
IMPLEMENTATION OF KAMPUS MENGAJAR 3 AS AN EFFORT TO IMPROVE LITERATURE AND NUMERATION CAPABILITIES OF STUDENTS

Krisna Syarif Hidayatullo^{1*}, Dida Rahmadanik²

^{1,2} State Administration Study Program, University of 17 August 1945 Surabaya

correspondence e-mail: [: krisnash99@gmail.com](mailto:krisnash99@gmail.com), didarahma@untag-sby.ac.id

ABSTRACT

Kampus Mengajar is one of the activities of Merdeka Belajar Kampus Mengajar (MBKM) which is engaged in teaching activities. Kampus Mengajar has three main objectives, namely improving literacy and numeracy, adapting technology and assisting administration in schools. This research focuses on efforts to improve literacy and numeracy in elementary schools that have 3T criteria (Lagged, Outermost, and Frontier). The research method used is a descriptive qualitative approach. The target public elementary school is SDN Darungan 02 as the research subject. The object of the research is an effort to improve literacy and numeracy at SDN Darungan 02, Tanggul, Jember Regency. Data collection using observation and documentation techniques. From the results of the study, it can be concluded that the process of increasing literacy and numeracy by using the consistency learning method in practicing reading, discussing, counting and showing learning videos has a positive impact on students in improving literacy and numeracy skills. The Kampus Mengajar Program also encourages students to evaluate and map literacy and numeracy learning outcomes by carrying out a pretest and posttest for the Minimum Competency Assessment (AKM), especially for grade 5. The AKM assessment also aims to make students accustomed to taking tests using computers/laptops.

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A. Introduction

Kampus Mengajar is an Merdeka Belajar Kampus Mengajar (MBKM) activity which is engaged in teaching activities in schools carried out by students from various majors and universities throughout Indonesia. Students can participate in the Kampus Mengajar Program through a predetermined selection in the hope of bringing about changes in the learning and teaching process for the better in the designated schools, especially in schools with 3T areas (Shabrina, 2022). This was done because during the pandemic, students experienced various obstacles in learning such as limited internet access, access to computer devices and access to smartphones, while teachers had to adapt to technology and schools that lacked teaching staff. Kampus Mengajar Students who will later help and cover the shortcomings of the target schools so that existing obstacles can be reduced and the learning process for the better. The implementation of the Kampus Mengajar is supported by the Education Fund Management Institute (LPDP). For now, the Kampus Mengajar Program has reached the 3rd batch and during the assignment period, students are expected to act and collaborate to improve the quality of learning in elementary and junior high schools, especially in the 3T area and also hone leadership, social sensitivity and emotional maturity. Implementation of activities to assist teachers in carrying out learning, especially improving student literacy and numeracy. By participating in the Kampus Mengajar Program, students' leadership and character development will be honed (Shabrina, 2022).

One of the problems that received special attention from the government is the problem of low literacy (Kharizmi, 2015). Literacy itself is one of the skills that a person must master to be able to adapt to the trends and needs of the XXI century (Riswakhyuningsih, 2019). This is because literacy includes several basic skills that are very important to master reading skills which lead to the ability to understand information analytically, critically, and reflectively. Literacy is one of the government's priority programs in 2019 (Solihin et al., 2019). In line with the issuance of the Minister of Education and Culture Regulation Number 23 of 2015 concerning the Growth of Character. For the success of Indonesia's development in the 21st century, it is an obligation for the Indonesian people or educational institutions to master six basic literacys, namely: language literacy, numeracy literacy, scientific literacy, digital literacy, financial literacy, as well as cultural and civic literacy. The type of basic literacy that will be improved at the elementary school level is numeracy literacy. Literacy is a basic skill that provides students

with the provision of critically selecting and analyzing information, as well as implementing it for decision making in life. While numeracy is a basic skill that provides students with the provision to implement number concepts and arithmetic operations in everyday life, as well as the ability to interpret quantitative information found in their surroundings. This literacy ability must also be balanced with developing competencies which include critical thinking/problem solving skills, creativity, communication, and collaboration (Rachman et al., 2021).

State Elementary School (SDN) Darungan 02 is one of the schools located in Darungan Village, Tanggul District, Jember Regency. This elementary school is one of the schools located in remote areas and accredited C. The limited number of teacher human resources makes homeroom teachers teach all subjects, so there are no teachers who teach special subjects such as sports, religion, and English or regional languages. Principals and operators concurrently become classroom teachers due to the lack of teacher human resources greatly affect the student learning process, because operators and principals also need to carry out their duties so that students in their class are taught by other class teachers. The religious culture of the community makes most students prioritize their religious activities over their schools, this can be seen when the community or religious leaders around are carrying out an activity during school hours and the school is forced to adapt to these activities so that students are given a day off so that they can participate in these activities. . This makes students unable to focus on studying at home or at school and automatically reduces students' interest in literacy. Whereas in fact the initial step of character development of students is formed in the family, while in the school environment character development is an advanced stage of what has been done at home by the family (Shabrina, 2022).

Improving literacy and numeracy is an important thing that must be done by all elements, both teachers and parents. Therefore, Kampus Mengajar students want to revive literacy and numeracy by implementing literacy and numeracy learning methods by reading, listening, seeing and answering.

Based on these obstacles, the aims of this study to describe the implementation of literacy and numeracy learning in the Kampus Mengajar Program at SDN Darungan 02 and explain the improvement of students after studying literacy and numeracy by reading, listening, seeing, and answering methods.

B. Method

The research method used is descriptive qualitative research method. The subjects who were targeted for research were students of SDN Darungan 02, Jember Regency, East Java. The research is used to conduct research related to the process of increasing literacy and numeracy, and the results of the process of increasing literacy and numeracy. The object of the research is an effort to improve literacy and numeracy at SDN Darungan 02, Tanggul, Jember Regency. The activity starts from March 1, 2022 until June 29, 2022. Data collection is carried out using observation and documentation techniques. The data that has been collected is then processed using qualitative data processing techniques. As quoted by (Wandi et al., 2013) in Miles and Huberman, explaining that activities in qualitative data analysis are carried out interactively and take place continuously until complete, until the data is saturated. These activities include data reduction, data presentation, as well as drawing conclusions, and verification (Rijali, 2018).

C. Result and Discussion

1. Literacy and Numeration Improvement Process

The implementation of the Kampus Mengajar Program Batch 3 which was held at SDN Darungan 02, Tanggul, Jember consisted of 3 students from different universities. Prior to the implementation of the teaching program, students coordinate and observe with the principal of SDN Darungan 02 and teachers of SDN Darungan 02. The teaching process is carried out according to a predetermined schedule and students will fill the class if the class teacher is unable to attend, due to the lack of teacher human resources at SDN Darungan 02. Teaching activities start from low grades (grades 1, 2, 3) to high grades (grades 4, 5) for the process of improving and strengthening students' literacy and numeracy.

The teaching and learning process is carried out face-to-face because during the COVID-19 pandemic, according to the principal of SDN Darungan 02, he had previously tried to carry out online learning but there were obstacles during the online learning process, namely (1) limited internet signal in the area around SDN Darungan 02, (2) there are still many students who do not have online facilities such as smartphones because of economic constraints, (3) due to the two obstacles above, it requires teachers to carry out the learning process with students door to door or visit each students house. As a result of these obstacles

learning became ineffective and besides that the houses of the teachers were far from SDN Darungan 02 and at that time the road access to SDN Darungan 02 was very badly damaged and uphill so it was dangerous to pass especially when it was raining. According to (Asfuri, 2020) door to door learning is a method in which a teacher visits a students residence to deliver a lesson. After receiving waivers from the Jember Regency Education Office and the gradual decline in the number of COVID-19 cases, SDN Darungan 02 was allowed to conduct full face-to-face learning provided that they still adhered to health protocols. After the decision was implemented at SDN Darungan 02 all teachers and students began to enter and carry out face-to-face learning.

For the beginning of the program, students analyze student characteristics and measure the extent to which students' ability to literacy and numeracy can be determined so that learning media and activities that are suitable for students at SDN Darungan 02 can be determined. For the initial process of literacy and numeracy improvement activities, students are asked to first read the material or stories that will be taught in class so that students understand what material will be taught in class. After reading, students invite students to discuss the material to measure how well students understand after reading the material in the module book. After a little understanding of the content of the material or story, students are asked to ask things or words that they do not understand so that there is a question and answer session with students or the question is asked back to classmates so that discussions occur between students or it can be called the concept of peer tutors, peer tutors according to (Ekowati, Dyah, 2019) are group discussion activities or focus group discussions, questions and answers between friends, games and presentations. With the characteristics of students who are active and do not want to be silent, interesting games or practices are inserted so that students want to pay attention. This method is applied in high and low grades, but for lower classes the material presented is simpler so that students understand the material presented in relation to students' daily activities.

In addition to reading and discussing, students also provide other methods to improve literacy, namely by viewing video stories. After watching a video with a duration of approximately 3-5 minutes, students were asked to analyze the video that was shown. For the lower class, students are asked to determine the title of the story, then they are asked to mention who the characters and characters are in the story and finally, the students are asked to determine what the message is

contained in the story. It aims to hone memory and the ability to understand a story. According to (Parlindungan et al., 2020) that video is an effective medium used to improve the ability of elementary school students to understand concepts.

In the low-grade numeracy session, learning to count was applied using the props, namely the abacus. Students are taught to count in stages from adding and subtracting 1-digit numbers and slowly increasing to 2-digit numbers, even some students from grades 2 and 3 are able to count with 3-digit numbers. After getting used to addition and subtraction, then learn about multiplication and sequential division, carried out in stages from 1 digit to 2 digit numbers. In the high-grade numeracy session, students were asked to work on addition, subtraction, multiplication, and division problems, because there were still many students in high-grade who were less able to count.

For the low class, there are still students who cannot read so that students provide assistance in learning to read to students so that students have the will to learn to read. Students who cannot read are taught separately from other students, so that they are not disturbed by other friends while studying. The first step in teaching students who cannot read is to introduce the letters first slowly and the next step is to assemble the letters into a word that is easy to understand.



Picture 1. Students Reading in Front of the Class



Picture 2. Students View Learning Videos

2. Literacy and Numeracy Improvement Result

After implementing the method of learning to read and understand stories continuously, the improvement in students that can be felt is that students are increasingly fluent in reading even though they still use regional accents as evidenced in their ability to read more fluently than before students were trained to read often, according to (Rachman et al., 2021) The benefits of this literacy and numeracy habituation activity include: (1) students are familiar with AKM-based questions; (2) students' literacy and numeracy skills increase. Because basically students find it difficult to read Indonesian because the family and community environment encourages students to always speak the local language to

communicate everyday, especially low grade students. Because language for communication greatly affects the improvement of student literacy, because to be able to have good literacy and numeracy competencies, students should have good thinking and communication skills (Mahmud & Pratiw, 2019).

The ability of students to analyze video stories is getting better because students are used to seeing various kinds of video stories and can quickly find out the elements contained in different stories including story titles, characterizations and character traits, messages or messages conveyed in the story. Other research suggests that video as a learning medium has a positive contribution to student learning outcomes (Parlindungan et al., 2020). The questions that arise from students who have curiosity make students also learn to think critically to find out the answers to their curiosity. In line with research (Maulani et al., 2022) Learning videos create diverse student responses because as an educator you must know how students respond to teaching and learning activities and the response can also function as a determinant of the weaknesses and strengths of a medium, especially the learning video media, because it can function as an evaluation of the teaching and learning activities carried out, so that educators can fix deficiencies or what is needed from learning.



Picture 3. Students After Getting Used to Reading



Picture 4. After watching various videos

There are still obstacles in increasing students' understanding of numeracy, namely counting is still difficult for them to master so it is constrained to improve numeracy, so that the maximum increase in student learning concentration must be further improved, especially high grade students. Because low grade students have entered the stage of learning to count quickly and sometimes students are also given numeracy questions that exist in everyday life, especially grade 3, numeracy questions are associated with real-world questions and are able to bring students to the stage of reasoning. According to Kemendikbud that this type of question can train students to use mathematical concepts that they already have

so that they are able to solve everyday problems (Rohim, 2021). Students familiarize students so that students don't forget addition, subtraction, multiplication, and division by giving quizzes before students go home and also giving gifts to students as a form of appreciation and motivation for students to be encouraged to study harder both at school and at home.

The Kampus Mengajar Program also encourages students to apply the concept of Minimum Competency Assessment (AKM), namely training in the form of tests that include literacy and numeracy questions. The AKM test was carried out in 2 stages, namely pretest and posttest. The pretest is carried out before students provide material about literacy and numeracy, while the posttest is a test carried out after students receive material about improving literacy and numeracy with the aim of evaluating and mapping the educational system of students' abilities, especially grade 5 students. According to (Mardiana et al., 2021) Quality Education units are assessed based on basic student learning outcomes (literacy, numeracy and character) as well as the quality of the teaching and learning process as well as the climate of the educational unit that supports learning. The AKM assessment also aims to make students accustomed to doing tests by applying a computer/laptop.



Picture 5. Class AKM Implementation

D. Conclusion

The Kampus Mengajar Program has a positive impact on target schools to be able to assist teachers in the student teaching process. Students' efforts in the process of improving literacy and numeracy by using consistency learning methods in practicing reading, discussing, counting and showing learning videos can improve students' abilities in the process of improving literacy and numeracy. And of course with the support, enthusiasm and desire of students to learn, making the process can be done faster. The Kampus Mengajar Program also encourages students to evaluate and map literacy and numeracy learning outcomes by carrying

out pretest and posttest Minimum Competency Assessment, especially for grade 5. The AKM assessment also aims to make students accustomed to doing tests using computers/laptops.

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