

INCREASING THE MINIMUM COMPETENCY ASSESSMENT THROUGH THE KAMPUS MENGAJAR PROGRAM AT SDN TARUMSARI, BANDUNG REGENCY

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ABSTRACT

It is very important for students to master literacy and numeracy skills so that they can live a good career and social life. Because through good literacy and numeracy skills, individuals can make the right decisions. However, it is unfortunate that some data shows that the literacy and numeracy results of students in Indonesia are not encouraging enough. This then encourages various efforts to resolve these problems. The Teaching Campus under the auspices of the MBKM Program is one of the leading programs to continue to improve Indonesia's numeracy literacy capabilities. On this occasion, the school assigned to Teaching Campus 5 in question was SDN Tarumsari. The method we use to increase students' numeracy literacy scores is school observation, pretest, FKKS, program design, program implementation, and posttest. The findings from the results of the program implementation were that there was an increase in students' numeracy literacy scores in the pretest and posttest. Therefore, we believe that the program designed has been implemented well in line with expectations.

Keywords: Kampus Mengajar, Literacy, Numeracy, Minimum Competency

A. Introduction

The life of society and the state cannot be separated from information expressed in numerical form, tables, graphs, etc. which discusses information about health, hygiene, economics and even politics and other topics. All this information will be able to be understood through good numeracy literacy skills so that you can make the right decisions. Even Andreas Schleicher from the OECD (Han, Weilin, dkk.. (2017) stated that good numeracy skills are the best protection against unemployment, low income and poor health. Thus, literacy and

numeracy skills not only have an impact on individuals, but also on the development of the nation and state. Because literacy and numeracy skills will make a real contribution to social, economic growth and prosperity for individuals or society at large.

Head of the Curriculum Standards and Educational Assessment Agency, Anindito Aditomo (Teaching Campus Team, 2023) stated that the results of the National Assessment conducted by the Ministry of Education and Culture in 2021 showed that some Indonesian students had not met the minimum competency standard for literacy skills,

which was around 50%. The condition is even worse for numeracy skills which have only been mastered by a third of Indonesian students. This can illustrate that the existing schooling and education environment has not had the opportunity to develop the basic competencies that students need for their future.

The above phenomenon is not directly proportional to the importance of literacy and numeracy, which are the basic skills needed by individuals to adapt to the environment at home, work and society. According to Ekawati, Ridania et al. (2022) it is important for students to have numeracy literacy because the benefits can be felt directly in students' daily lives. With numeracy literacy skills, students have special knowledge and skills regarding mathematical calculations and symbols that are applied in real life in the form of good task management and students can easily make decisions in aspects of their life.

The education system must certainly take part in resolving the learning crisis referred to above. Comprehensive and fundamental changes are needed so that the learning

crisis, especially the lagging behind in students' numeracy literacy skills, can be resolved. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) initiated various policies and programs that focus on improving the quality of learning, one of which is the Teaching Campus Program. This program has an important role in improving the culture of literacy and reasoning in schools.

The Teaching Campus Program is part of the Independent Campus Learning Program, hereinafter referred to as the MBKM Program in the Ministry of Education and Culture. Program Policies MBKM is here to realize learning in higher education that is independent, flexible and of high quality so as to create a learning culture that is innovative, not rigid and adaptive to student needs. The Teaching Campus Program is implemented as an effort to provide opportunities for students to study outside campus by becoming teacher partners in the learning process in primary and secondary education units, hereinafter called Assignment Schools. Students are expected to become agents of educational change by helping to

improve the literacy and numeracy of students at Assignment Schools who have National Assessment (AN) level 1 and 2 results on literacy and numeracy skills. As for the 5th Teaching Campus Program, my group and I received an Assignment School located in Kec. Bojongsoang, Bandung Regency, West Java, namely SDN Tarumsari.

B. Method of Implementation (12

Point and Bold)

1. Parties Involved

Implementation of the Teaching Campus Program involves collaboration between various parties. Relevant parties in the Teaching Campus Program have several roles in mutual support for each other. The following is a description of the various roles of the parties involved in this program and the program management mechanisms.

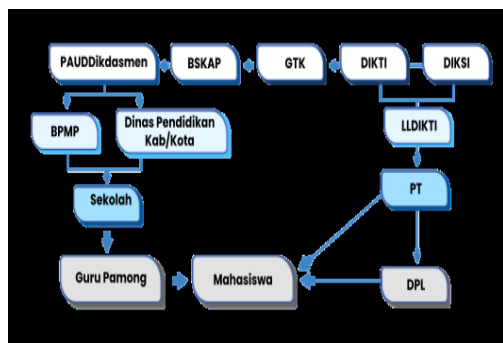


Figure 1. The role of parties related to the Teaching Campus Program

Figure 1 above shows all parties involved from the national level to technical implementers in the field. Meanwhile, the parties directly involved technically in the assignment of campus teaching program 5 at SD Negeri Tarumsari are as follows.

1. School Principal

During assignments, we often coordinate and communicate with school principals regarding authority and policies in managing campus teaching programs.

2. Tutor Teacher

Tutors play a very important role in guiding, providing advice and input regarding the technical implementation of the program.

3. Homeroom teacher

The homeroom teacher also plays an important role in supporting our activities which continuously involve students in every work program, such as additional literacy and numeracy classes, AKM, and others.

4. Subject Teacher

Subject teachers, especially PAI, are our partners during the express Islamic boarding school work program, Duha prayers and Friday alms.

5. School Operator

The school operator became our partner during the assignment period, he helped us a lot, especially in carrying out the class AKM tests.

6. Qur'an Teacher

The Qur'an Teacher is one of the Bandung Regency Regent's programs. During the assignment period in the month of Ramadan, we collaborated and became partners with the Qur'an teachers assigned to SD Negeri Tarumsari in implementing the express Islamic boarding school.

7. Dance Teacher

The dance tutor became our partner during the assignment period to prepare the children's dance which will be performed at the P5 event releasing the 6th grade children.

8. Parents of Students

The involvement of students' parents during the Campus Teaching assignment period is very influential because parents have supported and allowed their children to use time outside teaching and learning activities.

9. School Guard

The school guard helps us to be able to access each classroom and assists with users of the school infrastructure

10. River Clean-up Indonesia

River Clean-up Indonesia is our partner in the Pugut Sampah Movement work program. River Clean-up Indonesia is an organization working in the environmental sector, especially in rivers. Thus, the collaboration between River Clean-up Indonesia and the Garbage Collection Movement work program has had a beneficial impact on the Tarumsari State Elementary School.

11. Bandung Regency Dispusip (*Dinas Perpustakaan dan Arsip*)

To increase motivation for students to love reading, we invited the District Archives and Library Service. Bandung to collaborate with students at Teaching Campus 5 Tarumsari State Elementary School by bringing a mobile library to the school.

2. Program Implementation Method

The implementation of this campus teaching program aims to improve literacy and numeracy skills in students. The methods used to achieve these goals are carried out through the following methods:

1) Observation. The observations in question are observations or

observations of assigned schools related to the following aspects, classroom environment, school environment, school organization, observations of learning tools (such as curriculum, syllabus, lesson plans/teaching modules, etc.), observations of methods, media, resources learning and learning assessment.

2) Completing the School Needs Assessment. needs assessment which has been provided by the Teaching Campus Program Team as documentation of initial group assignment activities according to each target school.

3) Pre-test Literacy and Numeracy through the Class Minimum Competency Assessment (AKM). This assessment was carried out twice during the Teaching Campus program to measure students' minimum literacy and numeracy competencies before receiving treatment and after treatment. The assessment was carried out on 35 Class V SD Tarumsari students.

4) Identify problems at school. Based on field observations followed by filling in the School Need Assessment and AKM Pre-test, the Teaching

Campus 5 SDN Tarumsari team identified problems that existed in related schools, literacy and numeracy learning; technological adaptation; School Literacy Movement (GLS) and school development activities and teacher competency.

5) Program Design. The program is designed based on school needs with the following steps: analysis of the results of student observations and assessment activities; mapping problems found in schools; create a solution priority scale based on problem mapping; designing programs that suit school needs.

6) Implementation of the School Coordination Communication Forum (FKKS). FKKS is carried out to prepare program designs together with DPL and tutor teachers. The steps for implementing FKKS are as follows: a) presentation of the results of initial school observations; b) presentation of the AKM Class literacy and numeracy pre-test results; c) exposure to the program that will be carried out while on duty; d) discussions with the school to develop a RAK program design during the assignment which includes strengthening literacy and numeracy

according to the assessment results, assistance with technology adaptation, assistance with developing school programs, a self-actualization program in accordance with the scientific field and a program to improve student soft skills; e) making a program implementation schedule and appointing students and teachers responsible for each program; f) request approval of the RAK program design that has been agreed with the school from the DPL through group discussions; g) presentation of the results of Class AKM analysis and student assessments.

7) Program Implementation. Implement the program that has been agreed at FKKS through collaboration with the school, and continue to coordinate during the implementation of the program with DPL, tutors and other school officials.

8) AKM Class literacy and numeracy post test. The AKM post test was implemented on 35 class V students at SDN Tarumsari to see the achievements of the students' literacy and numeracy abilities after the treatment. As a basis for consideration of the next follow-up plan.

C. Result and Discussion

1. Teaching Campus Program SDN Tarumsari

Based on the results of the school needs analysis above, the Tarumsari State Elementary School 5 Teaching Campus student team prepared several work programs which were deemed to be able to help teachers and students. Details of the results of the design of this program have been submitted and received approval from both the Field Supervisor and the Tarumsari State Elementary School teaching staff in the implementation of the School Communication and Coordination Forum (FKKS) which we carried out on March 12 2023.

The following work programs are in our spotlight, including literacy and numeracy activities, technology adaptation, and the SDGs (Sustainable Development Goals) program. The details of each program that we have designed are as follows.

1) One Day Visit Library

One Day Visit Library is an activity to visit the library to develop students' interest in reading at SD Negeri Tarumsari. Visits are made during

breaks and/or after returning from class. The aim of this activity is as a vehicle to develop interest in reading, and to introduce the library and become a comfortable place for discussion and study. The target of this work program is for all Tarumsari State Elementary School students.

2) Library Management

Library management is an effort to make the library space comfortable, clean and tidy. The aim of this activity is to facilitate the facilities for students' needs; create book numbering data in the library; and improving library management.

3) Storytelling Together

The target of this work program is students in grades 1-3 of SD Negeri Tarumsari Mendongeng. The aim of this activity is to train students' language skills; increasing students' creativity and skills; as well as helping to instill values and moral development for students in grades 1-3 of SD Tarumsari.

4) GPS (Trash Pick Up Movement)

The Garbage Pickup Movement (GPS) is a movement to get used to picking up rubbish which aims to protect the surrounding environment

and instill good habits for throwing rubbish in its place. The aim of this activity is to instill good habits for throwing away rubbish in its place; create a clean environment; increasing the attitude of mutual cooperation among school members; and raise public awareness to protect the environment. The targets for this activity are 5th grade students at SD Negeri Tarumsari.

5) Healthy Class

Healthy class is a class cleanliness competition for students so that they can be creative independently by decorating the classroom and planting trees in the school environment. The aim of this activity is to train all students in maintaining and loving cleanliness, responsibility, discipline, and also to train all students to behave in a healthy lifestyle. The target of this activity is Tarumsari State Elementary School students.

6) Duha Prayer

The Duha prayer is a sunnah prayer which is performed after the sun rises for a while and before the time of noon. The Duha prayer habituation activity is carried out with the aim of getting used to carrying out sunnah

prayers which are highly recommended by the Prophet Muhammad to instill a sense of love for Allah SWT and teach students to always worship Him. The target of this program is all Tarumsari State Elementary School students.

7) Islamic boarding school (*Sanlat: Pesantren Kilat*)

Islamic boarding school (*sanlat*) is a religious activity carried out briefly, and carried out in the month of Ramadan by SD Negeri Tarumsari to develop an Islamic personality, namely a personality who believes in and is devoted to Allah SWT, and has noble character. This express Islamic boarding school lasts for 3 weeks and is intended for Tarumsari State Elementary School students. The aim of the activity is to increase understanding of the Islamic religion; apply Islamic teachings in daily life; increase discipline and independence; and develop the character of students.

8) Additional Literacy and Numeracy Classes

Additional literacy and numeracy classes are a work program that directs and motivates students to improve their literacy and numeracy skills through additional classes after school. This

work program can be implemented at all elementary school levels. The aim of this program is so that students who still have low literacy and numeracy skills can be given more special attention so that when they are in class they are not too far behind their friends. The target is for students in grades 1-6 of SD Negeri Tarumsari.

9) Drama Class

Drama class is a work program that can be a means of educating students, especially in the fields of language, literacy, art and literature. Through drama classes, students are expected to be able to develop creativity and express themselves freely in the right forum. The aim is to develop character formation in students, foster teamwork, develop healthy emotions, and provide opportunities for students to develop their own creative abilities by applying elements of literacy in them. The target of the activity is for students in grades 4 – 6 at SD Negeri Tarumsari.

10) Alms Friday

Alms Friday is an activity carried out voluntarily for people in need. The aim is to train students to share; train students' honesty; as well as one of the implementations of the 2nd principle.

Apart from that, this activity can also train students' numeracy skills. The target is for the entire academic community of SD Negeri Tarumsari.

11) Sambel Kecap (Student Learning and Life Skills Studio)

Sambal Kecap (Student Learning and Life Skills Studio) is an improvement in students' academic scores by using additional classes to develop academic and non-academic activities. The aim is to help students who still cannot read; assist students in introducing technology; and help students get used to life skills. The target is students in grades 5 – 6 of SD Negeri Tarumsari.

12) Reading Corner

The reading corner is a movement carried out by the school to increase students' interest in reading. Every student can access readings from various genres through the reading corners available in each classroom. That way, the frequency of students reading will be greater. The aim is to develop students' interest in reading. The target is all Tarumsari State Elementary School students.

13) *Mading* (Wall Magazine)

Wall magazines are one of the simplest communication media, this

communication media contains various information about schools or other trivia, such as inspirational figures, the environment, history, and certain celebration days. The aim is as a medium to disseminate information to school residents; It is hoped that students will like writing and express their aspirations or opinions in writing using polite language; as well as becoming a media of aspirations for the school academic community.

2. Implementation of Class AKM and Student Assessment

AKM is one of the National Assessments carried out by the Ministry of Education and Culture as an effort to improve the quality of national education. AKM focuses on achieving literacy and numeracy competencies. Through AKM Class, teachers can gain a deeper understanding of the literacy and numeracy abilities of each student. The hope is that the AKM results can be used as a reference by teachers to design better learning according to their needs. This is in line with Nafi'ah and Hartonoa (2022) that AKM functions to help teachers design

learning that suits the competency level of each student. With the hope, AKM will encourage the implementation of innovative learning that is oriented towards students' analytical and reasoning abilities. In this way, an effective and conducive teaching and learning environment can be created.

The target of implementing AKM is aimed at grade 5 students. During the Teaching Campus assignment, AKM is carried out twice, namely pretest and posttest on the schedule given by the Teaching Campus. Pretest and posttest were

carried out in order to see the picture before and after treatment. In terms of implementation time, the Class AKM pretest was held for two days, namely on March 3-4 2023. Then, the Class AKM posttest was carried out on May 30 2023. AKM result data was revealed using descriptive methods and the subjects in question were class V SDN Tarumsari, namely 35 students. The following is an overview of the AKM results at SDN Tarumsari during the Campus 5 teaching assignment

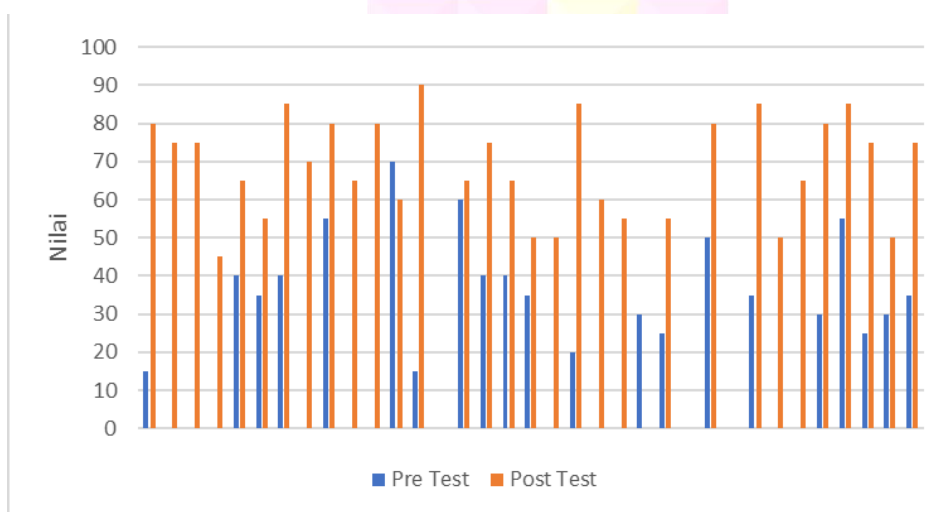


Figure 2. Results of the AKM Literacy Class Test

Figure 2 above, almost all of the pretest and posttest results from the Class AKM test related to literacy have experienced quite significant improvements. There was only one

student who experienced a slight decline because he was sick. The minimum numeracy competencies are shown in the following figure:

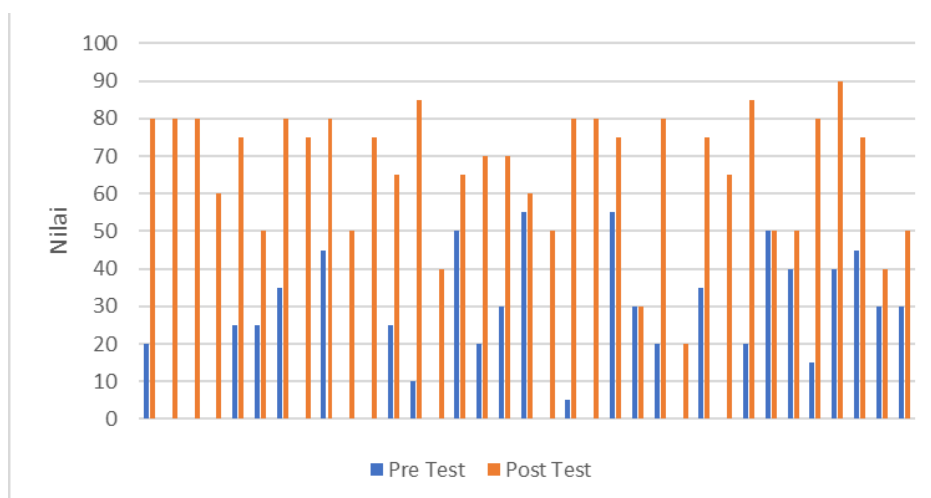


Figure 3. Results of the AKM Numeracy Class Test

The image above shows the pretest and posttest results from the Class AKM test related to numeracy, almost all of which experienced quite a significant increase. There was only one person whose pretest and posttest scores were the same, there was no change. Based on the overall data above, the pretest and posttest results of the Class AKM test, both literacy and numeracy, have increased quite significantly. This means that the programs implemented have had a positive impact on increasing AKM, both literacy and numeracy.

We refer to the statement by Fuadi et al., (2020 in Kartina et al.. 2022) that factors that influence students' literacy skills include 1) selection of teaching materials, 2) delivery of correct concepts, 3) contextual learning, 4) reading ability, and 5) learning

environment and climate. Based on this, the program is prepared to adjust students' needs according to the competencies they already have based on observation data, school needs assessment data, and AKM Pretest data. Therefore, the program implemented was right on target and had quite a good influence in increasing the AKM scores of Tarumsari Elementary School students.

D. Conclusion

The assignment period for Teaching Campus 5 at Tarumsari State Elementary School starts from February 20 – June 20. At the start of the assignment we conducted school observations, class AKM pretests, and FKKS (School Communication and Coordination Forum). Based on that, we designed programs that aim to improve literacy and numeracy, as well as programs that support school progress. Overall, the work program that has been designed has been implemented well. This is proven by the results of the AKM post test which shows quite a significant increase.

(AKM) Literasi Siswa Melalui Pendekatan Saintifik SMP Negeri 2 Payaraman. *Wahana Didaktika*, Vol. 20 No.1 Januari 2022: 128-139 128

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