

## Implementation of the Class 7 Teaching Campus Program in Increasing Students' Interest in Literacy and Numeracy

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### Abstract

*One of the independent learning programs organized by the Ministry of Education and Culture is the Teaching Campus. The aim of this research is to implement various campus teaching programs for grade 7 so that students' interest in literacy and numeracy increases. Data collection in this research used qualitative descriptive methods using observation, interviews and documentation. This research was conducted at SMPN 2 Ploso over a period of 4 months. The target of this research is grade 7 students. The results of the research show that the Teaching Campus program such as teaching assistance, the use of the words traffic and touch me as learning media, the application of watching educational films (NOKASI), and the existence of technological adaptation are able to improve students' learning abilities. interest in literacy and numeracy. However, there are still challenges in its implementation, especially in terms of classroom conditioning.*

**Keywords:** Teaching campus, Literacy, Numeracy.

### INTRODUCTION

One vital component in advancing HR (Human Resources) is education. The growth and progress of education contributes to the success of a country, because education is able to produce a capable and qualified generation to compete with other countries[1]. The Ministry of Education and Culture, with the support of LPDP, launched the "Free Learning Independent Campus" program to meet the urgency of education in the era of the industrial revolution 4.0. This program provides opportunities for pupils and students throughout Indonesia to improve their abilities according to their interests and talents. The Teaching Campus is an example of part of the independent campus program, where students from various campuses with different backgrounds will play a role in this program. Students are given the opportunity to develop through off-campus activities through this program. This program is intended so that everyone is able to collaborate in realizing national education.

A community service program through campus teaching programs to support the literacy movement and assist with minimum competency assessments. According to [2] said that cognitive learning outcomes, including literacy and numeracy, were produced through minimum competency assessments. The focus of independent learning lies in improving students'

literacy and numeracy skills. According to [3] literacy and numeracy include various abilities such as expressing effective ideas, expressing arguments, analyzing and interpreting problems in various situations and forms. The reality on the ground is that many students are classified as lacking skills in literacy and numeracy. The lack of teachers' ability to improve students' literacy and numeracy skills is due to low skills in this regard. Many teachers only present material based on what they know, and they do not use teaching media to help students learn literacy and numeracy. The use of learning media is important because it will prevent student boredom. Teachers' lack of understanding of the use of technology can also hinder the learning process so that students' opportunities to improve their abilities will be reduced. So, it is hoped that this problem can be helped to some extent by this program.

Merdeka Belajar Kampus Merdeka is a teaching assistance program that involves students collaborating with teachers during the learning process. This program is implemented in various regions in Indonesia, especially in remote and hard-to-reach areas[4]. According to [5] Students do not act as teachers, they work together with teachers to carry out learning. Each subject is taught with special emphasis on literacy and numeracy as well as technological adaptation. According to [6] The existence of a

teaching campus provides students with the opportunity to gain direct experience in teaching. According to [7] Teaching campuses are able to support teachers when teaching literacy and numeracy. In line with [8] that this program is able to grow student literacy and motivation, especially at the junior high school level. By paying attention to the matters discussed previously, the research carried out has the aim of implementing several campus teaching programs for class 7 at SMPN 2 Ploso which are able to increase students' interest in literacy and numeracy.

## METHOD

This research is classified as community service. The partner school in this program is SMPN 2 Ploso located in Jatigedong Village, Kec. Ploso-Jombang. The school was chosen because of AKM results, especially low levels in numeracy and literacy. The type of approach used in this research is qualitative with descriptive methods. [9] said that a qualitative descriptive approach based on post-positivism philosophy was needed to explore objects with researchers as the main tool. Teaching Campus activities will be carried out on 26 February - 14 June 2024 with implementation steps consisting of preparation (debriefing), implementation and analysis of results. The purpose of this qualitative descriptive research is to answer additional questions by providing descriptions and explanations and responding to the questions being researched by examining individuals, groups or events in as much detail as possible. Humans are the instruments in this qualitative research, and the research findings are documented in the form of descriptive descriptions that are relevant to real conditions.

Researchers collect data by observation, interviews and documentation. Interviews are a series of activities to obtain credible data. believes that all science is based on observation because all scholars can base their research on facts, namely the reality obtained during observation. In qualitative research that uses observation methods, the elements targeted are places, actors and activities. This study was conducted at SMPN 2 Ploso in Jatigedong village, Jombang, East Java. This research was

applied to students in class VII. This research also involved the principal at SMPN 2 Ploso as the resource person.

## RESULTS AND DISCUSSION

Implementation of Teaching Campus 7 begins with preparation which begins with preparation which begins with debriefing. From January 22 2024 to February 12 2024, Class 7 Teaching Campus debriefing was held online via YouTube and Zoom. Students, DPL and PT coordinators participated in the briefing to provide the necessary information and knowledge. In the training (debriefing) the material provided includes an overview of campus teaching programs, literacy and numeracy education, basic concepts of andragogy and pedagogy, and prevention of the three sins (sexual violence, intimidation and intolerance). After the briefing, students were asked to coordinate with the Jombang district Education and Culture Office. This meeting was held to obtain an assignment letter from the department to then submit to SMPN 2 Ploso which was the place of assignment. After submitting the assignment letter, the next activity is observation of the assignment school. Observation activities carried out directly at SMPN 2 Ploso include administration, learning processes, school environmental conditions, and technology adaptation. Observation results show that SMPN 2 Ploso consists of 15 classes, namely classes 7A-7E, 8A-8E, and 9A-9E, where each class contains around 29-32 students. For grades 7 and 8 at SMPN 2 Ploso the independent curriculum has been implemented, while grade 9 still uses K13. Activities carried out at SMPN 2 Ploso are as follows:

### *Teaching Assistantship*

The first activity carried out at SMPN 2 Ploso was teaching assistance. Teaching campus students who are placed at SMPN 2 Ploso accompany teachers during learning, especially in literacy and numeracy at junior high school as an effort to improve their character, use of language, and interest in literacy and numeracy. In the learning process, after the teacher has delivered the material, researchers will visit each student's seat to assess how well they understand

the material and do practice questions related to what they have learned. So, the researcher will try to explain the material again to students if they experience difficulties. Students also have the opportunity to ask researchers and their teachers regarding the material. Methods like this are useful for improving students' skills when asking questions and expressing their opinions. Students are happy with the treatment given because it can help foster understanding of what they are learning. They are also given more attention, so they will be more motivated and eager to learn when they feel happy.

The results of the teaching activities that have been carried out show that the mentoring activities carried out by the Teaching Campus students in classes 7A-7E are running smoothly, however, there are still some improvements that need to be made. Learning in the independent curriculum had several obstacles, such as teachers' lack of ability to use technology and limited references. This makes students have to adapt the material and study to suit the core learning in the curriculum to help them digest the reading contained therein. According to [10] said that when teachers teach monotonously, students can quickly become bored. So, the presence of multimedia technology will make learning activities interesting and students will understand them more easily.

#### *Word Traffic Learning Media*

This media helps students practice their skills in solving story problems related to mathematics. Traffic Word is a word wall-based teaching media that is shaped like a crossword puzzle (TTS). According to [11] said that students' learning motivation could increase by applying TTS learning media. This media contains 10 questions. To apply this media, you only need to use a laptop and LCD. How to use this media is also quite easy, namely students will be asked to come forward to choose one of the numbers listed in the TTS box. Then a question will appear where students must answer the question and enter the results in each box for the number they have chosen. If students can answer the questions listed correctly, they will be given 4 points. However, if the answer is wrong, 1 point will be given.

This aims to increase student enthusiasm and foster students' self-confidence to dare to move forward. Initially some students seemed embarrassed to come forward, but researchers continued to encourage the students to have the courage to come forward. Finally, after several students came forward to solve the questions contained in the traffic word media, the other students became enthusiastic and wanted to try it too. Researchers also held joint discussions so that all students knew how to answer the existing questions. The use of traffic words can reduce student boredom when learning activities take place. This can be seen from the students' enthusiasm when the application of traffic word media took place.



Figure 1. Application of word traffic media

#### *Touch Me Learning Media*

Touch me is a technology-based teaching media. In this case the researcher used the word wall application. The Touch Me media contains several numbers, where each number contains a question. How to use this media is quite easy, that is, students will take turns being asked to come forward to choose one of the available numbers by touching the number. Once touched, the question in that number will appear. The student's task is to answer the question. If students can solve the questions correctly, they will get 4 points. The researcher also provided an explanation of how to answer these questions. Most students have followed the instructions well and can answer the questions in each number correctly. However, some students made mistakes in answering questions, but they were able to correct them after being directed. The use of touch me media has an impact on reducing students' boredom during teaching and learning activities and can also increase students' interest in numeracy. This can be seen from the students' enthusiasm when the application of touch me media took place. In line with [12] said that using

learning media when teaching can foster new desires, increase motivation, and make teaching and learning activities more interesting.



Figure 2. Application of touch me media

### *Watch Educational Films Together (NOKASI)*

NOKASI is an abbreviation of educational viewing. As the name suggests, in this activity students are invited to watch together the educational videos that have been prepared. The video shown is a short film about the importance of manners and relationships. The students looked very enthusiastic when invited to watch the video together. They also pay attention and focus when the video is playing. After watching the educational video, students are asked to make a summary regarding the content of the video and the messages that can be taken away from watching the video. This serves to train students' ability to remember after watching the video that is shown and so that students can apply positive things from the video in their lives. According to [13] said that there are several functions of using short films in learning, such as improving the ability to remember lessons, developing students' fantasy abilities, and fostering students' interest and desire to learn. According to [14] Videos can convey messages and information audio-visually, so that educators can help students improve their digital literacy skills by appealing to students' emotions, desires and thoughts.

### *Technology Adaptation*

This technology adaptation program teaches an introduction to Microsoft Word (practicing typing, setting font type, color, size and margins) and Canva training to students in grades 7A to 7E which is carried out in stages. This activity was carried out during 2 meetings every Tuesday. Students were very enthusiastic about this introduction to Microsoft Word and Canva training activities. Some students are

afraid to use a laptop because they have never used one before. But in the end, they were happy because they could practice typing on the laptop. Students also seem interested when the font in Word can be changed according to their wishes. The ability to apply information and communication technology requires educational programs, formal and non-formal training [15].

## CONCLUSION

The teaching campus program which is part of the independent campus program is one of the programs launched by the Ministry of Education and Culture. Assistance programs like this are very important because they involve a variety of different sources working together to achieve national education needs. Various activities carried out at SMPN 2 Ploso ran smoothly. Various programs on campus teaching 7 are carried out, such as teaching assistance, learning to solve story problems using traffic word learning media, application of touch me teaching media, watching educational films together (NOKASI), as well as technology adaptations that can increase students' interest in learning. However, obstacles and difficulties remain during implementation, especially in terms of classroom conditioning. Suggestions that researchers can give during the activity are that student motivation must be increased, both in terms of learning and non-learning. Apart from that, as an educator you should be able to know how to create interesting learning situations. In addition, parents must be ready to offer help and see how their child learns at home. Students' learning success not only depends on the teacher's learning methods, but also on the students' own desire to learn, the support of their parents, and their environment.

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