

IMPLEMENTATION OF THE CAMPUS TEACHING PROGRAM IN IMPROVING LITERACY AND NUMERACY COMPETENCE

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Abstract. SD Inpres Ende 13 is an elementary school located in the Ende district that is the target of the implementation of the 2024 batch 8 teaching campus program, which is included in the low level of the minimum competency assessment (AKM) results. This assessment will look at and measure the indicator aspects of students' numeracy and literacy abilities. Reading becomes the ability that is assessed from the literacy aspect. Meanwhile, the ability to analyse numbers is the focus of the assessment of numeracy abilities. This community service applies a qualitative method where campus teaching participants, students and teachers will carry out a planned work program to see comprehensive interactions. The increase in students' knowledge and literacy and numeracy skills can be seen from the measurement results due to this community service, where there was an increase from 65% to 88% reaching the good category in literacy, while the results of the numeracy AKM post-test showed a significant increase, namely from 31% to 72%. Positive results were obtained from the qualitative approach process of this service. The implementation of writing competitions, poetry reading, fast and correct counting competitions, creating reading communities and educational games has a positive impact on student learning outcomes.

Keywords: literacy, numeracy, campus teaching program

Abstrak. SD Inpres Ende 13 adalah sekolah dasar yang berada di kabupaten Ende yang menjadi sasaran pelaksanaan program kampus mengajar angkatan 8 tahun 2024 yang termasuk dalam level rendah pada hasil asesmen kompetensi minimum (AKM). Asesmen ini akan melihat dan mengukur aspek indikator dari kemampuan numerasi dan literasi siswa. Bacaan menjadi analisis kemampuan yang di nilai dari aspek literasi. Sementara itu kemampuan menganalisis angka menjadi fokus asesmen dari kemampuan numerasi. Pengabdian ini menerapkan kualitatif method dimana peserta kampus mengajar, siswa dan guru akan melakukan program kerja yang telah di rencanakan untuk melihat interaksi yang komperhensif. Peningkatan pengetahuan dan kemampuan literasi dan numerasi siswa terlihat meningkat dari hasil pengukuran akibat pengabdian ini, dimana terjadi peningkatan dari 65% menjadi 88% mencapai kategori baik dalam literasi, sementara untuk hasil post-test AKM numerasi menunjukan peningkatan yang signifikan yaitu dari 31% menjadi 72 %. Hasil positif didapatkan dari proses pendekatan kualitatif hasil pengadain ini. Penerapan kegiatan lomba menulis, membaca puisi, kompetisi berhitung cepat dan benar, membbuat komunitas baca dan game edukatif memberikan dampak yang positif terhadap hasil belajar siswa

Kata Kunci: literasi, numerasi, program kampus mengajar

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INTRODUCTION

Social life is certainly an application of the education acquired in school through the skills, knowledge, and moral values learned (Almazroui, 2023). Student competency development needs to be developed from elementary school to teach students to grow into individuals ready to face the real world (Rahmadhani & Suryati, 2022). However, to achieve national development progress, Indonesia must be able to create a generation skilled in various aspects of life. One effort is the requirement for Indonesian citizens and educational institutions to master six basic literacies: language literacy, numeracy literacy, science literacy, digital literacy, financial literacy, and cultural and civic literacy (Cahya & Meliyani, 2025).

Basic education in Indonesia still faces a series of challenges that impact the quality of learning. One major problem is students' low literacy and numeracy skills, which are fundamental elements in building other academic skills (Hidayat et al., 2024). This problem not

only hinders students' development in subsequent levels of education but also affects their abilities in daily life (Schunk, 1989). This condition is particularly evident at the elementary school level, where many students still struggle to master basic literacy and numeracy concepts (Roesslein & Coddington, 2019). Various factors contribute to this difficulty, including learning methods that do not fully meet students' needs, limited adequate learning resources, and a lack of opportunities for students to participate in learning activities that can foster critical thinking and problem-solving skills.

SD Inpres Ende 13 is one of the schools in Ende Regency targeted for the 2024 Campus Teaching Program, which is considered low in the AKM (National Assessment Competency Test) results. This AKM will assess two cognitive aspects: literacy and numeracy. The literacy material will emphasise reading comprehension and analysis skills. So, it's not just about being able to read, but also being able to understand and comprehend the concepts behind the reading or writing. Furthermore, the numeracy material will emphasise the ability to analyse numbers. This numeracy differs from mathematical knowledge (Gal et al., 2020). Simply put, numeracy is the skill of applying mathematical knowledge, such as number concepts and arithmetic operations, as well as interpreting quantitative information in real life (Reyna & Brainerd, 2023). To address this problem, especially in the aspects of literacy and numeracy, the government, together with educational institutions, has launched various initiative programs. One significant step is the Campus Teaching Program (Nufus, et al., 2023). The Kampus Mengajar (KM) Program is part of the Independent Learning (MBKM) Policy, which is directly implemented by the Ministry of Education and Culture (Syahrudin & Tambaip, 2023). This program is designed to involve students in efforts to improve the quality of education in areas with high needs, particularly in elementary schools located in remote or less accessible areas (Fadil et al., 2023). Participating students are trained to apply innovative and collaborative teaching methods, thereby creating a more effective and engaging learning experience for students.

Based on this explanation, efforts to increase student literacy and numeracy were carried out through the implementation of the Class 8 Teaching Campus Program. This program is not just an ordinary initiative, but rather a proactive step to overcome concrete problems that exist in the field. By involving qualified and highly committed teaching staff, it is hoped that this program can have a significant positive impact on the literacy and numeracy skills of students (Solihin, et al., 2022).

METHOD

The Teaching Campus Program 8 was implemented from September 2024 to December 2024. The assignment location was SD Inpres Ende 13, Potulando Village, Ende Tengah District, Ende Regency, East Nusa Tenggara. This community service uses a qualitative descriptive method that aims to document and analyse the implementation of the Teaching Campus Program Batch 8 at SD Inpres Ende 13 as an effort to improve student literacy and numeracy. Qualitative community service is a process of collecting data in a natural context to interpret ongoing phenomena (Lim, 2025). This qualitative approach allows students to interact directly with students, teachers, and school officials so that they can obtain richer and more comprehensive data (Pregoner, 2024). This community service program aims to understand changes in students' literacy and numeracy skills after they received intervention from the Kampus Mengajar 8 program.

The population and target group for this community service program included all 75 students at SD Inpres Ende 13, who participated in the Kampus Mengajar 8 program. This school was selected as the community service location due to its participation in existing programs and the need to improve students' literacy and numeracy skills. In this community service program, the researcher served as the primary instrument, and the data sample was purposively selected, consisting of 18 fifth-grade students, as they had been designated by the

Ministry of Education and Culture to participate in the AKM (National Assessment Program). Students were actively involved in the field, observing, recording, and collecting data during the learning process.

Students conducted various activities, including observations, interviews, and an AKM pre-test, to gather information on students' literacy and numeracy skills before the program began. Through observations and interviews, the researcher sought to understand the initial conditions of the school environment and students and identify the challenges they faced in literacy and numeracy. Observations were conducted by directly observing literacy and numeracy activities at the assigned school using a previously developed observation guide. Interviews were also conducted with the principal and class teachers to obtain more in-depth information about literacy and numeracy at the school.

The AKM pre-test aims to measure students' literacy and numeracy skills, which can be assessed through numbers and calculations. AKM (Minimum Competency Assessment) is a basic competency assessment required by students to develop their personal qualities and participate positively in society. In AKM, the basic competencies measured consist of two competencies: reading literacy and numeracy (Muthahana, et al., 2023). The results of this initial activity serve as a foundation for researchers to develop more appropriate and effective learning plans to improve students' literacy and numeracy skills. After collecting initial data on student literacy and numeracy, students then analyze to design the most appropriate program. This analysis process includes processing information obtained from observations, interviews, and the results of the AKM pre-test. The results of this analysis will be used to develop a learning program that focuses on developing students' literacy and numeracy through interactive, collaborative, and contextual activities. At the end of the program, a post-test will be conducted to evaluate the extent to which the Kampus Mengajar 8 program has influenced the improvement of students' literacy and numeracy.

RESULT AND DISCUSSION

Literacy and Numeracy

Based on observations and interviews with the principal and homeroom teachers, it was found that the literacy and numeracy skills of students at SD Inpres Ende 13 remain low, as evidenced by the yellow achievement level on their school report cards. This condition can be seen from several factors contributing to low literacy and numeracy, including a lack of interest and motivation in reading and arithmetic, ineffective teaching methods, inadequate educational facilities, and poor teacher technology skills (Zuilkowski, et al., 2023).

Based on the AKM pre-test results, of 18 fifth-grade students, only 65% answered 20 questions correctly. Some students still face difficulties understanding complex reading texts and articulating their ideas in writing, indicating that literacy skills at this school are below expected standards. The following table shows students' literacy skills before the program implementation.

Table 1. *Literacy ability pre-test results*

Competence	Number of questions	Number of students	Number of students answering correctly	Percentage of students answering correctly
Finding explicit information (who, when, where, why, how) in fictional texts	20	18	12	65%

Similar results were also found in numeracy skills; of the 18 students who took the AKM pre-test, only 31% of students answered 20 questions correctly. Only 27 of the 180 students had good abilities in understanding, using, and manipulating numbers. The majority of students at

SD Inpres Ende 13 had difficulty applying basic mathematical concepts such as arithmetic operations, measurement, and mathematical problem solving. Based on this data, overall, students' literacy and numeracy skills are classified as low and far from the expected assessment standards (Andriani, et al., 2025). The following is a table of students' numeracy skills.

Table 2. *Pre-test results for numeracy skills*

Competence	Number of questions	Number of students	Number of students answering correctly	Percentage of students answering correctly
Solving simple equations using addition or subtraction operations (in simple form)	20	18	6	31%

Design and Implementation of the Teaching Campus Program

The work program is designed based on the results of the school's needs analysis. The work program is a structured work plan that has been jointly designed and agreed upon by students, field supervisors, supervising teachers, the principal, and teachers through several discussions to meet the needs of SD Inpres Ende 13, based on observations, interviews, and the results of the AKM pre-test. The students implement this discussed and agreed-upon work program throughout their assignment until they withdraw from the teaching campus program. This program is also aligned with the school's work program, with the primary goal of improving students' literacy and numeracy skills through various interactive and sustainable approaches (Fauiz et al., 2024).

The first literacy work program involves students reading for 15 minutes before the start of class. The goal of this activity is to get students into the habit of reading daily and improve their concentration, thus preparing them for the material. A 15-minute reading activity (Literacy) is one of the activities carried out by teachers before learning begins. This is done to increase interest in reading in students, where the activity must be carried out before starting learning, by providing readings outside of this material to increase interest in reading in students (Prihartini et al., 2023). Not just reading, students are asked to retell the contents of the reading to assess the extent to which students can capture the essence and main message of the reading (Moon & Kwan, 2022).



Figure 1. *15 minutes of reading before class*

The second activity is the Making of a school wall magazine. According to Taufiq et al. (2024), the large amount of information that can be conveyed through this school wall magazine can be used as a solution to the problem of low literacy culture in the school. Thus, the school wall magazine has various functions, including as a means of information, entertainment media, as a means to maintain family at school, increase the creativity of writers and readers, create a critical attitude towards problems found, increase insight into the state of the school that can be useful for new students, and foster reading habits. The school wall magazine is a medium to display student works, such as writing, drawings, and other works related to literacy (Nash et al., 2021).



Figure 2. *Making a wall magazine*

The third activity of creating a reading corner and literacy tree is a learning medium that can be used by teachers and students to improve literacy culture in the classroom. The Reading Corner is a corner in the classroom equipped with various collections of books with an attractive arrangement so that students have an interest in reading the books they like (Saputra et al., 2023). On the other hand, the Literacy Tree is also an alternative that can be used by teachers in the classroom to foster a culture of literacy (Tatham, 2025). The literacy tree is made in the form of a picture where each leaf, flower or fruit contains literacy works such as book summaries, inspirational words and the alphabet A-Z for the lowest grade.



Figure 3. *Creation of reading corners and literacy trees*

The first Numeracy work program, namely the creation and implementation of numeracy teaching media in the form of Number Pockets and Multiplication Pockets. Number pockets and multiplication pockets are media used to introduce the concept of numbers and basic mathematical operations that directly involve students (Vilaca, 2021). Number pockets are tools in the form of pockets or attached boxes used to instil the concepts of addition, subtraction, multiplication, and division. Number pockets and multiplication pockets are made with the aim of making students more interactive and learning more enjoyable.



Figure 4. *Application of multiplication bags*

The second activity is special assistance for students who cannot yet recognise numbers and simple arithmetic operations. This assistance is carried out patiently and repeatedly with methods that suit the learning style of each student. Recognising numbers and simple arithmetic operations is very important to ensure that students can understand mathematical concepts gradually (Libertus, 2025).



Figure 5. *Special assistance*

In addition to the literacy and numeracy work program, the technology adaptation work program is an activity carried out by students in the form of training for teachers in creating

technology-based learning media such as the use of Canva, Quizizz and Baamboozle applications to increase the effectiveness of learning in creating learning methods that are more interesting, interactive and appropriate to the needs of today's students. The purpose of using technology is to improve literacy and numeracy, which has several benefits such as helping students understand mathematical concepts through challenge-based games, practising quick thinking skills in solving calculation problems, developing reading skills and text comprehension through question-and-answer games, helping students expand vocabulary with word-based games and making learning more interactive, fun and not boring (Kholid et al., 2023).



Figure 6. *Canva, Quizizz and Baamboozle training*

Results of the Teaching Campus Program

Following the program's implementation, a post-test on fifth-grade students was administered to assess improvements in literacy and numeracy skills. Based on the post-test results, the 18 students involved in the AKM program saw an increase from 65% to 88% of students answering 20 questions correctly. The following table shows students' literacy skills after the program's implementation.

Table 3. *Post-test results on literacy skills*

Competence	Number of questions	Number of students	Number of students answering correctly	Percentage of students answering correctly
Finding explicit information (who, when, where, why, how) in fictional texts	20	18	16	88%

Untuk kemampuan numerasi, terjadi peningkatan juga menjadi 72% dari 31% siswa yang menjawab benar. Berikut tabel kemampuan numerasi siswa setelah pelaksanaan program.

Table 4. *Post-test results of AKM numeracy skills*

Competence	Number of questions	Number of students	Number of students answering correctly	Percentage of students answering correctly
Using addition/subtraction/multiplication/division of two whole numbers (max. four digits), including calculating the square of a whole number (max. three digits) (including estimating the results of operations)	20	18	13	72%

The implementation of the Teaching Campus Program in the teaching process carried out by Teaching Campus students at SD Inpres Ende 13 has been by each program plan, namely helping to improve literacy and numeracy knowledge. In the teaching and learning process, students work together to solve problems. This program also enables students to develop their insight, character, and soft skills. Students are able to participate in encouraging and spurring national development with real contributions through education (Hunaepi & Suharta, 2024). Teaching Campus students play a role in assisting teachers during teaching and learning activities, reading regularly every day, helping to create learning media, introducing technology to teachers, and guiding students who face difficulties. This program is designed to create a more interactive learning atmosphere and support a more effective learning process, especially for students who need more attention in basic skills. Learning using interactive models or media will create effective learning and be able to hone students' skills. This provides positive results and impacts for students, teachers, and schools (Balalle, 2024). The impact felt by students includes providing more creative and interactive learning methods, increasing student motivation to read, improving reading comprehension, allowing students to retell the content of the reading, improving their ability to express their ideas in writing, improving their understanding of mathematical concepts through games, and increasing confidence in problem-solving. The use of technology and educational games increases students' active engagement in learning (Godsk & Moller, 2025).

The results of the Kampus Mengajar program demonstrate significant improvements in student literacy and numeracy skills. Based on the AKM post-test, there was an increase from 65% to 88%, achieving a good category in literacy. Meanwhile, the AKM numeracy post-test showed a significant increase from 31% to 72%. The collaborative and interactive program has been proven to have a positive impact on student learning outcomes, while creating a more supportive learning environment. It is hoped that this program will have a long-term impact on improving the quality of education in schools.

CONCLUSION

Based on the results of the implementation of the Teaching Campus 7 program at SD Inpres Ende 13, there was a significant increase in students' literacy and numeracy skills. Based on the pre-test and post-test results, it can be concluded that the implemented teaching campus program has a positive impact on the educational environment, as evidenced by the increased class AKM results of 88% (literacy) and 72% (numeracy) compared to before the implementation of the teaching campus work program. This increase indicates that the collaborative and interactive approach implemented in this program has succeeded in addressing the problem of low literacy and numeracy skills in schools. Through these programs, students can not only improve their basic skills in literacy and numeracy, but will also be more motivated to learn. The success of this program confirms that collaboration between students, teachers, and schools can be an effective solution in improving the quality of basic education. It is hoped that teachers can continue the campus teaching program that has been implemented to improve students' literacy and numeracy competencies. In addition to the programs that have been carried out, it is hoped that teachers can improve literacy and numeracy skills by holding writing competitions, poetry reading, fast counting competitions, creating reading communities and improving educational games.

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