

Viewing the Campus Teaching Program as a Praxis Step Merdeka Curriculum: Study of Opportunities and Challenges

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Abstract. This research aims to determine the implementation of the Kampus Mengajar Program at SD Negeri 3 Lemukih, the impact of Kampus Mengajar program at SD Negeri 3 Lemukih, and the opportunities and challenges in implementing Kampus Mengajar program at SD Negeri 3. This study uses descriptive methodology and is qualitative in nature. The three phases of the research methodology are data gathering, data analysis, and data presentation. Collecting data use observation, direct interviews with informants, and literature studies on books and journals. The results of this research can be seen from the numerous Kampus Mengajar programs in SD Negeri 3 Lemukih aimed at helping improve students' literacy and numeracy, as well as providing opportunities for Kampus Mengajar students to enhance their teaching capabilities. However, this activity is not without its challenges, such as network and technology limitations, as well as differences in students' abilities and characteristics.

Keywords: Kampus Mengajar Programs, Elementary Schools, Implementation, Impact, Opportunities, and Challenges.

1. Introduction

Among the most significant components of a person's life is their education. This is due to the fact that education has the power to alter people in a variety of ways. For example, there is a change in a person's social status when he finishes his education. In order to get an education, there is no need for complex requirements because everyone has the right to equal and equitable access to education. To realize this goal, an education system is needed that is able to realize it.

Education is one aspect that continues to experience development in every era. This is because education is in line with human development so that it can become a qualified provision for humans to live a life that, of course, is also increasingly advanced. This increasingly advanced life is characterized by the increasingly rapid advancement of information technology. This era is called the era of the Industrial Revolution 4.0.

The era of the Industrial Revolution 4.0 is an era in which technology can help humans work both collaboratively and partially [1]. This makes work feel more flexible. His rapid technological progress will certainly affect all sectors of life. One of them is the education sector. Therefore, in the world of education, the term Education 4.0 is also known. Education 4.0 focuses on the center of educational activities currently provided to students [2]. In addition, education 4.0 is also understood as a movement that focuses on developing technology to advance education through improving quality both nationally and internationally [3]. So it can be concluded that the Industrial Revolution Era 4.0 provides opportunities for the world of education to develop and be more creative [4].

At first, the purpose of National Education was to try to educate the people of the nation. However, with the development of increasingly sophisticated technology, these national education goals are deemed insufficient, so there is a need for other national education goals. The goal of National Education is also to create independent human beings who are able to master science and technology skills [5]. The curriculum, as the only medium compiled by the Ministry of Education and Culture, strives to be able to produce graduates who have good literacy qualities such as data literacy, technology literacy, human literacy with character, and so on [6].

To accommodate this need, the Minister of Education and Culture (Mendikbud) made a new breakthrough, namely presenting the Merdeka Learning – Merdeka Campus program. The presence of the Free Learning program – Independent Campus (MBKM) This is expected to be a breath of fresh air that can produce quality graduates both in terms of soft skills and hard skills. In addition, it is hoped that this program will be able to produce graduates who can become leaders in the future and are needed today [7].

Independent Learning Program – Independent Campus (MBKM) promoted by the Minister of Education and Culture has a certain meaning. If so far, learning in schools has involved more teachers, then in Merdeka Learning it will be different. Students' involvement will rise dramatically. This is because Merdeka Belajar entails granting pupils the freedom to think alone or in groups, with the goal of producing people who can think critically, creatively, innovatively, cooperatively, and participatively in the future[8].

Up to the tertiary level, the Merdeka Learning Program - Merdeka Campus is intended for use at different educational levels. Of course, you can engage in a variety of activities inside the Merdeka Learning Program - Merdeka Campus, and the Kampus Mengajar Program is just one of them.

The goal of Kampus Mengajar is to provide students with training so they may help with the implementation of learning in the local schools. The Kampus Mengajar program aims to give kids the chance to learn outside of the classroom and develop their own identities. Additionally, by offering learning that might pique students' interests, it serves as a means of assisting in the improvement of students' literacy and numeracy skills. The Elementary School is the institution that the Kampus Mengajar is specifically targeting.

One of the schools that became partners in the implementation of the Kampus Mengajar Program at Elementary Schools in Buleleng Regency was one of them, SD Negeri 3 Lemukih. SD Negeri 3 Lemukih is located at Banjar Dinas Nangka, Lemukih, Sawan District, Buleleng Regency, Bali Province. The low understanding of literacy and numeracy is also felt by SD Negeri 3 Lemukih. After making observations and the AKM Class Pretest which must be carried out by Campus Teaching students at SD Negeri 3 Lemukih. Based on the results of the AKM Literacy and Numeracy Pre Test data conducted by grade 5 students, it shows that students' ability to understand literacy and numeracy is still relatively low. This can be seen

from the scale of 0-100, the results of the Akm Class Pre Test, the percentage of students who answered correctly on the memorization questions was 26% and literacy questions were 37%.

Of course, this condition is very concerning, so a solution is needed to overcome it. The presence of a Kampus Mengajar program at SD Negeri 3 Lemukih is expected to be a light solution to the problems faced by the school, especially in improving students' literacy and numeracy cultures. However, of course in every implementation of a program there must be opportunities and challenges of their own.

Based on this background, the writer wants to research "Viewing The Campus Teaching Program As a Praxis Step Merdeka Curriculum: Study of Opportunities and Challenges". The author formulates several specific problem formulations to be solved, namely 1). How is the implementation of the Kampus Mengajar program at SD Negeri 3 Lemukih? 2). What is the impact of implementing the Kampus Mengajar program at SD Negeri 3 Lemukih? 3). What are the Opportunities and Challenges experienced in implementing the Kampus Mengajar program at SD Negeri 3 Lemukih?

2. Method

There are three phases to the qualitative research approach that is being used. Data collection through observation, interviews, and documentation studies is the first step. The technique of observation involves looking for and gathering information in order to see a process take place. On the other hand, an interview is a method of gathering data that researchers use to speak with individuals who can supply them with oral information in person. One method of gathering and evaluating data is document study, which involves gathering and examining printed and electronic documents. Books, articles, journals, news, newspapers, and magazines that are connected to the Kampus Mengajar's Program are the kind of documents that were used in this investigation. Purposive sampling was employed in the interim to identify potential informants for this investigation. Courtiers who were familiar with the Kampus Mengajar Program served as the informants. The interview's outcomes can be utilized to respond to Kampus Mengajar's program. In the meantime, data analysis was done using Miles and Huberman's (1994) interactive model and a qualitative approach, with the following procedures: 1) data collection, 2) data shrinkage, 3) data presentation, and 4) concluding. The data presentation stage is carried out informally by explaining the results of the data analysis stages clearly and in detail[9], and using tables as a data presentation tool.

3. Results and Discussions

Basically, before the implementation of the Kampus Mengajar Program, SD Negeri 3 Lemukih was also known to have several programs aimed at enhancing students' creativity. However, some of them had to stop due to internal and external constraints. One of them that still continues until the Kampus Mengajar Program enters is the mandatory extracurricular activity in the form of the Scout Movement.

3.1 Implementation of the Kampus Mengajar Program

Beginning on November 1–13, 2022, the Ministry of Education and Culture relaunched the Kampus Mengajar Program, which is when Batch 5 implementation got underway [10]. The goal of the Kampus Mengajar Program is to enhance reading and numeracy in specific

schools that require significant support. The 2021 Computer Assisted National Assessment (ANBK) determines which schools are eligible for this support. Furthermore, the Kampus Mengajar program gives students a chance to get involved in the field of education. This is due to the Kampus Mengajar Program, which gives students the chance to learn outside of the classroom by allowing them to co-teach in basic education units. This helps teachers implement learning in the classroom, particularly in the areas of administrative support, technology adaptation, and literacy and numeracy learning[11].

The implementation of the Kampus Mengajar Program itself focuses on implementing learning in both elementary and junior high schools and includes several stages including the pre-assignment stage, the assignment stage, and the post-assignment stage[12].

The programs who contained in SD Negeri 3 Lemukih, which include:

1. (Light of Hope)

The Light of Hope program focuses on developing students' literacy and numeracy skills. Students with low literacy and numeracy competencies are involved in this program. As the Kampus Mengajar program is also understood as a commitment to improving students' literacy and numeracy skills [15], the Light of Hope program is one of the primary literacy and numeracy programs implemented at SD Negeri 3 Lemukih. Students participating in this program will receive training in literacy and numeracy, particularly focusing on alphabet letters, vowels, spelling, reading, text comprehension, and basic math skills. The program will utilize various learning resources such as books available in the library, videos, and PowerPoint presentations. The implementation of this program takes place on Saturdays. A strong foundation in literacy and numeracy is essential for every child to support their ability to participate in education, fulfill their potential and contribute to society [16]

2. Library Governance Service

Library Governance Service is a work program that is part of library development. This work program focuses on managing the library so that it is comfortable for visitors and able to increase user interest in visiting and using library services. This is motivated by the state of the library which is considered to be unkempt. This can be seen from the condition of the bookshelves where there is a lot of dust, the layout of the positions of the books that are still messy, and so on. Therefore, the follow-up plan for this activity is to first clean the library room, classify reading books as fiction, non-fiction, and so on.

3. Reading Corner

The reading corner can be understood as a reading corner that is arranged in such a way as to attract students' attention in reading and understanding the existing reading both in the classroom and outside the classroom. Meanwhile, the reading corner can also be understood as a room that is specially designed and placed in the corners of the classroom or outside the classroom equipped with various reading books and has an important role as a library partner in charge of bringing reading closer to students. So it can be concluded that the presence of this reading corner is not without reason, but this reading corner is present so that students are trained to get used to reading books, thus making students love reading [30]. The purpose of this reading corner is to introduce various readings to students to read and serve as learning that adds to their real experience.

This is in line with the activities carried out by KM students at SD Negeri 3 Lemukih who initiated the formation of the Reading Corner Program. Reading Corner Program is a

program that aims to inspire students to love reading and other activities that can develop their potential and thinking skills. Making this Reading Corner certainly requires a unique design and creativity in order to attract students' interest in reading. This Reading Corner Program will be provided in every class and in the library. In addition, the implementation of this reading corner program can also be carried out in empty hours and during breaks. In other words, this reading corner program can already be said to be an effective program. This is also evidenced by research which says that the recommended time for utilizing the reading corner can be done during recess or free time during learning. If the utilization of the reading corner has been carried out at certain hours, it can be said that the utilization of this reading corner is said to be effective [31].

4. Wall Magazine

A comprehensive approach is needed to develop literacy skills, especially through education, because education has a role and purpose as a driver of national civilization [32]. The Wall Magazine is one of the work programs carried out by the Kampus Mengajar student group at SD Negeri 3 Lemukih. This bulletin will contain information boards about the school. In making this wall magazine itself, of course, students are also involved. In addition, the theme of the wall magazine was related to the school. Wall magazines are also made to welcome special days, such as those dedicated to National Education Day. Literacy is a basic skill that students must master and serves to process the various sources of information they receive [33]. Mading is a simple means of mass communication that can be read by a wide audience and is not interpersonal, in this case students and teachers. In addition, mading is also used as a communication tool, a tool to train students' intellectual intelligence, a tool to express students' creativity and abilities, and with the help of mading students can improve their writing skills [34].

5. Subject Guidance

Subject Guidance is one of the work programs carried out by the Kampus Mengajar student group at SD Negeri 3 Lemukih. This work program focuses on developing cognitive aspects of students related to PPKN subjects, Indonesian Language, Natural Sciences, Social Sciences, and Mathematics outside of MBKM. Students involved in this activity are students from grades 3 and 4 where students are included in the class ranking. The aim of this program is to prepare students who are deemed capable of representing the school when there is a quiz competition. The activities carried out in the program focus more on discussing PPKN, Indonesian Language, Science, Social Studies, and Mathematics subject matters. This program takes place on Saturday.

Subject guidance is a guidance activity that aims to enable students to achieve optimal success in learning. Several tutoring strategies can be used, including study groups, information on how to study well and efficiently, how to set a study schedule, how to focus on learning, and so on. Thus, tutoring in general is a process of assisting students in planning, implementing, monitoring and evaluating and improving their learning process [35]

6. Technology Adaptation

Adaptation is one method of surviving by adjusting to changes that occur or a new environment. Meanwhile, technology in KBBI is defined as "all the means necessary for the continuity and comfort of human life" (36). Technology Adaptation is one of the work programs carried out by the Kampus Mengajar student group at SD Negeri 3 Lemukih. This

work program focuses on delivering technology-based learning materials. This work program also collaborates with the subject guidance program and the Light of Hope work program.

7. Local Content Extracurricular Activities

This Local Content Extracurricular Activities is one of the work programs carried out by Campus Teaching students at SD Negeri 3 Lemukih. The Local Content Extracurricular Activities take place on Saturdays and these extracurricular activities are divided into 3 activities, namely extra tari bali, nyurat aksara bali, and mejejaitan. Extracurricular activities can be understood as an art and school efforts to facilitate students in appreciating art as a form of value or culture as a nation [37].

3.2 The Impact of the Kampus Mengajar Program

The impact of this Kampus Mengajar Program on students at Lemukih 3 Public Elementary School depends on the work program created by the students

1. Light of Hope

The Light of Hope program is able to have such a significant impact on students, namely by building students' confidence to want to read loudly and clearly. In addition, students also begin to feel good about counting. This can be seen in the questionnaire data filled out by the 6th grade students of SD Negeri 3 Lemukih, such as:

“In the learning process, I find it very enjoyable to learn and remember mathematical formulas. This is because the student volunteers make mathematics learning more enjoyable.” (Personal Questionnaire, Susiani)“

In line with Susiani, Anjely, who is a student in that class, also said

“There is ease in learning mathematical formulas because the student volunteers teach them in an easy way.” (Personal Questionnaire, Anjely)“

This program will also indirectly make students more fond of reading, writing and counting in strengthening the numeracy literacy of each student. This activity is usually done as reading, writing and counting exercises for students who have learning difficulties [38].

2. Library Governance Service

The benefits felt by the Library Governance Service program are that students become more happy to visit and read in the library. From this good habit, it will make it easier for students to enrich their understanding and knowledge. In addition, this good reading habit can also lead students to cultivate independent learning habits and accelerate them to master various vocabulary and literacy techniques [39]. In other words, the culture of reading will be more strongly embedded in students [40]. This is evidenced by the implementation of the Library Governance Service at SD Negeri 3 Lemukih which received a very positive response.

Through the Library Governance Service Program, the bookshelves in the library became more organized and books are properly categorized. The school introduced library cards to facilitate membership tracking. With the membership cards given to the students of SD Negeri 3 Lemukih, it can be assumed that the library service system owned by SD Negeri 3 Lemukih is an open service system. The open service system of a library is a system that gives students the opportunity to borrow books by entering the library and choosing the desired book. In order to avoid loss, the library staff will usually give a membership card to the student. Unlike the open service system, the closed service system of a library is a system

that does not provide opportunities for students to borrow books freely but must go through an intermediary, namely the library officer. Usually the library staff will record students who borrow the book through a log book. There is an increase in student visits to the library. Furthermore, Teaching Campus students become aware of the available books in the school assignment. These books are utilized as teaching materials in the implementation of the Light of Hope work program. Well-managed libraries can foster students' interest in literacy, thus creating a reading culture within the school environment [41].

3. Reading Corner

The Reading Corner Program has the impact of sparking students' interest and inspiring them to enjoy reading and engage in activities that develop their potential and thinking abilities. Students' participation in creating origami butterflies enhances their skills in following instructions and sequences, problem-solving, motor skills, precision, concentration, cognitive abilities, patience, agility, hand-eye coordination, imagination, happiness, creativity, and other skills. This is supported by research which states that the presence of a reading corner in the classroom will have a diverse impact on the growth of students. This can be seen from the increasing interest in reading, the creativity of students is also increasing along with the literature they read and interesting works that come from them, and it is not impossible that it will also bring out the hidden talent side of students [42]. In addition, other research also states that the existence of a reading corner will make it easier for students to find their favorite reading books because the location of the reading corner is so close. The reading corner also helps cultivate a reading culture among students by creating a new atmosphere in the classroom, providing a relaxed reading environment during school breaks without time constraints [43].

4. Wall magazine

Through the wall magazine Program, it has a special impact on attracting and inspiring students to enjoy reading and engage in activities that develop their potential and thinking abilities. Additionally, the school bulletin board, or " wall magazine," becomes a way to build students' interest and skills in writing. This program involves student contributions in creating poems, rhymes, opinions, and more. Although the wall magazine is designed in a simple yet artistic and attractive manner, it serves the interests of students and teachers, especially in efforts to promote literacy. The implementation of the wall magazine work program can fill the void and restore the function of the information board at SD Negeri 3 Lemukih. Instead of having empty information boards, it is beneficial to utilize and restore their function by creating creative and innovative wall magazines. The creation of wall magazines can attract students' interest in reading and writing, and it can also enhance students' creativity and interests [44]. Of course, the presence of making will provide the widest possible opportunity for students to be creative [45]. In addition, the presence of making in the classroom will also train students' sensitivity to commitment and responsibility in achieving success [46].

5. Subject Guidance

Through this program, students become better prepared to participate in competitions. The program develops and expands students' knowledge and understanding of subjects such as civic education, Indonesian language, science, social science and mathematics beyond classroom learning activities. The program also helps students understand their learning potential, especially in terms of academic ability, and prepares them for competitions. This mentorship program allows students to collect additional National Science Olympiad (OSN)

question pools and practice solving them independently or with teachers [47]. In other words, the presence of subject guidance activities will encourage students' self-understanding and help them achieve good grades as a form of learning achievement [48].

6. *Technology Adaptation*

Through the Technology Adaptation Program, methods and learning media are created that go beyond conventional teaching approaches. For example, in the Light of Hope program, numeracy is implemented using crossword puzzles in Microsoft Word. Students start to become familiar with using Microsoft Word. Presenting animated videos as learning media has a significant impact on students' enthusiasm and motivation for learning. The provision of instructional videos can capture students' attention, as children have a high visual acuity, thus enhancing their understanding of the materials [49]. Additionally, it adds more information and makes student learning more engaging. This is in line with the results of one study which states that the presence of a learning video that is tailored to the character and age of students will provide a good stimulus for students to pay great attention to learning [50]. In fact, it is not impossible that the presence of this interesting learning media will certainly solve the problems that have been plaguing the teaching and learning process [51].

7. *Local Content Extracurricular Activities*

Local content extracurricular activities such as Balinese dance, Balinese script writing (Nyurat Aksara Bali), and weaving (Mejejaitan) provide opportunities for students to recognize and nurture their interests, talents, and potential. These activities allow students to develop their potential into talents that can lead to achievements in their future lives. Extracurricular activities also offer a chance for students to contribute to preserving the local culture in the region [52]. Students gain an understanding of their culture and learn to preserve it. Through the introduction of Balinese script writing (Nyurat Aksara Bali), students comprehend the basic concepts and rules of writing in Balinese script. They are able to write and interpret sentences in Balinese script. Through local content extracurricular activities, students learn the importance of preserving the cultural heritage and traditions of Bali. This program aims to enhance national pride and deepen students' knowledge of local culture. Learning regional dances and the tradition of Mejejaitan (weaving) is an example of preserving local culture. Through the Mejejaitan extracurricular activity, students can create canang (offerings) and tamas (ritual tools). In the dance extracurricular activity, students can perform dances like Tari Rejang Dewa, Tari Rejang Dedari, Tari Wira Yudha, and many more.

“The Local Content Extracurricular activities present at SD Negeri 3 Lemukih have an impact on the acquisition of new knowledge for students, including myself (Personal Questionnaire, Wardana).”

In addition to the impact of the work program perceived by the students, students of SD Negeri 3 Lemukih also experience a difference in teaching methods and interactions conducted by Kampus Mengajar students. This can be seen from the data collected from questionnaires filled out by 6th-grade students of SD Negeri 3 Lemukih, including:

“There is ease in delivering the materials and there is appreciation either verbally or through actions by the student volunteers.” (Personal Questionnaire, Apriana)“

“Learning becomes easier to implement in the classroom with the student volunteers.” (Personal Questionnaire, Paradika)“

"The interactive teaching methods create an enjoyable atmosphere built by the student volunteers." (Personal Questionnaire, Darma)"

"The teaching methods are exciting and engaging, which helps students to stay focused during the lessons with the student volunteers." (Personal Questionnaire, Reganatha)"

In addition, the impact of the Kampus Mengajar Program also improves student 's literacy and numeracy skills. This can be seen from the data on the results of the student 's literacy and numeracy which have increased significantly

In addition to the impacts felt by students thanks to the Kampus Mengajar Program, SD Negeri 3 Lemukih, represented by the Head of School, also expresses positive appreciation for the impacts generated by the Kampus Mengajar students. This can be seen in the following statement:

"Through the Kampus Mengajar Program, our school, SD Negeri 3 Lemukih, feels greatly assisted. This is because the student volunteers have created a series of interesting work programs that help us improve literacy and numeracy. Additionally, the eradication of functional illiteracy is also made possible because the students have a special program to address it. This can also be seen from the scores obtained by each student." (Personal Interview, Made Yudiarnama)"

Furthermore, the Head of School adds that besides the main focus on improving literacy and numeracy, the Kampus Mengajar students are also seen helping to substitute teachers if they are unable to attend.

"The Kampus Mengajar students placed in our school are very diligent. One of them even arrives at the school at 06:30 AM. They often substitute for teachers who are unable to attend and teach." (Personal Interview, Made Yudiarnama)"

In addition to the impacts felt by students and the Head of School, the Kampus Mengajar Program also has an impact on the Kampus Mengajar students themselves. For example:

"In addition to teaching and creating work programs to address the low literacy and numeracy issues among students, Kampus Mengajar also provides an excellent research opportunity for me as the partnering school." (Personal Questionnaire, Dwi Praba)"

"It has helped me develop leadership skills, create my own rules to make the classroom comfortable and orderly, and be a mentor to the younger students there." (Personal Questionnaire, Safina Hidayah)"

3.3 Opportunities and Challenges of the Kampus Mengajar Program

The opportunities that students can gain from participating in the Kampus Mengajar program are the ability to sharpen interpersonal skills and gain real teaching experience. This is further reinforced by the statements made by Kampus Mengajar students assigned to SD Negeri 3 Lemukih.

"The Kampus Mengajar program provides an opportunity for students to learn outside the classroom for one semester and implement what they have learned during their studies, such as media, methods, or technological adaptations. Considering that the teaching methods still adhere to conventional techniques, the presence of students can bring technological adaptation into the classroom. This also helps develop leadership skills, emotional maturity, and social sensitivity of the students. This is carried out throughout the Kampus Mengajar program. The implementation provides an opportunity for students to convert or equate their

experiences into Semester Credit Unit (SKS) and offers a new experience for students to directly engage in fieldwork through this program." (Personal Interview, Puji Arti) "

This clarifies that the Kampus Mengajar program is an opportunity for students to enhance their skills, competencies, integrity, independence, and understanding of various aspects of knowledge that serve as preparation for their future careers [53].

Meanwhile at every opportunity there will also be challenges. The implementation of campus teaching class 5 at SDN 3 Lemukih did not always run smoothly. This challenge was seen during the assignment period, namely the limitations of the laptop during the AKM Class implementation. Given that AKM Class is a mandatory activity that must be carried out. However, because the assigned school did not have a Chromebook, it became a challenge for students when implementing AKM Class. Then arrange the placement of differentiated sitting positions. For students who read fluently, place them in a sitting position facing the blackboard. Meanwhile, students who cannot read are placed in a sitting position at the back facing sideways. This condition shows that there is a difference or gap in grade 2 and this condition is certainly a challenge for students. The next challenge is the different characteristics of each student. Such as when not submitting assignments, this becomes material for evaluation and a benchmark for students' self-development as long as it starts at the end where collage students are in tutoring.

4. Conclusion

One of the Ministry of Education and Culture's programs is the Teaching Campus Program, which provides Indonesian students with the opportunity to study, process, and contribute directly to the world of education. This program aims to provide solutions for Elementary Schools (SD) and High Schools (SMP) that need assistance to improve literacy and numeracy skills based on the results of the 2021 Computer Assisted National Assessment (ANBK). In order to improve the literacy and numeracy competencies of students in SD Negeri 3 Lemukih, Kampus Mengajar students carry out various work program activities such as Light of Hope, Library Management Services, Reading Corners, Wall Magazines, Mapel Guidance, Technology Adaptation which focuses on how to teach students to use technology and help them learn literacy and numeracy. Students are taught how to solve literacy and numeracy questions during guidance activities, and then they work on similar questions for practice. Even though in each implementation there are many challenges, all of this is used as motivation to succeed in implementing all the work programs that have been planned. After being evaluated from a process and outcome standpoint, the Campus Teaching Program Batch 5 is considered successful and has the potential to improve collage students' literacy and numeracy skills.

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