

STUDENT PARTICIPATION OF THE TEACHING CAMPUS PROGRAM IN AN EFFORT TO INCREASE CHILDREN'S INTEREST IN READING THROUGH THE READING LITERACY MOVEMENT AT SDN 2 PUJOKERTO

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ABSTRACT

This research aims to analyze student participation in the Teaching Campus program in an effort to increase children's interest in reading through the reading literacy movement at SDN 2 Pujokerto. The Class 4 Teaching Campus program is a continuation of the previous classes of the Teaching Campus program, namely classes 1, 2 and 3. This program is part of the Independent Learning Campus (MBKM) policy created by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI). The background to this research arises from the phenomenon of declining interest in reading among elementary school children caused by technological developments and lack of access to interesting and age-appropriate reading books. The Teaching Campus Program is one of the initiatives launched by the government in order to improve the quality of education in remote, outermost and disadvantaged areas (3T), especially in terms of children's interest in reading. This research uses qualitative research methods with descriptive analysis and direct observation results in the field, namely at SDN 2 Pujokerto. The participants in this research included students participating in the Teaching Campus program, teachers at SDN 2 Pujokerto. The results of the research show that student participation in the Teaching Campus program has significantly increased students' interest in reading at SDN 2 Pujokerto. This is demonstrated through creative activities carried out such as the Reading Corner Literacy Activity, visiting the library and making school posters. In addition, there is increased access to reading books that are interesting and suitable for children. This research has the implication that collaboration between universities and schools through programs such as the Teaching Campus can be an effective solution in overcoming the problem of children's interest in reading.

KEYWORDS Student Participation, Teaching Campus, Interest in Reading, Literacy Movement, Basic Education

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INTRODUCTION

The Teaching Campus Program, launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristek) in Indonesia, is an initiative under the umbrella of the Merdeka Campus program (Anggraini et al., 2023). This initiative is designed to empower Indonesian students to experience a different learning experience from the usual classroom routine by promoting the concept of "Merdeka Belajar, Kampus Mengajar". The aim is to provide a platform for students to not only hone their academic abilities but also to develop vital skills such as creativity, leadership, and social interaction skills through direct participation in the real world of education. (Postel, 2023).

Through participation in this program, students have the opportunity to dive directly into teaching activities, assist in the integration of educational technology, as well as take part in administrative management in the schools where they are placed (Novera, 2024). The learning activities they carry out are not only limited to teaching certain lesson content but also emphasize the development of literacy skills in the learning process. This program, in addition to the learning objectives and personal development of students, also targets strategic goals in advancing equitable distribution of education quality throughout Indonesia, making technology-based application and learning and school management an integral part of the process

In today's digital era, elementary school children's interest in reading has decreased significantly. This phenomenon is exacerbated by easy access to gadgets that provide various types of entertainment, thereby reducing children's interest and opportunity to read books (Wahyuni Et al., 2023). Low interest in reading at an early age can negatively affect the development of children's cognitive and academic abilities. In order to overcome these problems, efforts to increase interest in reading in children need to be done through an innovative and collaborative approach (Novera, 2024)

One of the government's initiatives in promoting interest in reading among elementary school children is through the launch of the Teaching Campus program. This program is designed to encourage the participation of students from various universities to be directly involved in educational activities in the 3T (frontier, outermost, and underdeveloped) areas. Through this program, students are given the opportunity to contribute to fostering children's interest in reading through various literacy activities. (Mappaturung, 2023)

This study focuses on the analysis of student participation of the Teaching Campus program in an effort to increase children's interest in reading at SDN 2 Pujokerto. Given the importance of literacy in early individual development, this study intends to see if and how interventions made by students can positively impact students' reading interest. In addition, this study also aims to identify obstacles and challenges faced in the process of implementing literacy activities, as well as explore what strategies are effective in increasing children's interest in reading.

In conducting research, qualitative methods are used to gain a deep understanding of the phenomena that occur. Data was collected through a series of literacy activities carried out. Through this approach, it is hoped that a clear picture of the effectiveness of the Teaching Campus program can be obtained in increasing children's interest in reading, as well as providing recommendations for the improvement of similar programs in the future.

During the continuity of the Teaching Campus program at SDN 2 Pujokerto, students have an important role in supporting the teaching and learning process, strengthening students' literacy and numeracy skills, doing some school administrative work, and guiding students and teachers in adapting new technology. Furthermore, these students also participate in incidental school activities. The main focus of this service activity is on student contributions in increasing literacy levels, both for teachers and students, with the main aim of improving the quality of education carried out.

RESEARCH METHOD

This study uses a qualitative approach to gain an in-depth understanding of the effect of student participation of the Teaching Campus program in improving literacy and education in selected schools. This approach allows the study of phenomena in their context naturally, allowing researchers to capture nuances and dynamics that may not arise through quantitative methods.

In order to deepen understanding of the participation of students of the Teaching Campus program in an effort to increase children's interest in reading through the reading literacy movement at SDN 2 Pujokerto, this study adopts a qualitative descriptive implementation method through collaborative service. Focusing on students at SDN 2 Pujokerto as the main subject, this study aims to dig deeper into how literacy activities carried out by students of the Teaching Campus program can affect and increase students' reading interest. Using data collection techniques that include direct observation, in-depth interviews, guided discussions, and documentation of activities, this study seeks to get a comprehensive picture of interactions, responses, and changes that occur among students regarding their reading interests. The data collected through photos of activities, analyzed using an interactive approach, allows the formation of a dynamic understanding of the impact of the Teaching Campus program on students' reading interest. Through in-depth analysis of these data, the study seeks to reveal the dynamics and changes that occur, as well as factors that contribute to the increase in reading interest among SDN 2 Pujokerto students, as an effort to provide new insights in the context of the reading literacy movement.

RESULT AND DISCUSSION

SDN 2 Pujokerto, as a research subject in the Teaching Campus program, is an elementary school, SD Negeri 2 Pujokerto is a basic education institution located in Trimurjo District, Central Lampung Regency, Lampung province. The institution operates under the supervision of the Ministry of Education and Culture. Despite having complete facilities that support the teaching and learning process, this

elementary school faces challenges in maintaining a number of infrastructures to remain conducive to the development of student literacy. As an educational institution that aims to build and develop children's interest in reading through the literacy movement, this school has a variety of facilities such as classrooms, libraries, health rooms, and so on, which may require improvement and maintenance. Although this school building looks quite old, it is still able to meet the basic needs of education.

In this study, students of the Teaching Campus program noted several areas that require further improvement and attention, including the messy and dusty condition of the library and underused classrooms that become dirty and damp. There are also spaces that are poorly maintained and learning media are very limited. The discovery of these conditions did not reduce the enthusiasm of students in an effort to improve student literacy at SDN 2 Pujokerto. Through innovative and need-oriented programs, they strive to create a conducive and engaging learning environment, which in turn can increase children's interest in reading in the context of literacy movements such as reading corner activities, library visits and making school mading.

The following are the results of the Observance of Service Documentation carried out at SDN 2 Pujokerto as a form of participation of Teaching Campus Program Students as an effort to improve SDN Pujekerto reading students through the reading literacy movement, which are as follows:.

1) Literacy movement through reading corner.

Literacy movement through reading corner The author created a reading corner in order to foster students' interest in reading. In addition, every day students must read before class hours or fill free time during breaks. The reading corner utilizes the table and decorations in the classroom, the books are arranged in such a way as to be more pleasing to the eye and neat. Then students present the information or reading results orally or in writing. This program aims to improve students' literacy skills in understanding the contents of books that have been read.



Figure 1. Students Through Reading Corner Activities

The literacy movement with a focus on "reading corners" is a strategy designed to enrich the reading experience and improve literacy culture in educational environments. A reading corner is defined as a special area dedicated to reading that can be accessed by students during leisure time or in between class hours (Azizah Dinda Husna et al., 2023). The main purpose of the reading corner is to provide easy access to different types of reading materials for students, which in turn can improve their reading habits and enrich their knowledge. The implementation of reading corners as part of the School Literacy Movement (GLS) is considered important to foster interest in reading and broaden students' horizons. This movement is expected not only to increase reading literacy through the readings provided. In addition, the reading corner can also be a conducive place to conduct independent learning activities and group discussions, all of which play a role in developing students' critical and analytical skills and strengthening their understanding of the subject matter

Based on the dedication that we have done through the Reading Corner Literacy Movement at SD Negeri 2 Pujokerto, the results are quite encouraging. We saw how students enthusiastically interacted with the various reading collections provided. By reading and exploring different types of books, their ability to understand new concepts and information is significantly improved. Not only that, their love for reading is also growing rapidly, which is marked by an increase in the number of visits to the reading corner and time spent reading. There is excitement when they discover something new through books, and curiosity increases with each passing day. Seeing their enthusiasm for learning and increasing interest in reading, we believe that the Reading Corner Literacy Movement is an important step in the formation of literacy culture at SD Negeri 2 Pujokerto.

2) Library Visit Literacy Movement.

The literacy movement with library visits is a strategic effort to increase interest and reading habits among students. This strategy supports students to take advantage of resources and collections of readings that are wider than those available at their school, by organizing scheduled visits to local libraries or centers (Prameswari, 2023). This visit not only gives students access to a variety of reading materials, but also introduces them to an environment conducive to learning and exploring new knowledge independently or together. During the visit, students can take part in enriching activities such as workshops, book discussions, to reading sessions together, all of which are designed to arouse interest in reading and promote literacy awareness. Students are invited to the library to read books both fiction and nonfiction together. Then, students present their readings orally and in writing.



Figure 2. Literacy Movement Visits Libraries

Through the literacy movement with library visits at SD Negeri 2 Pujokerto, we noticed a significant impact on students' reading interest and literacy activities. Regular visits to the local library have opened up a whole new world for students, helping them discover new favorite genres and authors as well as build strong reading habits. Students become more familiar with the library environment and how to use it to support their learning. From this visit, a meaningful connection has also been established between the school and the library, compiling literacy activity programs specifically designed to meet the needs and reading interests of SD Negeri 2 Pujokerto students.

We noted an increase in the variety and amount of reading material students selected and borrowed from libraries. This indicates an increase in their capacity to explore knowledge through reading media. In addition, observations show that students begin to develop critical and analytical abilities of what they read, opening up more productive discussion spaces in class. The efforts of this literacy movement have resulted in a more dynamic and inclusive learning environment, where students feel supported to develop and express themselves through literacy.

3) Making School Mading.

The literacy movement through making school wall magazines (mading) is one of the creative initiatives to develop students' literacy skills (Ramandanu, 2019). Mading as a visual and written communication medium in the school environment, becomes an attractive platform for students to express ideas, imagination, information, and creativity. Through this activity, students are invited to not only become readers, but also content creators who educate and entertain (Oli et al., 2024). The creation of school mading regularly also provides opportunities for the entire school community to contribute and participate in the dissemination of knowledge and information, while fostering a sense of belonging to the school environment.

The author made a school mading by buying stereosomes and decorated in such a way as to attract the attention of school residents. As well as a learning medium for students to develop students' creativity and writing skills, as well as foster student literacy culture. Furthermore, this school mading will be filled by students such as rhymes, poems, short stories, motivational words, admired figures, or others. The student team also provides general knowledge information and is posted on the mading.



Figure 3. Making School Mading

In the context of our service at SD Negeri 2 Pujokerto, the literacy movement through the creation of school mading has demonstrated a significant impact on the development of students' literacy skills and creativity. This activity has motivated students to be more active in expressing their thoughts and ideas in writing. They also learn how to critique information, edit writing, and package it attractively to be presented on the mading. In addition, the application of this activity encourages students to be more thorough and responsible with the information they share, considering that their writing will be read by many people. While involved in the mading-making process, students demonstrate improved critical thinking and collaboration skills, as they must work closely with their peers to produce successful editions that benefit the school community.

Final Access to the Implementation of the Literacy Movement at SDN 2 Pujokerto in the Framework of Devotion

The literacy movement that we implement at SDN 2 Pujokerto is in line with the vision of adaptive and future-oriented education, which synergizes with the concept of Holistic and Inclusive Education. We enhance the learning process by utilizing a variety of techniques and approaches that encourage the development of literacy and numeracy skills in all students (Fikri et al., 2022). This activity takes place intensively by adopting a learning model. Facing challenges such as suboptimal literacy limitations and administrative management that requires improvement, our literacy movement program designs measurable and effective educational strategies. Tackling these issues requires learning activities that are not only conventional but also innovative, both inside and outside the classroom, so as to improve students' competitiveness and skills in the 21st century (Wahyuni et al., 2023)

In an effort to achieve the goals of this literacy movement, the provisions prepared by our team include packages of teaching materials that have been adjusted, and we also initiated a reading corner project, which aims to develop students' reading interest by providing various supporting resources. In the implementation of this program, we integrate the use of The overall activities we carry out have been designed to not only encourage the improvement of literacy skills but also to prepare students with relevant competencies to succeed in various aspects of life.

CONCLUSION

In service activities carried out by students of the Teaching Campus Program at SDN 2 Pujokerto, various initiatives have been implemented to advance the literacy movement and increase interest in reading among students. These activities include the general reading literacy movement, the establishment of reading corners, library visits, and the creation of school wall magazines. Through these series of programs, we strive to create a conducive learning ecosystem to foster a reading culture.

Through the active participation of students of the Teaching Campus Program at SDN 2 Pujokerto, the reading literacy movement has succeeded in enriching students' learning experiences and stimulating their interest in reading significantly. The establishment of reading corners, regular visits to libraries, and innovations in making wall magazines (mading) have proven effective in creating a conducive and interactive academic atmosphere in the school environment. Supported by student creativity and dedication, these efforts reflect a step forward in developing a reading culture among students and supporting holistic and inclusive education in line with the needs of the 21st century.

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