



Student Contributions to Improving Student Literacy and Numeracy in the Actualization of the Teaching Campus Program

Ilma Nur Hayati^{1*}, Sabar Narimo²

Universitas Muhammadiyah Surakarta, Surakarta, Central Java, Indonesia^{1,2}

ilmanurh123@gmail.com^{1*}

Abstract: This study aims to explain the program implemented to improve students' literacy and numeracy skills at SMP Negeri 3 Gondangrejo. The method used in this research is descriptive qualitative. The data obtained came from the implementation of the program to improve literacy and numeracy skills. The data collection process was done through observation and documentation. The results show that literacy and numeracy skills are very important for students to master since primary and secondary school levels, so that they can more easily understand the subject matter and as preparation for continuing education to a higher level. The programs implemented to improve these skills include book swap party, literacy day, reading corner, mathventure, science art project, library revitalization program, school mading, reuse art, smart learning workshop, and socialization of the three big sins in education.

Keyword: Student Contribution; Numeracy Literacy; Teaching Campus.

Kontribusi Mahasiswa terhadap Peningkatan Literasi dan Numerasi Siswa dalam Aktualisasi Program Kampus Mengajar

Abstrak: Penelitian ini bertujuan untuk menjelaskan program yang diterapkan guna meningkatkan kemampuan literasi dan numerasi siswa di SMP Negeri 3 Gondangrejo. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Data yang diperoleh berasal dari pelaksanaan program peningkatan kemampuan literasi dan numerasi. Proses pengumpulan data dilakukan melalui observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa kemampuan literasi dan numerasi sangat penting dikuasai oleh siswa sejak tingkat sekolah dasar dan menengah, agar mereka lebih mudah memahami materi pelajaran serta sebagai persiapan untuk melanjutkan pendidikan ke jenjang yang lebih tinggi. Program-program yang diterapkan untuk meningkatkan kemampuan tersebut meliputi program book swap party, literacy day, reading corner, mathventure, sains art project, program revitalisasi perpustakaan, mading sekolah, reuse art, workshop smart learning, dan sosialisasi 3 dosa besar dalam pendidikan.

Kata kunci: Kontribusi Mahasiswa; Literasi Numerasi; Kampus Mengajar.

1. Introduction

Education is one of the important pillars in improving the quality of human resources. To produce quality individuals, an educational process is needed that takes place in the long term, starting from primary to secondary education (Priasti & Suyatno, 2021).

According to Law of the Republic of Indonesia Number 20 of 2003, education is a planned effort to create an active and creative learning atmosphere, as well as to form self-potential as capital in developing skills for individual, family, community, nation, and state progress (Wuryani & Nugraha, 2021).

One of the problems faced in education in Indonesia is the low critical thinking skills of

students, especially in reading activities at school (Anisa et al., 2021).

The low interest in reading makes it difficult for students to keep up with scientific developments, which in turn can lead to the backwardness of the Indonesian nation (Rachman et al., 2021).

Hidayati revealed that at the primary and secondary school levels, literacy and numeracy must be taught optimally so that students have no difficulty understanding the subject matter and can continue to a higher level (Ifrida et al., 2023). Literacy and numeracy are basic skills that students need to master to support their ability to think critically, solve problems, and develop potential in various fields (Rizqiyah &

Arsanti, 2022). Therefore, collaboration between various parties, including universities, is needed to improve the quality of education in schools.

The Teaching Campus Program, which is part of the “Merdeka Belajar Kampus Merdeka” policy, is present as a strategic solution to improve student literacy and numeracy (Hamzah, 2021).

Through this program, students from various universities are directly involved in learning activities in schools in need. It is hoped that students' contributions can improve students' literacy and numeracy skills. This program not only has a direct impact on students, but also provides an opportunity for students to apply the knowledge gained in a real environment through teaching, mentoring, and developing creative and innovative learning modules (Suranto & Rusdianti, 2018).

One of the Teaching Campus student assignment schools is SMP Negeri 3 Gondangrejo, located in Karanganyar Regency, Central Java Province. This school is the target of the Batch 6 Teaching Campus program because it is included in the 3T (Frontier, Remote, and Disadvantaged) category (Shabrina, 2022).

Although SMP Negeri 3 Gondangrejo has B accreditation, based on student analysis, there is a decline in students' literacy and numeracy skills (Ifrida et al., 2023).

This decline is also influenced by the impact of the Covid-19 pandemic which has hampered the teaching and learning process at SMP Negeri 3 Gondangrejo. With online learning, many students have difficulty understanding the subject matter (Diyana Nurhasanah & Nopianti, 2019).

To overcome this problem, Batch 6 Teaching Campus students designed programs that would be implemented during the assignment period at SMP Negeri 3 Gondangrejo, with the aim of improving students' literacy and numeracy skills. These programs are tailored to the needs and characteristics of students. Students also collaborate with teachers so that the program can be implemented well and achieve optimal results. Based on the explanation above, this study was prepared to describe the programs implemented by the Batch 6 Teaching Campus students at SMP Negeri 3 Gondangrejo in order to improve students' literacy and numeracy skills. The researcher wants to describe the form of the program and its application so that it can be effective in achieving these goals. It is hoped that this study can increase the knowledge of researchers and readers, and make a positive

contribution to the development of education in Indonesia, especially in improving literacy and numeracy skills in junior high schools.

2. Method

This research is descriptive qualitative research, which describes phenomena in depth by exploring data from the field without intervention or manipulation from researchers. The data obtained is a real picture of the implementation of the Teaching Campus program, including its impact on students and from various related parties.

The focus of this research is to understand the implementation of the Teaching Campus program in improving students' literacy and numeracy skills at SMP Negeri 3 Gondangrejo. The data collection techniques used include observation and documentation. The object of this research is the implementation of the program that aims to improve students' literacy and numeracy skills. With the qualitative method, the researcher will present the research results in the form of reports and descriptions.

The research process regarding the implementation of the program to improve students' literacy and numeracy skills was carried out through several steps, namely: (1) analyzing the needs and characteristics of students at school, (2) designing a program to improve students' literacy and numeracy skills, (3) consulting with teachers and principals about the program that has been prepared, (4) implementing the program optimally, and (5) analyzing and evaluating the results of program implementation (Ifrida et al., 2023).

3. Result and Discussion

Community service programs can be implemented through various initiatives. One of the programs introduced by the government is the Teaching Campus. This program not only focuses on learning activities, but also assists teacher administration and Principal management, as well as introducing technology adaptation to students and teachers (Meilia & Erlangga, 2022).

The Teaching Campus program also provides various benefits, such as supporting the learning process of students at the primary and secondary school levels, and empowering education students to contribute to school activities (Widiyono et al., 2021).

Before students design a program to improve student literacy and numeracy, the first step is to analyze the needs, existing facilities and infrastructure, and determine the

characteristics of students at SMP Negeri 3 Gondangrejo. This analysis is important to develop a program that suits the needs of the school and students. From the results of the analysis, students then develop and arrange programs that will be implemented during the service at SMP Negeri 3 Gondangrejo. The literacy and numeracy improvement program that has been prepared is then consulted with the teacher and Principal for approval. As a liaison in improving the quality of education, students must be able to collaborate and cooperate with teachers at school so that the planned work program can be implemented optimally and produce the best results.

The success of the Teaching Campus program can be measured by how much contribution and positive changes brought by students during the assignment period at the school. After obtaining approval from teachers and principals, students can implement the program to improve students' literacy and numeracy skills (Kartika et al., 2022) There are 10 work programs that have been designed by students to be implemented in order to improve students' literacy and numeracy skills at SMP Negeri 3 Gondangrejo. These programs include book swap party, literacy day, reading corner, mathventure, science art project, library revitalization program, school mading, reuse art, smart learning workshop, and socialization of the 3 big sins in education. The following is an explanation of each program.



Picture 1: Implementation of Book Swap Party

The Book Swap Party program is a work program aimed at motivating students to create a strong culture of literacy, so that it has an impact on positive learning outcomes. Book Swap Party is an activity of reading books or reading materials for 5-10 minutes every Monday morning before the Teaching and Learning Activities begin.

In this activity students are invited to bring their favorite books from home and hold book swap activities once a week. This activity is carried out in their respective classrooms, and is attended by students in grades 7-9, Batch 6

Teaching Campus students, and teachers at school. After finishing reading, students will be asked to make a booklet containing a brief summary or key points. The result of this program is that students can be more disciplined and responsible, because of this booklet (Suyitno et al., 2024).



Picture 2: Implementation of Literacy Day

Students' lack of interest in reading materials and challenges in developing literacy skills are problems that need to be addressed seriously at SMP Negeri 3 Gondangrejo. Therefore, the Literacy Day program was held to provide solutions to these problems and to raise awareness of the importance of literacy among students. The Literacy Day program involved contributions from Campus Teaching Batch 6 students, teachers, and students at SMP Negeri 3 Gondangrejo.

Some of the activities carried out during Literacy Day are Literacy Competition in the form of literacy competitions held for students at SMP Negeri 3 Gondangrejo such as short story writing competitions, poetry writing and reading competitions, and picture poster making competitions. Other activities included an exhibition of student work including short stories, poems, posters and art performances by students with a literacy theme.



Picture 3: Implementation of Reading Corner

This program continues and revives the existing reading corner program. Reading Corner is a reading corner in a room equipped with a collection of books that are arranged attractively to foster interest in reading (Anugrah et al., 2022).

This activity invites students to revitalize the reading corner and reading materials in their respective classes to make them comfortable and attract students' interest in reading.



Picture 4. Implementation of Mathventure

In this numeracy program, students use a game method outside the classroom as an activity that builds students' enthusiasm and eliminates their boredom (Wahyuni & Tranggono, 2023)

The Mathventure program is aimed at motivating students to improve their numeracy skills and interest in mathematics which is expected to have a positive impact on students' mathematics learning outcomes (Telaumbanua, 2022). This activity was carried out by involving 8th grade students with university students.

In this activity students are divided into several groups and will be given a mission in the form of problems that must be solved. This is expected to provide additional motivation for students to learn math in a fun and interesting way.



Picture 5: Implementation of Science Art Project

Teacher centered learning causes students' interest in learning Science is still fairly low. Therefore, educators are required to choose the right learning model so that students can be active, creative and innovative and fun during the learning process (Sakung, Wahyono, & Abram, 2025). The Science Art Projects program is a response to the attention to the challenges in learning Science among students of SMP Negeri 3 Gondangrejo which is packaged with

interesting and not monotonous learning (Dilena, 2022).

In this activity, students were divided into several groups. Furthermore, students introduced material about the practice of Effort and Energy. Through this activity, it is expected to develop students' critical, analytical, and creative thinking skills in solving Science problems with an approach that combines challenge and entertainment.



Picture 6. Library Revitalization

The next program is library revitalization at SMP Negeri 3 Gondangrejo which aims to renew the role of the library as a learning center that can increase students' interest in reading. The Teaching Campus student team developed a library revitalization program at SMP Negeri 3 Gondangrejo to revive the library's role as an inspiring learning space.

The first step taken in the implementation of library revitalization is to observe the condition of the library and the existing atmosphere in order to identify areas that need to be updated and decorated. Next, planning the concept by determining the theme or design concept that will be applied in the library. This activity includes cleaning books, grouping books by type, and rearranging reading books.

The impact of this activity is that students can reuse the revitalized library room as a more organized and orderly reading space (Utami et al., 2023).

Based on the picture of the library revitalization above, the school library, which had not previously been used by the school, looks tidier with neatly arranged books, good decoration equipped with visiting books, it is hoped that it will increase students' interest in reading, so that students can get more information (Agustina et al., 2020).

In order to keep the library maintained and comfortable to visit, Teaching Campus students and the head of the library invite students to participate in maintaining and carrying out

routine maintenance activities and cleaning the library area regularly by forming a team of library officers consisting of students at SMP negeri 3 Gondangrejo.



Picture 7. Implementation of School Mading

The next program is the school madding program. It has been a long time since the school madding has not been utilized properly by students. So that students try to revive the school mading by inviting students to make written works and works of art that can be attached to the school mading board. Students are very enthusiastic about making their work ranging from writing poetry, making educational picture posters, wall hangings, and motivational slogans. In addition to knowing the information provided on the school mading board, students can also enjoy and see the work of other students. The school mading program aims to improve literacy and numeracy skills and can train students' creativity (Rosita & Evi, 2024).



Picture 8. Implementation of Reuse Art

This activity responds to environmental issues related to the accumulation of waste and unused items. Disposing of these items inappropriately can have a negative impact on the environment.

Meanwhile, art and creativity education is an important part so that students are able to understand the importance of keeping the environment clean by recycling used plastic gallon waste into flower pots or ornamental plants (Ahmad & Nurmekasari, 2024).

This activity involves students to be aware of the importance of protecting the environment. In applying the design concept, students are required to be active and creative to make useful and attractive decorations from recycled items. In

addition, this activity can also be a place to channel and develop non-academic design and art skills (Wahyudi et al., 2020).



Picture 9: Implementation of Smart Learning Workshop

In the increasingly advanced digital era, technology has become an essential part of our lives. It has also affected education by providing opportunities for more interactive, fun and powerful learning.

The Smart Learning Workshop for teachers is a reflection of the significant changes in the role of teachers and education as a result of technological advances and developments in pedagogy. Technological advancements have changed the educational landscape by introducing digital learning tools, applications, and online platforms, one of which is the Canva application.

The utilization of Canva application is needed to support teachers in developing interesting and challenging materials in learning. Canva was chosen as the media taught to teachers because this application is very easy to use and is utilized by teachers in creating and developing materials, and can also be used to provide assignments to students (Sri Wiyannah et al., 2022).

The canva app training Smart Learning program can help provide a variety of learning methods that can help teachers improve efficiency in lesson preparation, implementation, and assessment of student learning outcomes.

The Smart Learning program for teachers aims to improve teachers' competence in using technology so that they can become more effective educators in this digital education era.



Picture 10: Implementation of the Socialization of the 3 Major Sins in Education

The Socialization of the 3 Great Sins program at SMP Negeri 3 Gondangrejo is a response to concerns about negative behavioral changes among students, especially those related to actions that can harm themselves and society.

The phenomenon of violence in schools is not a new thing that we still talk about with taboos in The phenomenon of violence in schools is not a new thing that we still talk about with taboos in the world of education (Febriyani et al., 2024).

Actions that are often referred to as the 3 cardinal sins of intolerance, sexual violence, and bullying, have a serious impact on students' physical, mental, and social development (Falahiyati et al., n.d.). With this program, it is expected to be able to provide understanding to students to prevent actions in the 3 cardinal sins. Teaching Campus students and teachers provide socialization to all school residents at SMP Negeri 3 Gondangrejo in order to create a safe, inclusive, and supportive school environment where every student feels accepted and respected. In addition to shaping students' characteristics to become responsible citizens (Rizqiyah & Arsanti, 2022).

After being assisted by students from the Teaching Campus program, the school has strengthened its literacy and numeracy programs. Students assisted teachers in developing creative and interactive learning modules and conducting interesting hands-on teaching. So that students understand the material more quickly, especially students who initially have learning difficulties.

Teaching Campus students are also involved in the after-school tutoring program. They help students with math, English and science. The presence of the students is a motivation for the students as they can ask questions directly in a more relaxed atmosphere.

The school also organizes skills programs such as creative product making, entrepreneurship, and introduction to simple technology. These programs are made better because students bring innovative ideas and motivate students to think creatively and dare to be entrepreneurs.

Through the Teaching Campus, character education programs in schools become more effective. Students assist students in activities such as group work, social projects, and character values literacy activities. As a result, students are more disciplined, respectful, and well behaved (Ratih et al., 2020)

In addition, there are efforts to assist students with technology, able to improve the

digital skills of students and teachers. The use of online learning applications is introduced so that students are familiar with educational technology, which is very helpful in learning (Mustofa & Riyanti, 2019).

The presence of students provides new energy and innovation in the teaching and learning process, so that learning methods become more varied and interesting for students. Students can also be role models for students in terms of discipline, creativity, and integrity. Through interaction with students, students become more motivated and have role models who are close to their age (Hastuti, 2018).

For teachers, the presence of Teaching Campus students helps reduce the workload, especially in terms of administration and teaching basic materials, so that teachers can focus on more strategic teaching. In addition, students who are familiar with technology can help teachers and students to better master the use of technology, which is needed especially in preparation for the future world of work (Nisa, Tinofa, Noptario, & Abdullah, 2024).

Teaching Campus students are usually only assigned for a certain period of time, such as one semester or for 6 months. This makes program sustainability a challenge, because after they leave, the program may stop or be less effective.

Not all students have teaching experience, so some may still need training to be able to teach effectively and understand student psychology. Sometimes, the role of students in the classroom is not clear between teachers and students. Teachers may feel a little disturbed by the presence of students, especially if there are different approaches to teaching. Students may become too accustomed to or dependent on student guidance. When the program ends, it is possible that students' motivation to learn decreases because there is no longer the same mentoring.

Overall, the Teaching Campus program has had a significant positive impact on developing the quality of education in schools. Although it has some weaknesses, the benefits are considerable, especially in the aspects of improving students' literacy, numeracy and character, which become a strong foundation for a more advanced and quality education.

4. Conclusion and Suggestion

Based on the results of this study, it can be concluded that literacy and numeracy skills must be mastered by students since primary and secondary school levels. These skills will greatly help students in learning various other fields as well as being a provision when continuing

education to a higher level. The decline in literacy and numeracy skills at SMP Negeri 3 Gondangrejo can be overcome by implementing school programs that focus on learning and activities that support the improvement of these skills.

From this study, it can be seen that the programs implemented by Campus Teaching Batch 6 students at SMP Negeri 3 Gondangrejo are effective in improving students' literacy and numeracy skills. The programs include book swap party, literacy day, reading corner, mathventure, science art project, library revitalization program, school mading, reuse art, smart learning workshop, and socialization of the 3 big sins in education.

The implementation of the work program to improve students' literacy and numeracy skills went well thanks to the approval and direction of the teachers and Principal at SMP Negeri 3 Gondangrejo. Cooperation and collaboration between students and teachers also play an important role in the success of this program.

The researcher hopes that the programs that have been successfully implemented can be continued and further developed by the next batch of students to ensure the sustainability of improving student literacy and numeracy.

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