

## IMPROVING LITERACY AND NUMERACY IN NATURAL PRIMARY SCHOOLS CAMPUS TEACHING PROGRAM :SRL

Rolius Telaumbanua<sup>1</sup>, Alit Rahmat<sup>2</sup>, Riswan Zega<sup>3</sup>

<sup>1,2</sup> Universitas Pendidikan Indonesia, Indonesia

<sup>3</sup> Universitas Nias, Indonesia

Email: roliustelaumbanua@gmail.com, alitrahmat@upi.edu,

riswanzegadifo@gmail.com

### ABSTRACT

*The Teaching Campus Program is an important initiative to improve the literacy and numeracy skills of elementary school students in Indonesia. The aim of this research is to evaluate the effectiveness of these programs in achieving their goals using the Systematic Literature Review (SLR) method. Of the seven articles analyzed starting from campus programs teaching classes 1, 2, 3, 4, 5 and 6, it was found that these programs succeeded in increasing students' interest in learning, reading, writing and numeracy skills, as well as strengthening their personality and social skills. A holistic approach that includes the use of technology and community involvement has proven effective in creating a supportive learning environment. However, challenges such as program consistency and resource support must be addressed to ensure long-term sustainability. Therefore, these programs have great potential to improve the quality of basic education in Indonesia, but further efforts are needed to maximize their impact.*

**KEYWORDS** Teaching Campus, Literacy, Numeracy, and SLR



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### INTRODUCTION

Improving the literacy and numeracy skills of primary school students is a crucial aspect in developing the education system in this country. Education is an effort to improve human knowledge and quality through formal and informal processes with the aim of humanizing people. It includes the development of character and moral dimensions as well as knowledge to produce skilled and cultured individuals. (Aziizu, 2015; Pristiwanti et al., 2022). Literacy is therefore a constructive, integrative and important process in social practice. Although literacy

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education should always be based on popular culture activities, literacy goals are key to learning.(Frankel et al., 2016; Hakuta & Santos, 2012).. Numeracy is also the ability to apply numerical concepts and arithmetic skills in the context of everyday life, such as activities at home and work, as well as participation in social and community life. In addition, arithmetic involves the ability to understand and interpret quantitative information around you.(Mahmud & Pratiwi, 2019).

Reading, writing and numeracy skills are essential components of overall personal development. Literacy is more than just reading and writing skills, it also includes the ability to comprehend texts in depth, engage in critical analysis and effective communication, enable individuals to actively participate in complex thinking activities, and promote lifelong learning. Computing now provides a strong foundation for managing finances wisely, making decisions based on sound data analysis, and contributing to community development. These two skills are complementary and essential in shaping individuals who can function effectively in various aspects of modern life.

But in many countries, including Indonesia, there are still challenges in improving the reading, writing and arithmetic skills of primary school students. Indonesia is currently ranked 62nd out of 70 countries with regard to literacy levels, or in the bottom 10 countries with low literacy levels. This is based on a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019. Factors such as limited resources, lack of access to quality education, and ineffective teaching methods can hinder the achievement of optimal learning goals.

To address these challenges, various programs and initiatives have been developed, including the Teaching Campus program. The Teaching Campus Program is one of MBKM's flagship programs and is organized nationally by the Ministry of Education and Culture. Through this program, students are invited to develop their competencies and skills by becoming agents of change and transformation of education in Indonesia. Through this activity, students are invited to collaborate, act, and serve with teachers in educational units at the Elementary School (SD), Junior High School (SMP), and Vocational High School (SMK) levels.(Ministry of Education and Culture, 2020) The program provides innovative approaches that directly support students in improving literacy and numeracy skills. By 2023, there will be 6 batches of campus teaching programs across Indonesia.

From several teaching campus programs that have been implemented such as teaching assistance, learning multiplication, counting, counting integers with TTS learning media, learning English with the help of technology, learning the Koran, learning STEM (Science, Technology, Engineering, Mathematics), using vocabulary, Indonesian TTS, and technology adaptation, it is all to increase student learning motivation.(Safaringga et al., 2022). We intend to investigate related teaching campus program by using Systematic literature review technique or by analyzing some existing journals that focus on improving literacy and numeracy in primary schools. The purpose of this study is to evaluate the effectiveness of teaching campus programs in improving literacy and numeracy skills in primary schools. We hope that the results of this study can make a useful contribution to the readers.

## RESEARCH METHOD

The method used in this research is a systematic literature review (SLR). In the Systematic Literature Review, research steps such as identification, selection, evaluation, and synthesis of existing scientific literature are carried out systematically. The purpose of SLR is to answer questions in a specific, relevant and focused way. A systematic review also helps to check research findings, reduce review bias, summarize results, and identify research gaps. A systematic review is often required to develop research questions as part of a dissertation or thesis, and is also part of a complete research grant application. (Hariyati, 2010; Torgerson, 2003; Davit & Crombie, 2009).

The research was also guided through several systematic review processes using PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The instrument in this study was the SLR process itself, with PRISMA as the methodological guide. Google Researcher was used as the main source of information. inclusion and exclusion criteria were used as an article selection instrument. The research procedure involved SLR steps, starting from determining the scope of the study, searching the literature, selecting studies with inclusion and exclusion criteria, evaluating quality, extracting information, analyzing, and representing the results in the PRISMA flow chart. This process ensures systematic and controlled information collection. (Darmawan et al., 2021; Muhlisin et al., 2021).. The object of this research is the improvement of campus programs for teaching literacy and numeracy in primary schools. Keywords used to identify search information. The goal is to know what kind of theme we are aiming for. There is a search for 200 documents from Google Researcher.

Table 1. The Search Used in Collecting Data Process

No.	Database	Keywords
1	Google Researcher.	"campus program to teach literacy and numeracy at primary school level"

The next stage is the screening stage. At this stage there are 120 documents that are out of scope. So at this stage only 80 articles are declared to pass and can enter the next stage. The third stage is the eligibility stage. At this stage there is a manual inclusion and exclusion process in accordance with the criteria previously set. Articles that pass this stage will enter the article systematic review process. At this stage there were 53 document reductions that did not meet the criteria and 20 documents that did not have abstracts.

Table 2. Inclusion and Exclusion Criteria

Criterion	Inclusion	Exclusion
Time Range	Between 2019-2024	Under 2019

Document Type	Research articles	Review articles books, book chapters, conference proceedings, and reports
Language Index	Indonesia Sinta 1-6	Non-Indonesian Non-Sinta

After going through the screening stage, 80 documents were obtained. Furthermore, it entered the eligibility stage as many as 73 documents were deleted at this stage. From the eligibility stage, there are 7 articles that meet the inclusion criteria set by the author. The following is the PRISMA flowchart (Figure 1) that guides this research.

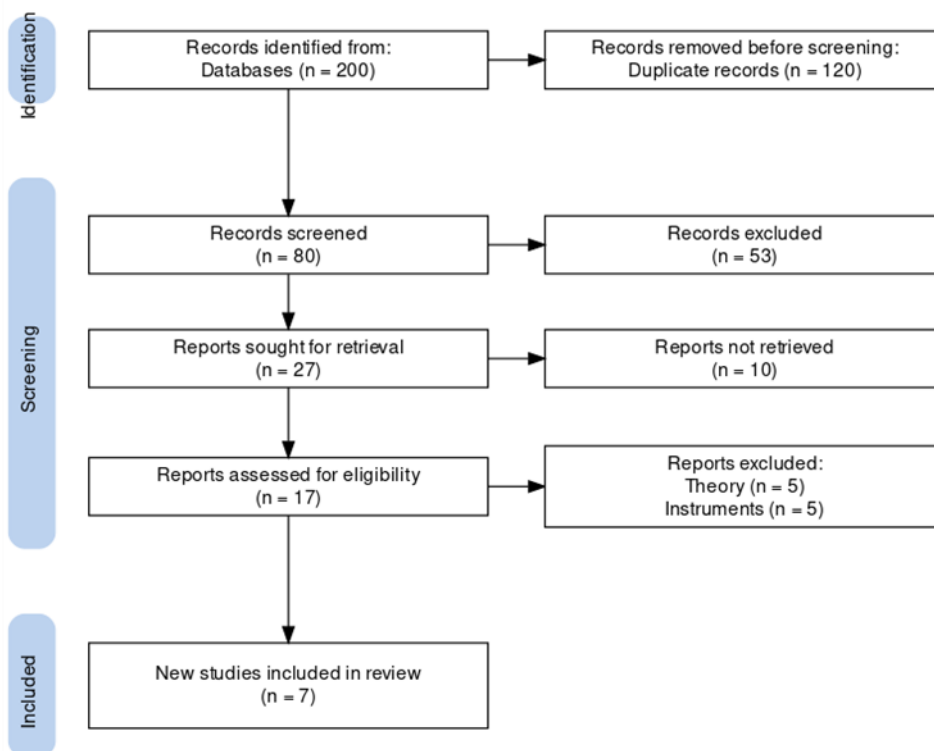


Figure 1. PRISMA Model Article Search Flow

## RESULT AND DISCUSSION

The search conducted as part of the systematic literature review resulted in 200 documents, which were then narrowed down to seven articles that were processed in the final review stage. The data from these seven articles will be used to evaluate the effectiveness of campus programs for teaching numeracy and literacy in primary schools. The purpose of this review stage is to provide an overview of how effective these programs are in improving numeracy and literacy at the primary school level.

Table 3. Article Analysis Results

Title	Destination	Methods	Results
Campus Teaching Activities in Improving Literacy and Numeracy Skills of Primary School Students (Shabrina, 2022)	The purpose of this study is to implement the Merdeka Belajar - Kampus Merdeka program, this initiative is intended for students from various majors in higher education with the aim of improving the quality of basic education, especially in 3T areas.	Qualitative research methods	Based on the results of the study, second year students have a high interest in learning through the use of learning resources and group learning techniques. This made learning very effective and increased the level of skills and numeracy skills of students in the group, which showed further growth. Although some students are not yet proficient in reading, reading knowledge will increase in students who have mastered these skills.
Implementation of Campus Teaching Batch 1 of the Merdeka Campus Learning Program at Elementary School (Anwar, 2021)	The purpose of this research is to understand how the learning process is implemented at SD Muhammadiyah 1 Padas. In this approach, the learning program provides opportunities for students to develop their character and leadership skills as well as their ability to learn.	Qualitative research methods	Research results show that the implementation of the teaching campus program for batch 1 of 2021 SD Muhammadiyah 1 Padas includes; First, teaching which consists of learning face-to-face, home visits, and brave learning. Second, Adaptation technology to assist the master in making partially open media and suitable slightly open materials with the curriculum. Third, administration is also carried out by students to help master in the preparation of learning tools as administrative completeness.

			The implementation of the teaching campus is able to provide experience, and empower the students. students and have a positive impact on students in covid-19 situations.
Implementation of Campus Teaching Program Batch 2 in Improving Students' Literacy and Numeracy Competencies (Dwi Noerbella, 2022)	The purpose of this study is to determine and analyze how the implementation of the teaching campus program batch 2 at SDN Pasirangin 01 by referring to the David C. Korten implementation model in relation to improving literacy and numeracy competencies through AKM (Minimum Competency Assessment) guidance.	Qualitative research methods	The results showed that the implementation of the Teaching Campus Program batch 2 at SDN Pasirangin 01 went well and smoothly and showed an increase in the literacy and numeracy competencies of grade V students.
Implementation of the application of literacy and numeracy in the implementation of the 3rd batch of teaching campus at sdn kedungkumpul, sukorame, lamongan district (Fisabillillah & Rahmadanik, 2022)	The purpose of this research is to provide solutions, The activities carried out in the Teaching Campus program are helping to teach, helping with technology adaptation, and helping with school administration. Teaching Campus students focus on improving the quality of learning and numeracy and literacy skills in elementary or junior high school students.	Qualitative research methods	Improving the skills of elementary school masters in assessing and measuring the computing power of elementary school students was carried out with satisfactory results. Teaching Campus students carry out Classroom Least Competency Assessment (AKM) guidance activities focusing on literacy and numeracy guidance activities and familiarization of students with technology.
Implementation of Literacy and Numeracy Program	aims to empower students in helping the teaching process in	Qualitative research methods	provide experience and increase students' delicate expertise or

<p>through Campus Teaching Batch 4 in SD Negeri 104215 Sudirejo (Simanjuntak &amp; Gea, 2022)</p>	<p>schools, one of which is SD Negeri 104215 Sudirejo. The purpose of implementing the 4th batch teaching campus is to assist the school in implementing teaching process activities, adapting technology and assisting administration.</p>	<p>difficult expertise so that they are better prepared and relevant to the needs of the times as future leaders of the nation who are superior and have good personalities.</p>
<p>Scope of the Student Activity Program Campus Teaching Batch 5 SDN 4 Karangrejo Dewiarum(Sari et al., 2023)</p>	<p>The purpose of the teaching campus activities is to empower students from various universities and cross-disciplines in assisting the learning process of various schools in various parts of Indonesia, both elementary schools and junior high schools in the 3T (Disadvantaged, Frontier and Outermost) areas. As for</p>	<p>Qualitative research methods The results obtained during the implementation of the 5th batch of teaching campus activity program had a positive impact on the literacy and numeracy skills of students, besides that the master council at SDN 4 Karangrejo was helped by the presence of teaching campus students.</p>
<p>Implementation of Campus Teaching 6 Work Program in Improving Students' Numeracy Competency in Elementary School (Hasanah &amp; Aeni, 2023)</p>	<p>To ensure that students have a solid foundation in numeracy. One does not automatically develop numeracy skills just by having mathematical knowledge alone.</p>	<p>Quantitative research methods Based on the results of the service to students at SDK Frateran 2, it can be concluded that students' knowledge and understanding of numeracy has increased. This can be seen from the increase in the average pretest score of 45 after implementing a series of numeracy programs by the 6th batch of SDK Frateran 2 teaching campus team, the average post test score rose to 68.5. Suggestions for further work programs that can</p>

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be carried out are to  
make creative,  
innovative and  
effective learning  
media. So that students  
are more enthusiastic  
about learning

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Based on Table. 3 Review results on the first article from research conducted by (Shabrina, 2022). shows that educational activities on campus have a positive impact on increasing student interest in learning and improving literacy and numeracy skills, especially in the 3T field. The results showed that the use of learning resources and effective group learning techniques improved the learning environment and strengthened students' skills in groups. Although some students did not have adequate reading comprehension, students who acquired these basic skills tended to improve their reading comprehension, and there was a gap between acquiring basic skills and developing advanced skills. These conclusions highlight the importance of innovative learning approaches and collaborative learning environments in supporting the development of holistic education, particularly in disadvantaged areas.

The results of the second article review show that based on the results of the literature published by (Anwar, 2021). the implementation of the Grade 1 Education Campus Program and the Independent Learning Campus Program at SD Muhammadiyah 1 Padas is effective in providing a comprehensive learning experience to students, it is proven that there is. This program specifically aims to empower and positively impact students by combining comprehensive learning methods such as face-to-face teaching, home visits, and courageous learning with technological adaptations to support the learning process. Coronavirus Disease (COVID-19) Situation - Pandemic. This conclusion confirms that a holistic learning approach can create an environment where students can develop not only knowledge but also character and leadership skills.

The results of the third article review show that the research on the implementation of the Teaching Campus Program for Grade 2 at SDN Pasilangan 01 (Dwi Noerbella, 2022). shows that the program is running well in line with David C. Korten's implementation model that prioritizes community participation and sustainable development. The program has significantly improved the reading and writing skills of Grade V students. This confirms that an educational approach involving collaboration between universities, schools and local communities is an effective foundation for strengthening the quality of basic education for future generations. Your reading, writing and numeracy skills will further improve in the future.

The review of the fourth article of this study shows that the implementation of the teaching campus program to improve the quality of learning and numeracy and literacy skills of primary and secondary school students has yielded satisfactory results, especially in terms of improving primary school teachers' skills in assessment and measurement. It is confirmed that it has happened. Students' computing performance. Reading, writing and arithmetic tutoring activities and the



application of technology by students on academic campuses have also proven to make a positive contribution. However, challenges such as lack of resources and support and program consistency across sites remain a focus to ensure sustainability and effectiveness of these programs in the long term.

The results of the fifth article review show that based on the study of the implementation of the literacy and numeracy program by the fourth grade education campus of SD Negeri 104215 Sudirejo (Simanjuntak & Gea, 2022). the program succeeded in making students able to participate in the learning process at school. can conclude Through qualitative research methods, this program provides students with valuable experience and allows them to improve their skills in both sensitive and difficult areas. Thus, students will be better able to answer the demands of the times and be better placed as future leaders with good character.

The results of the sixth article review show that the research on the SDN 4 Calangrejo student activity program "Campus Teaching Batch 5" (Sari et al., 2023)The results showed that the use of qualitative research methods had a positive impact on student literacy and provided significant support to the school guidance council. In conclusion, this program has a wide scope and provides real benefits for students and schools undergoing the program.

The results of the seventh article review show that based on a quantitative study on the Teaching Campus Work Program 6 SDK Frateran 2 (Tya & Ivanka, 2024). it can be concluded that this program is effective in improving students' mathematical understanding and knowledge. The significant increase in the average pre-test score from 45 to post-test 68.5 shows the magnitude of the positive impact of this program. Further development proposals such as the creation of creative and innovative learning media will help strengthen the effectiveness of the program in motivating students to learn.

## CONCLUSION

1. The Teaching Campus program is effective in improving literacy and numeracy skills of primary school students.
2. Supported by various qualitative and quantitative research methods provide strong evidence of students' interest in learning, reading, writing and counting skills.
3. A holistic learning approach that includes comprehensive learning methods, technology adaptation and character development has proven effective.
4. These programs bring great benefits to improving the quality of learning not only for students but also for teachers and schools.
5. Challenges such as program coherence and resource support must be addressed to ensure long-term sustainability and effectiveness.
6. Further development such as the creation of creative and innovative learning media will help strengthen the effectiveness of the program in motivating students to learn.

The teaching campus program has had a positive impact on improving the reading, writing and arithmetic skills of primary school students. Through various qualitative and quantitative research methods, findings show that students are increasingly interested in learning, reading, writing and arithmetic skills, and

applying technology in learning. These programs not only improve students' academic performance, but also help develop character, leadership and social skills. Significant support is also provided to teachers and schools to improve the quality of learning. However, to ensure the long-term sustainability and effectiveness of these programs, there are still challenges that need to be addressed, including program coherence and adequate resource support. Overall, the collaborative approach between universities, schools and communities proved to be effective in strengthening the quality of basic education and developing a future generation with higher capabilities and character.

Therefore, while the campus education program is a positive step towards improving basic education, further attention is needed to maximize its effectiveness and ensure its sustainability.

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