

IMPROVING LITERACY AND NUMERACY SKILLS FROM THE BATCH 7 KAMPUS MENGAJAR PROGRAM AT SDN PENGGALANG 2

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ABSTRAK

Literacy and numeracy are basic skills that a person needs to analyze text or images in various contexts. Indonesian education has experienced learning loss due to the Covid-19 pandemic so that students' literacy and numeracy skills have decreased. Kemendikbudristek introduced the Kampus Mengajar program, which is participated by students to contribute to improving education in all regions of Indonesia through assignments at selected schools. One of the assigned schools is SD Negeri Penggalang 2 in Penggalang Village, Ciruas District, Serang Regency, Banten Province. Students collaborate with schools to improve students' literacy and numeracy skills. The results of the work program implementation can be seen from the results of the AKM Class V Pretest on March 8, 2024, in which 34% of students answered correctly the numeracy questions and 46% of students answered correctly the literacy questions. While the results of the AKM Class V Post-test on May 29, 2024 were 68% of students answered correctly the numeracy questions and 73% of students answered correctly the literacy questions. In addition, the increase in literacy and numeracy can be seen from the value of the grade report card which has increased better than the previous semester.

Keywords: *Kampus Mengajar, Literacy, Numeracy.*

INTRODUCTION

Education is an important aspect for every human being in their survival. Education is pursued by efforts made by each individual so that they can develop the potential to have the knowledge, skills, spiritual strength, intelligence, self-control, and noble moral personality needed as a member of society. The more developed and growing individual abilities in creativity, broader knowledge, and becoming a responsible person, education can be one of the efforts to prevent increasing poverty and overcome ignorance with people who are able to think critically in understanding science. Increasing human resources with education is an effort to advance the life of the nation in the future.

The education process in Indonesia had a learning loss due to the Covid-19 pandemic. The Covid-19 pandemic has many impacts on fields of life such as social, economic, industrial, and education. Through the Covid-19 pandemic, a lot of efforts were made by education stakeholders so that the learning process can continue so that students still continue to learn under these conditions. Online distance learning is a solution that is present, but this learning process is not effective enough to be implemented. The less interaction between teachers and students makes the learning process run not optimally, this results in learning loss which has an impact on reducing students' literacy and numeracy skills.

Kampus Mengajar is here as an effort to help teachers improve their knowledge and skills, especially literacy and numeracy. Kampus Mengajar is part of the Merdeka Belajar Kampus Merdeka (MBKM) policy organized by Kementerian Pendidikan, Kebudayaan, Riset, and Teknologi (Kemendikbudristek). The first batch of this program began in 2021 until now in 2024 this program has reached the eighth batch. The main focus of the Kampus Mengajar program is on literacy and numeracy skills, as well as technological adaptation. Improving literacy and numeracy is an important focus considering that in the last ten years the literacy and numeracy rates

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Result

Kampus Mengajar Batch 7 at SD Negeri Penggalang 2 was held from February 26 to June 15, 2024 and had a positive impact on students' literacy and numeracy skills. This result is seen from the acquisition of class AKM conducted by students. The percentage results from the implementation of the Class V AKM Pretest on March 8, 2024 were 34% of students answered correctly the numeracy questions and 46% of students answered correctly the literacy questions. While the results of the AKM Class V Post-test on May 29, 2024 were 68% of students answered correctly the numeracy questions and 73% of students answered correctly the literacy questions. It can be seen that there was a fairly good improvement from the implementation of the Class AKM Pretest to the Class AKM Post-test. This can be a reference for teachers and students to be able to continue to innovate and be used as a basis for learning so that students' abilities increase. In addition, the improvement in literacy and numeracy can be seen from the grade report cards that have improved from the previous semester.

Discussion

After conducting observations, students compile a work program that will be implemented during the assignment. The preparation of the work program cannot be separated from the results of the observations that have been made and the main focus of the program, namely improving literacy and numeracy. The work program that has been approved by the field supervisor, will then be presented to teachers through the School Communication and Coordination Forum (FKKS) according to the timeline given by the program team. FKKS aims to be a forum for dialogue and obtaining joint decisions. The literacy and numeracy work program resulting from the FKSS agreement that will be implemented during the assignment to improve literacy and numeracy skills is as follows: Table 1

Table 1. Implementation of literacy and numeracy program KM 7 SD Negeri Penggalang 2

Program Name	Description
Gerakan Literasi Sekolah (Gelis)	The Gelis work program aims to increase interest in reading and the ability to understand a text. In the Gelis Work Program, there is a derivative work program called Wednesday Reading (Raca), so this work program is carried out every Wednesday, the entire implementation goes according to what was planned and agreed upon at the FKKS, which is carried out 15 minutes before class time which takes place in the classroom hallway or in each class seeing the conditions that occur. Students read and understand fiction and non-fiction books available in the reading corner or books that we provide from the library. The implementation of Gelis can be said to be quite successful because all students are enthusiastic in doing so, but because of the lack of supervisors when students read, some students are less serious when reading.
Pohon Literasi	The literacy tree is a work program as a form of effort to attract students' attention to read books in the reading corner. The implementation of this program went according to the agreement during FKKS II. As the target class, grade five was chosen as the place for us to draw a literacy tree in the corner of the classroom. The process of working on the literacy tree began on May 13, 2024, we determined the corner of the classroom that was suitable for the placement of the reading corner, of course, the depiction of the literacy tree itself. Almost a month of the literacy tree process that we did, as of June 8, 2024 we have completed the literacy tree well. We displayed

	<p>an illustration of a tall tree in the corner of the classroom with decorations in the form of naming the reading corner, posters of students' work, illustrations of plants and flowers, and we did not forget to provide a bookshelf for storing reading corner books. The challenge we faced during the process was the damp condition of the walls so we had to repaint thickly.</p>
Membaca Nyaring	<p>Seeing many students who cannot read fluently in grades one and two, we present a reading aloud work program. We will read stories with certain themes out loud in front of the class, students can listen to the storyline well so they can find out who the characters are in the story, the setting, the plot, and the moral message that can be taken from the story that is read. This work program runs according to the predetermined schedule, in the first grade it was carried out on April 24, 2024 and the second grade on April 23, 2024. We obtained reading books from the library with themes that are suitable for children of their age. Seeing the enthusiasm of students in this learning, we hope that the teachers can innovate to utilize the available teaching materials to create more fun learning methods. The challenges that occur are the lack of conduciveness of students and some students who still have difficulty understanding the reading.</p>
Nonton Bareng Literasi (Nobar Literasi)	<p>Another literacy work program that was carried out in accordance with the agreement was Nobar Literasi. Presenting a more interesting learning method, Nobar Literasi utilizes learning through video shows by showing educational films. This work program targeted fourth grade on 27 April 2024 and fifth grade on 24 April and went well with one meeting. The movies we showed were educational movies such as 5 eagles which we had previously downloaded in advance to facilitate the screening process. The challenge we faced was that some students were easily bored with the movies shown and asked to watch other shows after the main movie was shown.</p>
Adjective Search with wordwall Game	<p>In this work program, we make use of game websites that are available online. One of the games is a puzzle or crossword that contains questions about adjectives where students are asked to find similarities or opposite words. With the target of third grade, students can play an active role and be careful in answering the questions available. This program went well and was carried out on May 2, 2024, of course this got quite good enthusiasm from students because they learned new things. However, there are still many students who do not understand and even know the similarities and opposites of the adjectives displayed.</p>
Klinik Baca	<p>The reading clinic is a work program that focuses on student literacy. In this work program we provide special guidance after class hours for students who are less or cannot read. With the program target being all students who are not yet fluent in reading, we carry out the reading clinic every day after the last lesson or after school with an allocation of 30 minutes per meeting. The implementation of this work program is</p>

	<p>scheduled every day according to class, Monday for first grade and so on until Saturday. The names of students who need reading clinic guidance we get from homeroom teachers and usually we will monitor the progress of each student during the learning process. The challenge we experience is that there are many learners who need guidance from the lower grades while our human resources are only five people. But, of course, we can outsmart this at the next meeting with the writing method on the blackboard but we still bomb each individual.</p>
<p>Kelas Idol</p>	<p>This work program is carried out in classes that get the part of being a ceremonial officer on Monday, especially the choir section when they want to sing mandatory or national songs. At the end of the assignment, we also opened an idol class for the sixth grade to perform at farewell. We collaborated with the sixth-grade teacher to train and select songs that were in line with the farewell event. The challenge we experienced was that the students were not conducive when singing the songs, such as shouting excessively on certain lyrics or notes.</p>
<p>Master of Multiplication (MoM)</p>	<p>Master of Multiplication or abbreviated as MoM is a numeracy work program for grades four and five. This work program is a habit of fifteen minutes before the lesson starts, students will memorize multiplication and then deposit it with us. Learners who have successfully multiplied up to ten, we will give appreciation in the form of a certificate. This program runs well even though it has to be controlled by time. The follow-up of this program can be seen in other numeracy lessons, besides that for those who have memorized we will give random questions about multiplication. By the end of the assignment, some learners had successfully completed multiplication up to ten.</p>
<p>Ular Tangga Numerasi dan Kincir Angin Perkalian (Rasakan)</p>	<p>This numeracy work program is carried out at the end of learning as a form of reflection. In the numeracy snakes and ladders, learners will be invited to play snakes and ladders containing multiplication, division, addition, and subtraction operations with male and female representatives. Unlike the multiplication windmill, learners can individually answer the multiplication calculation operation with the number generated from the stopped windmill propeller. The targets of this program are grade four, which was implemented on 25 April 2024 for the numeracy snakes and on 2 May 2024 for the multiplication windmill, and grade five, which was implemented on 27 April 2024 for the numeracy snakes and on 3 May 2024 for the multiplication windmill. Although the implementation of the multiplication windmill was constrained because the media that was made had problems, we were able to fix it. This program received very good enthusiasm from students, even though the learning was over the students asked to play the numeracy snakes and ladders again which we then provided in the library.</p>
<p>Puzzle Bangun Datar dan Ruang</p>	<p>Flat and Space Buildings Puzzle is a numeracy work program targeting grade five, where students in groups will be given</p>

	<p>challenges to form flat and space buildings from straws as a form of learning evaluation. The implementation of this program was postponed due to a condition so that it could be implemented on May 22, 2024, even so overall this program still runs well and smoothly with the target class, namely grade five. Students are very enthusiastic when learning using media that they can apply themselves, especially when there are challenges that they must complete in groups.</p>
<p>Pengukuran Benda Sekitar (Pensi)</p>	<p>Standard and nonstandard measurements will be taken by students in this program. The targets are grades three and five, in the form of measuring the length of the teacher's desk, the width of the blackboard, the width of the classroom, pencils, chairs, and measuring the height and weight of each student for grade five. For standard measurements we provide bed weight scales, meters, and of course rulers that students bring, while non-standard measurements are inches, fathoms, and footsteps.</p>
<p>Formula Angka</p>	<p>Using a learning-by-play method, learners in groups were challenged to create addition or subtraction operations from the numbers provided to create as many of the same numbers as possible. The target of this work program is grade three and has been implemented smoothly on April 26, 2024. Learners were told about math operations such as addition, subtraction, division, and multiplication. We provided media in the form of numbers one to ten and counting operation signs to be used in learning. Learners were groups will be asked to fill in the LKPD and answer the questions we provide for the scramble game. We mention a number, learners can find the number formula of the displayed number with the available counting operations.</p>
<p>Papan Bilangan (Pangan)</p>	<p>This work program uses learning media in the form of number boards with target classes of first and second grade. The implementation of this work program went smoothly according to our agenda. The first class was held on April 29, 2024 and the second class on April 23, 2023 and May 7, 2024 to fill the class due to teacher absence. Like other work programs, the number board also received good enthusiasm from students. They were eager to try and repeat over and over again. We provided learning media in the form of a number board with two plastic cups as wooden stick holders with a value of one for each stick. Not only that, we only provide LKPD for each group to work on, and individual sheets displayed on the board in the form of pictures of fruits, animals, colors, and others with a certain number that they can fill in with numbers. In this work program, students are also taught to know counting units in the form of units, tens, hundreds, and thousands.</p>

The successful implementation of the work program is certainly supported by several factors such as the involvement of the principal, teachers, and school staff in supporting this program. The good collaboration between the Kampus Mengajar students and the school formed a positive learning circle that had a very good impact on students. Another factor is the use of innovative learning methods applied by Kampus Mengajar students, such as project-based and the use of technology, which has a positive impact on students' involvement

in the learning process. This is one of the efforts to increase learners' attraction to the learning process and facilitate knowledge transfer.

CONCLUSIONS

The implementation of the Kampus Mengajar Batch 7 program at SD Negeri Penggalang 2 was successful in improving students' literacy and numeracy skills. The involvement of the school in collaborating with Kampus Mengajar students, as well as innovative learning methods, were supporting factors for the success of the program. The implementation of this program is an inspiring model in answering complex challenges in the world of education. The benefits felt by students are honing leadership and character, having teaching experience for a long time, having the opportunity to collaborate with education stakeholders, and contributing to the advancement of education in Indonesia. Overall, the four-month assignment has been carried out well and has had a positive impact on students, especially in literacy and numeracy skills.

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