

**IMPLEMENTATION OF THE TEACHING 6 CAMPUS PROGRAM IN
AN EFFORT TO INCREASE LITERACY AND NUMERATION OF
STUDENTS OF PRIMARY SCHOOL N SIRNA JAYA 04
BOGOR DISTRICT**

FARA DIBA CATUR PUTRI, S.KM. M. Pd

Bhayangkara University, Jakarta Raya,
Indonesia

<https://doi.org/10.37602/IJREHC.2024.5118>

ABSTRACT

The aim of this campus teaching initiative is to improve the reading and numeracy skills of elementary education students. The results of the pretest show that the level of reading and numeracy skills of children at SD N Sinar Jaya 04, Bogor Regency, where they have been taught for six generations, is relatively low. The Sixth Generation Teaching Campus Program was implemented as an effort to overcome this problem. Using qualitative methodology and a case study focus, the researcher provides comprehensive knowledge about the implementation of the program in the classroom. The research subjects were class VI students at SD N Sinar Jaya 04, Bogor Regency, together with the instructor and principal. Information is collected through observation, interviews. Before and after program implementation, the success of the data obtained was assessed using qualitative analysis. These results indicate that extensive contact with students improves students' reading and comprehension skills. The average student score on test questions has increased, according to numeracy evaluation data. This includes things like parental support, creative teaching strategies such as project-based learning and technology integration, and the active participation of principals and teachers. The improvement of secondary school education has been positively impacted by this initiative. The Sixth Generation Campus Teaching Program at SD N Sinar Jaya 04 Bogor Regency has proven to be effective in improving students' literacy and numeracy skills. Parental support, creative teaching strategies, and teacher involvement all play a role in the success of this program. Learning strategy development will benefit from the above results. The implementation of this program is a useful example for overcoming difficult obstacles in the field of education.

Keywords: Teaching Campus; Literacy; Numeracy

1.0 INTRODUCTION

The Teaching Campus is an integral part of the Independent Learning Policy-Independent Campus (MBKM) program which seeks to provide children with the opportunity to grow as individuals and learn through activities outside the classroom (Hasanah & Aeni, 2023). The demand for student support in helping teachers and fellow students at school is the driving force for this initiative. The aim of the program is to raise the standard of classroom teaching and help students acquire soft skills that will better equip them for the world of work. Teachers on Campus programs can also combine differentiated teaching, consumption corners, school

literacy drives, and morning literacy programs, among other effective work programs, to help students improve their literacy and numeracy skills in elementary school. This program is beneficial for students' personal growth as well as improving the quality of teacher and student education.

To support educators and educational units that are naturally diverse, the campus's educational programs are designed to prepare educators to apply student learning in real-world classrooms and to give them the confidence to try implementing independently developed curricula. The idea that teachers can discover more and improve their skills to implement the curriculum and, more importantly, teach is known as self-confidence. For educators, the capacity for lifelong curiosity is a valuable resource (Widiansyah & Fitriansyah, 2022).

One of the main pillars of a country's growth is education, and the efforts of educational institutions to increase students' literacy and numeracy levels have a significant impact on the quality of the education they provide. The continuous growth of modern society has made educational difficulties increasingly complex, requiring the use of innovation and calculated action to obtain the best educational results. The above summary highlights the fact that literacy and numeracy in counting and reading are very important for learning.

Two important components of education are reading literacy and numeracy, which provide a strong foundation for personal growth in various areas. The ability to read, write and understand texts is a requirement for literacy. People who have strong reading skills can learn from a variety of sources, communicate clearly, and understand difficult information (Fatonah et al., 2021).

Numeracy skills, on the other hand, require understanding numbers, performing mathematical procedures, and applying those skills in a practical setting. Strong numeracy skills enable people to acquire critical analytical, logical, and problem-solving abilities in a variety of disciplines, such as science, technology, and economics. Having strong literacy and numeracy skills enables people to face the difficulties of an increasingly diverse and complex world while becoming engaged people, critical thinkers and autonomous citizens. Students with literacy skills can increase their understanding of the world, acquire new facts and ideas, and expand their vocabulary. Students' learning capacity can also be increased by having strong literacy skills.

The results of initial observations carried out by students at SD N Sinar Jaya 04 Bogor Regency who teach Class 6 show that students' reading and numeracy skills are still relatively low. There are literacy and numeracy programs that are well implemented in schools. Apart from that, library facilities still need maintenance. Each classroom does not have a reading room, but there are shelves of books that have never been opened, and books are arranged according to disciplines which are often in short supply compared to the number of students enrolled. assignments in class use traditional techniques and do not fully use classroom learning methods due to limited facilities.

The observation activities above aim to obtain a comprehensive understanding of the condition of the selected school, activities related to learning and teaching in the classroom, the condition of the school environment, and the resources that support these activities, as well as

identification and analysis. school needs and problems. The preparation and planning of the work program for the next four months will be based on these observation activities. Therefore, it is critical to create work programs that align with educational needs and have the potential to improve students' literacy and numeracy skills, particularly through classroom teaching initiatives.

2.0 METHODE

The research method used aims to analyze the implementation of the Teaching Campus (MBKM) program at SD N Sinar Jaya 04 Bogor Regency as an effort to increase literacy and numeracy among students. There are several methods used in research as follows:

1. Research design

The method used is a qualitative method. The method of collecting data in natural settings with the aim of analyzing the phenomenon in question is known as qualitative research (Hasanah & Aeni, 2023). Researchers apply qualitative methodology, concentrating on case studies. A case study is a collection of highly detailed scientific research projects aimed at a specific program, event, or behavior. The teacher was the main resource person in this research, followed by participating students and Teaching Campus Students at SDN Sinar Jaya 04, Bogor Regency.

2. Research Subjects

As for the research subjects, Class Teachers, school principals and students who took part in implementing the program were included in the research subjects, along with 35 grade 5 students at SD N Sinar Jaya 04 and Bogor Regency students who took part in the Teaching Campus 6 Program.

3. Data Collection Techniques

a. Interview:

Respondents in this study included students, instructors, administrators, and other people involved. The conversation will center on the program's impact on literacy and numeracy learners as well as knowledge, perceptions and influences.

b. Observation

Personal observations of educational activities involving teaching campus students were carried out. Connections between students and the efficacy of the teaching strategies used are one of the results of this research.

c. Documentation

Documentation including evaluation of program results, respondents' notes on teaching literacy and numeracy development, and other related documentation, are other sources of data.

4. Data Analysis

Qualitative and methodological analysis of the data collected will be carried out. After data collection, qualitative data analysis methods are applied to process it. The process of collecting data, reducing data complexity, presenting data, and verifying data/drawing conclusions are all included in the qualitative data analysis approach (Meilia & Erlangga, 2022). Results will be linked to the aims of the research and how they impact initiatives aimed at improving students' reading and numeracy skills.

5. Program Assessment

The effectiveness of the Campus 6 Teaching Force Program in increasing participants' literacy and numeracy education levels was assessed at the final stage. Program results or products can be used to determine whether a program is successful or not. This research is expected to increase knowledge about the effectiveness of the Teaching Campus 6 Program in relation to the growth of student participation in reading and arithmetic at SD N Sinar Jaya 04 Bogor Regency.

3.0 RESULTS AND DISCUSSION

1. Impact of the Grade 6 Learning Center Program on Literacy and Numeracy Skills Students at SDN Sinar Jaya 04 Bogor Regency.

The implementation of the Grade 6 Teaching Campus Program in an effort to increase literacy and the number of students at SD N Sinar Jaya 04 Bogor Regency is an important finding from this research. Evaluation findings show beneficial effects on students' reading and numeracy skills.

Literacy: Through extensive engagement with Teaching Campus students, it was found that there was an increase in the reading capacity and understanding of what students read. Students' literacy skills have increased through conversations and group reading exercises. Therefore it makes improvements with students to solve problems in mathematical statements as well as in reading comprehension.

Numeracy: Apart from that, this curriculum has succeeded in improving children's numeracy skills. Students at the Teaching Campus can overcome their challenges in applying mathematical ideas to real-world situations by using innovative approaches to teaching. From the results obtained, numeracy has increased among students in carrying out practice questions.





(Figure 1. MBKM Implementation)

2. Supporting Factors in the Success of the Campus Teaching Program 6:

1. Involvement of the Class Teacher and Principal:

Instructors and homeroom teachers are well qualified to carry out teaching procedures in the classroom. Each homeroom instructor approaches teaching and educating the class in a unique and creative way. This program was prepared and implemented with significant assistance from teachers and principals on campus.

2. Use of Innovative Teaching Methods:

Student engagement is positively influenced by creative teaching methods used by Teaching Campus students, such as delivery and use-based learning technologies. This increases the attractiveness of learning and facilitates the transfer of ideas.

3. Parental Support:

One important factor in the success of the program is the involvement of parents in educational activities. Building a synergistic relationship between schools and parents is very important to improve literacy and numeracy.

3. Student Literacy and Numeracy Problems in the Campus 6 Teaching Program at SD N Sinar Jaya 04 Bogor Regency:

Despite great progress, there are still a number of challenges in implementing this program. Certain topics remain difficult for certain students to understand.

Therefore, to overcome these obstacles, continuous assessment and adaptation of learning strategies is needed.

4. Consequences of Improving the Quality of Education:

The introduction of the Campus 6 Teaching Program at SD N Sinar Jaya 04 Bogor Regency has had a good impact in improving the level of secondary school education. Increasing the number of participants in literacy and numeracy education is essential to meet needs throughout the world.

4.0 CONCLUSION

It can be concluded that the Teaching Program at SD N Sinar Jaya 04 Bogor Regency Campus. Efforts to improve students' reading and numeracy skills were successful. The effectiveness of the program is aided by the following factors: innovative learning strategies, family support, and teacher involvement. These results provide additional benefits for teaching methods that may be implemented by other educational institutions to improve students' reading and numeracy levels. The execution of this program has developed into an inspiring model for dealing with challenging situations in the field of education.

REFERENCES

- Bella et al., (2022). Implementasi Program Kampus Mengajar dalam Meningkatkan Literasi dan Numerasi di Masa Pandemi Covid-19 di SD Islam Khairu Ummah Makassar
Implementation of Campus Teaching Programs in Improving Literacy and Numeracy During The Covid-19 Pandemic at Khairu U. Lambung Imovasi: Jurnal Pengabdian Kepada Masyarakat, 7(2), 245–257.
- Cholilalah, Rois Arifin, A. I. H. (1967). Pencegahan dan Penanggulangan Kekerasan di Sekolah. In *Angewandte Chemie International Edition*, 6(11), 951–952.
- Fatonah, K., Alfian, A., & Lestari, S. (2021). Implementasi Program Kampus Mengajar Di Sekolah Dasar Swasta Nurani Jakarta. *Js (Jurnal Sekolah)*, 5(4), 194.
<https://doi.org/10.24114/js.v5i4.31326>
- Hasanah, U., & Aeni, Y. (2023). Implementasi Program Kampus Mengajar Angkatan 6 Dalam Upaya Peningkatan Literasi Dan Numerasi Peserta Didik SMPN 2 Janapria. *Jurnal Pengabdian Masyarakat Sains Indonesia*, 5(2), 88–92.
<https://doi.org/10.29303/jpmsi.v5i2.254>
- Meilia, A. T., & Erlangga, G. (2022). Aktualisasi Program Kampus Mengajar. *Jurnal Pendidikan Ke-SD-An*, 17(2), 120–128.

- Nuriyah An-Nisa & Martinus (2022). Peran Mahasiswa Kampus Mengajar Dalam Meningkatkan Literasi Dan Motivasi di SD Negeri Poter 2 Bangkalan. Prosiding Seminar Nasional Ilmu Ilmu Sosial (SNIIS), 01, 267–280.
- Sobur et al., 2023. Program Kampus Mengajar Sebagai Upaya Meningkatkan Literasi, Numerasi Dan Adaptasi (Sobur et al., 2023)
- Teknologi Di Sdn Cinangka 01. Proceeding SEMNAS-TP (Seminar Nasional Teknologi Pendidikan), 3(1), 132–140.
- Tri Agustin et al., (2022).Upaya Penanaman Pendidikan Karakter melalui Program Kampus Mengajar Angkatan 4 di SMP Hasanudin Kota Kediri. Prosiding Seminar Nasional Kesehatan, Sains Dan Pembelajaran, 2(1), 630 – 646–630 – 646.
<https://proceeding.unpkediri.ac.id/index.php/seinkesjar/article/view/3086>
- Widiansyah, A., & Fitriansyah, F. (2022). Implementasi Kampus Mengajar Melalui Program Literasi Numerasi Dalam Meningkatkan Mutu Pendidikan Di Sekolah Dasar. Prosiding Seminar Nasional ..., 1–8.
<https://jurnal.umj.ac.id/index.php/semnaslit/article/view/14798%0Ahttps://jurnal.umj.ac.id/index.php/semnaslit/article/download/14798/7819>