

Can Literacy Strengthening Policies for Elementary School Students in *Kampus Mengajar* Programs be Effective?

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Abstract: *Merdeka Belajar Kampus Merdeka* (MBKM) has many activities, one of which is the *Kampus Mengajar*. This activity directly provides reinforcement to elementary and junior high school students related to strengthening literacy, numeracy, and technology adaptation. Although the *Kampus Mengajar* activities have run in three waves, the results of literacy strengthening have not been seen in real terms. This paper will examine the effectiveness of the *Merdeka Belajar Kampus Merdeka* Program policy, especially for *Kampus Mengajar* activities in elementary schools. This research was conducted in five elementary schools used for the *Kampus Mengajar* program in Ponorogo Regency using qualitative research methods. The results of the implementation show that student literacy in elementary schools through the *Kampus Mengajar* program can be carried out well, but cannot run for long, meaning that the strengthening of student literacy will stop along with the completion of the program. Therefore, the suggestions given in this activity are (1) the existence of a policy for the sustainability of the *Kampus Mengajar* program, (2) the formation of a literacy community in schools, and (3) the need to strengthen literacy activities for teachers in schools..

Keywords: Policy, Literacy, *Kampus Mengajar*

INTRODUCTION

The *Kampus Mengajar* is one of the *Merdeka Belajar Kampus Merdeka* programs promoted by the Ministry of Education and Culture of the Republic of Indonesia. This program is intended to provide opportunities for students to help elementary schools to strengthen literacy, numeracy, and technology adaptation. Students are seen as agents of change who will be able to provide more reinforcement for this matter through collaboration between teachers, students and lecturers [1].

The change in order caused by the Covid-19 pandemic has given new colors in various dimensions of life, including in the world of education and learning in schools. Changes in learning models and educational services [2] from conventional face-to-face to online or hybrid resulted in changing habits. One of the most influential is the reading habit of students which has changed from reading conventionally to dealing with books, but because of the Covid-19 pandemic, all have switched to the e-book model. Of course, the existence of e-books is an alternative for teachers in making it easier for them to convey learning, some research that has been done can be seen that e-books are an alternative in the implementation of learning. [3]–[5].

The concept of e-books used by students as a form of digital literacy needs adjustments when it has to be implemented by teachers to students, adjustments are also made by parents as student companions to study at home, therefore the arrival of students in this *Kampus Mengajar* program is very helpful for teachers in familiarize students in literacy, including digital literacy. From the data, it is stated that when viewed from the PISA (Program for International Student Assessment) assessment from 2015 to 2020, the data is less than encouraging, the 2018 PISA assessment shows 70 percent of students are below the minimum competence,

seen from the ability low literacy and one of the factors causing the low quality of these students is that the teacher competence rate is still low [6].

Based on the existing problems, this paper will focus on seeing whether the *Kampus Mengajar* program through the obligation to provide literacy assistance can be effectively carried out in schools, so as to be able to grow reading habits for students in elementary schools, including after the *Kampus Mengajar* program.

METHOD

Research design

The design of this study uses qualitative descriptive categories. This research will describe the situation in the field by collecting, analyzing, and presenting the data that has been obtained.

Informant

Informants in the study were students of the *Kampus Mengajar* program who were in five elementary schools in Ponorogo Regency, East Java Province, they were directly involved in the activities carried out in the *Kampus Mengajar* so that what happened was a natural process in the field.

Instrument

The instruments in this study were observation sheets, interview guidelines, and documentation that were used to facilitate researchers in finding data in the field. Interviews were conducted openly so that the informants could answer questions freely.

Data Analysis

Researchers conducted interactive data analysis with the stages of data collection, data reduction, data presentation, and drawing conclusions

RESULTS AND DISCUSSION

Literacy Strengthening Model in the Implementation of *Kampus Mengajar* Programs

Observations were made at five elementary schools participating in the *Kampus Mengajar* program in Ponorogo Regency, including SDN 5 Pohijo, SDN 2 Serangan, SDN 3 Kesugihan, SDN 1 Kadipaten, SDN 2 Kertosari. From the results of the observation, it can be seen that each school has different characteristics, the number of teachers, the number of students, and the presence of leaders in the school greatly affect what is done.

From observations, several schools do not yet have a principal, meaning that they are still held by day-to-day executives who will definitely not focus on their schools, including SDN 5 Pohijo and SDN 1 Kadipaten. So that teachers will create their own related to the development carried out related to literacy. The existence of *Kampus Mengajar* students is very helpful in this situation, because students will focus on developing literacy, numeracy, and adapting technology.

The existence of libraries in each school does not all have adequate rooms, or there are also those that have adequate rooms but the books in the library are not maintained and are very messy. The absence of rules and regulations for visitors to each school library also results in student visits to the library ending with books being placed carelessly. The absence of an inventory list in the school library also makes the book not included in the library catalog list. All five schools have the same library conditions.



Figure 1. The condition of the library at SDN 5 Pohijo.

In practice, students who take part in the *Kampus Mengajar* program provide assistance to schools related to arrangement, provide book catalogs, and enter them into digital systems, such as with the help of the Senayan Library Management System (SLiMS) application.[7]. The electronic-based digital literacy strengthening model is a recommended alternative when the library is not ideal [8]. Lack of librarians and lack of understanding of teachers related to libraries make the existence of libraries an important thing in elementary schools.

The development carried out by students related to electronic-based digital literacy is a suitable alternative also considering the state of the Covid-19 pandemic. The existence of e-books or other information about lessons in electronic form can be accessed by students and their guardians anywhere and anytime. Students in the *Kampus Mengajar* program fill in various content about learning materials and various subjects through the electronic media youtube.



Figure 2. Learning material content via youtube at SDN 2 Serangan

Collaboration of Teachers and Students in *Kampus Mengajar* Programs in Literacy Development

The sustainability of the *Kampus Mengajar* program will not be able to run if it does not involve the teachers in the elementary school, therefore collaboration is the key in this activity. [9], [10]. The collaboration carried out by teachers and students of the *Kampus Mengajar* program in order to develop literacy lies in the division of who prepares the material and who creates digital content. The busyness of the teacher with a lot of administrative work has resulted in the teacher not having time to create electronic-based learning media such as learning content.

Products in the development of literacy in schools apart from electronic learning content uploaded on social media, collaboration is also carried out in the form of using wall magazines in schools and the establishment of literacy corners. Wall magazines are still effective for adding reading material to students at school during their break, students develop these wall magazines with shapes and decorations so that they attract students' interest in reading, therefore the addition of illustrated media is more effective to use [11].

Furthermore, the literacy corner is also revived by students, the teacher will usually start learning by giving time for students to read the books that have been prepared in the literacy corner. In the literacy corner there are several themes so that students can read various books according to what they want. This is in accordance with what was conveyed [12] that the literacy corner is one of the activities of the School Literacy Movement which carries out activities of reading non-lesson books for 15 minutes before the first lesson. The government moves the School Literacy Movement through the Minister of Education and Culture Regulation number 23 of 2015. In its implementation the five schools used in the *Kampus Mengajar* program also carry out the literacy corner program by referring to the principles: (1) in accordance with the stages of student development, (2) implemented using a variety of texts, (3) implemented in an integrated and holistic manner in all areas of the curriculum, (4) carried out continuously, (5) involving oral communication skills, and (6) considering diversity [13]

Literacy Planning Post *Kampus Mengajar* Program

Sustainability of literacy habits is not easy, support from various parties is homework after the *Kampus Mengajar* program. One indicator of the effectiveness of the *Kampus Mengajar* program is that after the program is finished, the activity can still run, which is not easy. The *Kampus Mengajar* program only lasts for four months, however, with the continuation of the *Kampus Mengajar* program carried out by the government, it is hoped that it will become a habit for students at school.

One of the literacy plans after the *Kampus Mengajar* program is to form a student community about literacy [14], many have succeeded in implementing the formation of literacy communities in elementary schools [15], [16]. The hope is that their five schools will form a literacy community or can also collaborate with studios or communities outside of school. Each school has different characteristics, habits, and conditions that are not the same, therefore if the school cannot carry out literacy activities, collaboration with studios or outside communities is an alternative. This is to continue the habits that have been formed during the implementation of the *Kampus Mengajar* program.

From the observations that have been made at the five elementary schools in Ponorogo Regency, all of them have the same problem, namely the lack of literacy activities by teachers, this is because there are too many teacher activities in terms of administration, the absence of education personnel in elementary schools so that the implementation of administration all schools are also carried out by teachers, making teachers not have much time for literacy activities. Therefore, teacher training in terms of literacy must still be carried out by the department, ministry, or other parties. Teachers must be given the obligation to make literacy a habit in their daily activities at school, so that they can also provide examples to students about literacy.

CONCLUSION

Basically the implementation of the *Kampus Mengajar* program is very helpful for the implementation of the student literacy program, student participants in the program must adapt to the conditions at school. The ineffectiveness of the school library due to the absence of a librarian is one of the obstacles so that the library is left unkempt. The arrival of the *Kampus Mengajar* program students is one of the advantages for the school

as a form of joint collaboration between students and teachers for school development. It is hoped that the sustainability of the *Kampus Mengajar* program can continue to be carried out by the government so that the program is not interrupted in the middle of the road. In addition, schools must be more active in establishing literacy communities in schools, so that students have space to express themselves and teachers must also be given regular habituation and training related to this literacy program.

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