



The actualization of literacy skills in the *Kampus Mengajar* program

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Article Info

Article History:

Received on 1 June
2024

Approved on 29 June
2024

Published on 1 July 2024

*Keywords: Kampus
Mengajar program;
students' literacy;
literacy skills;
descriptive analysis*

Abstract

As an integral part of engagement in today's global culture, where almost all aspects of life are shifting to digital formats, 21st-century literacy skills have become essential for participation in education. This special edition highlights the role of tertiary students' literacy skills in achieving the goals of the Kampus Mengajar (KM) program. The actualization of literacy skills must be designed to meet students' needs in improving their literacy skills as the main goal of the KM program. Different pedagogical strategies are needed to effectively address students' literacy skills competencies at the junior high school level. This research aimed to present the experiences of pre-service English as a Foreign Language (EFL) teachers in utilizing their literacy skills while participating in the KM program. Three pre-service EFL teachers were engaged to provide information regarding their experiences as teacher assistants in the program. Using a thematic analysis design, data was collected through levelization, narrative framework, and interviews. The data obtained was analyzed descriptively to understand the contribution of supporting literacy skills and team collaboration in creating effective and enjoyable learning. The research results show that adequate support for literacy skills and good teamwork can help teachers create a fun and effective learning environment, which ultimately improves students' literacy skills. This research provides important insights into how well-designed and collaborative actualization can improve educational outcomes at the junior high school level.

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INTRODUCTION

KM, off-campus collaboration between teachers and university students, became a strategic aspect in supporting Indonesian education, matching with the primary goal which is a reinforcement of students' literacy and numeracy abilities instilled with Character Education (Wahyuni & Ridha, 2020). To support the achievement of this goal, a qualified understanding of what needs to be done to improve literacy is needed. Achmadi et al. (2020) brought up 21st-century skills as a qualified provision for students, especially in literacy skills. Proficiency in basic skills is the main support of EFL students' success during the program period (Muhmin, 2018). Ensuring that basic skills, especially literacy skills, can minimize cases of students' inability to deliver and apply methods in program activities carried out.

In every country, enhancing literacy skills is crucial as it serves as the foundation for other skills, such as numeracy. Furthermore, according to Qizi (2021), literacy skills can be categorized into three types based on the understanding of facts, methods, and machines. In the context of information, Qizi (2021) also outlined four levels of language proficiency in literacy: low (locating and retrieving information), intermediate (making direct references), high (making inferences and interpretations with text-based support), and advanced (integrating information and ideas throughout the text to provide reasoning and explanations). The rise of the internet and other information and communication technologies has given rise to what is known as the "information society". As noted by Dragos & Mih (2015), this phenomenon has been fueled by the widespread use of the Internet and other information and communication technologies (ICTs).

As a result, there has been a significant increase in activities related to the acquisition, processing, and dissemination of information. This, in turn, has given rise to two categories of literacy skills that are essential for success in the modern world: media literacy and technology literacy. Buckingham (2015) explained that media literacy involves the ability to critically analyze and evaluate information from various sources, while technology literacy requires a basic understanding of how to use and navigate different technologies (Hasse, 2017). Together, these skills are essential for individuals to participate in the information society fully and to make informed decisions in their personal and professional lives.

It is important to know that through the efforts implemented by the government to improve the abilities of the nation's future generations who are hampered by learning loss, these efforts have produced quite significant results. This is proven by the statement of the Mendikbudristek - Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi, Nadiem Anwar Makarim, in December 2023, following the release of the 2022 Program for International Student Assessment (PISA) results, it was revealed that Indonesia experienced a significant improvement in literacy learning outcomes, jumping 5 to 6 positions compared to the PISA 2018 rankings. This increase marks the highest achievement in terms of ranking (percentile) in Indonesia's history in the PISA assessments. Apart from that, Indonesia's improving position indicates good resilience in facing the pandemic.

This increase cannot be separated from the role of teachers supported by various pandemic management programs from the Ministry of Education and Culture. There is a lot of training provided for teachers accompanied by online and hybrid learning materials. In addition, changes to the curriculum that are adapted to the emergency needs of students are an important factor in focusing on deeper learning. Curriculum changes have led to the renewal of the Kurikulum Merdeka, which offers numerous valuable opportunities. One of these opportunities is the KM program, designed to provide future teachers with teaching assistance opportunities. This program also supports teachers in conducting diagnostic and learning assessments tailored to each student's abilities.

Moreover, as an important stage in the teaching process, individuals must utilize methods that support their learning objectives and instructional goals (Wicaksana, 2020). Additionally, adapting local spaces and addressing specific problems can aid in the follow-up and successful implementation of literacy skills. Experiencing the application of literacy skills could not be separated from cooperation with stakeholders, especially students. According to Martina et al. (2022), this program focuses on enhancing students' understanding, character, and soft skills, supporting and promoting national development, as well as enhancing universities' and students' actual roles and contributions to that growth. This is confirmed by studies on the development of soft skills that are meant to assist in the attainment of program goals through collaboration with stakeholders by Hikmawati et al. (2021), Khotimah et al. (2021), and Fauzi et al. (2021). They

argued that the literacy culture in Indonesia is still weak, lacks deep roots, and has not been cultivated within the society.

On top of that, by incorporating a lot of literacy information in different formats, the combination of one type of literacy skills —information literacy— and inquiry-based learning models effectively results in the development of student-centered learning models that are not based on test scores (Buchanan et al., 2016). Potter (2013) expanded his research that focusing media literacy on the possible harm caused by media effects and aids individuals in overcoming those effects. The results indicate a lack of consensus regarding the concept and definition of media literacy. This concept is only briefly mentioned in a limited amount of media literacy literature, primarily developed by participants at the 1992 National Leadership Conference on Media Literacy. Depending on the intervention, individuals from diverse fields may experience negative repercussions.

While this is going on, digital technology can help indigenous people acquire literacy and language skills, which are important for interacting and communicating with others (Li et al., 2020). Digital literacy encompasses various elements, including ICT-based language and literacy practices, multiliteracies, listening comprehension, and writing abilities. This multifaceted approach aims to enhance the practical application of literacy skills in a real-world context. In their research, Muhammadiyah et al. (2019) demonstrated how digital technology can be used to increase exposure and practice fundamental interpersonal communication skills. By leveraging digital tools, Indigenous communities can access a broader range of learning resources and opportunities, thereby improving their ability to communicate effectively and participate more fully in both local and global conversations. This integration of digital literacy not only supports language acquisition but also empowers individuals by providing them with the skills necessary to navigate and succeed in a digitally connected world.

Literacy skills will be used continuously in the workplace, regardless of how. This is because it is recommended that adults in their field of work have literacy skills for both individuals and organizations to create a capable and technologically based workplace. Several experts who studied the relationship between literacy skills and employee work performance have proven this. One of the studies looked into the impact of these skills, particularly digital literacy, on behavioral intentions and individual performance. According to Marsh (2018), Bejakovic & Mrnjavac (2020), and Kateryna (2020), there is a relatively large effect that influences the sustainability of intentions and performances based on the use of their skills. The big impact is shown through the tendency of employees to determine technology adaptation and organizational interventions in the digital workplace. From this, we can see the visible changes in the influence that are being brought in a direction that is in line with current needs.

Previous research has emphasized the importance of literacy skills and the implementation of KM program in education. However, several topics received less attention, especially those related to the experience and effectiveness of pre-service EFL teachers in the KM program at the junior high school level. Most existing research concentrated on student academic outcomes and overall KM program implementation, but few do it well.

In addition, although there was a lot of literature discussing various pedagogical strategies, there was still little that specifically evaluated how effective these strategies were in improving junior high school students' literacy skills through the KM program. Not much research has been conducted on how these strategies could be implemented and adapted to pre-service EFL teachers. Finally, much research emphasized the importance of collaboration and support in educational settings, but not many looked at how team collaboration and support in KM programs improved students' literacy skills. To understand how these components contribute to program success and teacher professional development, additional research is needed. Filling this gap will provide more comprehensive insight into the role of pre-service EFL teachers in KM programs, as well as how appropriate strategies and supports can improve students' literacy skills at the middle school level.

Applying basic Literacy skills during the program is expected to help students improve their abilities in literacy and numeracy. Increased students' learning motivation also becomes one of the points in applying literacy skills so the learning process can be more effective. Besides that, uni-students' experiences during the program can be the insight and benchmark in improving the program. Concerning the background formulated, this study aims to determine the extent of literacy skills and knowledge possessed by participants of the Kampus Mengajar program who serve as teachers in Junior High Schools. Besides that, it also aims to examine EFL students' experiences

with applying literacy abilities in information literacy, media literacy, and technology literacy. It is hoped that the findings from this study will provide valuable insights and practical guidance for future participants in the Kampus Mengajar program. These insights can help them to better understand the challenges and opportunities associated with implementing literacy skills in diverse educational settings, thereby enabling them to further refine and enhance their teaching strategies, ideas, and methods. Ultimately, the study aims to contribute to the overall improvement of literacy education within the program and beyond.

METHODS

This research used qualitative methods by choosing descriptive analysis as the main design. This selection was based on the main data source which came from information on the participants' experiences. According to Creswell (2012), descriptive analysis is effective for presenting and summarizing data in a form that is easy to understand. To collect information about participants' experiences in applying literacy skills, this research used several techniques such as leveling, journaling, and interviews.

The participants of this research were three pre-service EFL teachers who were alumni of the KM program. They were identified as TK which stood for Teacher of Kampus Mengajar. The participants shared reasons purposively based on their expertise in their field as EFL students and future educators also presented good performance during the program. For further information, TK1 and TK2 were from KM program batch 4 while TK3 was a participant of the batch 5 program. They were all placed at junior high schools in Central Java and East Java.

The research used descriptive analysis according to the steps given by Creswell (2012). This research was based on the assumption that the variety of teaching activities that could be used to improve students' literacy skills is positively correlated with a person's level of literacy skills. Based on this assumption, this research aimed to determine the extent of literacy skills and knowledge possessed by participants and to identify the actualization of pre-service EFL teachers in the implementation. These skills include the levelization of their skills, the provision period as the pre-program experiences (experiences on the action), in-program experiences (experience in the action), and post-program experiences as the outcome of the implementation before (experiences of the action).

Participants were identified based on their literacy skills as a provision for implementing literacy skills, the activities they carried out during the deployment period, and the outcome that had several impacts on students and themselves. All the participants agreed that they were participating voluntarily and permitted the researchers to research as planned (Vanassche & Kalchtermans, 2014).

Levelization was carried out on three participants (TK1, TK2, and TK3) to obtain initial data. The level placement of the literacy skills required for this research was related to the literacy level of the participants where they used it in the teaching process and helping students. Three sections were separated to obtain information at the leveling stage of information literacy, media literacy, and technology literacy. By adopting the approach proposed by the Colorado Educational Media Association (1996), the instrument for information literacy could be conducted. Meanwhile, to assess media literacy, the instruments being developed were constructed by adapting and combining instruments from the work of Pereira et al. (2022) who have proven the effectiveness of these instruments in similar contexts. In assessing technology literacy, the researchers utilized adapted instruments from the International Technology Education Association (ITEA) (2000). Additionally, to reinforce the significance of the data, the researcher incorporated theoretical approaches for the journaling session, drawing from the work of Azizah et al. (2018) on Reflective Practice: The Experiences of Pre-service EFL Teachers in Teaching English. The same went for the interview session which the researcher adopted the instrument from there.

The researchers employed a set of 10 questions divided into three sections for each type of literacy being tested with a total of 30 questions. These questions were designed within a matrix or grid of benchmarks with target indicators, starting from a minimal level of understanding labeled "In progress," followed by "Essential," "Proficient," and "Advanced" to gather relevant data effectively. It is important to note that not all EFL students need to reach the Advanced level in every skill. Hence provided a comprehensive view of literacy proficiency across different levels. The focus should be on evaluating students based on key points that were important for specific

assignments in the content area, as well as understanding how to apply those skills in other curricular work. On the other hand, in using journaling, the researchers used a template with 12 questions supported by 5 questions in the interview session.

The next step was to reconstruct the information collected from the levelization, journaling, and interview. Calculating the score of levelization was done by summing up all the points and finding the average of the results then matching them with the labels in progress, essential, Proficient, and advanced. The reconstruction results were shown to the entire TKs to ensure whether the reconstructed story was true and accurate. Restoration relies on transcripts collected through manual and online tools. Then the data was categorized and labeled by themes. Additionally, data was categorized and labeled to compare, contrast, and classify. This was in line with the opinion of Murray (2009, cited in Heigham & Crocker, 2009), who stated that one of the benefits of using the categorization was that it helps avoid different codes for the same phenomenon.

FINDINGS AND DISCUSSION

Participants' literacy skills levelization

The three participants were identified as TK1, TK2, and TK3 which stands for Teacher of Kampus Mengajar. TK1 and TK2 were considered teachers from Kampus Mengajar batch 4, while TK3 was from batch 5 and they have already fulfilled their program well. By analyzing their answers through the given questionnaire, it could be concluded that all three teachers have good literacy skills, even at diverse levels. The questionnaire was analyzed by calculating the score obtained by each participant. The questionnaire contained statements categorized through 3 types of literacy and ten target indicators for each literacy with four choices of statements on the target indicators. The 4 statement options indicated points 1 to 4, which were extracted into the following categories: In progress (1 point), Essential (2 points), Proficient (3 points), and Advanced (4 points). For measuring overall results, points 0-10 are included in the 'in progress' category; points 11-20 fall into the 'essential' category; points 21-30 fall into the 'proficient' category; and points 31-40 fall into the 'advanced' category. Using these categories is intended to facilitate researchers' efficiency and more detail in identifying participants' abilities.

Information literacy

TK1 demonstrated the strongest proficiency in information literacy, achieving a score of 33 out of 40 points, followed by TK3 with 32 points and TK2 with 28 points. Specifically, TK1 excelled in identifying information needs, comparing work results as reference points, conducting thorough information searches, and making informed decisions based on collected data. Collectively, these competencies positioned TK1 at the 'early advanced' level in information literacy. For a more detailed depiction, the data can be visualized using the line graph provided below.



Figure 1. Data graph of TK1 information literacy levelization

Meanwhile, TK2 showed a tendency to prioritize utilizing diverse information sources and synthesizing them to offer specific and supportive details. Furthermore, she exhibited independence in tailoring information to meet the understanding needs of others. TK2's proficiency placed her at the 'proficient' level regarding her adeptness in applying information effectively.



Figure 2. Data graph of TK2 information literacy levelization

Then, TK3 exhibited strong leadership skills by assisting others in determining and organizing topics. Her performance indicated an 'advanced' level of proficiency. TK3 effectively utilized a variety of information sources, established criteria for selecting relevant information, and integrated this data to produce meaning that aligns with existing knowledge. This comprehensive approach demonstrated TK3's ability to leverage information strategically for meaningful outcomes.



Figure 3. Data graph of TK3 information literacy levelization

Regarding indicators determining their ability as seekers of knowledge, two participants, namely TK2 and TK3, had the same ability. They still had a little difficulty identifying information needs for themselves. In contrast, one of them could already determine when a need for information occurs. From these results, it could be seen that identifying information needs was still crucial in learning information literacy. This identification ability needed to be used as a basis for processing the results of information collection to produce work results in the form of literacy products. Talking about literacy products, the three participants had the same ability to act as creators of teaching products. They would compare the results of their work with models or examples and use them as a reference for their literacy. Comparing the results of this work was carried out to ensure that there were no mistakes and compliance regarding the literacy needs of students so that information needs could be met.

The three participants had different abilities when differentiating information needs. TK1 could determine the topic and identify the information needed well but could still not manage the information required to support the topic. Likewise, TK2 needed help in identifying some of the necessary information. In contrast, TK3 worked independently in determining and managing issues and could identify the type of information required to support the topic.

Even though the three participants had different abilities on this indicator, this was not the only reference in determining how good their abilities were. As with the indicators that discuss information acquisition, the three participants had superior skills in using various information sources and could add details and concepts from all sources. This essential ability was one of the underlying factors in their success in conveying information obtained through information actions. The information action indicator displays results where TK2 was the only participant who excelled among the three, even though TK2 had the lowest final score. Still, in applying information literacy skills, TK2 could act independently from the information collected and processed in a way that suits her needs. She also could explain the action so that others can understand it.

Media literacy

In analyzing the media literacy skills of the three participants, TK1 and TK3 both achieved a score of 36 out of 40 points. Despite sharing the same score and similar ability indicators, they exhibited different tendencies in media literacy skills. While TK1 showed a preference for critical analysis and interpretation of media content, TK3 demonstrated strong leadership skills in guiding others through media topics. These nuances highlighted the individual strengths and inclinations within their shared proficiency level. Understanding these differences can inform tailored approaches to further develop their media literacy competencies.

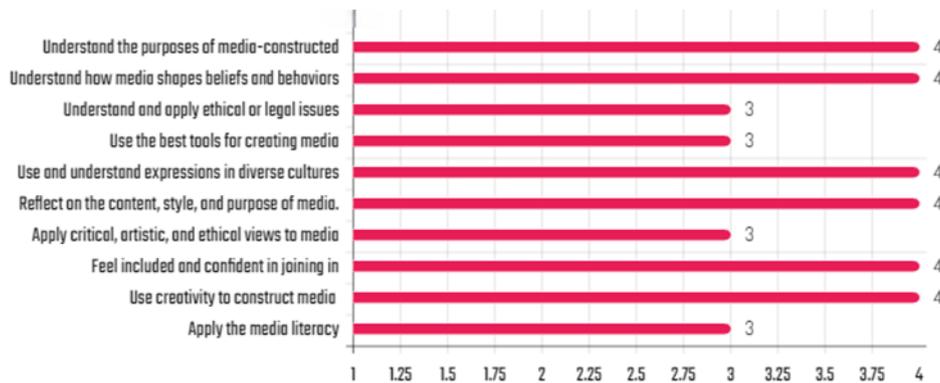


Figure 4. Data graph of TK1 media literacy levelization

TK2's score of 26/40 points positions her at a 'proficient' level across the board. She demonstrated a keen understanding of media purposes and forms, effectively utilizing various tools for media creation across diverse cultural contexts. Her approach was characterized by a thoughtful integration of critical, artistic, and ethical considerations. This proficiency underscored her ability to navigate complex media landscapes with insight and skill.

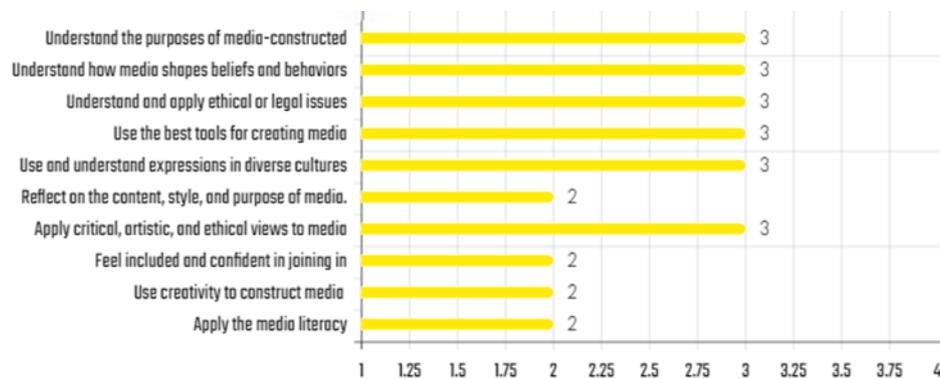


Figure 5. Data graph of TK2 media literacy levelization

TK3, as seen in Figure 6, also exhibited a strong aptitude for understanding the underlying purposes of media constructions that shape beliefs. Her proficiency extended to employing optimal tools for crafting media with critical perspectives, reflecting her depth of insight and discernment. With a score of 36/40 points, she stood at an 'advanced' level, demonstrating her advanced grasp of media literacy concepts and practices. This accomplishment underscored her capability to navigate complex media landscapes with confidence and efficacy.

The advantage of TK1 was developing content and social relations to understand students' potential. TK1's ability to see potential well led her to understand students' needs to improve their media literacy. Apart from that, TK1 always used content and organized knowledge using media; this made her creativity in teaching unlimited and could inspire students' motivation. Meanwhile, TK3's abilities tended to use various forms of media with a complete understanding of the appropriate ethical and legal use. TK3 paid attention to the media sources used, whether they were reliable with the material that must be

conveyed, and the citations required to respect the providers of the information sources used. TK3 was proficient in using innovative digital tools by utilizing them as tools for compiling, illustrating, and communicating original ideas and research. This ability's development led to many teaching media ideas used by TK3 during the assignment.

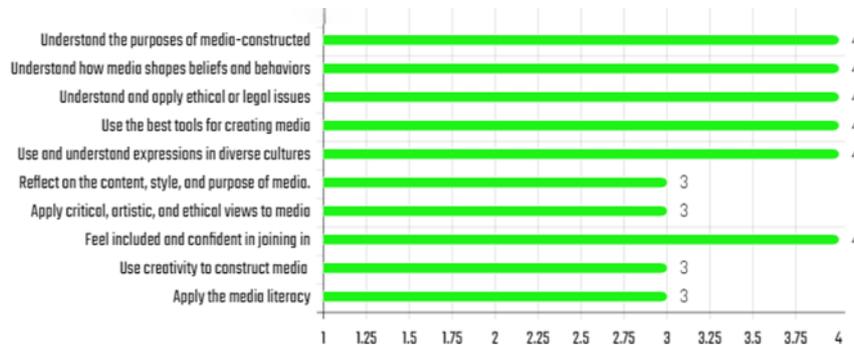


Figure 6. Data graph of TK3 media literacy levelization

The skills of both participants touched and even exceeded the minimum limit, which was said to be a good ability in media literacy skills. Their provisions brought them convenience and unique variations in the delivery of teaching media and so on during the deployment.

The abilities of TK1 and TK3, which could already been very good and provided sufficient capital, did not mean that the skills possessed by TK2 became abilities that lag behind the skills of the two. As previously said, the score determines how good they are in the type of literacy skills that are the topic, but the use of the score is as a brief overview of their literacy level. Further review was carried out by looking at the advantages of each of them through the indicators that became the reference for this analysis. In this case, TK2's abilities could also be said to be quite good, tending towards analytical skills and accuracy in questioning the origin, purpose, and impact of digital content and its interactions. In this case, the care and awareness possessed by TK2 were sufficient for processing the media obtained to be filtered again and sorted to minimize misunderstandings in understanding media content by students and other undesirable negative impacts.

Each participant had their preferred abilities and, of course, suited their personality. However, this did not mean that among the three, there was no tendency for abilities to be based on indicators that were generally owned by one participant. Even though they were at different levels, all three participants had good media literacy skills. They could utilize their abilities to help students and continue to optimize and improve themselves by learning together. This learning process aimed to improve their media literacy skills. In doing so, they could be more effective in helping students develop their media literacy skills. Studying together also allowed them to support each other and expand their knowledge in this field.

Technology literacy

TK1 got points with a difference of one point from T3, a total of 37/40. The TK1 ability was the most stable ability of the three. This strengthened other TK1 skills during the deployment period as a teacher and helped students improve their literacy skills. From her abilities, it indicated that she was at an 'advanced' level. For a clearer illustration, the data can be seen through the line graph below.

Meanwhile, TK2 scored 36/40 points, indicating that her strongest ability among the three types of literacy central to this research was technology literacy, assessed at an 'advanced' level overall. She excelled in technology flexibility with strong basic computer literacy skills. Additionally, she used technology to communicate, find information, build understanding, and create learning media.

However, in technological literacy, TK3 scored the highest with 38/40 points, showing it was her strongest area. Her skills in this field helped balance her other weaknesses. She excelled in understanding technology's impact on society, was flexible with technology, had strong basic computer skills, and used technology effectively for communication, information retrieval, understanding, problem-solving, and creation.

The corresponding data graphs for TK1, TK2, and TK3 can be seen in Figure 7, Figure 8, and Figure 9 respectively.

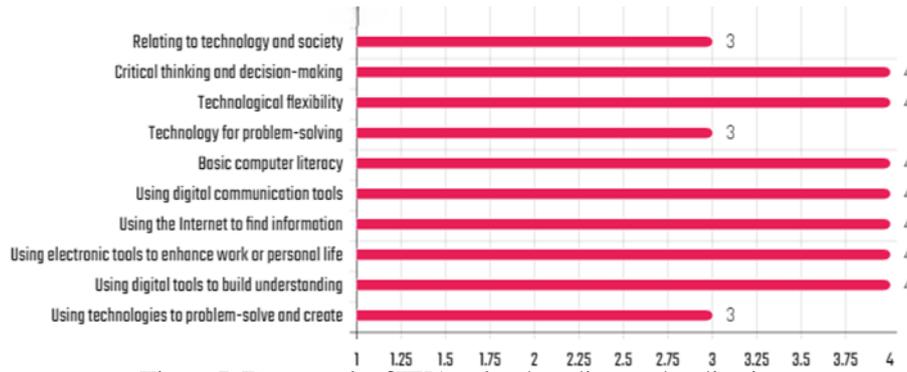


Figure 7. Data graph of TK1 technology literacy levelization

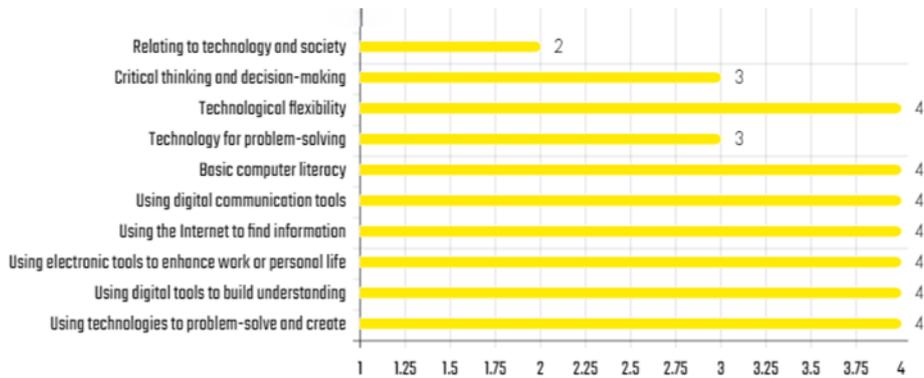


Figure 8. Data graph of TK2 technology literacy levelization

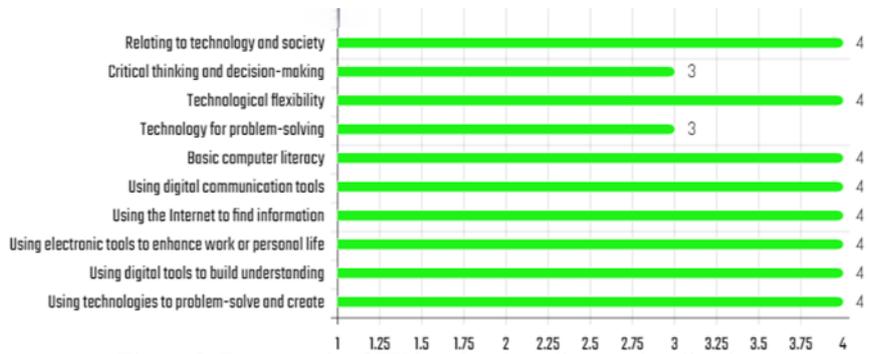


Figure 9. Data graph of TK3 technology literacy levelization

Regarding literacy technology itself, the advantage of TK1, who had the most stable ability among the three participants, was her skill in justifying the use of technology according to the benefits, risks, prices, and sacrifices of the technology, even though TK1 still needed additional tools in the design process in solving problems through elaboration to generate an idea. However, TK1's ability in literacy technology outperformed her ability in other types of literacy; this proved that TK1 was competent in balancing her abilities by utilizing the advantages that TK1 had.

Apart from that, TK2, with technological literacy abilities, the most superior abilities possessed among the three types of literacy tested, could compensate for her shortcomings in other fields by utilizing her most excellent skills so that the activities carried out during the deployment period ran quite well. TK2's ability to select and use technological applications effectively and productively impressed the students because TK2 utilized technology optimally through fun class activities. On this basis, TK2 succeeded in completing the assignment well, and as the students' abilities increased, so did TK2's literacy skills. The learning carried out was not only for students; through various agendas during assignments, teachers also learned and continued to improve themselves to improve together and become better again.

Likewise, TK3 had the highest score among the other participants. TK3 was very good at using appropriate computer or internet understanding accurately to demonstrate the ability to identify and

explore various devices and applications in creating learning with consistent usefulness and accuracy of relevant sources. TK3's abilities in this area could match her abilities in other types of literacy. TK3's capabilities made it easier to identify and solve problems through process descriptions, so TK3 could almost always produce ideas consistently. This was very useful during the Kampus Mengajar deployment period.

Reflecting on program activities

Participants' experiences on the action: Pre-program activities

Before entering the deployment period, the participants had already envisioned their roles as change agents and teaching assistants, eager to contribute to the development of student learning alongside the school community. TK1 adopted a technological approach to engaging with students, utilizing electronic devices readily available at the school but underutilized due to the lack of teaching staff proficient in this field. She identified areas for improvement through discussions with both students and teachers, refining the course outline to focus on developing skills relevant to the social context, thus preparing students for real-life challenges.

In the case of TK2 and TK3, they focused on the same thing, specifically improving the library. Unfortunately, the technological facilities at their placement schools were quite minimal, so they decided to utilize and revive the library facilities. At least they could help students to increase their enthusiasm for reading and literacy habits. Libraries, which are literacy centers, need to be used according to their function, not used for other purposes that are in direct conflict with their original function.

The three participants, TK1, TK2, and TK3, had their own experiences when they started to dive into the early days of the provision. Capitalized on the experience and material gained during the lecture period and added with tips obtained from the learning material provision period, this could be said to be sufficient. Even though what is conveyed during the provision period itself may not be enough to be a provision, combining it with the knowledge during lectures becomes something that could be said to be a very sufficient provision. That was the purpose of each material obtained. Although all of them did not explicitly say that, the statement they wrote in the NF, showed similar ideas.

"In my opinion, the material provided during the provision period was not enough to be used as a provision during the program because there we faced various students with different levels of literacy skills. But I think this can add new insights."

(Excerpt 1)

Regarding their grasp of literacy information, literacy media, and literacy technology, all three participants believed they had a sufficient foundational understanding, which was further enriched by new insights gained during the briefing period. TK2 articulated her understanding of the three types of literacy as follows,

"Information literacy is not only what we get from books, but also from learning obtained from other media such as the internet, even friends can be a source of information and these things can bring knowledge to life. Then related to media literacy is how we utilize existing media to support learning and that can also be combined with technology as a form of technological literacy too."

(Excerpt 1)

Each participant meticulously designed their work programs to address the specific and urgent needs of the students at their respective placement schools. During the initial observation period, they dedicated ample time to understanding the students' requirements and engaged in discussions with school officials. Drawing from their educational experiences and lecture materials, they enriched their understanding, treating these resources as supplementary provisions.

Participants' experiences in action: While program activities

The three participants shared a common approach to assessing the literacy skills of students at their placement schools. While TK1 and TK2 did not explicitly state that they conducted observations to evaluate students' literacy skills, the concepts they expressed in their Narrative Framework suggested a similar methodology. They focused on understanding the students' current literacy levels and needs through various means, aligning with the overarching goal of enhancing literacy skills. This approach

ensured that their interventions were tailored to the specific requirements of each student and the school as a whole.

“One of the things we did at that time was to hold routine literacy activities for 30 minutes on Fridays. We provide reading sources for students to convey whatever information they get from the book.”
(Excerpt 1)

TK3 clearly stated the reason for carrying out observations because according to her direct observation could guarantee the assessment results because they were directly involved with the students and were in the same place as them. TK3 made observations during the lesson. However, only TK3 made in-depth observations through Quiziz and Wordwall learning related to technological literacy and its use in creating media literacy. As explained in her Narrative Framework as follows.

“To understand and grasp the content of the reading as well as explain the implied meaning, their abilities were considered very good even though they were already at the secondary school level. Then there was its section for technological capabilities. They were taught how to use Quiziz and how to operate it according to the desired use. Well, this was in line with the use of Quiziz and Wordwall as media.”
(Excerpt 1)

TK3 paid attention to providing material according to student portions. The level of the student was a consideration in the course planning that was prepared to minimize unnecessary waste of time. The significance of the results was the goal of TK3 and the team.

“We teach them these things while observing how far they are in those areas, and then we adjust the teaching to suit their level.”
(Excerpt 2)

In contrast to TK3, TK2 adopted a methodology akin to that of TK1, conducting observations to assess students' literacy skills. TK2's evaluation criteria focused on students' presentation of their reading outcomes within assigned tasks. She argued that providing stimuli could enhance students' motivation and, consequently, their ability to demonstrate their skills effectively. This assertion was supported by the observable enthusiasm among students during assignments, particularly when incentives were offered to the most active participants.

From the experience of TK1, TK2, and TK3, the types of learning used optimize everything in the school by considering which facilities were most capable of helping students develop their abilities related to information literacy, media literacy, and technological literacy. At that time, TK1 found the students were more motivated to study when it came to the technology course. She realized it from the facial expressions and behavior of students that indicated excitement and enthusiasm.

However, TK2 faced the challenge of limited technological facilities, which made the learning process somewhat more challenging. She had to find ways to engage students without relying on media tools. Recognizing the importance of utilizing vulnerable hours, such as those before recess and at the start of the school day, TK2 critically assessed the situation. She noted that the English class was scheduled just before break time, and students had already been studying since the morning. In response, TK2 adopted an interactive approach to learning.

A behavioristic approach in the form of providing good stimulus would also lead to good output. The stimulus provided by TK2 in the form of motivation and support for students must be carried out periodically and continuously so that the things conveyed can be well imprinted in the students' heads.

In the execution of the planned program to help students improve their literacy skills, TK3 was the only one that could strive to develop the three types of literacy skills tested in this research. She had done well in reviving the library and also teaching technology and how to use it so that it could become a medium for more than just creating documents. Apart from that, TK3 also helped students to create learning media that suited their way of learning.

Participants' experiences of the action: Post-program activities

The impact of the activities carried out during the program was felt not only by the students but also by the participants as future teacher candidates. The learning opportunities provided to all parties involved made this program the right momentum and forum to gather as much insight and experience as possible. TK1

claimed that the activities she had carried out together with the team have been able to help improve students' literacy skills to be better than before. Even though TK1 experienced difficulties in utilizing the literacy skills it possessed optimally due to the limited number of facilities available, this did not make TK1 and the team lose enthusiasm and remain patient in guiding the students to learn and develop their abilities.

Similar to TK1, TK2 and TK3 also experienced these positive changes. For TK2, in addition to the academic benefits, she also noted improvements in her social skills, especially the increase in interaction within the school community. However, TK2 primarily emphasized the enhancement of her teaching skills, which she found immensely valuable. These improvements manifested in various aspects, including her ability to process student data, manage classroom dynamics, maintain emotional and mental composure, as well as collaborate with English teachers at the school to develop assessment methods.

TK2 highlighted the changes in self-confidence experienced by students. The regular practice of presenting reading results in the library had a profound impact on the students, instilling within them the courage to speak confidently in front of their peers. This familiarity with public speaking not only improved their literacy skills but also boosted their self-confidence and willingness to actively participate in class discussions and presentations. Apart from that, TK2 also stated that there was an increase in students' Indonesian language skills which were increasing after previously they were less fluent in using Indonesian.

Regarding increasing literacy skills, TK2 stated that it was very unfortunate that students could not optimize the development of their literacy technology due to obstacles in the available facilities. However, optimization could still be done on information literacy and media literacy. Also, TK2 analyzed the teaching activities that have been carried out to provide preparation for future activities. This analysis activity carried out by TK2 was described as what she said as follows,

“A clear analysis was carried out. In the beginning, many of them are shy and reluctant to read books. What are our efforts? Made the library comfortable by renovating it so that they feel at home in the library and can read books.”

(Excerpt 1)

Apart from the students' improvement in English, the literacy skills of the TK3 students and the team were no less great. Students clearly understand the three types of literacy that were the focus here, but they were still not able to fully put their abilities into practice due to the limited time that TK3 had to help students familiarize themselves more deeply. The outcomes of the Kampus Mengajar program, as experienced by TK1, TK2, and TK3, underscored the significant impact of their efforts, from observation and implementation to the analysis of results. The substantial improvements were witnessed by both the participants and the students in demonstrating the value and effectiveness of this program. The success of this program highlights its importance as a sustainable initiative that should be preserved and further developed.

Discussion

Literacy level is a key factor in determining the effectiveness of student participation in the Kampus Mengajar program. From the results of the analysis regarding the literacy level of the participants, taking into account the results of questionnaires and narrative journal writing, interesting results were found. Even though there was a participant who had the lowest literacy scores compared to the others, their ability to act independently was superior to the other two participants.

These findings suggest that literacy, although important, is not the only factor that determines a person's ability to act independently. This is consistent with research by Chen and Li (2018), who found that prioritizing interdependent over independent actions could weaken motivation to perform challenging tasks. This study highlights the impact of cultural background on how individuals respond to interdependent actions and underscores the importance of considering factors beyond literacy in understanding motivation.

There are factors in determining a person's ability to act independently. These factors include motivation, level of self-confidence, social support, and previous experience in similar situations. According to Pink's (2009) research on motivation and emotional intelligence, intrinsic motivation, such as satisfaction and pride, has proven to be more effective in improving performance than extrinsic motivation, such as prizes and rewards. This shows that apart from literacy skills, other factors also play an important role in a person's ability to act independently.

As discussed in the findings, improving information literacy skills can be achieved through reading habits and participation in discussions, as well as through the provision of good and comfortable library facilities. According to Muawanah (2014), reading is considered a tool for obtaining comprehensive information and knowledge from various aspects. However, the role of discussion is no less important. Through the habit of discussing, we can develop communication skills, both in expressing opinions and in listening and responding to other people's opinions. Wang and Chen (2018) through their research also stated the same thing. They emphasized that by discussing, students can practice critical thinking skills, hone their argumentation skills, and broaden their insight and views on a topic and this can develop students' literacy skills.

Enhancing students' proficiency in utilizing technological devices and software not only facilitates the creation of learning media and access to information but also fosters their ability to evaluate information critically and employ media judiciously. For instance, the integration of technology-based learning tools such as Wordwall exemplifies this educational initiative.

Moreover, the enhancement of technological literacy holds significant implications for society, particularly in the augmentation of awareness and media literacy skills. As emphasized by Restianty (2018), this advancement enables individuals to discern accurate information, mitigate the dissemination of false information, comprehend the societal impacts of media, and utilize media resources prudently.

Consequently, the improvement in technological literacy contributes to society's preparedness to address the challenges posed by the digital information era effectively. Therefore, technological literacy not only enriches individual learning experiences but also reinforces societal resilience and competence in navigating the complexities of the contemporary digital landscape (Restianty, 2018).

However, Through the research and programs carried out here, direct experience through practice in the field is considered more valuable learning than just studying theory. This is because, through practical experience, participants who are future teachers are actively involved in real situations which enables them to apply the knowledge they have learned in lectures and training periods.

Apart from that, participants also have the opportunity to develop not only practical skills but also soft skills needed in their future profession, such as teaching abilities, communicating well, leadership abilities, and adapting to diverse work environments. Regarding this, research conducted by Nurcahyo and Kartowagiran (2015) also came to similar conclusions. In his research, it was stated that effective teachers are those who can bring their students to achieve learning goals successfully, one of which is through increasing interaction in the communication process. Teachers' social competence is considered very important in future preparation because as individuals who interact with society, teachers also need to have the ability to integrate well into the social environment. In school, teachers are evaluated by students, peers, and their superiors, while in society, they are assessed and supervised by society itself.

CONCLUSION

Upon examining the implementation of literacy skills among participants in the Kampus Mengajar program and their contributions to student literacy improvement, several key observations emerge. Firstly, all participants exhibit sufficient literacy skills, although they vary in their levels of proficiency. Additionally, a notable portion of their skills approach or reach the 'advanced' level, indicating their readiness and capacity to engage in collaborative literacy endeavors with students and the broader school community. This readiness underscores their potential to play pivotal roles in advancing literacy initiatives within the educational setting. Moreover, their diverse skill levels offer opportunities for reciprocal learning and growth among participants, students, and the community. Leveraging this diversity can foster a supportive environment conducive to enhancing literacy outcomes for all stakeholders. In sum, the participants' collective expertise serves as a solid foundation for collaborative efforts aimed at enhancing literacy within the school community.

While having a good understanding of literacy skills is important, it doesn't automatically guarantee the ability to implement them effectively. Factors such as motivation, self-confidence, social support, and previous experience also play significant roles. Enhancing information literacy can be achieved through simple steps like regular reading and discussion, highlighting the importance of adequate library facilities. Similarly, improving media literacy can be synchronized with efforts to enhance technological literacy. Proficiency in using technological devices and software allows students to create learning media that facilitate their learning process. Practical experience is also crucial, as it allows participants to apply their knowledge in real-life situations and develop essential soft skills necessary for their future profession. Therefore, while knowledge is important, practical experience and supportive factors are equally crucial in successfully implementing and improving literacy skills.

Moreover, several suggestions are offered to future participants of the program, students, and researchers. For future participants of the Kampus Mengajar program, it is recommended that if the placement school lacks technology-related facilities, they should focus on utilizing existing resources by engaging students in activities that encourage active reading, discussion, and English communication. For students eager to learn at the secondary school level, experimenting with various learning methods and available educational media is crucial to enhancing the learning process. Limited facilities and technology access should not hinder continued learning. Furthermore, future researchers are advised to conduct more comprehensive studies on various sources and references related to literacy skills, their implementation, and the effectiveness of the learning process. This approach aims to improve and broaden the scope of research findings.

FUNDING STATEMENT

The authors received no financial support for the research and/or authorship of this article.

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