Original Article

Empowerment of 5th Grade Teaching Campus Students in Improving the Reading and Writing Literacy Ability of Students at UPTD SDI Perawea

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Abstract:
I took this service activity program with the title "Teaching Campus Student Empowerment Program in Improving Students' Reading and Writing Literacy at UPTD SDI Perawea". aims to improve students' reading and writing literacy skills at UPTD SDI Perawea through reading literacy activities 15 minutes before learning, wall media activities and reading corners. To find out the problems that occurred, students from the 5th campus teaching program carried out AKM posting activities at the beginning of the assignment. Based on the results of AKM activities at the beginning of campus teaching program activities, results were quite low, this was due to students' lack of awareness of the importance of reading and writing literacy. This service program was carried out together with field supervisors (DPL) and campus students teaching class 5 for 4 months 20 February-16 June 2023. The subjects of this service activity were class 5 students with a total of 10 students. The implementation of this service activity goes through several stages, namely planning, implementation and evaluation. The results of this service activity were successful in improving the reading and writing literacy skills of grade 5 students by implementing student reading and writing literacy at UPTD SDI Perawea.

Keywords: campus teaching, reading and writing literacy.
Introduction

Students are Agents of Change for the nation as the spearhead of education. As time progresses, the programs issued to improve the quality of education in Indonesia are increasingly numerous and varied. One of them is the Mardeka Campus Learning Center (MBKM) which was initiated by the Minister of Education Nadiem Makarim. The presence of campus teaching programs provides a change for the better. MBKM also provides students with the opportunity to study outside campus for 1 semester by converting semester credit units (SKS). This is proven by the issuance of a Decree by the Minister of Education and Culture Number 74/P/2-21 concerning the recognition of semester credit units for teaching campus learning programs (Marjan, 2022).

The campus teaching program activities aim to strengthen students in their role as teacher assistants at school in the areas of assisting with teaching, assisting with technology adaptation, and administrative adaptation. All of these activities are based on literacy and numeracy aspects.

Literacy is defined as the ability to read and write (Anwar, 2021). Reading ability has a good impact on literacy skills. For elementary school students, to gain knowledge and information (Daryanes et al., 2023) Reading and writing literacy has become a very important need.

However, this activity discusses specifically the reading and writing literacy program. Reading skills are the first step in understanding basic literacy. Basic literacy is divided into 6, including reading and writing literacy, numeracy literacy, scientific literacy, digital literacy, and cultural and civic literacy and financial literacy (Kemendikbud, 2017). The basic literacy that can be applied at UPTD SDI Perawea is reading and writing literacy. Literacy and literacy are skills in reading, writing, searching, managing and understanding information (Ministry of Education and Culture, 2017).

UPTD SDI Perawea is a public school located in Perawea, Genamere village, North Bajawa District, East Nusa Tenggara Province. The UPTD SDI Perawea School has 12 rooms consisting of 6 classrooms, 1 principal’s room, 1 teacher’s room, 1 computer room, 1 library room and 2 toilet rooms. Each chamber functions well. The classrooms are well arranged and quite complete, there are several adequate facilities such as the availability of blackboards, teacher’s desks, student desk chairs, bookcases, organizational structures and class rosters. There are also several shortcomings in classrooms such as reading corners. Then the school facilities are quite complete, for example, there are several teaching staff, some of whom are able to operate computers and laptops, but there are also some who are still unable to operate computers and laptops. Regarding the provision of electronic equipment, it is sufficient which is often used for learning process activities and also for other purposes. Provision of electronic equipment such as computers, laptops, printers, LCD and LCD screens (Putri, 2019).

The UPTD SDI Perawea School is included in the target campus teaching program. This is because this school is included in schools with sufficient accreditation (c). The main reason this school is the target school for the campus teaching program is because female students still have low awareness of reading and writing literacy. This is proven by the AKM activity carried out on March 2 2023, namely a post-test carried out at the beginning of the implementation of the campus teaching program, with the aim of knowing the learning outcomes of class V UPTD SDI Perawea students. From this activity the results were quite low, which was caused by a lack of students' awareness of the importance of reading and writing literacy. This lack of student interest in reading is influenced by
several factors, including a lack of reading sources, low student literacy skills, and unattractive ways of managing the library.

Based on these problems, the solution taken to improve students' reading and writing literacy skills at UPTD SDI Perawea is to familiarize themselves with reading literacy every 15 minutes before starting learning. The aim to be achieved in this activity is to improve students' reading and writing literacy skills through the implementation of wall media activities and reading corner. This can be seen from the development of the student learning process that takes place in the classroom. By implementing these three activities you can improve basic skills in reading and writing.

According to Jusmawati (2023) in her journal entitled "Empowering Class 4 Teaching Campus Students in Improving Reading and Writing Literacy Skills (CaLis) in Elementary Schools" the aim is to improve students' literacy skills at Batulaccu State Elementary School. By creating and developing good character, creating a culture of reading in schools and society, increasing knowledge by reading various kinds of useful information, increasing a person's understanding of reading, enabling someone to think critically and strengthening personality values.

Apart from Hajrim (2023), this activity was also carried out by Fenti Dewi Pertiwi (2018) in her article entitled "Community Empowerment through Literacy in Desawaru Jaya" aimed at increasing community knowledge in various scientific fields. The method used in this activity is (1) religious approach (2) organizational approach (3) kinship approach. The results achieved are that people are more interested in literal literacy activities, namely by always looking for information by reading in print media such as newspapers and books.

Methods

The campus service program for teaching class 5 in improving students' literacy and numeracy skills at UPTD SDI Perawea will be implemented from 20 February – 16 June 2023. This activity targets all class 5 students at UPTD SDI Perawea. The activity also involved Class 5 Teaching Campus students and Field Supervisors. In implementing the program there are 3 stages carried out, as explained in table 1.

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| 1  | Planning      | a. Students and DPL observe environmental conditions, student characteristics and learning achievements in literacy and numeracy material, namely reading and writing literacy.  
            |               | b. Students and DPL coordinate with the school to determine the types of community service activities, facilities and obstacles faced by teachers in teaching literacy and numeracy. |
| 2  | Implementation| a. Determinants of the type of literacy and numeracy activities, time and place of implementation and technical implementation.  
            |               | b. Implementation of AKM Preetes and Posttest activities                                   |
No | Stage | Description of Activity |
---|---|---|
| | | c. Socialization of activity programs to teachers through FKKS activities |
| 3 | Evaluation | a. Evaluation of the implementation of literacy and numeracy activities. |
| | | b. Recommendations and program sustainability. |

**Results**

UPTD SDI Perawea is the target of the campus teaching program. This is because the school is classified as C accreditation and is for schools that are remote or in dire need. Campus program students teaching class 5 in this service activity carried out activities to improve students’ reading and writing literacy skills. The reason for carrying out this activity is because it can be seen from the problems that occur, namely low student literacy skills, lack of reading sources and poor library management (Nurfauziah, & Fatonah, 2023). Based on this problem, campus teaching program students carry out three programs during the activity, namely by implementing (1) reading 15 minutes before learning which aims to get students used to reading, this can help students read quickly (2) reading corner activities, this can attract interest and talent students to read because of its attractive and beautiful appearance, the aim of the reading corner is to increase students' reading literacy (3) the mading activity aims to train students in writing after carrying out other reading and story writing activities (Hikmawati et al., 2021).

The subjects in this service activity were 5th grade students with a total of 10 students. Of the ten students, there were two students who did not meet the reading and writing literacy indicators. This causes students to be slow in recognizing letters. What teaching campus students do is carry out special guidance activities every Wednesday and Friday by implementing basic reading activities such as recognizing letters, then syllables, then in word form and then arranged into a sentence.

Based on this, whether the results of reading and writing abilities increase or decrease, this service activity is implemented into 3 forms of small activities, namely:

a. Read Fifteen Minutes Before Lessons Begin.

![Figure 1. Reading literacy 15 minutes before starting learning](image)

The habitual method of reading fifteen minutes before learning activities begin is an effective method because the more often students read, the faster students can complete each reading given. The aim of the fifteen minute reading activity before learning begins is to improve students’ reading and writing literacy skills. This activity starts in the first hour of learning or before learning begins with fifteen minutes of reading time. However, in reality, female students who tend not to carry out literacy activities seriously will
become an obstacle that causes student learning outcomes to decline. This is due to students' lack of awareness in reading (Saryono et al., 2017). Another factor is the lack of school facilities such as the provision of books that are less attractive, many books are damaged and the library is not managed well.

The initial step taken in the fifteen-minute literacy activity is that campus teaching program students prepare the reading materials used in the form of non-subject books, namely fiction and non-fiction books by adapting to the students' interests. Students are given fifteen minutes to read. After reading, students then briefly tell the contents of the reading they have read and write it down again as a reference for the reading book. The results of the 15 minute reading activity found that several students experienced an increase in their interest in reading after the activity was carried out, but there were still students whose interest in reading was low. What causes students' low interest in reading is a lack of attention and motivation towards books and a lack of teacher role (Tarisa et al., 2022).

b. Wall Magazine (MADING)

Figure 2. Mading activities

Mading is a simple mass communication medium and serves as a learning medium for students to develop writing skills. The presentation of wall media is usually displayed on walls or wall boards. Mading usually contains writings in the form of folklore or written works, paintings, puzzles, caricatures, and other combinations (Widiansyah, & Fitriansyah, 2022).

UPTD SDI Perawe has not provided wall coverings, this is due to a lack of awareness among teachers towards students which can result in students' lack of interest and talent in writing works of art and other artistic images. Considering that wall coverings are very important, students from the campus teaching program are making mini wall magazines. In the process of making each of these, of course many tools and materials are used or needed, such as wall boards, origami paper and students' written work. The aim of this mading activity is to increase students' creativity in writing written works such as folk tales, pantun and poetry. The result of the activity is that students' creativity increases. Because through wall magazines students can express ideas or thoughts through poetry, short stories and other written works (Waldi et al., 2022).

c. Reading corner
The reading corner is a learning medium that is used for reading literacy. The reading corner is a place located in the corner of the classroom which is equipped with a bookshelf or book box. In this reading corner activity we use fiction and non-fiction reading books. Fiction books are like learning books and thematic books, while non-fiction books are like story books.

Conclusion

Based on this service activity, it can be concluded that the implementation of the three programs above can help improve students' reading and writing literacy through 15 minute literacy activities, wall media activities and reading corner activities. During the service activities, the students were very enthusiastic in carrying out reading and writing literacy activities, which were supported by the activities of the magazine and reading corner. As time went by, during the service activities, there were several obstacles in running this program, such as low student literacy, a lack of reading books, many books damaged by termites and unattractive library management. The author hopes to continue to improve students' abilities through the reading and writing literacy program. The author hopes that it will continue to be developed in other materials.

Suggestion

Based on these conclusions, it is recommended to expand the reading and writing literacy program by integrating various activities such as 15 minute literacy activities, wall media, and reading corners. Visual support such as magazines and reading corners can increase students' interest in literacy activities. The importance of overcoming obstacles such as low literacy levels, lack of reading books, and less effective library management. Continuous efforts are needed to improve this program as well as exploration of the development of other materials. Collaboration with various parties is also important to support the success and sustainability of literacy programs.

References


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