

Implementation of the Campus Teaching Program in Improving Students Literacy at State Elementary School 2 Eromoko

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Abstract: The teaching campus is part of the implementation of the Independent Campus policy whose program is very strategic for students with the Teaching Campus Program providing students who can help develop learning, especially in increasing literacy competency and learning innovation. This study aims to: 1) determine the implementation of literacy in the campus teaching program batch 3 at SD Negeri 2 Eromoko. 2) determine the obstacles and solutions in overcoming the obstacles in implementing literacy in the campus teaching program batch 3 at SD Negeri 2 Eromoko. This study uses a mix method approach with a case study design. The subjects of this study were teachers of grades II, III, and IV, students of SD Negeri 2 Eromoko. Data collection techniques with observation, interviews, and documentation. The validity of the data used is source triangulation. Data analysis with reduction, data presentation, drawing conclusions/verification. The results of the study showed that the implementation of campus teaching students related to literacy at SD Negeri 2 Eromoko was based on the habituation stage, development stage, and learning stage resulted in significant changes in student literacy. The obstacles faced at Eromoko 2 Public Elementary School are students' poor reading habits, inadequate facilities and infrastructure, and students' lack of motivation to read books.

Keywords: Implementation, literacy, teaching campus.

INTRODUCTION

The development of the era demands the world to make various innovations to answer increasingly complex challenges. Especially in the world of education, it must develop by making various kinds of innovations because the world of education is a provision that is a human need in living life in an increasingly advanced and developing era. The Ministry of Education, Culture, Research, Technology and Technology (Kemendikbudristek) launched the Independent Learning Independent Campus (MBKM) Program, with the aim of answering educational needs in the Industrial Revolution 4.0 era by providing opportunities for students to learn and develop themselves through activities outside the campus.

The flagship program of the Merdeka Belajar Kampus Merdeka (MBKM) is the Teaching Campus with the aim of providing students with opportunities to develop themselves outside the campus as well as helping teachers and school principals improve literacy, numeracy skills, adapting to technology and assisting school administration (Widiansyah & Fitriansyah, 2022: 2).

The teaching campus is designed so that educational units and educators have the readiness and confidence to implement the independent curriculum. This trust is the belief that educators can continue to learn and develop their own skills to do their best in delivering the curriculum and most importantly in education. The existence of this Teaching Campus is expected to enable students to think critically, cooperatively, innovatively, integratively, creatively and can increase their participation in learning. (Siregar et al., 2020: 146).

The purpose of the campus teaching program and the criteria for target schools are elementary

schools or junior high schools with B or C accreditation and for remote schools or those included in 3T (Frontier, Disadvantaged and Outermost). According to the Ministry of Education, Culture, Research and Technology, the materials that students participating in the campus teaching program must prepare include; Elementary School Pedagogy, Literacy and Numeracy Learning, Ethics and Communication Learning, Pancasila Student Profile, Child Protection Principles (Child Protection) and others (Kemendikbudristek, 2022). One of the government's targets in the campus teaching program is literacy and numeracy, namely increasing students' interest in reading and arithmetic. It should be noted that there are still many schools in Indonesia that are lagging behind, and still require special attention in developing learning.

Literacy skills mean thinking skills to be able to process information that is read, understand the information obtained, find problems effectively and importantly so as to be able to come up with solutions to problems that occur. (Lisnawati et al., 2022:1557). Literacy begins with initial reading skills, namely spelling to reading fluently and the next stage is reasoning related to thinking competencies and processing information in the reading (Manguni, 2022: 60). The benefits of reading literacy for elementary school students according to Harahap et al. (2022: 2091) include (1) increasing students' vocabulary; (2) allowing the brain to function optimally; (3) increasing students' knowledge; (4) sharpening in capturing reading knowledge; (5) developing speaking skills; (6) training students' thinking and analytical skills; and (7) training students' focus and concentration. Literacy must begin with the development of good reading techniques. However, in reality there are still many elementary school students who have not mastered literacy. Manguni (2022: 60) explains that obstacles to understanding reading literacy can be caused by external and internal factors. External factors come from misconceptions about reading comprehension so that teachers only convey what has been read, but do not provide a technical basis for understanding the contents of the reading. Meanwhile, internal factors certainly come from the child's own motivation, although this motivation is also influenced by the environment that can support mastery of iteration and numeracy.

Various efforts have been made by the government to improve student literacy, one of which is through the campus teaching program. The student strategy aimed at improving students' reading and writing skills begins with encouraging students to be interested in reading books. Several studies related to the Campus Teaching Program have been conducted, namely research Lisnawati et al. (2022:1563) with the title "Implementation of Campus Teaching 2 Students in Improving Literacy Skills in Elementary Schools", shows that the strategies successfully implemented by campus teaching 2 students to increase motivation and interest in reading consist of getting students used to reading books, providing reading resources according to their needs and creating an attractive reading garden. In addition, the teaching methods used by students are diverse, not tied to available reading resources such as textbooks. But they also provide interesting and interactive digital learning materials. Of course this makes students interested and fun for them.

SD Negeri 2 Eromoko is one of the schools appointed by the Ministry of Education, Culture, Research and Technology as a target school for Kampus Mengajar Batch 3. The school, located in Kedungdadap Village, Eromoko District, Wonogiri Regency, Central Java Province, has B accreditation as one of the requirements for selecting the target location. The activities carried out by students at SD Negeri 2 Eromoko refer to several problem points determined by the Ministry of Education, Culture, Research and Technology which are listed in the MBKM application, including literacy, numeracy, technology adaptation and administration. However, it is possible for students to carry out other activities according to school needs.

The results of initial observations at SD Negeri 2 Eromoko, which is a disadvantaged elementary

school, experienced difficulties in implementing literacy activities. First, the limited human resources of teachers and school facilities made learning less effective because there were only four class teachers. Two of the four class teachers had to carry out learning activities at the same time in the same classroom. Second, the reading interest of students at SD Negeri 2 Eromoko was still low, reflected in the lack of interest in books and the lack of enthusiasm for learning. Third, in the lower classes, grades I to III, several students were found in each class who could not read, while in the upper classes there were students who were less fluent in reading. The students of SD Negeri 2 Eromoko were dominated by half of the total number of students from grades I to V who did not have reading and arithmetic skills, and there were even students who had not memorized the letters. Fourth, the use of literacy support facilities such as the school library had not been carried out optimally. Fifth, the use of media was limited, namely the school only provided a few reading books and was more dominant in textbooks. In addition, the culture in the school environment was also an obstacle, because there were still many people who did not care about education, including the parents of the students themselves.

Literacy culture in schools is very necessary because it can improve the quality of learning. The goal of school literacy is to encourage and develop students' abilities to get used to reading and managing the information received by students. This makes school literacy more meaningful, of higher quality and more enjoyable in accordance with the goals of school literacy. According to the Directorate General of Primary and Secondary Education (Panjawiati et al., 2022:302) the goal of school literacy is to increase the capacity of the community and the school environment to be literate, making schools a place for a fun and friendly learning garden for students.

Literacy is one of the government's priorities in 2019. Literacy skills are considered to play an important role in the intellectual growth and competitiveness of every individual in Indonesia. The School Literacy Movement (GLS) has been encouraged since 2015. In the 21st century, Indonesian society or educational institutions must master six basic literacies, one of which is numeracy literacy. This literacy ability must also be balanced with the development of competencies including critical thinking, problem solving, and creativity. This should be a shared concern between teachers and parents, but in reality parents do not guide their children at home and do not pay attention to their children's abilities. So, students are lazy and only want to play at school, due to a lack of internal and external motivation..

This study will examine the implementation of the Teaching Campus Program at SD Negeri 2 Eromoko. The existence of this study will answer the extent to which the implementation of the Teaching Campus program is. In addition, this study will also reveal literacy activities at SD Negeri 2 Eromoko. Therefore, based on the background description above, the researcher took the title "Implementation of Literacy in the Teaching Campus Program Batch 3 at SD Negeri 2 Eromoko".

METHODS

This study uses a mix method approach because the data that can be collected are in the form of words, sources from archives, written sources in the form of books, personal documents and images related to numbers. This research is a study that combines or combines two methods between the quantitative experimental method and the qualitative method to be used together in a detailed research activity on a particular object and within a certain period of time so that more comprehensive, valid, reliable, and objective data are obtained, the results of this study are in the form of data to produce a picture of the presentation of a report on the Implementation of Student Literacy in the Campus Teaching Program Batch 3 at SD Negeri 2 Eromoko. This data comes from interviews, observations, field notes, photos, personal documents, notes/memos, and other documents. Qualitative research is a research method that produces data in the form of writing that is arranged through investigations from the research

conducted. Qualitative research is a research method that can be used to explore and understand the meaning that comes from social or humanitarian problems. (Nugrahani, 2014:25).

The research location chosen by the researcher was at SD Negeri 2 Eromoko, Wonogiri Regency. The school is a public elementary school educational institution located in Eromoko, Wonogiri Regency, which began its educational activities in 1952. Currently, SD Negeri 2 Eromoko is still using the 2013 elementary school curriculum program and has received grade B accreditation status with a score of 80 (akreditasi tahun 2016) dari BAN-S/M (Badan Akreditasi Nasional) Sekolah/Mandrasah.

The subject of the study is defined as all elements or bodies related to the study. The subjects of this study were the Principal, one grade II teacher, one grade III teacher, and one grade IV teacher, students of SD Negeri 2 Eromoko, one grade II student, one grade III student and one grade V student. This study requires supporting or additional research subjects to complete the information and data provided.

The focus of the research states the main issue and is used as the focus of the research. The focus of the research is basically the researcher's experience or is based on the main problem obtained through scientific decisions or other decisions. This research has several research focuses, including:

- a. Implementation of student literacy of the 3rd batch of teaching campus students at SD Negeri 2 Eromoko.
- b. Obstacles and solutions faced by students of the 3rd batch teaching campus at Eromoko 2 Public Elementary School.

The primary data sources used by the researcher are informants/respondents in this study, namely teachers of grades II, III, IV, students of grades II, III and V, and the Principal. The data were collected by the author himself. The researcher used the results of interviews obtained from informants regarding the research topic as primary data. Supporting data obtained which became the object of research and other sources such as Pretest Posttest test tools, Curriculum documents, RPP documents, Teaching Module documents, library book archives, literature books, journals of previous research results, or articles related to the object being studied. The instrument in this study is qualitative research, so the author functions as a research instrument, namely a qualitative researcher as a human instrument who functions to determine the focus of the research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on the findings, researchers use interview sheets as a guide during interviews, observation sheets are used to assist in the observation stage, cameras are used in taking pictures (documentation) and stationery such as notebooks and ballpoints that function when making observations and at unexpected moments.

RESULT AND DISCUSSION

The researcher describes and explains the data and research results. The research data was obtained using data collection techniques through direct interviews with informants (principals, homeroom teachers, and several students). The following will show the research results and discussions related to the theory.

The teaching campus is one of the manifestations of student interest in education in villages and cities that are currently experiencing many difficult conditions. Students will be placed in elementary schools close to their homes. Student placement in elementary schools included in the 3T (Frontier, Disadvantaged and Outermost). One of the schools targeted by the teaching campus program is SD Negeri 2 Eromoko.

The focus of researchers in the campus teaching program is to instill reading and writing literacy. Analysis of observation data, interviews, and documentation can be done using the steps of data reduction, data presentation, and verification/conclusion. Data reduction means simplifying the results of interviews

into appropriate and correct language structures and removing unnecessary data or data that is not analyzed further. The data presented in this study illustrates the implementation of the campus teaching program to teach reading and writing skills. The following are the results of the analysis obtained after conducting observations and interviews.

a. Implementation of the campus teaching program in improving student literacy at SD Negeri 2 Eromoko

Based on the researcher's initial observations and interviews with class teachers at SD Negeri 2 Eromoko, three problems related to literacy activities were identified. These problems include: 1) Students feel bored, the books provided are not interesting enough, and the conditions in which reading and writing activities take place are not comfortable for students so they do not participate in reading and literacy activities planned by the school. 2) Students' motivation to read is low. 3) SD Negeri 2 Eromoko lacks facilities to support literacy activities because there is no school library or other facilities to support literacy activities. 4) The media used for literacy activities is limited because of the limited reading materials provided at the school and books other than textbooks.

Based on the data above, researchers collected data related to the implementation of the teaching campus to instill reading and writing literacy that leads to the achievement of reading and writing literacy indicators. The activities of the teaching campus students to instill reading and writing literacy in grade students of SD Negeri 2 Eromoko include :

1) *Management of books and literacy corners in each class*

One of the school's limitations is in terms of library management. This limitation greatly encourages students to provide and manage class literacy corners. Things that students do include utilizing class corners as reading places and at the same time making them part of school literacy. The reading corner creation program is carried out by students of the teaching campus as a form of implementation in instilling reading and writing literacy. This activity is to stimulate the reading interest of students of SD Negeri 2 Eromoko and can provide broad insight and knowledge. In addition, this program is designed to help students develop curiosity and develop a strong interest in reading.

The utilization of reading corners is supported by adequate space and infrastructure, as well as parties who work together to maximize reading corners, namely teachers and students. Reading corner infrastructure includes book collections, decorations, and arrangement of reading corners. At SD Negeri 2 Eromoko, the facilities for implementing reading corners are still incomplete, such as the collection of reading books used for students is still limited to textbooks. Thus, students of the teaching campus began the implementation activities with open book donation activities as a source of teaching materials in the classroom literacy corner. Through open donation activities, various types of book donations were obtained which were then selected and sorted so that the books placed in the literacy corner were in accordance with students' needs.

2) *Read a book for 15 minutes before learning begins*

The 15 minutes reading program before class starts is a form of implementation to develop the literacy skills of campus students. The purpose of this 15-minute reading program is to increase students' interest in reading, improve reading fluency and speed, improve understanding of the books they read, and help students master reading and writing skills. The implementation of the 15-minute reading activity before learning begins at SD Negeri 2 Eromoko for students is carried out every day and is supervised by campus teaching students.

3) *Additional study guidance*

Campus teaching students provide additional study hours at SD Negeri 2 Eromoko because after students were deployed to help with classroom learning activities, they often encountered several

students who had difficulty accepting the material we presented. Then after further observation, there were several students who were lagging behind in reading, writing, and arithmetic. So students decided to provide additional study hours for several students who needed special attention to be able to catch up with their classmates. However, students also provided opportunities for all students who felt they needed the additional hours.

The learning provided during the additional study hours includes reading stories then retelling them, writing stories, re-understanding the material that has been explained during the learning activities, strengthening understanding related to arithmetic operations by giving several practice questions, and several other activities that can provide more understanding for students during learning activities. Campus teaching students create a tutoring program for students, especially for those who cannot read and write..

4) *Use of interesting learning media for students*

Campus Mengajar students accompany teachers when carrying out learning by providing several programs that have been designed after observation. Knowing the low literacy and numeracy skills of students due to boredom while studying, students design several programs that can attract students' interest in learning and improve literacy and numeracy skills, namely by designing a learning program while playing.

5) *Minimum Competency Assessment (AKM) Activities*

SD Negeri 2 Eromoko collaborates with Kampus Mengajar in implementing the Minimum Competency Assessment of Literacy and Numeracy. This program aims to evaluate the level of students' abilities in literacy (the ability to read, write, and understand texts) and numeracy (the ability to count, solve mathematical problems) as two basic competencies that are very important in learning organized by Kemendikbudristek.

Minimum Competency Assessment of Literacy and Numeracy at SD Negeri 2 Eromoko involves students from Kampus Mengajar who have knowledge and skills in literacy and numeracy. The students work together with teachers at the school to design and implement assessments that are in accordance with the applicable curriculum and competency standards.

The Minimum Competency Assessment Process for Literacy and Numeracy begins with identifying the basic competencies to be assessed in both areas. After that, students and teachers design appropriate assessment instruments, such as written tests, writing assignments, interview questions, or math problem-solving exercises.

Once the assessment instrument is designed, the assessment is carried out by involving all students at the specified grade level. The assessment can be carried out individually or in groups, depending on the method and needs determined.

After the assessment is completed, the collected data is analyzed and evaluated by students and teachers. The assessment results are used to assess students' literacy and numeracy skills, identify areas of weakness or needs, and provide constructive feedback to students, teachers, and parents.

Based on the assessment results, the Minimum Competency Assessment program for Literacy and Numeracy provides remedial or enrichment programs for students. This program aims to help students who have difficulties in literacy and numeracy to improve their abilities in accordance with the established competency standards..

During the implementation of the Minimum Competency Assessment of Literacy and Numeracy, the school communicates and coordinates with the parents of students. They are given information about the assessment results, and are provided with steps that can be taken quickly to support the development of their children's literacy and numeracy at home.

The Minimum Competency Assessment of Literacy and Numeracy with Kampus Mengajar at SD Negeri 2 Eromoko is a concrete step to monitor and evaluate students' abilities in literacy and numeracy. Through this program, students are given the opportunity to improve important skills in learning, while teachers and parents get useful information and advice to support students' learning development in literacy and numeracy. The implementation of the assessment not only measures the mastery of knowledge material according to the curriculum, but is specifically designed to determine the quality of education as a whole and make improvements to the quality of education that is still lacking (D. C. Rohim et al., 2021).

Based on the findings obtained through the implementation of the AKM Pre-test and AKM Post-test on grade V students, which include the percentage of student success in answering the predetermined competencies, the results can be seen before and after the research is carried out. This shows that students still need further guidance in working on literacy and numeracy questions on the AKM. The results of the AKM Pre-test and Post-test at SD Negeri 2 Eromoko are as follows :

In the Pre-Test Literacy Level 2 AKM Class V questions, there are 20 competencies tested, and are divided into ten competencies and two cognitive levels of Information Text and ten competencies at the cognitive level of Literary Text. It can be seen from the table above, that the highest percentage of students who can answer competencies at the cognitive level of information text is at 30%. There are four cognitive level competencies of information text that get a high percentage out of a total of ten competencies. This shows that students have not been able to answer half of the cognitive level competencies of information text. While the lowest presentation is in three types of competencies at 0%, namely in the cognitive level competency of Information Text in the form of explaining the main idea and several supporting ideas in the information text that continues to increase according to its level, concluding events, procedures, ideas or concepts based on detailed information in the information text that is appropriate for its level, finding explicit information (who, when, where, why, how) in fictional texts that continue to increase according to its level. Based on this, it indicates that students have not yet achieved the indicator of understanding information text literally. In the Post-Test Literacy Level 2 AKM Class V questions, there are 20 competencies tested, and are divided into ten competencies and two cognitive levels of Information Text and ten competencies at the cognitive level of Literary Text. It can be seen from the table above, that the highest percentage of students who can answer competencies at the cognitive level of information text is at 50%. There are four cognitive level competencies of information text that get a high percentage out of a total of ten competencies. This shows that students have not been able to answer half of the cognitive level competencies of information text. While the lowest presentation is only in one competency at 10%, namely in the cognitive level competency of Information Text in the form of linking the contents of literary texts or information texts with personal experiences according to their level. Based on this, it indicates that students have not achieved the indicator of understanding information texts literally.

From the results of the AKM Pre-Test, it shows that these students have the highest Pre-Test literacy percentage of 30%. And after following the additional guidance carried out by the researcher, a Post-Test was carried out which resulted in a very significant increase, namely the highest Post-Test literacy percentage of 50%. From the comparison of the Pre-Test and Post-Test percentages, a significant and good increase was seen. The literacy percentage increased by 20% (from 30% to 50%). Based on the results of the Pre-Test and Post-Test Literacy Level 2 AKM Class in grade V students, it can be concluded that AKM Class as a tool for evaluating students' literacy abilities in elementary schools can help teachers to find out students' achievements in meeting learning competencies. The results of the AKM Class can be clearly seen in the number of students and the percentage of students who can answer correctly, this

makes it easier for teachers to find out how many students have achieved the desired competencies. Students show AKM results that are not yet optimal and there needs to be a strategy from the teacher so that student results are good. As explained by (Chesa & Binti Azizatul Nafi'ah, 2022) that it should be a concern for class teachers and other parties in the school environment to improve teaching and learning strategies that are appropriate for students.

b. Obstacles Faced by Campus Teaching Students Batch 3 and Solutions to Overcome Obstacles in the Implementation of Student Literacy at SD Negeri 2 Eromoko.

The first obstacle is the lack of supporting facilities and infrastructure for the implementation of literacy in schools. Limited physical facilities such as libraries, book collections and reading rooms, lack of funds owned by schools to overcome these limitations. Inadequate libraries make students feel uncomfortable and not interested in visiting the library. The researcher's solution to this obstacle is for students to create reading corners in every corner of the classroom. Management of the reading corner begins with students conducting an open book donation assisted by the school. The benefit of the literacy corner is to foster students' interest in reading so that students can increase their knowledge.

The second obstacle is the lack of interest and motivation of students in reading. Not all children have the habit of reading. Factors that influence it include internal factors, such as age, gender, and reading ability. External factors that influence it include the unavailability of appropriate reading materials and peer influence. The solution to the above obstacles is the support of teachers by always providing direction, motivation and facilitators during literacy activities.

The third obstacle is that the process of students' reading habits is still low. Students tend to be less disciplined in the 15-minute reading habit activity before learning begins because they are used to playing with their friends

CONCLUSION

Based on the research that has been carried out referring to the formulation of the problems that have been determined, it can be concluded that:

1. Implementation of the campus teaching program in improving student literacy at SD Negeri 2 Eromoko.

From the results of interviews with informants regarding the implementation of the campus teaching program, researchers found that there were 5 activities carried out by campus teaching students in helping to improve student literacy at SD Negeri 2 Eromoko, namely book management and literacy corners in each class, reading 15 minutes before learning begins, tutoring, use of learning media using quizziz and AKM activities. The activities carried out can help students improve student literacy at SD Negeri 2 Eromoko. In teaching activities, campus teaching students help with special mentoring programs or additional special tutoring for students who are still not fluent in reading and provide time for students to discuss in groups, work on practical assignments and carry out learning using project-based media. With the teaching activities carried out, it will help students improve their literacy competencies. This can be seen from the activities carried out, student activity, materials provided during the activities and the results of the Minimum Competency Assessment (AKM) activities.

2. Obstacles faced by Campus Mengajar students and solutions to overcome them in implementing student literacy at SD Negeri 2 Eromoko.

Based on the discussion of the research results above, it can be concluded that the implementation of the campus teaching program in improving student literacy at SD Negeri 2 Eromoko can be said that students have succeeded in overcoming obstacles by finding solutions to resolve the obstacles faced by

students in implementing the campus teaching program in improving student literacy at SD Negeri 2 Eromoko. From the results of this study, researchers can be said to have succeeded in implementing the campus teaching program in improving student literacy at SD Negeri 2 Eromoko which was carried out by campus teaching students batch 3 which can be seen from the results of interviews with the principal, teachers and students at SD Negeri 2 Eromoko. In addition, the views of teachers and student responses also received positive responses from the literacy activities carried out by campus teaching students batch 3 at SD Negeri 2 Eromoko.

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