

Analysis of the Kampus Mengajar Program Cohort 7 on the Improvement of Literacy and Numeracy Abilities of Students at SD Negeri 1 Margototo

***Wiwin Rita Sari¹, Astri Setyawati², Dwilita Astuti³,**

Universitas Nahdlatul Ulama Lampung¹²³

Correspondence: wiwin.ritasari@gmail.com

ABSTRACT

The Kampus Mengajar program, part of the Merdeka Belajar-Kampus Merdeka (MBKM) initiative, enables university students to engage in primary education, particularly in areas with limited access. This study analyzes the impact of the seventh cohort of the program on literacy and numeracy skills at SD Negeri 1 Margototo. Using a qualitative case study approach, data were gathered through observations, interviews, and documentation from teachers, students, and participating university students. The research findings indicate that there was an increase in the average scores from the pretest and post-test of the Minimum Competency Assessment (AKM), specifically a 42% improvement in literacy skills and a 44% improvement in numeracy skills. These findings suggest that the Kampus Mengajar program plays a significant role in enhancing the quality of primary education and serves as an effective collaborative model between university students and schools in underserved areas.

Keywords:

Kampus Mengajar, Literacy, Numeracy

INTRODUCTION

In recent years, the significance of literacy and numeracy as foundational skills in education has gained increased recognition among educators and policymakers alike. Literacy, which encompasses the abilities to read, write, and communicate effectively, is crucial for engaging with texts across various subjects, while numeracy the capacity to understand and work with numbers plays a vital role in students' daily lives and future career opportunities (Grasby et al., 2020; Rakhmawati & Mustadi, 2022). These skills not only facilitate academic achievement but also equip individuals with essential competencies for navigating a complex and rapidly changing world (Hanushek, E. A., & Woessmann, 2015; OECD, 2019). However, despite these acknowledged necessities, Indonesia continues to grapple with significant challenges in both literacy and numeracy. The Programme for International Student Assessment (PISA) results have consistently highlighted the low performance of Indonesian students in these areas, demonstrating a pressing need for effective interventions (OECD, 2019).

To address these educational shortcomings, the Indonesian Ministry of Education and Culture launched the Kampus Mengajar program as part of the broader Merdeka Belajar-Kampus Merdeka (MBKM) initiative (Kemendikbud, 2024). This innovative program seeks to engage university students as teaching assistants in primary schools, particularly in underserved regions where access to quality education is limited. By leveraging the enthusiasm and contemporary pedagogical strategies of university students, the Kampus Mengajar program aspires to bridge the educational divide and enhance the learning experiences of primary school students (Oktapiani et al., 2022).

The Kampus Mengajar program is designed not only to improve student learning outcomes but also to provide university students with practical teaching experience that enriches their educational journey (Suranto et al., 2023). Research has indicated that student-teachers can effectively motivate younger learners, leading to increased engagement and improved academic performance in various subjects, particularly literacy and numeracy (Meliyana & Sugesti, 2023; Pakpahan et al., 2023). Research focusing on the impact of the Kampus Mengajar program on literacy and numeracy skills has begun to emerge, revealing promising outcomes. Studies have shown that interactive teaching methods introduced by university students can lead to substantial improvements in students' academic abilities (Meliyana & Sugesti, 2023; Sumani et al., 2022).

This study focuses on evaluating the seventh cohort of the Kampus Mengajar program at SD Negeri 1 Margototo, aiming to analyze its effectiveness in enhancing literacy and numeracy skills among students. Utilizing a qualitative case study approach, this research seeks to collect insights from various stakeholders, including teachers, students, and participating university students. The findings are expected to provide valuable evidence regarding the program's impact on student learning and highlight its potential as a model for collaborative educational initiatives in Indonesia. The research aims to explore how collaboration between university students and primary school teachers can lead to innovative solutions to the challenges faced by schools in remote areas.

METHOD

This study employs a qualitative case study approach to analyze the effectiveness of the Kampus Mengajar program in improving literacy and numeracy skills among students at SD Negeri 1 Margototo, East Lampung. The participants included 13 fifth-grade students, 1 accompanying teacher, 1 principal, and 5 university students participating in the Kampus Mengajar program, selected using purposive sampling techniques to ensure the representation of individuals with direct experience. The Kampus Mengajar program was conducted over approximately 4 months. Data were collected through observations, interviews, tests, and document analysis. Tests to measure literacy and numeracy skills were administered before and after the collaborative action activities using the AKM (Minimum Competency Assessment) format. Observations were carried out during the program to assess the collaborative actions of university students and student engagement, while semi-structured interviews with teachers and university students were conducted to gather insights about their experiences and perceptions of the program. Document analysis was also performed to provide additional context regarding the implementation of the program. The collected data were analyzed using descriptive analysis. This method aims to provide a clear and systematic depiction of the data obtained from observations, interviews, and documentation. To ensure the validity and reliability of the findings, data triangulation was employed by combining various sources and methods, along with member checking to obtain feedback from participants.

RESULTS AND DISCUSSION

In the implementation of the Kampus Mengajar program, university students collaborate with both teachers and students at the school. Before the implementation of the Kampus Mengajar program, the students conducted observations for approximately three weeks at SD Negeri 1 Margototo. The purpose of this observation was to understand the context and learning conditions at the school, as well as to identify the students' needs and the challenges faced by the teachers. During this period, the students observed various aspects, including the level of student engagement in learning, existing literacy and numeracy skills, and the teaching methods used by the teachers. The observations also included an examination of existing constraints, such as a lack of learning resources and teaching aids, as well as the dynamics of social interactions among students and between students and teachers. The information obtained from this process became the basis for the students to design appropriate and effective collaborative actions. The collaborative action activities successfully implemented by the seventh cohort of the Kampus Mengajar program at SD Negeri 1 Margototo are presented in Table 1 below.

Table 1. Collaborative Action Activities

Program	Purpose
Grow Mading	Enhance students' creativity in producing written and artistic works.
Read Aloud	Understand the storyline, content, and moral messages in the story.
Read Before Studying	Increase interest in reading, fluency, and comprehension related to the texts read.
Wall Texts (Teding)	To boost students' reading interest outside the classroom, making it an engaging reference for reading.
Counting Wall (Temtung)	Train students to become familiar with mathematical operations.
Multiplication Wheel (Kiper)	Provide creative learning innovations to keep students engaged in mathematics, especially multiplication.
Pop Up Book	Offer more engaging visualization learning materials to students.
Library Upgrade	Select appropriate books for use, making the library environment attractive and comfortable for students.
Reading Corner Upgrade	To motivate students to read more enthusiastically in class with a more varied book selection.
Grow Mading	Enhance students' creativity in producing written and artistic works.
Living Pharmacy	Create a living pharmacy that can be used by school community members.
Literacy Camp	Strengthen students' cooperative attitude, responsibility, creativity, and improve their literacy skills.
Student Learning Guidance	Target students with reading and arithmetic limitations to help them read and recognize numbers at least.
Reading Guide Book (Bupame)	Aim to improve students' literacy or reading abilities.

Based on the table, it can be seen that the collaborative action activities designed are focused on helping to improve students' literacy and numeracy skills.

The findings of the study related to the implementation of the Kampus Mengajar program at SD Negeri 1 Margototo indicate a significant improvement in students' literacy and numeracy skills. This study involved 13 fifth-grade students

participating in the program, and data were collected through observations, interviews, and document analysis. The learning activities carried out by university students in collaboration with subject teachers included the use of teaching aids such as a multiplication wheel and a counting wall, which successfully captured students' attention and increased their engagement in the learning process. Meanwhile, other collaborative activities that supported student involvement in literacy activities were able to significantly enhance students' literacy skills.

Table 2. Results of Students' Literacy and Numeracy Pretest and Posttest

Ability	Pretest Score	Posttest Score	Increase
Literacy	46%	88%	42%
Numeracy	26%	70%	44%

Based on the presented table, the average score of students in the literacy pretest was 46%, indicating that many students are at a basic literacy skill level and have ample opportunities to improve their abilities. This reflects students' foundational understanding of reading and writing, although they may face challenges with more complex texts and in applying information from those texts. After the implementation of the collaboration in the Kampus Mengajar program, the average score of students in the literacy posttest increased to 88%, indicating an improvement of 42% in their literacy skills. This shows that students are beginning to better comprehend texts and utilize the information they read more effectively. This significant improvement demonstrates the positive impact of the seventh cohort of the Kampus Mengajar program on students' literacy skills. The improvement is likely attributed to more interactive teaching methods, the use of reading materials relevant to students' daily lives, as well as support from teachers and active student engagement in the learning process.

In the numeracy pretest, students achieved an average score of 26%. This figure indicates that students' numeracy skills are still below the expected standard. It reflects that many students are struggling to understand basic mathematical concepts and apply their counting skills in various contexts. After the collaborative actions in the Kampus Mengajar program, the average score of students in the numeracy posttest increased to 70%. This increase of 44% signifies a significant improvement in students' numeracy skills. This score indicates that students are beginning to understand mathematical concepts better and can apply numeracy skills in various situations. Factors contributing to this improvement include the use of visual aids and manipulatives that help students grasp mathematical concepts more effectively. Additionally, teaching methods that emphasize the practical application of mathematical concepts have also significantly contributed to this improvement. Below is the documentation of the pretest and posttest activities for the AKM class.

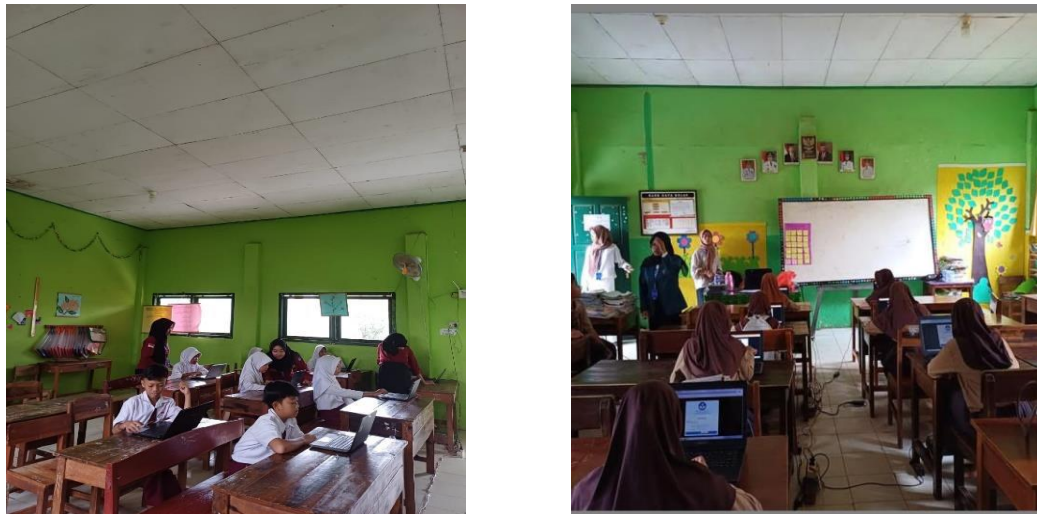


Image 1. Documentation of AKM Class Pretest and Posttest Activities

The improvement in students' numeracy skills can be attributed to the use of teaching aids, one of which is the multiplication wheel. The multiplication wheel is a tool designed to make mathematics learning more engaging and interactive. This tool helps students understand multiplication concepts through clear and practical visualizations.

By using the multiplication wheel, students can see the relationship between numbers and their multiplication results directly, making it easier for them to remember and understand the concept. This method also allows students to practice actively, which can enhance their engagement in learning. Teaching aids have a significant impact on students' learning outcomes to improve their performance (Maulana et al., 2023).

In addition, the multiplication wheel also supports more collaborative learning, where students can work together in groups to solve problems, thereby enhancing their social skills and teamwork. In this way, teaching aids such as the multiplication wheel not only improve numeracy skills but also create a positive and enjoyable learning atmosphere. Overall, the presence of learning media, including the multiplication wheel, contributes significantly to the improvement of students' numeracy skills by creating a more enjoyable and effective learning experience.

Here is the documentation of the multiplication wheel used in collaborative learning with the teacher.



Image 2. Multiplication Wheel

The results of field observations indicate that students showed greater interest in lessons after the collaborative action activities in this Kampus Mengajar program. Many students who were previously less active in learning have now become more engaged and enthusiastic about studying. Teachers also reported that students are more capable of collaborating in groups, demonstrating an improvement in social skills that are important in the educational context. (Johnson & Johnson, 2014).

Collaboration between university students and teachers is crucial in the implementation of this program. The teachers stated that this collaboration not only enriches students' learning experiences but also provides them with the opportunity to learn from the new approaches applied by the students. This indicates that the success of the Kampus Mengajar program lies not only in the improvement of academic skills but also in the development of strong relationships between students and educators, which can foster a more positive learning environment.

The increase in students' scores is consistent with previous research findings that indicate that learning involving active interaction can help build students' knowledge rather than merely receiving information passively (Rafiq et al., 2022). Therefore, it is recommended that this program be continued and further developed, including the increased use of technology in learning to reach more students in remote areas.

The discussion of the research findings highlights the significant positive impact of the Kampus Mengajar program on students' literacy and numeracy skills at SD Negeri 1 Margototo. Firstly, the observed increase in literacy skills, with the average score rising from 46% to 88%, indicates that the collaborative activities implemented by university students effectively enhanced students' comprehension of reading materials and their reading abilities. Approaches that involve active student participation, such as group discussions and project-based activities, enable students to gain a deeper understanding of the material, aligning with the principles of constructivist learning proposed by (Piaget, 1970).

Furthermore, in terms of numeracy, the increase in the average score from 26% to 70% indicates that students not only have a better understanding of basic mathematical concepts but are also more capable of applying them in everyday situations. This suggests that the activities designed within the Kampus Mengajar program help students see the relevance of mathematics in their lives, which is crucial for developing a positive attitude towards the subject.

Interviews with teachers indicate that the collaboration between university students and teachers enhances the overall quality of instruction. Teachers expressed that they gained new insights into innovative teaching media from the students, which helped them engage students' attention during lessons. This collaboration also fosters a more dynamic learning environment, where students feel more comfortable participating and sharing their opinions. Menurut (Johnson & Johnson, 2014), Group collaboration can encourage student engagement and foster important social skills.

The Kampus Mengajar program also demonstrates that the integration of media in learning can enhance student interest and motivation. The use of learning media can motivate students to engage in a more interactive and engaging way of learning. (Nurhalimah & Azzahra, 2023)

However, although the research results show significant improvement, it is important to remember that the success of the Kampus Mengajar program also depends on ongoing support from schools and the government. To maximize the impact of this program, it is essential to involve all stakeholders in the educational development process in remote areas. Recommendations for further development include training for university students on effective teaching strategies and utilizing local resources in the learning process, so that this program can continue to adapt to the needs of students in the future.

CONCLUSION

The Kampus Mengajar Program, Cohort 7 at SD Negeri 1 Margototo, has shown positive results in enhancing students' literacy and numeracy skills. Through innovative and interactive collaborative actions, students experienced significant improvements in reading and counting skills, with average literacy scores increasing from 46% to 88% and numeracy scores rising from 26% to 70%. The collaboration between university students and teachers also played a key role in the success of this program, where teachers gained new insights into effective teaching methods and students received better support in their learning process.

Overall, the Kampus Mengajar program not only contributes to improving students' academic abilities but also strengthens the relationship between university students and educators. Recommendations for further development include training for university students on effective teaching strategies and enhancing the use of technology in learning. This program can serve as a valuable model for improving the quality of education in remote and underserved areas.

The references used support this conclusion and highlight the importance of interactive learning and collaboration in creating a positive learning environment. Continuing and developing this program will be highly beneficial for the improvement of educational quality in the future.

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