

Assistance with Literacy and Numeracy Activities in the Teaching Campus 4 Program

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ABSTRACT

The COVID-19 pandemic that hit Indonesia had an impact on teaching and learning activities which resulted in the uptake of students' understanding at school on matters related to literacy and numeracy to decrease and not be optimal. This is because learning during a pandemic is carried out online or online. Conditions post-pandemic COVID-19 need to be rearranged, one of which is with the Teaching Campus activities. SMP Sunan Giri I Banyuwangi is one of the schools selected for the Campus Teaching Literacy and Numeracy program. Teaching campus activities help improve the literacy and numeracy skills of students at SMP Sunan Giri I where it was found that some students do not understand simple calculations and there are still many students with very low literacy awareness. The results of the implementation of the Merdeka Campus community service at SMP Sunan Giri I Grogol can be seen from the enthusiasm of the students in receiving learning about literacy and numeracy creatively and interestingly and making students feel comfortable in participating in a series of activities.

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1. INTRODUCTION

The Teaching Campus is one of the activity programs launched by the Ministry of Education, Culture, Research and Technology in accordance with Minister of Education and Culture Regulation No. 3 of 2020 Article 15, paragraph 1, namely that forms of learning can be carried out within the study program and outside the study program (Menteri Pendidikan Dan Kebudayaan Republik Indonesia, 2020). With this campus teaching program, it provides students with the opportunity to learn outside the classroom by becoming partners with teachers in the learning process at the primary and secondary education levels.

Many benefits are expected from the implementation of campus teaching 4, that is:

- There is an increase in the quality of student graduates in the areas of skills and character.
- Improving the quality of lecturer output that can be used and stated in the Lecturer Performance Report (LKD).
- Increasing partnerships between universities and related parties who play a role in implementing the Teaching Campus.
- There has been an increase in the literacy and numeracy skills of primary and secondary school students.
- Improving the quality of project-based higher education curriculum and learning, case methods and assessments related to the implementation of the Teaching Campus program in primary and secondary schools.

Apart from being one of the activities programmed by the Ministry of Education and Culture, campus teaching activities aim to provide opportunities for students in all universities in Indonesia to develop themselves and take part in activities outside the campus. One of the campus teaching activities promoted by the Ministry of Education and Culture is based on the

results of the 2018 PISA (Program for International Student Assessment) survey which stated that Indonesia's ranking results had decreased compared to the PISA survey conducted in 2015.

Based on the results of the PISA survey conducted in 2018, according to the Minister of Education and Culture, Nadiem Makarim, the results of the PISA assessment are very important input for evaluating and making improvements to the education system in Indonesia. One of the improvements being carried out is increasing interest in literacy among elementary and middle school students in Indonesia. Literacy skills have an important role for every individual in Indonesia in intellectual growth and competition. Since 2015, the School Literacy Movement (GLS) has been promoted as stated in the Minister of Education and Culture Regulation Number 23 of 2015 concerning the Development of Character.

Teaching Campus activities are also used as education recovery activities after the Covid 19 pandemic which hit almost all parts of the world, including Indonesia (Sulistyan, 2020). Where learning activities become hampered so that students' understanding of matters related to literacy and numeracy decreases (Aldino et al., 2021). This is because the learning carried out during the pandemic was carried out online (Churiyah et al., 2020; Sulistyan, 2020). The post-pandemic conditions above make Teaching Campus activities very necessary to help normalize teaching and learning activities in schools, both primary and secondary schools, so that literacy and numeracy uptake is optimal (MacKenzie et al., 2021; Peters et al., 2020). The Teaching Campus is one of the Merdeka Belajar Kampus Merdeka programs which invites students to contribute to learning in elementary or secondary schools (Sirait & Pudjoprastyono, 2023). Schools where teaching campuses are held are generally located in 3T areas or schools with accreditation of still C.

In the Teaching Dictionary activity, students as the younger generation can be partners with teachers in increasing the literacy and numeracy levels of elementary and junior high school students in Indonesia (Artawan, 2019; Zein et al., 2020). Students are invited to develop literacy and numeracy learning in schools designated as places to carry out campus teaching activities (Arciosa et al., 2022). Like Sunan Giri I Middle School, they got the opportunity to be one of the schools appointed by the Education Department to carry out Class 4 Teaching Campus activities. Apart from that, the Teaching Campus at Sunan Giri I Middle School was also implemented, in view of the school's location which is far from urban areas and the poor condition of the school. is included in the 3 T region (Frontier, Outermost and Disadvantaged). The condition of several Sunan Giri I Middle School students also supports the implementation of the Teaching Campus. It was found that there were several students who did not understand simple calculations and there were still many students with very low literacy awareness.

Apart from the lack of ability in literacy and numeracy, another problem is the lack of students' ability to quickly understand the lessons delivered by the Pamong Teacher. This is an obstacle so that many students do not understand what they are learning at school. The positive impact that is expected from the community service activities that will be carried out by DPL (Field Assistant Lecturers and students at the Teaching Campus activities at Sunan Giri I Middle School, Grogol, Banyuwangi is learning while having an impact on better Indonesian education with literacy and numeracy activities at the teaching campus program 4. Teaching Campus is implemented by placing a group of teaching students in schools in the 3T area to help accompany teachers in literacy and numeracy activities.

From the problems described in the background, Sunan Giri I Middle School is suitable to be a place for implementing Class 4 Teaching Campus activities. Teaching Campus activities apart from assisting in teacher mentoring programs and Literacy and Numeracy activities. Apart from being partners with teachers, students are also challenged to be able to deliver Literacy and Numeracy in ways that are easy for Sunan Giri I Middle School students to understand and comprehend.

2. METHODS

Class 4 teaching campus activities were held at Sunan Giri I Middle School, Grogol, Giri District, Banyuwangi. The Teaching Campus activities will start from 1 August - 2 December 2022 and will be attended by 6 (six) students from 4 (four) different universities in East Java and accompanied by 1 (one) Field Assistant Lecturer (DPL) from Bakti Indonesia University, Banyuwangi. Students involved in the campus teaching program consist of various study programs that are closely related to literacy and numeracy activities at Sunan Giri I Middle School. Like students from the University of Jember, they are students from the Biology and Physics study programs. There were also students from PGRI Banyuwangi University from the Citizenship Education study program.

The Teaching Campus implementation was carried out on all Sunan Giri I Middle School students in grades 7, 8 and 9. The method used in implementing Teaching Campus 4 was to observe the conditions of the placement school using interviews and direct observation methods. The interview method used was by interviewing the Principal, Teachers, School Teachers and students from Sunan Giri I Middle School, Grogol Banyuwangi. Direct observations are carried out by students by observing the school environment and its surroundings, including classrooms, science laboratories, school bathrooms, libraries, sports fields and observing and observing the learning process in class.

The method stages in implementing campus teaching activities are as follows:



Figure 1. Stages of Implementation of the Teaching Campus

The implementation of the Teaching Campus consists of several stages, namely:

1. Preparation

Preparation is the beginning of implementing Campus Teaching activities. This activity began by collecting data about Sunan Giri I Middle School through interviews with the Principal, Teachers, class teachers and school students. The results of the data collection process and interviews carried out become material for activities for making work program plans.

2. Work Program Plan

The planned work program for the Teaching Campus consists of several work programs, namely:

- Reading Corner Activities
- Creating a Toga Park/Garden
- Clean and Healthy Friday
- Friday Taqwa
- Library Upgrades

This work program plan is designed to be implemented within one period of Teaching Campus 4 implementation.

3. Implementation of Work Programs

Stages of activities after the work program plan is made. Where Teaching Campus participants at Sunan Giri I Middle School can carry out Teaching Campus activities as stated in the work program

4. Activity Evaluation

The final stage of implementing the Teaching Campus at Sunan Giri I Middle School, Banyuwangi.

3. RESULTS AND DISCUSSION

The implementation of Campus Teaching Activities begins with a meeting between the school, Field Assistant Lecturers and Students. The initial meeting was held on July 29 2022, attended by the Principal of Sunan Giri I Middle School, Mr. H.Ainul Yakin, S.Ag., M.Pd.I, Civil Service Teachers and administration.



Figure 2. Initial meeting with Sunan Giri I Middle School

The opening of the Teaching Campus 4 activities was marked by a joint photo activity between the Principal, Teachers, DPL, Students and all students at Sunan Giri I Middle School. During this initial meeting, we from the Teaching Campus asked for permission to first observe the condition of the school. And the results of these observations reveal the use of the educational curriculum used, the learning methods and strategies used as well as the media and learning resources used. Apart from that, it is also known how far the School Literacy Movement activities have been carried out at Sunan Giri I Middle School, Banyuwangi.



Figure 3. Opening of Class 4 Teaching Campus activities at Sunan Giri I Middle School

The information obtained based on observations becomes a reference for students in creating work programs that will be carried out during the implementation of Teaching Campus 4 as described in the implementation method.

The results of the work program planned by students can be implemented and carried out in teaching campus activities at Sunan Giri I Middle School. A description of the activities that have been carried out in Teaching Campus activities is as follows:

1. Reading Corner

The reading corner activities that have been created in each class have succeeded in growing and increasing the interest in literacy of Sunan Giri 1 Middle School students. It can be seen from the enthusiasm of the students to take part in the literacy activities held. In this reading corner, general books are provided which make students happy and curious to read.



Figure 4. Reading Corner activities in class

2. Park

The garden program is one of the programs carried out by students to repair and beautify the gardens in front of the classroom to make them nicer and more beautiful. The literacy learning implemented in the garden program means that students are able to implement science lessons about plants starting from how to plant, care for and knowing the names and uses of the plants in the garden in the school yard. So the mini garden program is used as a learning medium for students outside the classroom.



Figure 5. Garden Creation Activities

3. Toga Gardens/Living Pharmacy

The Toga Garden/Pharmacy has been implemented by utilizing empty land as a planting medium for medicinal plants which can later be useful as a living pharmacy and as a learning tool for students, especially in Natural Sciences or Natural Sciences lessons.



Figure 6. Activities to Make a Toga Garden

4. Clean and healthy Friday

Clean and healthy Friday activities are held every two weeks. This activity begins with doing gymnastics together and continues with cleaning the classroom and school environment together.



Figure 7. Clean and Healthy Friday Activities

5. Friday devotion and circle box (koling)

The Friday Taqwa and Koling program is a continuation of activities that have been carried out at school. Prior to the Teaching Campus activities, Friday taqwa had been carried out regularly at school, namely by performing dhuha prayers and followed by istighosah. Then, after the Teaching Campus activity, the Friday Taqwa activity was added to the traveling box (koling) activity which aims to get students used to setting aside the money they have so that it can be given to those who are less fortunate.



Figure 8. Friday Taqwa activities

6. Library Upgrades

A library upgrade has been carried out at Sunan Giri I Middle School. The activity began with arranging the library space to make it more comfortable and attract students' interest in coming to the library. Apart from arranging the room, we also record the books in the library, so we can find out what books are there and what books are being borrowed by students.



Figure 9. Library Upgrade

Apart from providing assistance to Teaching Campus students which is carried out in community service activities at Sunan Giri I Middle School, students also carry out other work programs as partners with teachers by assisting with the teaching and learning process, assisting with technology adaptation, and assisting with administrative activities at the school. In teaching and learning activities, students are involved by the Class Teacher in helping teach several subjects related to the student's study program. Teaching and learning activities are carried out after literacy activities are carried out, such as helping students understand the questions given by the class teacher. Students also provide how to count with quick and easy tricks for multiplication and addition. The way students learn is not only carried out in the classroom, but can also be carried out outside the classroom so that students' interest in learning increases and learning does not become boring. Another positive value is the increase in literacy and numeracy skills of Sunan Giri I Middle School students.



Figure 10. Classroom Activities as a Teacher Partner

The technology adaptation carried out by students at Sunan Giri I Middle School is to help in learning Computer Science Engineering (ICT) and introduce the use of computer devices and how to operate them. This learning process uses computer laboratory facilities at the school. Technology adaptation activities really help students and some teachers who still don't understand how to use computer devices. Another activity carried out by students is helping in the school administration. The activities carried out by students are collecting data on teachers who are active and not active in teaching and several other activities. Students also carry out verification activities such as helping to fill out school registration on MBMK accounts, filling out

school questionnaires, and helping to carry out minimum competency assessment (AKM) activities.



Figure 11. Computer Science Learning Activities

In facing the challenges that occur when mentoring students, DPL always communicates intensely with students and opens discussion forums through WAG and offline meetings during school visits. DPL visits to schools are to ensure that student work programs are running well. The DPL visit became a forum for discussion to unravel problems during the Teaching Campus activities.

4. CONCLUSION

The results of the Teaching Campus Implementation which has been implemented at Sunan Giri I Middle School, Banyuwangi have had a big impact on the school. This is known from the work programs launched by students one by one that can be implemented well. It can be seen from improving the room and collecting data on books in the library, creating a toga garden, clean Fridays and reading corner activities which have been carried out well at Sunan Giri I Middle School, Grogol.

The activities carried out are very beneficial for the school. This can be seen from the enthusiasm of the students in coming to the library and taking part in reading corner activities. The existence of a reading corner allows students to gain useful insight by carrying out literacy activities and can also utilize their free time with literacy activities. The existence of a Teaching Campus makes students have a leadership spirit, being able to lead in activities carried out at school. Apart from that, students are also able to coordinate Teaching Campus activities with the school so that good communication is established. Another result is that students become aware of protecting the environment and foster enthusiasm and initiative in students to protect this beloved environment or nature.

Suggestions that can be given from the results of Teaching Campus activities include evaluation and monitoring of teaching campus activities that have been implemented in each designated school. This is to ensure whether the activities carried out by the teaching campus team can run continuously or only during the teaching campus implementation.

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