

Strengthening the Literacy and Numeracy of “Kampus Mengajar 4” Program in the Education Unit Medan Belawan State Elementary School

Ade Irma Khairani¹, Siti Asnida Nofianna²

¹Politeknik Negeri Medan, Indonesia;

²Politeknik Negeri Medan, Indonesia

* Correspondence e-mail; irmakhairani@polmed.ac.id

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Abstract

Kampus Mengajar is one of the Ministry of Research, Technology, and Higher Education programs (Merdeka Belajar Kampus Merdeka), which provides a platform for students to be independent in determining their future by learning outside the classroom. On this platform, students become teacher partners in the learning process in the fifth-grade class. The students accomplished the program activities at school for 108 working days or five months, starting from August to December 2022. One of the learning programs is to improve Literacy and numeracy learning at the basic education level. Methods of strengthening literacy learning are selecting particular reading texts for the elementary level, basic literacy concepts, good practice of literacy strategies, and the School Literacy Movement. The method of implementing reinforcement for numeracy is to provide good practice of numeracy strategies through games and media to improve students' numeracy. The learning outcomes were based on the result scoring test of the Minimum Class Competency Assessment students at the 5th grade elementary in the target school.

Keywords

kampus mengajar 4; literacy; numeracy; strengthening.



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1. INTRODUCTION

Kampus Mengajar Program is a program of the Ministry of Research, Technology, and Higher Education (Merdeka Learning/Kampus Merdeka). It provides a platform for students to be independent in determining their future by learning outside the classroom (Krisdiah et al., 2022). Kampus Mengajar Program 4 (2022) is a follow-up program from the pioneering “Kampus Mengajar” Program, implemented in 2021 for the campus' contribution through students to succeed in national education. Student learning outcomes from the “Kampus Mengajar” program are soft skills personality development, community service, teaching practice, and technological adaptability improvement (Oktapiani et al., 2022), (Sinaga & Siahaan, 2023). During participating in the Kampus Mengajar program, the students undertook assignment activities at school for 108 working days or five months, starting from August to December 2022. The target school is UPT. SDN 060962, where the address is at Jalan Veteran, Medan Belawan District.

The activities at the target school are a series of student learning experiences through several assignments, namely assisting teachers as partners in the teaching and learning process of Literacy and numeracy, introducing the independent learning curriculum, understanding the Pelajar Pancasila Profile concepts, assisting teachers in technology adaptation, and assisting school administration (Prain et al., 2013). The committees involved in the Kampus Mengajar assignment activities are the Head of the UPT Field Elementary School of the Medan City Education Office, Field Supervisors, Principals, Pamong Teacher, and six students from the faculty of Teacher Elementary School Education from various universities in Medan City.

The Organization for Economic Cooperation and Development (OECD) noted that Indonesia's Program for International Student Assessment (PISA) score rating based on the 2018 survey is in the lowest position (Hartono et al., 2022). For reading competency scores, Indonesia is placed in the rank of 72 out of 77 countries (Fenanlampir et al., 2019). For science math scores, it ranks 70 out of 78 countries (OECD, 2018). This fact is considered an evaluation issue for the government to improve the quality of teaching and education in Indonesia. For this reason, the Ministry of Research, Technology, and Higher Education responded to this challenge by initiating the Kampus Mengajar program to accelerate the improvement and strengthening of the quality of education in Indonesia, especially in literacy and numeracy skills (Indrawati & Kuncoro, 2021), (Harmanto et al., 2022).

Literacy is recognizing, understanding, interpreting, creating, computing, and

communicating using visual, auditory, and digital symbols on interdisciplinary and scientific topics (International Literacy Association, 2016). The concept of Numeration is the ability to use mathematical concepts, procedures, facts, and tools to solve everyday problems in various types of contexts relevant to individuals as citizens of Indonesia and citizens of the world (Umbara & Suryadi, 2019), (Rakhmawati & Mustadi, 2022).

Based on observation analysis of Kampus Mengajar 4, the assigned schools are classified as schools in the 3T areas (frontier, remote, and disadvantaged), in the status of C accreditation, poor-stated school infrastructure, and a teaching staff paucity. The learning curriculum applied is the 2013 curriculum with 23 students, three civil service teachers, and an honorary teacher, i.e., a teacher for Islamic Religion lessons.

2. METHOD

The campus teaching program at UPT SDN 060962 Medan Belawan was conducted for five months, from 01 August to 12 December 2022. The “Kampus Mengajar 4” team personnel at UPT SDN 060962 Belawan comprised six and were accompanied by a Field Supervisor. The implementation method in the Assignment of strengthening the literacy and numeracy learning of students in target schools includes:

1. Collaborative methods between students and related personnel at school, namely student collaboration with tutor teachers and field supervisors in designing Literacy and numeracy learning.
2. The team-based project method is carrying out good practice learning strategies with the teamwork of fellow students.

The following is the method for strengthening Literacy and numeracy learning.

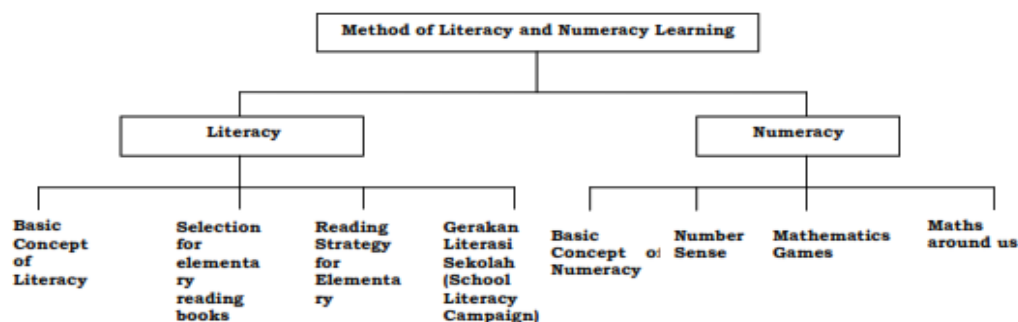


Figure 1. Method of Literacy and Numeracy Learning

3. FINDINGS AND DISCUSSION

The results of Kampus Mengajar 4 implemented at SDN 060962 Medan Belawan matched the objectives of the Kampus Mengajar Program. The fellow students had been instilling empathy and social sensitivity towards social problems; upgrading skills in collaborative teamwork with different fields of knowledge and diverse origins of students in solving problems encountered; developing insight, character, and soft skills of students; encouraging and spurring national development by fostering people's motivation to participate in development; as well as increasing the role and contribution for universities and national development. In addition, the activity plan and the implementation had been completed with the initial plan, as the partnership fellows in the fifth elementary school teacher. They undertook a particular assistance routine every day. Apart from being a partnership teacher in delivering teaching materials, teaching activities are also emphasized on Literacy and Numeracy learning which is the main subject and goal of teaching campuses, bringing changes for teachers and students in learning in a better direction, improving student character and increasing student interest in learning. This positively impacts students, teachers, and schools, especially at SDN 060962 Medan Belawan. The impact felt by students is the increased motivation and interest in student learning both in terms of Literacy and numeracy. This is to the achievements in the objectives of the Kampus Mengajar Program.

Table 1.

Score Result in Post-test Literacy and Numeracy Level 2 KM4 in the fifth grade's target school.

No	Competency	Cognitive Level	Type of Questions	Number of Pupils	Number of Pupils who answered true	Percentage
Literacy						
1.	Find explicit information (who, when, where, why, how) in fictional texts that continue to increase according to the level.	Fiction Text	Multiple Choice	9	7	78%
2.	Develop inferences (conclusions) regarding the content of the text to determine whether a comment/ question/ statement is relevant to the content of the	Fiction Text	True or False	9	6	67%

text in a fictional text.						
3.	Assess the suitability between the illustrations and the content of the information text, which continues to increase according to the level.	Information Text	Complex Multiple Choice	9	5	56%
4.	Explain the main idea and some supporting ideas in informational texts that continue to increase according to the level.	Information Text	True or False	9	5	56%
Numeracy						
1.	Solve simple equations using multiplication/division operations only (in a child-friendly form).	Algebra	Complex Multiple Choice	9	6	67%
2.	Understand whole numbers (max. six digits) (includes number symbols, place value concepts - generalizations)	Numbers	Multiple Choice	9	8	89%
3.	Understand whole numbers (max. six digits) (includes number symbols, place value concepts - generalizations)	Numbers	Complex Multiple Choice	9	8	89%
4.	Calculate the perimeter and area of a rectangle if you know the length and width, and calculate the length or width if you know the area/perimeter and one of its sides.	Numbers	True or False	9	4	44%
5.	Solve simple equations using multiplication/division operations only (in a child-friendly form).	Algebra	True or False	9	4	44%

Adapted from Asesmen Kompetensi Minimum (Minimum Competency Assessment) the fifth grade (2022). For the program and activity plans, the activity plan was prepared, namely as follows.

1. Students develop activity plans during assignments based on school observations regarding teaching and learning activities to be carried out, methods to be applied, and learning models to be applied.
2. Students consult the activity plan with the Supervising Teacher and Field Supervisor (DPL).
3. Students ask for approval of activity plans from Field Supervisors (DPL).

The concept of teaching activities assisted the fifth-grade elementary school teachers in Literacy and numeracy lessons were discussed further as follows: The activities to strengthen literacy learning included:

1. Routine Assistance Assistance in understanding text features/material according to students' interests.
2. Routine Assistance Assistance understands the importance of various thematic book materials to enrich students' reading experience and knowledge.
3. Implementation of reading strategy 15 minutes before learning.
4. Special Assistance Assistance in reading and writing.
5. Give good examples of reading activities according to the needs and grade levels.
6. Assistance in creative and fun reading comprehension using fiction, informational, and non-fiction texts.
7. Special Assistance Assistance in understanding and recognizing keywords in a text.
8. Students' task is to make a synopsis of a text.
9. Students task to do exercises according to students literacy abilities.
10. Application of the concept of Literacy in the context of student needs.
11. School Literacy Movement (Cultivation of Literacy Culture) by setting up Literacy Reading Corners in each class.
12. Good practices and establishment of literacy strategies for students.

Furthermore, activities to strengthen numeracy learning included:

1. Assistance in understanding the demands and opportunities of numeracy from various subjects.
2. Numeration-rich games are building.

3. Mathematics learning activities (Numeration) by utilizing objects/media in the surrounding environment.
4. Math entertainment activities with creative and fun games.
5. Number sense activities in everyday life.
6. Growth interest and interest in numeracy.
7. Students' Assignment to work on numeracy exercises.
8. Application of the concept of numeracy based on students' abilities.
9. Good practices establishment of numeracy strategies for students.



Figure 2. Special Assistance in reading



Figure 3. Students' Assignment to infer a text



Figure 4. Numeracy Concept Assistance



Figure 5. Number Games

4. CONCLUSION

The problem of students' low Literacy and numeracy abilities is a crucial issue that must receive special attention from the Indonesian nation. The fact states that in the last few decades, the competitiveness of the Indonesian nation among other nations has tended to be less competitive. Indonesia is currently in a crisis of literacy and numeracy culture. This problem is caused by a misconception about Literacy and numeracy learning in schools. Therefore, the Ministry of Research, Technology, and Higher Education initiated the Kampus Mengajar program, which focuses on

strengthening Literacy and numeracy learning in schools. The impact of the benefits of strengthening Literacy and numeracy learning in the Kampus Mengajar 4 program for students in the target school UPT SDN 060962 Medan Belawan was fun learning accompanied by good literacy and numeracy practices. Creative and fun learning strategies matched student needs and increased students' literacy and numeracy abilities according to the post-test AKM class level 2 results.

Furthermore, the learning outcomes of the Kampus Mengajar Program for students remained particularly in terms of instilling empathy and social sensitivity towards problems in the field of education. Students could apply thinking skills in teamwork and collaborating on critical ideas even though they came from diverse study programs. They also learned how to solve problems together.

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