

The Implementation of Literacy Innovation in the Teaching Campus Program

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Abstract. Teaching Campus is part of the Independent Learning-Independent Campus Policy which is directly organized by the Ministry of Education and Culture. The Teaching Campus Program aims to implement the Teaching Campus program which is to empower students to assist the teaching process in elementary schools around the village/city where they live. The activities carried out are not merely taking the role of the teacher in teaching but as a complement to enrich the material and learning strategies for students at school. Based on this, there are literacy innovations implemented in teaching campuses that can be photographed. The method in this research is descriptive qualitative which is taken from direct observation data in schools and the policies applied. There are several implementations and implementations of literacy carried out. This is summarized in planning, organizing, implementing, supervising, as well as monitoring and evaluating literacy innovations in teaching campuses.

Keywords: implementation, literacy innovation, teaching campus, students.

1 Introduction

The Teaching Campus is a teaching program in schools appointed or chosen by the Independent Campus program committee which is intended for students from various majors and universities throughout Indonesia to participate, develop themselves, as well as make changes. Students in Elementary Schools and Junior High Schools who are spread particularly in the 3T (Disadvantaged, Foremost, and Outermost) areas still experience obstacles in the learning process. These schools are assisted by Teaching Campus Students to turn challenges into hope. The implementation of the Teaching Campus program is supported by the Education Fund Management Institution (*LPDP*). Students from various parts of Indonesia in this program can be creative, collaborative, and taking action to support improving the quality of learning in schools, as well as hone social sensitivity, emotional maturity, and leadership. Activities are carried out to assist teachers in carrying out learning, particularly training students' skills in literacy and numeracy, and there are always opportunities in the development of literacy of Condie and Pomerantz (2020) [1].

Based on the observation that numeracy literacy had been implemented to include skills and knowledge, including: (a) using symbols and numbers related to mathematics in finding solutions to problems in everyday life; and (b) examine the information presented in making a decision. Marmoah et al. (2022) revealed that literacy culture in Indonesia is very interesting to study considering that Indonesia has a low literacy culture, has not been ingrained, and has not been cultivated in the community [2]. The presence of books in the midst of cultural development is now not making a top priority. Some people think that it is faster to absorb the culture from listening and speaking, compared to reading which then pours the results of the reading into writing.

The learning in elementary schools in improving the ability of students is not limited to referring to knowledge, but also teaching skills. Related to this, students must be able to master language skills. Language can express ideas in the mind. Interrelated language skills consist of four skills, namely reading, writing, speaking, and listening. In real conditions, numeracy skills are always associated with mathematics so that many students do not like this aspect. Numeracy is different from mathematical competence. These two things are based on the same skills and knowledge, but the difference between the two is in the empowerment of these skills and knowledge. A person does not necessarily have numeracy skills with only mathematical knowledge. This numeration consists of the skills to apply mathematical rules and concepts in real conditions in everyday life, has various solutions when the problem is often irregular or a complete solution does not exist, and involves non-mathematical factors (Varghese et al. 2022) [3].

Literacy and numeracy skills are important to access wider educational programs because they can be used in many aspects of our lives. It is not only the students who must be escorted regarding the titration, but also the teacher because of the ever-changing development of knowledge (Seban 2022) [4]. By strengthening literacy in all aspects, it will make education in Indonesia more focused because the key to knowledge is how knowledge input is more easily absorbed. In addition, this can be an early control in the development of literacy Braak et al. (2018) [5].

Based on the initial data obtained, the problems are the low literacy and numeracy skills, the lack of facilities that students get to practice literacy and numeracy skills, and less effective learning. However, there have been good implementations in the Teaching Campus program. Therefore, the formulation of the problem is (1) What is the form of implementing literacy innovation in the Teaching Campus program? (2) What is the condition of the classical literacy support program and (3) what are the expectations and challenges of the teaching campus program?

2 Method

Qualitative research methods are used in this research which finds out to see the problem accurately and systematically related to the nature and facts of an object. A descriptive qualitative approach is used as this type of research. Descriptive in this case is descriptive research. The implementation of this research aims to explain or provide an accurate, factual, and systematic description of the nature and facts of a population. The research tool or instrument in qualitative research is the researcher himself, in which in this study elementary schools are designated as research subjects. There are ten schools that were involved in this study. The research data was collected through procedures in several ways in order to obtain credible and valid research data. The research data were collected through documentation and

observation techniques. By observing the learning process, then direct and alternate observations are made. The author gets field the data related to literacy and numeracy programs that had been implemented.

3 Results and Discussion

Based on the research results, there are several findings regarding the implementation of literacy innovations in the Teaching Campus program. There are four main descriptions in this study, namely the form of implementing literacy innovation in the Teaching Campus program, classical literacy support programs, literacy innovation support in the Teaching Campus program, barriers to implementing literacy innovations in the Teaching Campus program.

3.1 The form of implementing literacy innovation in the Teaching Campus program

The form of implementing literacy innovations in the Teaching Campus program which is not photographed in the teaching campus as luxurious as imagined because the condition of the school does not always have adequate facilities in technology or other supporting facilities. The following are some examples of the implementation of literacy innovations in the Teaching Campus program that have an influence on the success of teaching campuses.

First, literacy assistance with a structured pattern. Assistance with a structured pattern is one of the innovations made by students in the campus teaching program. The implementation of a structured scheduling pattern makes the literacy development of students who are mentored more visible and measurable, so that students are able to control student development. Each week will be seen how the progress of students and how to deal with problems that are found each week. For instance, the case of reading retardation at the elementary school level (Varghese et al. 2019) [6].

Second, numeracy assistance with a tiered pattern. Escorting students who have not mastered numeracy is indeed not an easy task because many technical and non-technical obstacles come up, particularly the lack of basic mastery of numeracy. With a tiered pattern, students are controlled for their number development from the lowest level to the most complex. In this section, students and teachers work together to solve several problems of delays in students' understanding and ability to numeracy literacy. This is also related to how literacy is developed for teachers because teachers also still need evaluation in literacy. Sultan et al. (2021) [7] and knowledge of changes in reading and numeracy skills (Clemens et al. 2021) [8].

Third, adapting technology to the approach of simplicity and necessity. The simplicity approach in question is to maximize all the potential that exists to be maximized even though the number is simple. In schools that are located in the remote area, the facilities that are owned are not optimal so this approach can still be implemented optimally. The second approach is the needs approach, which is trying to get all the equipment that doesn't exist yet by maximizing the equipment from the nearest school or owned by private teachers. This is conducted in conditions of urgency and needs that must be met, for example how to maximize online learning. This was also expressed by Alsubaie (2022) who gave an overview of online learning during a pandemic [9].

3.2 Literacy support classical program

The classical program on campus teaching is to do learning according to the applied curriculum. In the implementation of this classic, there are three stages that are generally carried out by students, namely the preparation, implementation, and evaluation stages. Although classical, this is the main support, as illustrated in Bowcher, and Zhang's (2020) research on literacy classrooms that lead to literacy learning in the classroom [10].

First, learning preparation. In this stage, students actively adjust school conditions because of the ongoing learning process. Students communicate intensely with subject teachers to find out how and what things will be taught in learning. This condition is a bit lame because teachers are accustomed to using old patterns, old designs, and old preparations so that they require adjustments in learning preparation.

Second, the implementation of learning. What is done at this stage is a gradual adjustment by students. The adjustment was made because the students who teach did not necessarily have the provision to teach in elementary schools. However, students were able to apply new things to strengthen student literacy in learning. The introduction of interesting learning models accompanied by games made students feel close in learning interactions.

Third, learning evaluation. There are many limitations in the implementation of learning evaluation conducted by teaching campus students. The evaluation carried out tends to be classical so that it had not changed the general form of evaluation of learning in schools. The novelty of the evaluation carried out by students was the use of teaching aids that were developed simply.

3.3 Expectations and challenges in implementing the Teaching Campus program

Through this program, there were many expectations regarding the improvement of the quality of education in schools. Behind the expectations, of course, there are challenges that will be faced by student participants when they enter the field. The first hope of this program is that students will assist teachers in implementing learning related to literacy and numeracy learning. Literacy activities can be carried out with the support of all parties.

This activity provides a habituation for students to be more active in reading whenever and wherever students are. It is even deeper that literacy activities are more directed at the ability to reason and analyze the writing that is read. Therefore, there needs to be a program innovation that will be poured by students who are involved in the education unit where the participants are assigned. Next is the existence of numeration which is a skill that students need to have related to analyzing with numbers from a table, graph, and chart. The challenges that will be faced by students later are certainly related to the school culture and the characteristics of students.

The second hope in implementing campus teaching is that students can help teachers in online and offline learning by utilizing technology. The development of the era in which the teaching profession cannot be separated from new innovations in learning with the use of technology in learning. Currently, policies from the government also require a teacher to be proficient in the field of technology such as only digital-based learning media. Therefore, hopes and hopes will arise with the program that is poured by students in helping teachers to carry out learning such as the readiness of technology that can use. This is in line with the research of Cleovoulou and

Beach (2019) which reveals a learning process that implements pedagogic practices to the fullest [11].

The challenges that will come up are the readiness of teachers to transfer learning technology, the readiness of technology available in each educational unit, and the readiness of students to the facilities needed to support smooth learning. This situation is certainly not good for areas where the availability of learning facilities is not adequate. This challenge must be solved by students as agents of change in the field of education.

The next hope from this program is that students will be able to help school principals in school administration and management. Students who come from various undergraduate study programs that are accredited B are expected to have skills in school administration and school management. This can help principals create a more effective and efficient system through the programs offered by students.

The challenge will be felt by students who are not majoring in education and students who are basically majoring in education. The existence of school culture and school habituation must be studied more deeply related to the learning system, the curriculum used and the leadership pattern of the principal in an effort to advance the school to be even better. Another picture also occurs in Partika's research (2022) which reveals how a teacher must adjust certain conditions in learning so that learning outcomes are achieved [12].

This hope and challenge will be faced during a pandemic; the more hope will emerge with the Teaching Assistance program. All parties will be involved in helping educational units so that learning continues by paying attention to various innovations and creativity towards quality learning. So that this program will reduce the difficulties of students, teachers and school principals in carrying out education during the pandemic.

4 Conclusion

Based on the research results that have been presented, it can be concluded as follows. First, the form of implementing literacy innovations carried out by students is not entirely great things but emphasizes increasing literacy, numeracy, and technological adaptation. Second, the plastic program in learning also cannot be abandoned because teachers still need assistance, particularly the ongoing mentoring process. Third, there are great hopes and challenges for the implementation of teaching campuses so that their implementation is better. These three points illustrate that the innovations implemented in elementary schools in the Teaching Campus cannot be entirely in the form of the latest technology but the accuracy in implementing technology so that something that looks simple can actually be the right solution in literacy problems. The suggestion of this study is addressed to the students in higher education, so that they can improve their competence and hopefully after they graduate they can strengthen the literacy of students in school.

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