Published online on the page: https://jurnal.mifandimandiri.com/index.php/jpvi

J P V I
Jurnal Pendidikan Vokasi Indonesia

| ISSN (*Online*) 2962-4649 |

Optimization of Literacy, Numeracy, and Technology Adaptation through the Implementation of the Kampus Mengajar Program

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Article Information

Article History:
Submit: 02 Februari 2024
Revision: 06 Februari 2024
Accepted: 17 Februari 2024
Published: 28 Februari 2024

Keywords

Literacy; Numeracy; Technology Adaptation

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A B S T R A C T

Improving literacy and numeracy at the primary education level is a crucial aspect that must be prioritized in the context of national educational development. One of the initiatives to enhance students' literacy and numeracy skills in Indonesia is the "Kampus Mengajar" Program, a part of the Merdeka Belajar Kampus Merdeka (MBKM) policy implemented by the Ministry of Education, Culture, Research, and Technology. SDN 101914 Kampung Baru, as a primary educational institution, plays a significant role in shaping students' character and foundational skills. This study aims to analyze the implementation of the Kampus Mengajar Batch 6 Program in improving literacy, numeracy, and technology adaptation at SDN 101914 Kampung Baru. The research method followed the structured stages outlined in the Kampus Mengajar Batch 6 guideline, involving university students as agents of change within the school environment. The findings indicate that the program had a significant positive impact on enhancing students' literacy, numeracy, and technology adaptation skills.

1. Introduction

Education plays a crucial role as a fundamental pillar in the development of a nation (Ke-sd-an et al., 2024). One of the essential aspects of primary education is the mastery of literacy and numeracy skills, which must be prioritized within the context of national educational development. SDN 101914 Kampung Baru, as a primary education institution, holds a vital role in shaping students' character and foundational skills. However, challenges such as limited resources, inadequate educational facilities, and unsupportive environmental factors often hinder efforts to achieve optimal educational quality.

To address these challenges, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) introduced the "Kampus Mengajar" Program, as part of the Merdeka Belajar Kampus Merdeka (MBKM) initiative (Waldi et al., 2022; Fani & Tranggono, 2023; Ke-sd-an et al., 1907). This program aims to improve the quality of learning in schools by involving university students as agents of change and partners in the education sector to optimize their competencies (Muyassaroh et al., 2022; Pendidikan & Anwar, 2021).

Literacy and numeracy are fundamental competencies required by students to understand reading texts and mathematical concepts (Dwi Noerbella, 2022). Mastery of these skills significantly

contributes to improving educational quality, encompassing teaching materials, methodologies, facilities and infrastructure, administrative support, and the creation of a conducive learning environment (Tanjung et al., 2021). Unfortunately, the literacy and numeracy levels of Indonesian students remain low, resulting in a less competitive human resource pool (Syafutra et al., 2022).

The Kampus Mengajar Batch 6 Program emerges as an innovative solution to address these issues. By involving university students as agents of change in the basic education process, the program is expected to make a significant contribution to improving literacy, numeracy, and overall educational quality at SDN 101914 Kampung Baru. This scientific article aims to explore in depth the contribution of the Kampus Mengajar Program to enhancing the quality of primary education through improvements in literacy and numeracy skills.

2. Research Methods

This study aims to improve literacy, numeracy, and technology adaptation at SDN 101914 Kampung Baru through the implementation of the "Kampus Mengajar Batch 6" Program. The research employed a descriptive qualitative approach. The study was conducted from July to December 2023 at SDN 101914 Kampung Baru, Deli Serdang Regency, North Sumatra. The target of the study was the entire school community, including the principal, teachers, and students of SDN 101914 Kampung Baru. The subjects of the study were university students participating in the Kampus Mengajar Batch 6 Program assigned to the school. The research procedure followed the stages outlined in the 2023 Kampus Mengajar Batch 6 Program Guidelines (Jenderal et al., n.d.), as follows:

1. Preparation

   University students attended preparatory training sessions from July 18 to August 10, 2023. The sessions covered topics such as non-cognitive assessments, basic concepts of literacy and numeracy, differentiated learning practices, library and reading corner management, school literacy and numeracy movements, the Merdeka curriculum, Pancasila Student Profile, and climate change mitigation projects in schools.

2. Coordination

   The Field Supervisor (DPL) coordinated with the assigned school and the Deli Serdang District Education Office to obtain official approval for the program implementation.

3. Deployment of Students

   Students were formally deployed to their assigned schools, bringing assignment letters and mandates from the Directorate General of Higher Education (Ditjen Dikti).

4. Needs Analysis

   A needs analysis was conducted through direct observation and interviews with representatives from the Education Office, the principal, and teachers between August 14–18, 2023, focusing on school environment conditions, curriculum, teaching methods, and educational resources.

5. Program Design

   Program planning was carried out both online and face-to-face involving students, the Field Supervisor, and school staff. The agreed programs included: the "Tree of Knowledge" literacy and numeracy initiative, educational hardware and software usage, library and reading corner management, waste management and school gardens, handicrafts, reading and writing tutoring, anti-bullying socialization, and the 3S (Smile, Greet, Salute) practice.

6. Program Implementation

The agreed-upon work programs were gradually implemented, with students submitting weekly reports through the MBKM portal, which were reviewed and approved by the Field Supervisor.

7. Reflection and Evaluation

   Reflection and evaluation activities were conducted through sharing sessions with the Field Supervisor, discussing program outcomes, encountered challenges, and solutions.

8. Student Withdrawal

   Upon completion of the assignment, students and the Field Supervisor conducted a farewell ceremony at the school, shared experiences, and presented a commemorative plaque to the school.

Research instruments included observation guidelines, interview protocols, and weekly report formats. Data collection techniques comprised observation, interviews, and documentation. Data analysis was performed using a descriptive qualitative method through data reduction, data display, and conclusion drawing.

3. Results and Discussion

The assignment of students from the Kampus Mengajar Batch 6 Program at SDN 101914 Kampung Baru began on August 14, 2023, and ended on December 2, 2023. The process began with the official release of students by the Field Supervisor (DPL) on August 15, 2023, and concluded with the withdrawal of students and the presentation of a commemorative plaque to the school on December 2, 2023. During this period, several programs were successfully implemented with the involvement of students as agents of change. The following are the results of the implementation of these programs:

Figure 1. Use of technology in learning

3.1. Literacy Program

In the implementation of the literacy program, my team and I introduced fresh ideas and up-to-date knowledge into the classroom, creating an engaging and enjoyable learning environment for the students. We integrated technology into language literacy instruction by utilizing digital media and online platforms to enrich the learning experience. One of the products we developed was the Tree of Knowledge, which contained various learning materials such as multiplication tables, mathematical formulas, notable inventors, and general knowledge. This program also introduced students to various digital applications and online resources that support interactive learning.

3.2. Numeracy Program

The numeracy program involved the use of technology in teaching mathematics. Interactive math applications and simulation software were used to engage students in understanding mathematical concepts. Project-based learning and mathematical experiments were also conducted, giving students the opportunity to develop a deeper and more comprehensive understanding of mathematics.

3.3. Technology Adaptation

The technology adaptation program consisted of two key components: (a) Use of Hardware, which involved the use of laptops and projectors to enhance the students' learning experience and support interactive learning. (b) Use of Educational Software (PPLK), which included the use of educational software such as Interactive PowerPoint and other learning applications. One of our efforts was to train teachers to use Canva as a tool for creating more engaging and interactive learning materials.

3.4. Library Management and Utilization Program

We carried out activities such as cleaning and organizing books in the library, as well as posting educational posters encouraging students to value study time and reading. Through these creative efforts, the library became a more inviting and inspirational place, supporting the creation of a positive literacy culture in the school.

3.5. Reading Corner Management and Utilization

The reading corner was one of the innovations we created to enhance students' reading interest. We filled the reading corner with quality books and decorated the space to make it more appealing, encouraging students to spend time reading.

3.6. Environmental Conservation and Climate Change Mitigation

We introduced environmental awareness through conservation programs, including waste management, tree planting, and hydroponic vegetable cultivation. We also held Clean Saturday activities and established a school garden, supporting environmentally-based learning and raising students' awareness of the importance of cleanliness and environmental preservation.

3.7. Student Character Development Program

We encouraged students to enhance their spiritual and social awareness through prayer and sermons, as well as applying moral and ethical values in their daily lives. We also introduced the 3S (Smile, Greet, Salute) program to be applied in interactions among students, parents, teachers, and peers. Additionally, we conducted socialization on bullying and how to prevent it in school.

3.8. Extracurricular Activities Program

We also conducted extracurricular activities such as handicrafts and tutoring for students who had not yet mastered reading and writing. Handicrafts aimed to develop students' motor skills and creativity, while the tutoring sessions provided extra time for students to improve their basic literacy skills.

4. Conclusion

Through consistent efforts, this study shows a significant improvement in the literacy and numeracy skills of students at SDN 101914 Kampung Baru. The implementation of hardware enhanced the learning experience, creating opportunities for skill development relevant to technological advancements, and preparing students to face challenges in the digital era. The management of the library and utilization of quality reading materials successfully created a dynamic and sustainable literacy environment. The environmental conservation and climate change mitigation programs created a clean and healthy learning environment, while raising students' environmental awareness. The student character development program helped shape strong moral values, while extracurricular activities positively impacted creativity development and facilitated students who were still learning to read and write.

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