

# Implementation of The 7th Batch of Teaching Campus Program in Improving Literacy and Numeracy Competencies of SMPN 1 Tuhemberua

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## KEYWORDS

Campus teaching, Literacy,  
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## ABSTRACT

The Kampus Mengajar program has become an important initiative to improve the quality of education in Indonesia. This study aims to determine the impact of the Kampus Mengajar Batch 7 program on the literacy and numeracy skills of 8th grade students at SMP Negeri 1 Tuhemberua, North Nias Regency. This study used an experimental method with a one-group pretest-posttest design. The 8th grade students consisted of 108 students, so the study population was all 8th grade students, while the sample was only 30 students. The researchers collected data using test techniques, then analyzed the data with descriptive statistics. The results showed that students' literacy and numeracy skills increased significantly after a series of Kampus Mengajar Batch 7 activities were carried out, where the average literacy score increased from 38.17 in the pretest to 55.83 in the posttest, and the numeracy score increased from 16.83 in the pretest to 64.17 in the posttest. This program also provides students with direct community service experience. However, collaboration between students and schools needs to be strengthened to ensure the sustainability of the program. Future research is expected to include more schools and more detailed factors to measure the success of this Teaching Campus program as a whole.

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## 1. Introduction

Education is the most important foundation for the development of a nation. In the current development dynamics, the challenges of further developing the education system are becoming more and more complex. Where education is a humanistic process that aims to humanize human

beings through efforts to expand science through formal and non-formal educational institutions in order to produce quality human resources (Aziizu, 2015; Pristiwanti et al., 2022).

Through education, we open the door to knowledge, understanding and personal growth. Education provides an opportunity to gain a deeper understanding of the world around us, acquire the skills necessary to live a successful life, and help us become more contributing citizens to society. One of the initiatives that continues to be developed is the Teaching Campus Program. This is an initiative that aims to strengthen the quality of education at various levels, especially at the junior high school level.

The Teaching Campus Program is one of MBKM's flagship programs organized nationally by the Ministry of Education and Culture. Through this program, students are invited to develop their own competencies and skills by becoming agents of change and transformation of education in Indonesia. And for now the Teaching Campus Program has entered the seventh generation. This is a proud achievement and shows commitment in achieving its mission in transforming education. During the implementation, more than 112,000 students were accommodated in more than 25,000 schools. (Kemendikbud, 2020).

In this context, the Class 7 Teaching Campus Program plays a very important role. The program focuses on improving literacy and represents innovative solutions to improve the quality of education, one of which is SMP Negeri 1 Tuhemberua. At a time when literacy and numeracy are the keys to a person's success in facing global challenges, the implementation of this program will have a significant impact on the development of students' potential.

Through a comprehensive and sustainable approach, the Batch 7 Teaching Campus Program is expected to be able to make a real contribution to improving the literacy and numeracy competencies of SMP Negeri 1 Tuhemberua students. By involving qualified educators and utilizing a variety of available resources, it is hoped that this program will be able to create an inspiring learning environment and open up opportunities for better academic achievement (Fauzi et al., 2021; Safaringga et al., 2022)

The Batch 7 Teaching Campus Program is one of the three components of the Three Dharmas of Higher Education: Teaching, Research and Service. This activity is designed to practice existing knowledge. Hopefully our presence at SMPN 1 Tuhemberua will provide benefits (Setyadi et al., 2021). Where it aims to provide an overview of the importance of the implementation of the Batch 7 Teaching Campus Program in the context of improving literacy and numeracy competencies at SMP Negeri 1 Tuhemberua.

## **2. Materials and Methods**

This research is a quantitative research. Quantitative research is an approach that relies heavily on numbers when collecting data in the field. It is a fact-and-reality investigation that makes extensive use of numerical data. In other words, this study collects data that can be measured and calculated quantitatively to analyze the phenomenon being studied (Ali et al., 2022; Djollong, 2014). This research uses an experimental method with a one-group pretest-posttest design to evaluate the impact of the implementation of the 7th batch of the Teaching Campus program on students' literacy and numeracy skills at SMP Negeri 1 Tuhemberua, North Nias Regency. The first step of this research is to conduct a pretest which aims to assess students' Literacy and Numeracy skills before the implementation of the teaching campus program. After that, the 7th batch of the Teaching Campus program was implemented, followed by a posttest to evaluate changes in students' abilities after the

intervention. Data analysis was carried out using descriptive statistics, with test results that have been automatically assessed by the Teaching Campus program through the AKM Application and Web [pusmendik.kemdikbud.go.id](http://pusmendik.kemdikbud.go.id). This study measured the success of the curriculum implementation by comparing the results of the pretest and posttest, where the study was considered successful if there was a significant improvement in students' literacy and numeracy skills after the intervention. This method provides a clear framework to assess the effectiveness of the teaching campus program in improving the quality of education at SMP Negeri 1 Tuhemberua.

The several phases carried out by the researcher in this study are:

## 1. Preparation Stage

### a. Briefing

After the students are declared to have passed the selection of the teaching campus for the next batch of 7 tahab, students and field supervisors (DPL) take part in a briefing for 3 weeks for the provisions and knowledge needed in KMB activities at the assignment school later.

### b. Release and self-report

The debriefing stage has been completed, students and DPL coordinate with the North Nias Regency Education Office and SMP Negeri 1 Tuhemberua as the place of assignment and after that students and DPL report themselves to the school assigned SMP Negeri 1 Tuhemberua and submit a letter of assignment from the teaching campus. Higher education and from the North Nias Regency Education Office.

### c. Observation and interview to the school of assignment

In the first week of activities, students and those who were accompanied by the DPL of the 7th batch of the teaching campus made observations at SMP NEGERI 1 Tuhemberua. In addition to observation, students also conduct interviews with the assignment school to understand the situation and needs of students at school. The purpose of this activity is to develop a joint action plan that is tailored to the school context. The school fully supports the program delivered by the 7th batch of teaching campus teams.

### d. Classroom AKM Preparation (Pre-Test and Post-Test))

Pretest and posttest are two important learning assessment tools. Pretest is carried out before learning begins to assess students' initial understanding of the subject matter. Where the research population is all 8th grade students, while the sample or those who participated in the Pre-Test and Post-Test were only 30 students out of 108 8th grade students as a whole at SMPN 1 Tuhemberua.

By conducting a pretest, teachers can identify students' weaknesses and strengths in certain areas and make lesson plans that suit students' needs. After the learning process is completed, a post-test is carried out to assess the level of students' understanding of the material. Post-test provides an overview of the effectiveness of learning and how well students achieve the learning goals that have been set. These two tools allow campus students to teach 7 tailor teaching to the needs of each student, provide teaching, and evaluate the effectiveness of learning comprehensively.

### e. Creation of a collaborative action plan

After completing the interview, observation and AKM class at school and getting some problems and solutions in solving these problems, students make a collaborative action plan that will later be carried out at the assignment school, it is inseparable from all that in making a collaborative action plan always in coordination with the DPL (Field Supervisor), Among Teachers and the school regarding the creation of a collaborative action plan that will be made.

where there are 23 collaborative action plans for grades 7 to 9 starting from literacy improvement programs, numeracy, technology adaptation and especially for grade 8 in the implementation of Pre-Test and Post-Test.

## 2. Implementation Stage

### a. Implementation of Numeracy Literacy pre-test

Students carry out pre-tests/initial tests before the implementation of the teaching campus program 7 at the assignment school, where the implementation of the pre-test will be carried out on Thursday, March 14, 2024, there are 30 8th grade students who take part in the pre-test where the questions from the pre-test are directly from the teaching campus Program Team 7. The results of the pre-test are a reference for students in making collaborative action plans for students and schools.

### b. Teaching collaboration

Students become teachers' partners in learning to design learning models and in providing better learning media strategies to improve students' literacy and numeracy, whether at school or later outside the school environment.

### c. Helping Technology Adapt,

Students help students and teachers in using several technologies used in learning media in schools

### d. Assisting school administration, making numeracy literacy reading corners, making making and social how to protect the surrounding environment.

## 3. Evaluation Stage

After implementing the Collaboration Action Plan activity program at SMP NEGERI 1 Tuhemberua for 4 months, the previous Numeracy Literacy pre-test was carried out. At the end of May 29-30, 2024, students carried out Numeracy Literacy Post-Test activities with the same students during the pre-test of 30 8th-grade students; Numeracy Literacy Post-Test activities were carried out to find out the extent of the impact of the Collaboration Action Plan activity program that has been designed. The following is a table of the pre-test and post-test results of numeracy literacy.

## 3. Result and Discussion

### Pre-test Result

The results of the pre-test conducted by the researcher can be seen in the following table.

**Table 1 Literacy and Numeracy pre-test results for SMP Negeri 1 Tuhemberua students**

<b>Student name</b>	<b>Literacy value</b>	<b>Numeracy value</b>	<b>Average value</b>
Andea zega	25	15	20
Darius darliven gea	25	15	20
Jihan sarti abqari selayan	65	20	43
Rachel priscilla zai	45	20	33
Kristina sintika gea	50	5	28
Rian lestari zega	55	25	40

Jespal marikar telaumbanua	35	20	28
Grace telaumbanua	30	30	30
Novaldin telaumbanua	35	0	18
Kevin pratama telaumbanua	35	5	20
Briel rain heart zega	35	10	23
Daniel yesarela gea	40	25	33
Nathania fredella zega	55	30	43
Eirene gea	50	20	35
Nova tri niat zega	70	40	55
Retni windian gea	45	20	33
Siltan trinita gea	70	45	58
Airin yafrita gea	50	20	35
Nifilia gloria gea	65	15	40
Novirman jaya zega	45	25	35
Septin chrisyuani gea	35	25	30
Gita nov imelda gea	55	25	40
Tri amanda zega	50	20	35
Sepriyanti gea	50	10	30
Fiansatra telaumbanua	25	0	13
Marthan jonathan zega	45	20	33
Jeprin gea	35	25	30
Niscaya zega	55	20	38
Febri mardian nazara	60	20	40
Kartini gea	55	25	40

### Post-test Result

After implementing a series of teaching campus programs, the research conducted a final test for grade 8 students, totalling 30 students, with the following results.

**Table 2 Literacy and Numeracy post-test results for 8th-grade students of SMP Negeri 1 Tuhemberua**

Student name	Literacy value	Numeracy value	Average value
Andea zega	35	65	50
Darius darliven gea	35	70	53
Jihan sarti abqari selayan	55	70	63
Rachel priscilla zai	65	65	65
Kristina sintika gea	55	75	65
Rian lestari zega	65	70	68

Jespal marikar telaumbanua	55	70	63
Grace telaumbanua	70	65	68
Novaldin telaumbanua	45	75	60
Kevin pratama telaumbanua	45	55	50
Briel rain heart zega	45	70	58
Daniel yesarela gea	55	60	58
Nathania fredella zega	75	60	68
Eirene gea	55	70	63
Nova tri niat zega	65	65	65
Retni windian gea	60	70	65
Siltan trinita gea	70	70	70
Airin yafrita gea	60	70	65
Nifilia gloria gea	80	70	75
Novirman jaya zega	55	75	65
Septin chrisyuni gea	45	60	53
Gita nov imelda gea	50	65	58
Tri amanda zega	55	70	63
Sepriyanti gea	50	75	63
Fiansatra telaumbanua	45	60	53
Marthan jonathan zega	55	60	58
Jeprin gea	50	70	60
Niscaya zega	60	75	68
Febri mardian nazara	55	70	63
Kartini gea	60	60	60

### Post-test Result

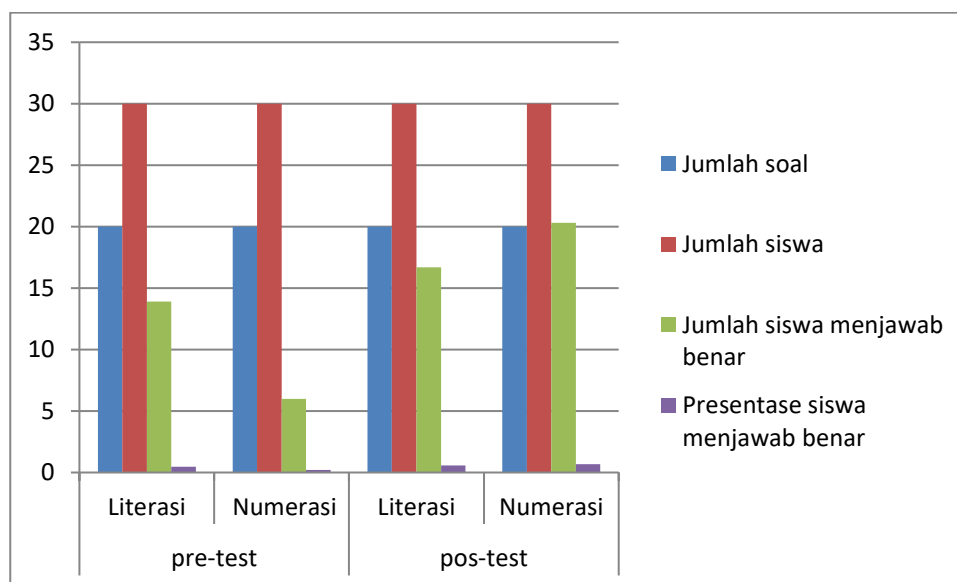
Based on the competencies expected in the 7 teaching campus programs, student ability improvement can be seen in the following table

**Table 3. Percentage of Answers Results of pre-test and post-test of Numeracy Literacy**

Activities	Competence	Level Kog	Total of questions	Total of students	Total students answered correctly	Percentage of students answered correctly
pre-test	Finding explicit information (who, when, where, why, how) in fictional texts continues to increase according to the level.	Literacy	20	30	13,9	46%

pos-test	Solving social arithmetic problems related to ratios/percentages.	Numeracy	20	30	6	20%
	F04 Finding explicit information (who, when, where, why, how) in fictional texts	Literacy	20	30	16,7	56%
	Solving 1-variable linear equations and inequalities and 2-variable linear equation systems.	Numeracy	20	30	20,3	68%

A comparison of the results of the pre-test and post-test of literacy and numeracy skills of SMP Negeri 1 Tuhemberua, can be seen in the following graph:



Based on the results of the pre-test and post-test that students have carried out to 8th grade students of SMP NEGERI 1 Tuhemberua, the results before and after the test showed a significant improvement in students' Literacy and Numeracy skills. The average Literacy score increased from 38.17 in the pretest to 55.83 in the posttest, and the Numeracy score increased from 16.83 to 64.17. The correct response rate also increased, with reading skills increasing from 46% to 56% and numeracy skills increasing from 20% to 68%. Almost all students, especially those who previously underperformed, experienced significant personal progress. It can be concluded that the teaching campus program and the implementation of the Collaborative Action Plan carried out by the 7th batch of teaching campus students have been successful and have a positive impact on significantly improving students' literacy and numeracy skills. This is also in accordance with research from several previous students who have participated in the campus teaching program for batches 1, 2, 3, 4, 5, and 6.

This four-month service activity resulted in a collaborative action planning program to improve students' literacy, numeracy, and technological adaptability. The results showed a significant

improvement in student skills, especially in the post-test results of the AKM class. The Teaching Campus Program also provides students with valuable hands-on community service experience through on-campus learning. However, it also highlights the importance of sustainability on the part of schools to maintain and develop these improvements. Therefore, cooperation between students and schools must continue to be maintained to ensure the sustainability and development of these programs (Daliani et al., 2024; Fani & Tranggono, 2023; Luh & Kamaratih, 2023; Muyassaroh et al., 2022; Prasandha & Utomo, 2022; Rachman et al., 2021)

#### 4. Conclusion

Students' literacy skills have increased significantly through implementing the Teaching Campus program and joint action plans. The program also provides students with hands-on community service experience. However, cooperation between students and schools must be maintained to maintain the sustainability and development of the program. Joint efforts are needed to ensure the future sustainability and further development of these programs. The advantages of this study lie in the structured methods and results, which clearly show positive effects. However, its weaknesses include focusing on a single school and the inability to generalise the results. Future developments may include more comprehensive studies involving more schools and identifying in more detail the factors that influence the program's success.

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