

## The Influence of Teaching Campus Program Activities on Literacy Skills at Nurul Islam Tawaeli Elementary School

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**Abstract.** The purpose of this study is to identify the effect of the Teaching Campus Program on Literacy Skills at Nurul Islam Tawaeli Elementary School in class V of Nurul Islam Tawaeli Elementary School. The research approach used in this study is *mixed method*, in which this study uses quantitative data as primary data and qualitative data as complementary data. The sample in this study includes all fifth grade students of Nurul Islam Tawaeli Elementary School as many as 11 students, consisting of 6 boys and 5 girls. The methods to collect information applied are observation, documentation and interviews as stages of qualitative methods and complemented by questionnaires as stages of quantitative methods. Based on quantitative results data from student questionnaire data that supports that students are very good at implementing learning that increases student literacy, where students get an average literacy score of 72% in the high category. This shows that there is an influence of the teaching campus program on improving literacy in Nurul Islam Tawaeli Primary School which is also supported by the increase in class AKM and student assessment at the time of the *pre-test* 32% and increased at the time of the *post-test* 47%. This shows that the implementation of the teaching campus program has an influence on student literacy. While the qualitative results show that the implementation of all planned program activities designed by teaching campus students provides proper participation by carrying out their rights and obligations in the context of progressive development.

**Keywords:** Teaching Campus Program; Literacy Skills

### INTRODUCTION

Education is a means for a person to continue to exist in society through the transition of culture, norms, traditions, rules from one generation to another Adoesemowo & Sotonade (in Rahmah 2023: 2). The Ministry of Education and Culture has launched new innovations, one of which is a regulation related to education known as Merdeka Belajar Kampus Merdeka. According to Asdiniah (2021), Merdeka Belajar is an initiative designed by Nadiem Makariem, to create individuals with smart quality and character. The Merdeka Learning policy of Merdeka Campus includes the Batch 1 Teaching Campus program implemented in 2021. This policy includes 8 BKPs, including the Teaching Campus Program. The Teaching Campus Program organized by the Ministry of Education and Culture aims to enable students to contribute to targeted schools to revive a culture of literacy, especially at the elementary school level. Through the presence of a reading corner in the classroom, students can do literacy activities for about fifteen minutes before learning activities begin. Hopefully, this can create a generation that is able to think critically and apply the results of literacy that has been done (Pradana, 2020). Literacy is the ability to acquire, understand and use information intelligently through various activities, such as reading, watching, listening, writing and speaking. Literacy is closely related to the ability to read. One strategy to improve literacy is that schools and family environments must involve children more in reading activities (Putri & Rahmah, 2023).

The culture of reading and writing has a strong relationship with the quality of an individual country that affects a person's insight, intelligence, and character. Based on the above problems, the Directorate General of Higher Education under the Ministry of Education and Culture implemented the Teaching Campus initiative which is regulated in Permendikbud Number 3 of 2020. This initiative is intended to offer opportunities for students to improve their leadership skills and character, as well as gain experience. Thus, the presence of teaching campus students in elementary schools is desired to provide assistance and influence to improve literacy for Nurul Islam Tawaeli Elementary School students. Nurul Islam Tawaeli Primary School is an elementary school located in Tawaeli which is categorized as a poor school with insufficient teachers and facilities. The learning process is not efficient enough and students are not active. The school has an inadequate library as it is only housed on the staircase terrace. This condition causes some students to have limited literacy skills. The students' low level of thinking results in their concentration being less than optimal during the learning process. This large impact also causes a low level of student motivation. Until now, the application of conventional methods is still widely used by educators which tend to be boring (Diana, 2022). (Wiratsiwi, 2020) revealed that the school community's own awareness of the benefits of literacy skills they have for their lives is still very low. Similarly, as stated by De Bruin (in Syaefudin, 2021: 15) children's literacy skills can develop and be obtained at home and in their social environment, the success of children's education requires family support and involvement in school activities. Based on initial observations, the results of the literacy pre-test conducted in class V of Nurul Islam Tawaeli Elementary School, namely 32%, are still low or still need improvement, some students have not been able to solve the problems presented because their literacy is still lacking so they do not understand the problem. With the teaching campus program, students are responsible for strengthening learning activities in educational institutions. Therefore, the presence of students in the campus teaching program in elementary schools is expected to help and influence to improve literacy for Nurul Islam Tawaeli Elementary School students. Referring to the context of the problem previously described, the problem that can be recognized is "How does the influence of teaching campus program activities on improving the literacy skills of grade V students at Nurul Islam Tawaeli Elementary School?"

## **METHOD**

The type of research used in this study is a mixed approach. Mixed methods research design is a strategy for collecting, analyzing, and "integrating" quantitative and qualitative approaches in a study or series of studies to understand existing problems, as explained by Creswell & Plano Clark (2019, p. 1088). This research was conducted using a combination approach to increase understanding of the issues and research questions better when done together than separately. Furthermore, Sugiyono (2014, p. 404) explains that the method used in combined research (mixed methods) is an approach that integrates quantitative and qualitative methods to be applied simultaneously in a study, so that the information obtained becomes more comprehensive, valid, reliable, and objective. Creswell (in Sugiyono, 2011, p. 401) suggests that a study approach that combines two methods will be very useful when the use of quantitative and qualitative approaches individually is not sufficient to understand the research issue. By applying both methods together, a deeper

understanding can be achieved. In this study, the researcher applied a mixed methods sequential approach, specifically a stepwise explanatory method.

A sequential explanatory strategy is a method that involves collecting and analyzing numerical data first, followed by collecting and analyzing descriptive data based on the preliminary findings of the quantitative data, which is used to answer the research questions that have been determined by the teaching campus program activities affecting literacy skills at Nurul Islam Tawaeli Primary School. In this study, the process begins with observation, then information is collected through in-depth observation, oral interaction, and documentation so that it is known whether there is an effect of teaching campus program activities on improving literacy. From this explanation, it can be concluded that qualitative research is a type of research that is classified as descriptive and produces information that is not in the form of numbers. Thus, this data is classified as descriptive research, because the focus of this research is directed to describe the effect of research that examines the effect to identify the impact of the independent variable on the dependent variable, the independent variable is the effect of teaching campus program activities and the dependent variable is the literacy skills of grade V students of Nurul Islam Tawaeli Elementary School. This study was conducted in class V of Nurul Islam Tawaeli Elementary School. Jl. Yanggebodu, No.11, Kel. Lambara, Kec. Tawaeli, Palu City. Prov. Central Sulawesi. The researcher decided to carry out the study at that location because she wanted to understand the impact of teaching campus activities on students' literacy skills. This research was conducted starting from the date the research permit was issued in the odd semester of the 2023/2024 academic year which took place at Nurul Islam Tawaeli Elementary School.

The population analyzed in this study includes all students at SD Nurul Islam Tawaeli, namely 96 students. According to Sugiyono (Yulia, 2019), the sample or sample is part of the group to be analyzed, and the results are considered as a representation of the observed population group." The participants involved in this study included students in class V of Nurul Islam Tawaeli Elementary School with a total of 11 students including 6 boys and 5 girls. The data for this study was a combination of numerical and descriptive data. The collection of quantitative information was carried out through the use of questionnaires. After that the researcher continued deeper research by applying a qualitative approach, data obtained through direct observation and interaction, and documents. This effort was made with the intention of obtaining more in-depth data regarding the effect of teaching campus program activities on literacy skills at Nurul Islam Tawaeli Elementary School. The data analysis method in quantitative research is a step to process information that has been collected from respondents in the field or other reliable sources. The purpose of data analysis is to process the information obtained from research and present it in a format that is easier to understand and analyze. The process begins with identifying data, then proceeds to process the information. According to Sugiyono (Sugiyono 2018c) Questionnaire is a method This information collection process is carried out through a method of presenting a series of writings in the form of questions or statements submitted to respondents to be filled in. Literacy tests were obtained by researchers from the teaching campus through pre tests and post tests. The pre-test was conducted before the program was implemented, while the final test was conducted after the program was implemented. The purpose of the pre-test and post-test was to understand the effect of the teaching campus program on literacy skills. The method

applied to collect data in this study is field study. Field study is a method of collecting information directly at the location of the object under study.

To obtain information in this study, information collection techniques were applied by means of observation. to observe students in implementing the work program they planned by seeing the effect of the teaching campus program on literacy skills. Interviews were conducted with grade V homeroom teachers to understand the problems faced by educators in efforts to improve literacy in the classroom, then interviews with grade V students aimed at finding out where the mistakes or factors causing students' difficulties in literacy, while interviews with teaching campus students to find out the difficulties in running the literacy program. Interviews were used by researchers to interview homeroom teachers, students and teaching campus students to obtain data, evidence or information verbally from related parties. This method was applied to collect information about the impact of the teaching campus program activities on literacy skills. Documentation itself is useful as evidence which can be in the form of pictures, photos or other information.

## **RESULTS AND DISCUSSION**

### **RESULT**

In the planning process, teaching campus students plan several activity plans that will be carried out at Nurul Islam Tawaeli Elementary School to improve literacy. The Batch 6 Teaching Campus Program is oriented towards developing reading and writing skills so that students carry out work programs that can help improve literacy. The results of the planning are reading 15 minutes before and after learning is carried out, making a school mading to make it easier for students to access school information and as a source of new knowledge, carrying out special guidance on reading and writing vocabulary through dictation, making literacy learning media, holding electronic book reading activities, making learning videos, making mini libraries, procuring quality reading books, making reading corners, structuring classrooms, arranging parks, conducting PHBS (Clean and Healthy Living Behavior) counseling, implementing healthy and clean Saturdays, extracurricular dance activities and literacy festivals. In implementing the Teaching Campus program, students will carry out work programs in accordance with the previously prepared activity planning, namely work programs that can help improve literacy.

Through data from observations, interviews and questionnaires, teaching campus students have carried out all the work programs they planned through the planning stage. The results of the evaluation or closing stage of the activities carried out by students in the Teaching Campus program are in the form of observation results from one of the teaching campus students, namely with a score of 94 which illustrates that classroom teaching activities carried out by teaching campus students through evaluation or the final stage can be said to be very good because they carry out learning that increases literacy and uses media during learning. Then the results of the evaluation or the final stage of interviews with grade V homeroom teachers, grade V students and teaching campus students, namely activities carried out to facilitate researchers in obtaining data with a very good level of validity and reliability, improve literacy by using learning media and adding school facilities. The results of the questionnaire evaluation of the implementation of the teaching campus student program through planning at the beginning of the assignment. The final result of the literacy questionnaire of one of the fifth grade students is 96 and the satisfaction questionnaire of one of the students towards teaching campus students is 98.3.

The evaluation of this research is the implementation of all program activities that have been planned at an early stage by teaching campus students, and it can be said that the implemented program has an effect teaching on student literacy skills at Nurul Islam Tawaeli Elementary School.

Questionnaires carried out in class V to determine student satisfaction with teaching campus program activities and see literacy improvements, questionnaires submitted to students have been tested using validity and reliability tests.

Table 1: Literacy Questionnaire Results

No.	Statistics	Literacy Questionnaire Data
1	The Mean	71,92
2	Minimum Score	55
3	Maximum Score	57
4	Standard Deviation	4.962

Referring to Table 1, it can be seen that the average value (mean) of students is 71.92. The highest score (maximum score) is 57 and the lowest score (minimum score) is 55. The standard deviation of the data is 4.962. The standard deviation reflects how far the data deviates from the mean value. The standard deviation shows the level of variation in the data; if the value is greater than the mean, then the mean does not describe the data accurately. In the literacy questionnaire data, if the standard deviation is below the mean, it shows that the mean is an accurate depiction of all the information. Therefore, the Mean can be used as an accurate representation of the data. Hypothesis testing is done to statistically verify the truth of a claim and to determine whether the claim is accepted or rejected. Testing the effect of teaching campus program activities on literacy skills at Nurul Islam Tawaeli Elementary School through the application of One Sample T Test analysis. The One Sample T Test analysis test was conducted with the help of IBM SPSS statistic 26. The hypothesis for testing the analysis conducted with the One Sample T Test is as follows:

Ha: There is an effect of teaching campus program activities on literacy skills at Nurul Islam Tawaeli Primary School.

H0: There is no effect of teaching campus program activities on literacy skills at Nurul Islam Tawaeli Primary School.

Hypothesis testing is carried out with a significance level set at 5% (0.05). The decision criteria for accepting or rejecting H0 in this test are if the significance value > 0.05 then Ha is rejected and H0 is accepted, while if the significance value < 0.05 then Ha is accepted and H0 is rejected. The results of the One Sample T Test analysis measured with IBM SPSS version 26 software can be seen in table 2.

Table 2. One Sample T Test Results Literacy

One-Sample Test						
Test Value = 0						
95% Confidence Interval of the Difference						
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Test Results Literacy	43,487	8	,000	41,000	38,83	43,17

Based on table 2, it is known that the significance value of the One Sample T Test is 0.00. Since the significance value of the T-test is smaller than 0.05 ( $0.00 < 0.05$ ),  $H_a$  is accepted and  $H_0$  is rejected. Thus, it can be stated that there is an impact of teaching campus program activities on literacy skills at Nurul Islam Tawaeli Primary School.

## DISCUSSION

This study was conducted at Nurul Islam Tawaeli Elementary School to determine if there is an impact of the activity of the teaching campus program on literacy skills at Nurul Islam Tawaeli Elementary School. The teaching campus program in college class 6 emphasizes the development of reading and writing skills. so that students carry out work programs that can help in improving literacy. Through observation, interview and questionnaire data, teaching campus students have implemented all the work programs they planned through the planning stage. Based on quantitative results data from student questionnaire data that supports that students are very good at implementing learning that improves student literacy, where students get an average literacy score of 72% in the high category. It states that there is an influence of the campus teaching initiative on the progress of literacy and digital literacy at Nurul Islam Tawaeli Primary School which is also supported by the improvement of class AKM and student assessment during the pre-test of 32% and progressed during the post-test of 47%. This shows that the implementation of the campus teaching program has an impact on student literacy.

Referring to the findings of qualitative analysis from information and observations and discussions, it shows that planning has been carried out by students in accordance with the planned program, it can be said that it has an impact and influence in improving literacy in reading and writing seen during the interview process with the homeroom teacher V. There are two students who face challenges in reading but with the existence of a student teaching campus program by providing special guidance and implementing other work programs, these students and other students can experience an increase in literacy in reading and writing. The planned program is very good but the implementation is still not optimal due to limited funding and a fairly short time so that the implementation is done in a hurry. However, it does not make teaching campus students give up and always remain enthusiastic in implementing the work program despite various challenges so that optimal implementation and good results in improving literacy. So it can be concluded that the provision of treatment from teaching campus students through the program activities they carry out causes a significant impact on students' interest in learning so that it can improve literacy at Nurul Islam Tawaeli Primary School. Students can encourage students to develop their own knowledge with learning activities in the classroom and outside the classroom so as to provide direct experience to students, and encourage students to be more involved, enthusiastic, and not quickly feel bored.

Based on the calculation results by applying the One Sample T test at a significance level of 5% (0.05), the significance value for the One Sample T Test is 0.00. Because the significance value of the T-test is less than 0.05 ( $0.00 < 0.05$ ), the alternative hypothesis ( $H_a$ ), namely there is an effect of teaching campus program activities on literacy skills at SD Nurul Islam Tawaeli, is accepted. While the null hypothesis ( $H_0$ ) that there is no effect of the teaching campus program activities on reading and writing skills at Nurul Islam Tawaeli Elementary School is rejected. From that, it can be concluded that there is an

impact of teaching campus program activities on reading and writing skills at Nurul Islam Tawaeli Elementary School.

This study is in line with previous research Asni, Maulidnawati, et al (2022) the study applied in this study is ex post facto. Based on the analysis, the mean score was 73.05 with a standard deviation of 5.735. The highest score achieved was 85, while the lowest score was 65. It was found that 70% of students experienced a positive impact in the learning process, while the other 30% experienced a negative impact. Based on the results of simple regression analysis, a significant value of ( $0.002 < 0.05$ ) was obtained. Thus, the null hypothesis ( $H_0$ ) is not accepted, while the alternative hypothesis ( $H_1$ ) is accepted. Based on the explanation above, it can be concluded that the implementation of the Teaching Campus activity program has a positive impact on literacy skills. This is evident in the planning, implementation and evaluation or final stage held by the Teaching Campus students so that students are actively involved, enthusiastic and excited. The implementation of class AKM and student assessment during the pre-test was 32% and progressed during the post-test 47%. So, the results of the increase in implementation during the 4 months of teaching campus student activities are 15% increase. The impact of implementing work programs based on planning is a positive impact both in literacy and digital literacy and a number of other activity programs.

Many students experience progress in the learning process in the form of reading 15 minutes before and after learning, making students get used to reading and students are able to express ideas and ideas so that there is an increase in literacy, making school magazines so that it makes it easier for students to access school information and as a source of new knowledge, carrying out special reading guidance for students who cannot read at all and recognize letters so that students have started to be able to read and write vocabulary through dictation and make literacy learning media. Then with the existence of digital literacy which supports the improvement of student literacy by holding electronic book reading activities to increase students' enthusiasm for learning, and conducting PHBS (Clean and Healthy Living Behavior) counseling and implementing healthy and clean Saturdays, students know how important it is to live clean and healthy and extracurricular dance activities make students more aware and familiar with dances in Central Sulawesi. From the implementation of all the planned activities of the student teaching program, it can be said that it has an impact and effect on improving students' literacy. During this four-month assignment period, the activities have operated smoothly and produced beneficial effects for students, as well as being an interesting contribution to the advancement of the education sector in Indonesia. As for the future progress, the work program that has been carried out does not stop after this program is completed, but can be continued and developed by the school both teachers and students, with the intention that the improvement of literacy both literacy reading and writing can be sustainable at Nurul Islam Tawaeli Elementary School.

## **CONCLUSION**

According to the study findings from the implementation of all planning program activities designed by campus teaching students, it can be said to have had an impact and influence in increasing reading and writing literacy seen during the interview process with the class V teacher. There were two students who faced obstacles in reading but with the existence of the campus student teaching program they providing special guidance and

implementing other work programs allows these students and other students to experience improvements in reading and writing literacy.

Based on the results of student questionnaire data which supports that students are very good at implementing learning that increases student literacy, where students get an average literacy score of 72% in the high category. This indicates that the campus teaching program has had an impact on increasing reading and writing literacy and digital literacy at the Nurul Islam Tawaeli Elementary School, which is also supported by an increase in class AKM and student assessments during the pre-test by 32% and progress in the post-test by 47%. This shows that the implementation of campus teaching programs has an influence on student literacy. As for the future progress of the work program that has been implemented, it will not stop after this program is completed, but can be continued and developed by the school, both teachers and students, with the aim that increasing reading and writing literacy can be sustainable at the Nurul Islam Tawaeli Elementary School.

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