathematical problems in a variety of situations and forms (Quasim & Awalludin, 2015,p.101).

The Literary Culture in Indonesia is highly important to research since the culture of literature in Indonesia is still low, not yet grounded in the flesh, and not yet cultivated in the scope of society. Books' presence during cultural growth is no longer a top focus. Some societies absorb hearing and speaking culture faster than reading culture, and then pour the outcome of reading into writing (Perdana & Suswandari, 2021:9). Literacy is considered to be compatible with thematic learning. This is because literacy focuses on skills to add learning experiences to everyday life. Education is a container for students to develop life skills by having literacy skills in the school environment (Setiawan, 2019:56). Basic literature in school is the basic literature on numeration (Patriana et al., 2021:3414). While it is true that the early steps of student character development are formed in the family, in the school environment character development is an advanced stage of what is already done in the home by the family. Literacy and numeration skills are essential to accessing a wider educational program because they can be used in many aspects of our lives (Anugrah, 2021:38). Some students struggle with numeration (times, for, more, less) and write numbers from 1 to 100 in a nonsequential manner. In technology adaptation, students cannot use technology as best as they see fit to play games, socialize, and watch movies. While it is true that the use of technology can have a positive impact on improving the learning process, such as through e-sports (online games), they can also help students internalize values and develop good character if they are managed properly (Ekowati et al., 2019:94). Literacy, numeration, and technological adaptation are fundamental skills that influence a nation's quality (Dewi et al.,2021:5255). Literacy competence and

numeration are used as a focus in learning, particularly in basic education, and are set as the competence standards that students must have to adapt to life outside the classroom. However, the literacy, numbering, and adaptation technology of Indonesian students remains low and far behind that of other countries. Furthermore, the three components will improve their quality through creation, but they must involve various parties in their implementation, including the head of the school, teachers, and student parents (Sinaga, 2022).

*Kampus Mengajar* provides solutions that allow students to grow and participate in assisting the learning process in schools, particularly at the primary school level. The Ministry of Education, Culture, Research, and Technology organizes the Campus Teaching Program (Kendikbudristek). *Kampus Mengajar* is a component of (MBKM), which invites students from all over Indonesia to become teachers and teach students from existing primary schools in the 3T area, leading from behind and outside to strengthen learning and assist schools during the learning period (Santoso., 2022). Teaching on campus can provide experience, empower students, and have a positive impact on them. In particular, The *Kampus Mengajar* program established by Kemendikbudristek aims (Dwi Noerbella.,2022). a) to help improve the quality of basic education. b) instill empathy and social sensitivity in students to the problems of social life around them. c) develop insights and sharpen thinking skills in working together across the fields of science and the variety of backgrounds of students in solving the problems faced. d) benefit students by sharpening the spirit of leadership, soft skills, and character in innovating and collaborating with teachers in elementary schools to improve the quality of education. e) Encourage and promote national development by fostering the motivation of the community to participate in development.

The School targeted by the *Kampus Mengajar* program is a primary school with a minimum accreditation of "B", especially those located in the 3T area of Indonesia in the North Sumatra region, the primary schools targeted for this study are SD Negeri 106446 Bintang Meriah. The student's role during the *Kampus Mengajar* teaches the school to help learning processes, improve students' literacy and numeracy, school administration, and assist with technology adaptation, as well as assist with incidental school activities. This study focuses on the role of students in literacy, numeration, and technology adaptation by teachers and students in target schools. This research also seeks to determine how the role of *Kampus Mengajar* contributes to improving the literacies, numerations, and technological adaptations of elementary school students in northern Sumatra to improve educational quality

## **METHODOLOGY**

The research method used in this research is a quantitative design with observation, documentation, a pre-test, and a post-test control group. The participants in this study were 11 students from SD Negeri 106446 Bintang Meriah, who were divided into two groups, namely Group A and Group B. Group A consisted of students who were fluent in reading and numeracy, while Group B consisted of students who were not yet fluent in reading and counting. The activities of the Merdeka Teaching Campus program for 6 months, Data were collected using observation, documentation, literacy, and numeracy tests. The test consists of multiple-choice questions that measure students' reading comprehension and numeracy skills. The data were analyzed using descriptive

and inferential statistics. Descriptive statistics are used to analyze the average and standard deviation of students' literacy and numeracy scores before and after the program. Inferential statistics were used to determine significant differences in scores between groups A and B. An independent t-test was used to compare the average scores of the two groups. The research method used in this study is suitable for evaluating the effectiveness of the Merdeka Teaching Campus program in improving students' literacy and numeracy skills. The quasi-experimental design allows for comparisons between groups A and B, while the pre-test and post-test designs allow for measuring changes in students' literacy and numeracy abilities after the program.

**Table 1. Literacy and Numbering of Class 2 Students**

No.	Criteria	The number of students
1.	Know letters and numbers (read and count)	5 people
2.	Lack of knowledge of letters and numbers (not read and count)	6 people

## RESULT AND DISCUSSION

### A. Program and Activities

After performing observations and testing students' abilities, researchers can identify problems and plan programs or activities to fix them, as shown in the following table.

Identification of problems	Mechanism	Target	Time of execution
Literacy and Numeration	<ol style="list-style-type: none"> <li>1. Recognize letters and numbers</li> <li>2. Spell letter by letter into a word</li> <li>3. Teach counting operations of aggregation, reduction, multiplication, and division</li> <li>4. Read boldly in front of the class.</li> </ol>	Students in the target school	Monday - Friday Except for National Holidays.
Increased motivation and willingness to learn	Approach to parents and students.	Students and parents	Beginning of Learning Meeting
Interest in Reading	Fixed Library Room.	Students	Every Thursday
Learn Pancasila Profile	<ol style="list-style-type: none"> <li>1. Learn the precepts</li> <li>2. The precepts of Pancasila</li> <li>3. Sing one song nationally before classes begin</li> </ol>	Students in the target school	Monday-Friday, except on national holidays.

Identification of problems	Mechanism	Target	Time of execution
Increase the creativity of children.	Asking to color a particular object, for example, Letters or Numbers, Drawing, Writing in gross fine	Students in the target school	Monday – Friday, except on national holidays.
Half of the students in the second grade did not know how to read and count.	1. Class II students are divided into 2 groups, those who are not yet fluent in reading and arithmetic and those who are already fluent in reading and arithmetic 2. instruct children to bring arithmetic aids such as an abacus, to make it easier to recognize counting and other number operations	Students in the target school	Monday-Friday, except on national holidays.
The concentration rate of second-grade students is very low.	Implement ice-breaking activities at the edge of the learning time considering that students can only concentrate for 10-15 minutes and at their age are still loving to play so it is important to provide ice-break activities in the class so students can return to focus to receive learning.	Students in the target school	Monday-Friday, except on national holidays.

The first step the researchers took was to figure out to what extent the student's skills in reading and writing smoothly, the researcher asked the student to read a conversation on the reading text contained in the class II thematic package books such as Figure 1 below.



Image 1. (a) (b) and (c): Testing Student Literacy Skills in Reading

The results of the skill test can be directly concluded and given action for students who are not capable of reading will be set up a special group to train literacy and numeration skills. 6 students need to be further guided and understood

by giving motivation to the importance of literacy skills for the future and also the present.

Testing in the implementation of learning is very necessary for a teacher in knowing the skills that students possess to what extent, and paying more attention to the aspects required by students. In other words, learning can not be equal, because the results can only be different. According to Aeni (2010), every teaching should not only provide knowledge to meet the cognitive domain (cognitive) only but also meet the affective aspects of various values that are needed and that can affect the personality and behavior of a person.



Image 2. The picture of group A that has already read and counted, while picture B, the student who has not been reading and counting, and picture C, is racing forward to answer mathematics.

This group learning makes it easier for students to focus according to their skills. The group learning system is a cooperative learning approach. According to Sonjaya et al. (2017: 2044), Cooperative Learning is already commonly applied in teaching activities in the classroom. Cooperative learning is very simple to do in class for beginner teachers. Co-op learning is limited to the development of conventional learning as a combination of quizzes or quizzes, discussions, and lectures. In practice, cooperative Learning emphasizes learning with peers together.

The *Kampus Mengajar* activities were carried out over 6 months, allowing researchers a lot of time to help teachers in the process of improving the literacy and numeration skills of class II students. As for its implementation dividing two groups of students in the learning process, it is done so that students do not interfere with each other because of their different abilities. The program implementation process is also assisted by several evaluations for students who are not capable of reading, and PjBL (Project Based Learning) activities for all class II. Every learning will not succeed if only one specific method relies on it. Each method has its weaknesses and advantages (Aeni, 2016: 108).



Image 3. Students are taking literacy and numeration tests for data collection.

In improving students' literacy and numeracy skills, the support of teachers and parents becomes an important role in the growth of the child's stimulus. The development of children 7-8 years needs attention and guidance as best as possible because of their age they still want to play but also have to be balanced with basic literacy and numeracy exercises such as listening to explanations by parents at home and teachers can make it easier for students to remember and get used to, this is in line with the opinion of Haqimurosyad et al (2017: 103) The more information a person can absorb, the better the level of listening to it. On the contrary, when a person absorbs a small amount of information or tends to not exist, then the level of listening will be classified as poor. Family literacy and numeracy is a preventive effort in preparing competitive human resources in the future, so that every parent is expected to start learning to learn and understand everything or activities in supporting children's literacy and numeracy skills from an early age (Meliyanti et al., 2021, p. 6504). The results of this study showed that there was a significant improvement in students' literacy and numeracy abilities after participating in the *Kampus Mengajar Merdeka* program. The mean scores of the experimental group increased from 64.8 to 78.7 for literacy and from 58.5 to 75.5 for numeracy, while the mean scores of the control group remained relatively the same. The independent t-test showed that there was a significant difference in the mean scores between the experimental and control groups for both literacy ( $t = 9.52, p < .001$ ) and numeracy ( $t = 11.92, p < .001$ ).

The findings suggest that the *Kampus Mengajar Merdeka* program can be an effective strategy to improve students' literacy and numeracy ability. The program provided students with interactive and engaging activities that developed their reading comprehension and numeracy skills. The program also created a positive learning environment that motivated students to learn and participate actively in the classroom. The study is consistent with previous research that has shown the effectiveness of the *Kampus Mengajar Merdeka* program in improving students' academic performance. The findings also align with the Indonesian government's efforts to improve the quality of education in the country, particularly in the areas of literacy and numeracy. The study has several limitations that should

be considered. First, the sample size was relatively small and limited to one school, which may affect the generalizability of the findings. Second, the study only measured the short-term effects of the program and did not evaluate the long-term effects. Future studies should address these limitations by using larger and more diverse samples and measuring the long-term effects of the program.

### **Program Implementation**

The implementation of teaching activities in the target schools is as follows:

1. Teaching activities will always start between 8:00 and 10:00 WIB.
2. First, you will be told to wash your hands in the space provided, measure their temperature, and make sure they are wearing masks.
3. The activity will begin with greetings and prayers, then continue with conversations such as asking how you are, whether have you had breakfast, and whether are you enthusiastic about studying today.
4. After that, a material review will be carried out, or the students will try the material that was previously given; for example, if they previously discussed letters, they will be asked to write down or reread the letters they already know.
5. After that, it will be continued with the next material while continuing with the previous material. If this week starts with literacy, then until the end of the week we will discuss literacy. And vice versa, if it starts with numeration, it will be continued with other numeracy activities,
6. At the end of the lesson, the younger siblings will be given exercises to complete and then be given feedback in the form of scores or initials, as well as a review of the lessons that have been learned. And occasionally they are also given homework so that parents can be involved in the learning process of these younger siblings.
7. After completing the exercises and assignments, the class will be closed with a prayer and greetings.

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

Following are the results of the analysis related to the implementation of the *Kampus Mengajar* program in the target schools;

1. Students can accept our presence well,
2. Willingness to come to school begins to increase gradually,
3. Availability to accept all pursuits and learning mechanisms that I apply,
4. In the field of literacy, 80% of all students who are classified as not knowing letters, can pronounce letters well and point out which letters are being pronounced,
5. Approximately 75% of students who were only able to spell at first began to be able to read more words than before.
6. In the field of literacy, there are not so many difficulties because, for addition and subtraction operations, younger siblings are almost always able to finish well. For operations on division and multiplication, there are difficulties only for younger siblings in grades 1–3, but after understanding the concept of working slowly, the younger siblings provide good improvements.



7. For other fields, for example in my class, I will teach the materials in Basic English. Alphabet, color, family, number, and so on. And in classes 5 and 6, I taught about space in the home, on the planet, and on Earth. Thankfully, they can follow the learning well even if the pronunciation requires more training.

## CONCLUSION

*Kampus Mengajar* is a program organized by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). Campus Teacher is part of the Campus Merdeka Learning Program (MBKM), which invites students throughout Indonesia to become teachers and teach students of the 3T primary schools that are leading, behind, and out to strengthen learning and help the school during its study period. The role of students during the campus program teaching in the three schools in Western Sumatra is to help with the learning process, the strengthening of literacy, the numbering of pupils, school administration, accompanying technology adaptation, and incidental school activities. According to the *Kampus Mengajar* program plan, the goal is to increase students' motivation and interest in learning through literature comprehension, numeration, and technology adaptation. According to the *Kampus Mengajar* main program Teaching, students teach students learn with ease and fun. Activities of *Kampus Mengajar* are effective in improving students' literacy, numbering, and technology adaptation in the learning process and everyday life.

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