

The Relationship of the 5th Batch Campus Teaching Program to Literacy and Numeracy Skills in Elementary Schools

Muhammad Misbahudholam AR¹, Asmoni², Kurratul Aini³, Moh. Wardi⁴

¹ STKIP PGRI, Sumenep, Indonesia; misbahudholam@stkipgrisumenep.ac.id

² STKIP PGRI, Sumenep, Indonesia; asmoni@stkipgrisumenep.ac.id

³ STKIP PGRI, Sumenep, Indonesia; kurratul.aini@stkipgrisumenep.ac.id

⁴ Institut Dirosat Islamiyah Al-Amien Prenduan, Sumenep, Indonesia; mohwardi84@gmail.com

ARTICLE INFO

Keywords:

Teaching Campus;
Literacy Skills;
Numeracy Skills

Article history:

Received 2024-01-28

Revised 2024-02-11

Accepted 2024-06-29

ABSTRACT

The research was carried out to determine the influence of the Class V Teaching Campus program on Phase C literacy and numeracy skills in elementary schools throughout Sumenep Regency. The type of research used is causal-comparative research, or ex-post facto. The research was conducted in 13 elementary schools at Class V teaching campuses across the Sumenep district. The research instruments used were questionnaires and literacy and numeracy test questions. This research data analysis uses simple linear regression analysis. Based on the results of testing the first hypothesis using simple linear regression analysis, the results obtained on literacy were obtained at a significant level of $\alpha = 0.05$, and a sig value of $0.02 < \alpha = 0.05$ was obtained. The regression equation obtained is $Y = 27.955 + 0.624X$. Students' literacy skills were 5.4%, while other factors outside the implementation of the Class V Teaching Campus program influenced 94.6%. Numeracy skills at a significant level of $\alpha = 0.05$ obtained a sig value of $0.03 < \alpha = 0.05$. The regression equation obtained is $Y = 30.055 + 0.575X$. Students' numeracy skills were 4.7%. Other factors impacted 95.3% of the population outside the Class V Teaching Campus. This research showed that implementing the Class V Teaching Campus Program significantly influenced the numeracy skills of Phase C Elementary School students in the Sumenep district.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Muhammad Misbahudholam AR

STKIP PGRI, Sumenep, Indonesia; misbahudholam@stkipgrisumenep.ac.id

1. INTRODUCTION

The Ministry of Education and Culture of the Republic of Indonesia has endeavored to foster a culture of literacy skills by introducing the National Literacy Skills Movement (Ar & Aini, 2023). The National Literacy Skills Movement is an initiative that follows the guidelines set out in Minister of Education and Culture Regulation Number 23 of 2015, which focuses on character development. The government has initiated the National Literacy Skills Movement, which utilizes educational institutions known as the School Literacy Skills Movement (Astuti & AR, 2023). The School Literacy Skills Movement can be understood as a deliberate endeavor to establish a learning institution that promotes literacy and

cultivates positive character traits among its students and staff through a range of activities (Hardiansyah & Zainuddin, 2022; Ridwan, Muhammad Misbahudholam, Budiyo, & Sukitman, 2023).

In order to enhance the quality of education in Indonesia, Nadiem Makarim, the Minister of Education and Culture, has once again introduced several projects on the Merdeka Belajar Kampus Merdeka platform. One of these programs is the Teaching Campus program (Shiddiq, 2022). The Teaching Campus initiative serves as a platform for promoting and enhancing education in Indonesia, with a particular focus on underdeveloped, frontier, and outermost regions. This is achieved through the implementation of the *Merdeka* Campus initiative, known as Merdeka Belajar (AR, Zainuddin, Aini, & Mutia, 2022). The *Merdeka* Campus introduces a new paradigm in the field of education. The implementation of Merdeka Belajar Kampus Merdeka is seen pertinent and suitable in the present era of democracy (AR, Rasyid, & Ridwan, 2021; Sama, Bahri, & AR, 2022). The concept of independence can be used to the educational process. During the university study process, students are required to choose one of the eight autonomous learning programs provided by the ministry. Universities provide students the choice to either enroll or not enroll in two semesters of study outside the university, which are equivalent to 40 credits. Students have the opportunity to enroll in lectures that are not part of their study program at the same university for a duration of one semester or a total of 20 credits (AR & Hardiansyah, 2022).

The *Merdeka Belajar* Kampus Merdeka policy aims to provide students with new educational experiences and promote their readiness and open-mindedness in mastering diverse scientific disciplines. It encourages students to go beyond their specific fields of knowledge and expertise. This is, undoubtedly, also aimed at equipping the younger generation of our nation to surpass expectations and adapt effectively to the problems of the globalized world. Policy on Independent Learning The Independent Campus offers a broad range of courses to students from different universities and faculties, allowing them to select courses according to their preferences and enrich their educational journey. Implementing the Independent Learning Campus Independent policy promotes greater independence and flexibility in the higher education learning process. This enables the education system to constantly innovate and improve, hence producing highly skilled individuals and staying up-to-date. He possesses a distinguished academic standing and has the capacity to effect transformative change in both local and global contexts. Through the subsequent modifications and advancements, they have the potential to create a substantial and noteworthy impact on a nation's development with high-caliber human resources (Ahmed, 2019; Hall & Zmood, 2019).

The Teaching Campus program is one of the policy programs implemented by the Independent Learning Campus with the objective of effecting change in the academic education sector. The inaugural session of the Independent Campus Learning Program commenced on February 9, 2021, and will run until the sixth session. This program aims to offer students the chance to enhance their learning and personal growth through extracurricular activities. The Independent Learning Campus Independent Program is a modified version of the Pioneer Teaching Campus Program. Its purpose is to address the challenges faced by elementary and junior high schools due to the pandemic. The program empowers students residing near the school to support teachers and school principals in implementing educational programs (Hardiansyah & Wahdian, 2023). The objective of the Teaching Campus program is to enhance the standard of education in frontier, outermost, and underdeveloped areas, as well as C-accredited schools. Additionally, the program aims to influence students' learning experiences by fostering empathy and social sensitivity towards the surrounding environment, particularly in the educational context. Students from diverse backgrounds who successfully complete their studies will be allocated to specified schools to provide assistance in the educational process. Students are assigned to assist teachers in both virtual and physical settings.

Proficiency in numeracy is crucial for students to acquire in both academic and practical contexts (Hardy, 2018; Lih & bin Ismail, 2019). Literacy skills can be described as the proficiency in reading and writing. Developing literacy skills is the initial stage in comprehending other fundamental literacy skills, such as traditional literacy skills, which encompass the ability to make lists, and contemporary literacy skills, which encompass data literacy skills, technology literacy skills, and interpersonal literacy skills

(Barham, Ihmeideh, Al-Falasi, & Alabdallah, 2019; Sellings, Felstead, & Goriss-Hunter, 2018; Zainudin, Fatah, & Junarti, 2023). Numeracy refers to the ability to understand and manipulate numbers and symbols in order to solve real-life problems. It also involves analyzing information presented in different formats and interpreting the results to make predictions and decisions. Numeration can be understood as a method for comprehending diverse quantitative data in our surroundings. Numeracy literacy skills encompass the ability to utilize different numerical and symbolic representations of basic mathematics in order to address real-life problems. Additionally, these skills involve the capacity to analyze information presented in diverse formats and interpret the outcomes of such analysis for the purpose of prediction and decision-making. When addressing issues The cited works are Ishaq, Zin, Rosdi, Abid, and Farooq (2019) and Levy, Briede, and Frost-Camilleri (2021).

Sumenep Regency, a region that prioritizes human resource development, has implemented many initiatives through government organizations, including the Regional Education Office, to enhance students' numerical literacy skills from primary to secondary education levels. According to data from the official website of the Regional Government of Sumenep Regency in 2022, various initiatives have been undertaken to enhance the quality of education, particularly for early grade students. These efforts include a collaboration with the East Java innovation team, which began in 2018 and involved receiving grants for numeracy literacy skills books. In addition, the Regional Education Office of Sumenep Regency is making efforts to offer technical guidance on numeracy literacy skills to teachers. This is aimed at producing high-quality educators who can enhance numeracy literacy skills in Sumenep Regency (Hardiansyah, 2022; Hardiansyah & AR, 2022).

Sumenep Regency actively supports and implements the Teaching Campus Program. Sumenep Regency has consistently conducted the Teaching Campus program since its inception in 2018, following the regulations established by the Ministry of Education and Culture up to the fifth batch. In the sixth iteration of the Teaching Campus Program, a total of 13 elementary schools are now hosting Teaching Campus events, encompassing both public and private institutions. According to research and evaluations conducted by the education office and reported by the head of the teacher community and education staff, the campus teaching program is an innovative approach to learning that offers new experiences for students and schools. It particularly focuses on enhancing numeracy literacy skills in Sumenep Regency.

A preliminary study was undertaken by researchers in many elementary schools, which serve as placement schools for the fifth class of teaching campuses. The study involved observations and interviews and took place from April 25 to 28, 2023. Based on the acquired information, it can be inferred that the kids' lack of interest in reading indicates a lack of literacy. The proximity of the library facilities to the school's premises leads to infrequent utilization of the library room by pupils for reading purposes. The participants in the campus teaching program are required to enhance literacy, numeracy, and digital abilities by motivating and inspiring students to acquire knowledge and pursue further education at an advanced level.

The researchers discovered a phenomenon through direct observations during the implementation of the Teaching Campus Program in the Sumenep district from February 20, 2023, to July 20, 2023. They observed various learning innovations that enhanced students' numeracy literacy skills, leading to positive impacts on the progress of Indonesian education. Upon conducting additional observations via the official social media website of the teaching campus, researchers discovered that this practice was not limited to elementary schools in Sumenep Regency, but rather was prevalent in schools across Indonesia. This is apparent from other prior research, such as the one conducted by Levy et al. (2021) titled "The Influence of Campus Teaching Programs on the Literacy and Numeracy Skills of Class V students at UPT SDN 29 Pintang." The subsequent significant study is conducted by Forgasz, Leder, and Hall (2017), aiming to investigate the influence of students in promoting student literacy. The research findings indicate that the Teaching Campus program aims to cultivate a passion for reading and enhance language literacy through the establishment of a dedicated area for literacy activities, known as the literacy corner.

An endeavor was undertaken to establish a reading center within the school premises by adorning a designated space with appropriate decorations.

2. METHODS

This type of research uses a quantitative approach with an ex-post facto research model or causal-comparative research aimed at finding out the causes of changes in behaviour, symptoms, or phenomena caused by an event or things that cause overall changes to have occurred (Hardiansyah, AR, & Hidayatillah, 2022). Through this research, it is hoped that the effectiveness of the 5th-grade teaching campus will be known for the literacy and numeracy skills of elementary school students. The population in this study were all students at elementary schools in Sumenep Regency placed in the 5th Generation campus teaching program.

Table 1. School data for campus teaching program class 5, Sumenep Regency

No	School Name	The number of students
1.	SDN Tambaagung Barat 1	73
2.	SDN Angkatan III	56
3.	SD Islam Ar-Rohmaniyah	68
4.	SDN Bunpenang I	87
5.	SDN Taman Sare I	59
6.	SDN Karangduek II	105
7.	SDN Moncek Tengah	92
8.	SDN Kasengan II	85
9.	SDN Brakas II	64
10.	SD Islam Raudlatul Ulum	73
11.	SD Islam Miftahul Anwar	46
12.	SDN Padike I	63
13.	SD Islam Attauhidiyah	74
Amount		945

The researcher utilized the Sovin formula calculation to determine an appropriate sample size for the research design, taking into consideration the significant population size. The Sovin method yielded a final value of 90.43. The researcher subsequently corrected this figure to account for 100 students, approximately 12% of the overall population, in order to facilitate data processing. Subsequently, the researcher employed a purposive sample to carefully choose a representative subset from the entire population. The process of conducting a purposive sample involves the following steps: a) Sampling should be conducted based on certain attributes or traits that are representative of the population's primary features; b) The selected sample participants should be actually pertinent to the study. It encompasses the majority of the traits present in the population (essential subjects). b) Population characteristics are meticulously determined during a preliminary investigation. The researcher specifically targeted Phase C in the placement school for the Class V campus teaching program, since it was deemed to be a representative sample for adopting a minimum competency evaluation.

The data gathering methods employed in this study involved the use of questionnaires and tests. This research questionnaire employs a Likert scale to assess the efficacy of campus instruction for Class V. It aims to ascertain and quantify the attitudes, opinions, and perceptions of individuals or groups regarding social phenomena. The scale consists of three categories: frequently (score of 3), occasionally (score of 2), and never (score of 1). The literacy test utilized in this study comprised of five questions that were derived from the researcher's chosen indicators of literacy skills proficiency. These five questions effectively assess students' Literacy Skills abilities, and the examination of their responses will establish their overall proficiency in Literacy Skills. Evaluating students' literacy skills is determined by the amount of complexity of each question presented.

Meanwhile, the numeracy test instrument consists of 5 descriptive questions based on the numeracy ability indicators used in the research. Students' answers to 5 questions will be assessed based on several assessment categories by formulating and applying mathematical concepts, facts, procedures and reasoning, as well as interpreting the results of the solution so that five questions are representative enough to determine students' numeracy abilities which will later result from the analysis of solving numeracy ability questions. Scoring of mathematical communication skills is seen from the level of difficulty of each question given. First, the data analysis technique in research is a validity test, which is processed using SPSS to find out whether the instrument that will be distributed to research subjects is valid. The validity test is helpful if the interpretation of the value obtained is > 0.3 or $r_{\text{count}} > r_{\text{table}}$. Second, test reliability using Cronbach's alpha.

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma^2 b}{\sigma^2 t} \right]$$

The reliability test looks at the alpha coefficient of all items in one variable using SPSS and is said to be reliable: if the alpha value is > 0.7 , the reliability is sufficient, and the instrument can be used for research. Next, the three data normality tests were employed using the Kolmogorov-Smirnov formula to determine whether the data used was normally distributed. The reference for decision-making for the normality test is as follows: if the significance value is > 0.05 , then the data distribution is normal, and if the significance value is < 0.05 , then the data distribution is not normal. Fourth, test the hypothesis using a simple regression test because there are two variables in the research: campus teaching class V as the independent variable and symbolized by X and students' Literacy Skills as the dependent variable and symbolized by Y1 and numeracy as Y2. Simple linear regression to determine how high the level of influence is between the independent and dependent variables. If the significance value is < 0.05 for decision-making for hypothesis testing, then campus teaching class V influences students' Literacy Skills and abilities in elementary schools. If the significance value is > 0.05 , campus teaching class V has no influence on students' Literacy Skills abilities in elementary school.

3. FINDINGS AND DISCUSSION

The Class V teaching campus is part of the independent campus learning program held by the Ministry of Education and Culture, which in Class V is available in 16 schools in the Sumenep district. The Class V teaching campus carries out literacy and numeracy skills-based activities directly involving elementary school students. Class V teaching campuses have carried out assignments for one semester in each placement school by carrying out various literacy and numeracy skills learning activities for students in the form of implementing creative, innovative and fun learning by indicators of general literacy and numeracy skills. In collecting data in this study, a questionnaire instrument was used with a total of 28 questions containing three answer columns with a score of 1 to 3 consisting of 20 favourable items and eight unfavourable items with 100 respondents.

Table 2. Questionnaire Descriptive Statistics results

Data Description	
Number of samples	100
Lowest value	57
The highest score	82
Total score	6921
Average	69,21
Standard deviation	5,52
Variance	30,43

In the descriptive statistics value of the questionnaire, the highest score obtained from 100 students was 82, and the lowest was 57. The total score of respondents was 6921, with an average of 69.21, a

standard deviation of 5.52 and a variance of 30.43. A clear description of the results of each questionnaire item is below:

Table 3. Frequency statistics of questionnaire results

No	Statement	Information		Often %	Sometimes %	Never %	
		Positive	Negative				
Using various kinds of numbers and symbols related to basic mathematics to solve problems in multiple contexts of daily life							
1.	P-1	√		67	33	0	
2.	P-2	√		69	31	0	
3.	P-3		√	55	18	27	
4.	P-4	√		86	14	0	
Analyze information displayed in various forms: graphs, tables, charts, and diagrams							
5.	P-5	√		62	38	0	N
6.	P-6		√	73	27	0	U
7.	P-7	√		52	47	1	M
Interpret the results of the analysis to predict and make decisions systematically, structured and precisely							
8.	P-8	√		86	14	0	E
9.	P-9	√		72	28	0	R
10.	P-10		√	57	27	16	A
11.	P-11	√		85	13	2	T
Understand in-depth the information presented by digesting a series of information flows, main ideas and implicit and explicit messages in the data							
12.	P-12	√		73	27	0	I
13.	P-13	√		86	14	0	O
14.	P-14		√	1	66	33	N
Interpret texts, visual presentations and visual audio according to their goals and interests to develop knowledge based on sensitivity to phonemes, letters, sign systems, vocabulary, language structure (grammar), meaning and metacognition							
15.	P-15	√		67	33	0	
16.	P-16		√	7	61	32	
17.	P-17	√		70	30	0	
18.	P-18	√		70	30	0	
19.	P-19		√	0	61	39	
Convey ideas and responses eloquently in a communicative way through various media							
20.	P-20	√		55	29	16	L
21.	P-21	√		86	14	0	I
22.	P-22	√		91	9	0	T
23.	P-23		√	0	61	39	E
24.	P-24	√		62	38	0	R
Convey ideas, responses and feelings in written form fluently							
25.	P-25	√		86	14	0	A
26.	P-26	√		86	14	0	C
27.	P-27	√		86	14	0	Y
28.	P-28		√	86	14	0	
25.	P-25	√		86	14	0	

The results of the Literacy Skills test of students who scored $X \geq 74.73$ were 11 students with a percentage of 20%, which is classified as high; students who scored $63.69 \geq X < 74.73$ were 78 students

with a percentage of 78%, which is classified as moderate and students who scored $X \geq 74.73$ were 11 students with a percentage of 11%, which is classified as low. So, it can be concluded that the student Literacy Skills test in elementary schools is classified as moderate with a percentage of 78%. The results of the literacy skills test instrument, consisting of 5 questions with a total number of respondents of 100 phase C students in elementary schools throughout Sumenep Regency, are as follows:

Table 4. Literacy Test Results

Data Description	
Number of samples	100
Lowest value	47
The highest score	100
Total score	7116
Average	71,16
Standard deviation	5,52
Variance	30,43

The results of the Literacy Skills test indicate that there were 17 students, accounting for 17% of the total, who achieved a score of $X \geq 86.01$ and were classified as high. Additionally, there were 60 students, representing 60% of the total, who obtained a score of $56.31 \geq X < 86.01$ and were classified as moderate. Lastly, there were 27 students, making up 27% of the total, who received a score of $X < 56.31$ and were classified as low. Therefore, it may be inferred that the literacy skills assessment of primary school kids in the Sumenep district is categorized as intermediate, with a 60% success rate. Based on the research results, the numeracy test data is obtained as follows:

Table 5. Numeracy Ability Test Results

Data Description	
Number of samples	100
Lowest value	34
The highest score	92
Total score	6988
Average	69,88
Standard deviation	14,69
Variance	215,78

The results of the Literacy Skills test indicate that 19% of the students, totaling 18 individuals, were classified as high achievers with a score of $X \geq 86.01$. Additionally, 66% of the students, totaling 66 individuals, were classified as moderate achievers with a score of $56.31 \geq X < 86.01$. Lastly, 16% of the students, totaling 16 individuals, were classified as low achievers with a score of $X < 56.31$. Therefore, the literacy skills test results of primary school kids in the Sumenep area indicate a moderate level, with a 66% success rate. The normality test for this study data employs the Kolmogorov-Smirnov test, with the decision-making criterion being that if the significance level is less than 0.05, then the data is considered non-normal, however if the significance level is greater than 0.05, then the data is deemed to be normally distributed.

Table 6. Kolmogorov-Smirnov Normality Test Results

		Literacy	Numeracy
N		100	100
Normal Parameters ^{a,b}	Mean	71.1600	69.8800
	Std. Deviation	14.84990	14.68957
Most Extreme Differences	Absolute	.087	.065
	Positive	.070	.046
	Negative	-.087	-.065
Test Statistic		.087	.065
Asymp. Sig. (2-tailed)		.060 ^c	.200 ^{c,d}

The results of the normality test using Kolmogorov Smirnov on the literacy skills test data obtained a significant value for Kolmogorov Smirnov of $0.60 > 0.05$, so it had a normal distribution, while in the numeracy ability test data, the considerable value was $0.200 > 0.05$, which had a normal distribution. So, the literacy and numeracy skills research data comes from a population with a normal distribution of research data, so it can proceed to the next stage using parameter statistics.

Table 7. Results of the Literacy Skills ANOVA Simple Linear Regression Test

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1174.009	1	1174.009	5.570	.020 ^b
Residual	20657.431	98	210.790		
Total	21831.440	99			

A simple linear regression test result shows that the value of F is 5,570. With a significance level of $0.02 < 0.05$, it can be concluded that H_a , which states that the Class V Teaching Campus positively affects literacy skills ability, is accepted, and H_o is rejected. The summary results of simple linear regression can explain the magnitude of the correlation/relationship (R) value of 0.232. From the output, a coefficient of determination (R Squer) of 0.054 was obtained, which means that the influence of the Class V teaching campus on literacy skills was 5.4%.

Table 8. Results of Simple Linear Regression Test ANOVA Numeracy

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1174.009	1	997.511	4.800	.031 ^b
Residual	20657.431	98	207.807		
Total	21831.440	99			

A simple linear regression test result shows that the F value is 4,800. With a significance level of $0.031 < 0.05$, it can be concluded that H_a , which states that the Class V Teaching Campus positively affects numeracy skills, is accepted, and H_o is rejected. The summary results of simple linear regression can explain the magnitude of the correlation/relationship (R) value, which is 0.216. From the output, the coefficient of determination (R Squer) is 0.047, which means that the influence of the Class V teaching campus on numeracy ability is 4.7%.

Discussion

In this section, we will present the findings of the conducted research. The research methodology employed in this study is causal-comparative, commonly known as ex post facto research. This study

involved administering a questionnaire to 100 students who were being considered for placement in the Class V Teaching Campus program in 2023. The questionnaire assessed their literacy and numeracy skills. The participants were Phase C students from sixteen different schools. The research utilized the Teaching Campus Class V questionnaire, which consists of 28 statement items. The assessment of students' reading and numeracy skills takes the form of a descriptive test. This test has five questions that are derived from the student's book. It is administered at all placement schools for the fifth-generation campus teaching program, which is implemented throughout the Sumenep district.

According to the data processing results obtained throughout the researcher's hypothesis testing stage, it was determined that the alternative hypothesis (H_a) was supported and the null hypothesis (H_0) was rejected. The results of the hypothesis test indicate a strong impact of teaching campuses in class V on students' reading skills and capacities. Obtaining a significance level of $\alpha = 0.05$, a significance value of $0.02 < \alpha = 0.05$ is achieved. The hypothesis testing conducted using a basic linear regression test yielded a positive equation with a constant value (a) of 27.955 and a coefficient value (b) of 0.624 for the variable X. The regression equation takes the form $Y = 27.955 + 0.624X$. Therefore, it can be asserted that a higher quality Class V educational institution will result in a greater improvement in students' literacy abilities. It is established that the R square value is 0.054, indicating that the variation in the lubrication ability of elementary school students in Sumenep Regency is influenced by the Class V Teaching Campus by 5.4%. This is supported by previous research conducted by (Hardiansyah & Mulyadi, 2022), which demonstrates that teaching programs at the campus have a highly beneficial effect on enhancing students' literacy and numeracy skills, particularly for lower grade levels, through the utilization of diverse and engaging learning approaches. (Gao et al., 2022) conducted additional research that focused on fostering interest in reading among students of the Teaching Campus program. The research aimed to enhance language literacy skills through the creation of innovative learning media and the introduction of reading corners within the classroom.

The data processing results and the researcher's testing stage indicated that H_a was accepted while H_0 was refused. The hypothesis test results for the Class V Teaching Campus had a significant impact on students' numeracy abilities at a significance level of $\alpha = 0.05$, with a sig value of $0.03 < \alpha = 0.05$. In addition, the hypothesis test results for numeracy ability using a basic linear regression test yielded a positive equation with a constant value (a) of 30.055 and a coefficient value (b) of 0.575 for the variable X. The regression equation takes the form $Y = 30.055 + 0.575X$. It may be asserted that the higher the quality of the Class V teaching campus, the greater the improvement in students' literacy skills. Furthermore, it is established that the R square value is 0.047. According to a study conducted by (Ar & Aini, 2023), the variability in students' lubrication abilities at elementary schools in Sumenep Regency is influenced by the Class V teaching campus by 4.7%. The study also found that the Teaching Campus Program had a significant effect on student numeracy. Furthermore, a study conducted by Astuti and AR in 2023 demonstrates that the Teaching Campus Program serves as a significant catalyst for enhancing literacy and numeracy skills in education. This program effectively supports teachers in implementing these skills, transforming their initial reluctance into motivation to actively engage and optimize the integration of literacy and numeracy skills in the learning process.

When doing research on the given description, the Class V Teaching Campus employs an inventive Literacy and Numeracy Skills program to inspire students to comprehend the principles of Literacy and Numeracy Skills in order to perform well on examinations. However, numerous questions are answered in an unorganized manner and require investigation before they can be fully addressed. The test scores provided to students were within the moderate range. This demonstrates that students have comprehended certain story questions effectively, despite the fact that they were not in their native language. Additionally, there are responses that have not undergone the process of analysis, and numerous categories of questions, such as those related to composition and development, have been skipped or left unanswered by the students. In addition, test results in the poor group indicate that students' Literacy and Numeracy Skills are still in need of improvement. These students struggle to comprehend questions and lack creativity in their compositions. Meanwhile, the test results provided

to students were in the high range. Students demonstrated a clear comprehension of the story questions and effectively decoded the answers. Similarly, in the numeracy test, students successfully solved questions that involved manipulating mathematical models to calculate the volume of geometric shapes. In the context of Literacy Skills, students have the ability to create and produce vivid and imaginative content through the use of instructions related to rhyming material.

Based on the observations of the learning process during the campus teaching program involving all students collaborating with teachers, it was found that the learning process took place offline and on home visits. First, offline learning is carried out in COVID-19 by implementing strict health protocols. Offline learning aims to maximize student knowledge transformation and character education for children and form a Pancasila student profile. In implementing the learning process, students use learning media to support the learning process. Learning media is essential in teaching so that students do not get stuck and experience boredom, and teaching media such as textbooks and teaching aids can help students' absorption capacity (Hardiansyah, Zainuddin, Sukitman, & Astutik, 2023). Offline learning is based on higher-order thinking skills (HOTS) to maximize interaction and involvement between students and learners (Andri Nugroho, 2023). Student involvement in learning in class is related to learning achievement (Zhou et al., 2023). HOTS learning can also be integrated with strengthening students' character education (Irawatie, Iswahyuni, & Setyawati, 2019). Implementing active learning can help students gain knowledge and skills through listening, observing, and empathy (Jannah & Fahlevi, 2018).

Second, home visit learning is done by forming small groups consisting of 1 student as a teacher and 4-5 students, which takes place at the student's homes or residences. Home visits are carried out in the second month of the campus teaching program using a step-system-based learning method; namely, the learning process is carried out in stages and is adjusted to the child's abilities and wishes, and the approach is adjusted to the child's character and preferences (individual system) so that a process can be created. Learning is fun for (Wang, Zhu, & Chang, 2022). Teaching is given in stages according to students' competency stages to increase students' interest in reading and learning and also improve students' good habits (Hardiansyah & Mas'odi, 2022). Using technology in campus teaching programs can help teachers create teaching media and teaching materials that are in accordance with the curriculum. Helping teachers learn because implementing online learning at the basic education level is still considered problematic by some teachers. Even though many teachers have cell phones and laptops, they still need to use them as online learning media (Flew & Kirkwood, 2021). Making learning videos or learning media according to the material students will study.

The help of teachers and parents is crucial in fostering the cognitive development of children by enhancing their reading and numeracy skills. It is crucial to closely monitor and provide appropriate guidance for the development of children between the ages of 7 and 8. At this stage, kids have a strong inclination towards play, but it is also important to ensure a balance by engaging them in fundamental literacy and numeracy activities, such as actively listening to explanations provided by parents at home. According to Foster (2020), teachers can facilitate students' memorization and adaptation by increasing the amount of information they can absorb, which in turn improves their listening skills. Conversely, individuals who assimilate information in small increments or have a tendency to be absent-minded will have a low level of listening proficiency. Family literacy and numeracy are proactive measures aimed at equipping future human resources with the necessary skills to compete effectively. It is expected that every parent will initiate the process of learning and comprehending various activities to enhance their children's literacy and numeracy skills from a young age (Reis & Renzulli, 2018).

Literacy learning uses reading modules as teaching materials to improve initial reading and writing skills. And numeracy learning is carried out through a game that can improve students' abilities in calculating number operations. According to (Sitorus et al., 2022), for students to have good literacy and numeracy competencies, they should have good thinking and communication skills. Class management must also be considered to maintain the effectiveness of teaching and learning activities. Class management aims to provide facilities that can support the teaching and learning process in the

classroom (Saykili, 2019). Obstacles or difficulties experienced by elementary school students, namely students' difficulty in understanding learning material due to their poor comprehension and memory skills, to overcome this, this can be done by providing stimulus, for example, involving students in each lesson, asking questions, or doing ice breaking between lessons so that students always focus on the learning being carried out. In line with (Lindner, Nusser, Gehrer, & Schwab, 2021), what is of common concern are several aspects concerning teacher performance, reading sources for students, strategies, media, and learning methods applied. Maximizing the teacher's preparation and teaching ability will help students more easily understand what is being learned (Brüangel, Rückert, & Friedrich, 2020).

4. CONCLUSION

Based on the results of research on the influence of the Class V teaching campus on the literacy and numeracy skills of elementary school students in Sumenep Regency, the teaching campus program significantly influences students' literacy and numeracy skills. The 5th generation teaching campus is implemented according to the goals and expectations of the Merdeka Belajar Kampus Merdeka program, namely providing student experience and developing and empowering students. The implementation of the teaching campus includes teaching, technology adaptation, and administration.

REFERENCES

- Ahmed, M. (2019). A Case Study on the Development of Adult Language, Literacy and Numeracy Skills. *EAI Endorsed Transactions on E-Learning*, 6(19).
- Andri Nugroho, A. (2023). Exploring students' creative thinking in the use of representations in solving mathematical problems based on cognitive style. *Journal of Research and Advances in Mathematics Education*, 5, 202–217.
- Ar, M. M., & Aini, K. (2023). The Implementation of Ecoliteracy as a Learning Resource to Improve Environmental Care Attitudes in Elementary Schools. *Elementary School Forum (Mimbar Sekolah Dasar)*, 10(1), 122–134. ERIC.
- AR, M. M., & Hardiansyah, F. (2022). Prosocial behavior of elementary school students based on gender differences in society 5.0. *Journal of Innovation in Educational and Cultural Research*, 3(3), 390–396.
- AR, M. M., Rasyid, S. F., & Ridwan, M. (2021). Legacy of heroic values education kh. abdullah sajjad from madura assisted with learning comics for sd/mi students in sumenep. *Madrasah: Jurnal Pendidikan Dan Pembelajaran Dasar*, 14(1), 79–88.
- AR, M. M., Zainuddin, Z., Aini, K., & Mutia, T. (2022). Analysis of Numeration Literacy Program Implementation In Low Class Learning. *Edumaspul: Jurnal Pendidikan*, 6(2), 3134–3137.
- Armadi, A., AR, M. M., & Aini, K. (2022). Training and Coaching Strengthening Character Education Based On School Culture InThe Upper Class Of Madrasah Ibtidaiyah Nurul Islam Tamidung Batang-Batang. *Mattawang: Jurnal Pengabdian Masyarakat*, 3(2), 144–151.
- Astuti, Y. P., & AR, M. M. (2023). Implementation of the Campus Teaching Program Batch 3 in Building Scientific Literacy in Elementary Schools. *Jurnal Penelitian Pendidikan IPA*, 9(7), 5140–5149.
- Barham, A. I., Ihmeideh, F., Al-Falasi, M., & Alabdallah, A. (2019). Assessment of first-grade students' literacy and numeracy levels and the influence of key factors. *International Journal of Learning, Teaching and Educational Research*, 18(12), 174–195.
- Brüangel, R., Rückert, J., & Friedrich, C. M. (2020). Project-based learning in a machine learning course with differentiated industrial projects for various computer science master programs. *2020 IEEE 32nd Conference on Software Engineering Education and Training (CSEE&T)*, 1–5. IEEE.
- Flew, T., & Kirkwood, K. (2021). The impact of COVID-19 on cultural tourism: Art, culture and communication in four regional sites of Queensland, Australia. *Media International Australia*, 178(1), 16–20.
- Forgasz, H. J., Leder, G., & Hall, J. (2017). Numeracy across the curriculum in Australian schools: Teacher education students' and practicing teachers' views and understandings of numeracy.

Numeracy, 10(2), 2.

- Foster, G. (2020). Circular economy strategies for adaptive reuse of cultural heritage buildings to reduce environmental impacts. *Resources, Conservation and Recycling*, 152, 104507.
- Gao, B., Li, K., Liu, J., Liu, X., Zhang, J., Xu, C., ... Zhao, M. (2022). Life events and depression among children and adolescents in southwest China: a two-stage moderated mediation model of social support and cognitive styles. *BMC Psychiatry*, 22(1), 1–17.
- Hall, J., & Zmood, S. (2019). Australia's literacy and numeracy test for initial teacher education students: Trends in numeracy for low-and high-achieving students. *Australian Journal of Teacher Education (Online)*, 44(10), 1–17.
- Hardiansyah, F. (2022). Snowball Throwing: A Method To Uplift Elementary School Students' Responsibility on Environment. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 3853–3864. <https://doi.org/10.35445/alishlah.v14i3.1966>
- Hardiansyah, F., & AR, M. M. (2022). Enhancing Students' Learning Motivation through Changing Seats in Primary School. *Mimbar Sekolah Dasar*, 9(1), 253–268. <https://doi.org/10.53400/mimbar-sd.v9i1.43002>
- Hardiansyah, F., AR, M. M., & Hidayatillah, Y. (2022). IPAS Learning Assessment To Measure Science Process Skill In Elementary School. *International Journal of Elementary Education*, 6(3), 612–623. <https://doi.org/https://doi.org/10.23887/ijee.v6i4.54217>
- Hardiansyah, F., & Mas'odi, M. (2022). The Implementation Of Democratic Character Education Through Learning Of Social Science Materials Of Ethical And Cultural Diversity In Elementary School. *Journal of Innovation in Educational and Cultural Research*, 3(2), 234–241. <https://doi.org/10.46843/jiecr.v3i2.101>
- Hardiansyah, F., & Mulyadi. (2022). Improve Science Learning Outcomes for Elementary School Students Through The Development of Flipbook Media. *Jurnal Penelitian Pendidikan IPA*, 8(6), 3069–3077. <https://doi.org/10.29303/jppipa.v8i6.2413>
- Hardiansyah, F., & Wahdian, A. (2023). Improving Science Learning Outcomes Through the Development of the Magic Card Box Learning Media. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 823–833. <https://doi.org/https://doi.org/10.35445/alishlah.v15i1.2711>
- Hardiansyah, F., & Zainuddin, Z. (2022). The Influence of Principal's Motivation, Communication, and Parental Participation on Elementary School Teachers' Performance. *Al Ibtida: Jurnal Pendidikan Guru MI*, 9(2), 319–334. <https://doi.org/10.24235/al.ibtida.snj.v9i2.9936>
- Hardiansyah, F., Zainuddin, Z., Sukitman, T., & Astutik, C. (2023). Development Of Learning Media Smart Book To Improve Understanding Of Elementary School Students In Science Learning. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*, 26(1), 72–87. <https://doi.org/https://doi.org/10.24252/lp.2023v26n1i7>
- Hardy, I. (2018). A logic of enumeration: The nature and effects of national literacy and numeracy testing in Australia. In *Governing by Numbers* (pp. 37–64). Routledge.
- Irawatie, A., Iswahyuni, I., & Setyawati, M. E. (2019). Education learning development of character education-based state defense. *International Journal of Multicultural and Multireligious Understanding*, 6(8), 27–42.
- Ishaq, K., Zin, N. A. M., Rosdi, F., Abid, A., & Farooq, U. (2019). Effectiveness of Literacy & Numeracy Drive (LND): A Students' Perspective. *2019 International Conference on Innovative Computing (ICIC)*, 1–10. IEEE.
- Jannah, F., & Fahlevi, R. (2018). Strengthening the Pancasila character values in forming the character of Pancasila generation. *1st International Conference on Creativity, Innovation and Technology in Education (IC-CITE 2018)*, 77–80. Atlantis Press.
- Levy, S., Briede, M., & Frost-Camilleri, L. (2021). Literacy and numeracy support in vocational education: Perceptions from engineering apprentices in Victoria. *Issues in Educational Research*, 31(3), 891–913.
- Lih, J. S. J., & bin Ismail, R. (2019). Binary Logistic Regression Analysis of Teacher Self-Efficacy Factors

- Influencing Literacy and Numeracy. *World Journal of Education*, 9(1), 209–220.
- Lindner, K.-T., Nusser, L., Gehrler, K., & Schwab, S. (2021). Differentiation and grouping practices as a response to heterogeneity—teachers' implementation of inclusive teaching approaches in regular, inclusive and special classrooms. *Frontiers in Psychology*, 12, 676482.
- Reis, S. M., & Renzulli, J. S. (2018). The five dimensions of differentiation. *International Journal for Talent Development and Creativity*, 6, 87–94.
- Ridwan, M., Muhammad Misbahudholam, A. R., Budiyo, F., & Sukitman, T. (2023). Improve The Numeracy Skills of Fifth-Grade Students Through Self-Efficacy in Elementary Schools. *Jurnal Ilmiah Sekolah Dasar*, 7(3), 526–535.
- Sama, S., Bahri, S., & AR, M. M. (2022). Realizing creative innovative education through increasing digitalization skills in learning with canva media in the era of smart society 5.0. *Mattawang: Jurnal Pengabdian Masyarakat*, 3(1), 70–81.
- Saykili, A. (2019). Higher education in the digital age: The impact of digital connective technologies. *Journal of Educational Technology and Online Learning*, 2(1), 1–15.
- Sellings, P., Felstead, K., & Goriss-Hunter, A. (2018). Developing Pre-Service Teachers: The Impact of an Embedded Framework in Literacy and Numeracy. *Australian Journal of Teacher Education*, 43(4), 1–16.
- Severinsen, D. J., Kennedy, L. K., & Mohamud, S. H. (2018). Teaching strategies that motivate English language adult literacy learners to invest in their education: A literature review. *Literacy and Numeracy Studies*, 26(1), 25–42.
- Shiddiq, A. (2022). The Foundation's Leadership Strategy for Developing Nurul Mannan Elementary School in West Banjar Gapura Sumenep. *Edumaspul: Jurnal Pendidikan*, 6(2), 3094–3097.
- Sitorus, P., Simanullang, E. N., Manalu, A., Laia, I. S. A., Tumanggor, R. M., & Nainggolan, J. (2022). The Effect of Differentiation Learning Strategies on Student Learning Results. *Jurnal Penelitian Pendidikan IPA*, 8(6), 2654–2661.
- Wang, X., Zhu, N., & Chang, L. (2022). Childhood unpredictability, life history, and intuitive versus deliberate cognitive styles. *Personality and Individual Differences*, 184, 111225.
- Zainudin, M., Fatah, D., & Junarti, J. (2023). Literacy and Numeracy Research Trends for Elementary School Student: A Systematic Literature Review. *Journal of Education, Teaching and Learning*, 8(2), 24–31.
- Zhou, X., Li, X., Wu, W., Zhang, X., English, A. S., & Peng, K. (2023). Fear during pandemic promoted holistic cognitive style: The moderating role of uncertainty. *Emotion*.