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**Reading-Literacy: Characteristics Of Students In The "Teaching Campus"  
Program Batch 2**

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**ARTIKEL INFO**

**ABSTRAK**

Diterima

Berbagai kesenjangan terjadi di setiap sistem pendidikan. Ini akan berdampak kepada kemampuan literasi siswa, buktinya pada peringkat PISA setiap tahunnya Indonesia masih di golongan bawah. Tujuan penelitian ini untuk mendeskripsikan kemampuan literasi membaca siswa SDN I Brajan terhadap program kampus mengajar angkatan 2. Penelitian ini merupakan penelitian kualitatif dengan desain fenomenologi. Subjek yang diambil adalah siswa kelas V SDN I Brajan tahun ajaran 2021/2022, dengan teknik pengambilan subjek menggunakan Snowball Sampling. Waktu yang digunakan peneliti adalah 30 hari di SDN I Brajan kabupaten Klaten, provinsi Jawa Tengah. Instrumen bantu yang digunakan adalah program kampus mengajar angkatan 2 yaitu majalah dinding, pohon literasi, dan kiat literasi. Data yang diperoleh ditarik menggunakan wawancara dan observasi. Keabsahan data yang diperlukan menggunakan triangulasi metode dengan analisis data teknik induktif. Hasil penelitian menunjukkan bahwa kemampuan literasi membaca siswa tinggi dengan berbagai karakteristik yang muncul setiap siswa pada tiap-tiap indikator. Diharap penelitian ini bisa menjadikan gambaran bahwa kegiatan kampus mengajar membawa dampak baik kepada sekolah, terutama sekolah dengan predikat 3T.

Dipublikasi

Kata kunci: Kampus mengajar; Karakteristik siswa; Literasi membaca

**ABSTRACT**

*Various gaps exist in every education system. This will impact students' literacy skills, as evidenced by the PISA ranking every year Indonesia is still in the lower class. The purpose of this study was to describe the reading literacy ability of the students of SDN I Brajan towards the class 2 teaching campus program. This study was qualitative research with a phenomenological design. The subjects taken were fifth-grade students of SDN I Brajan for the academic year 2021/2022, with the technique of taking the subject using Snowball Sampling. The time used by the researcher was 30 days at SD N I Brajan, Klaten district, Central Java province. The auxiliary instrument used is the class 2 teaching campus program: wall magazines, literacy trees, and literacy tips. The data obtained were drawn using interviews and observations. The validity of the data is required using triangulation methods with inductive data analysis techniques. The results showed that students' reading literacy skills were high, with various characteristics that appeared for each student in each indicator. Hopefully, this research can illustrate that campus teaching activities have a good impact on schools, especially schools with the 3T predicate.*

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## INTRODUCTION

The parameters of a person's ability in this modern era are determined by how he solves various problems. Various life problems arise from multiple lines and continue to change. Therefore literacy skills are needed here. One indicator of a country's success is determined by its generation (Binov handitya, 2019). The next generation itself is students who are being educated at each school level. The problem is that the literacy skills of students in Indonesia are not doing well. Various inequalities occur regarding the education system, leading to students' low literacy ability.

Teachers in Indonesia, in fact, still have low competence when compared to teachers in neighboring countries (Chang et al., 2013). Logically, this case can describe the education situation in Indonesia. What will happen to his students if the teacher still has low competence? One of the proofs is based on the Program for International Student Assessment (PISA) survey. PISA assesses a person's ability to solve practical problems at a global level (Stacey et al., 2015). Referring to the Organization for Economic Co-operation and Development (OECD) data, the 2018 PISA data stated that Indonesia was ranked 71 out of 77 countries that participated in this program, the score obtained on reading literacy was 371, math ability 379, and science ability 396 (Summaries, 2018).

The study results also show that the literacy ability of Indonesian students who represent the Indonesian people, in general, is low, especially in terms of language literacy (Kharizmi, 2015). This study's results warned the Indonesian government to improve to compete internationally immediately. So the various pieces of evidence above are validated that education in Indonesia is experiencing an education crisis.

PISA has several domains in it. There are four domains in PISA: reading, mathematical, and scientific (She et al., 2018; Stacey et al., 2015). Based on the information above, Indonesia's literacy skills still have limitations in their literacy abilities. Looking at the information on PISA above literacy ability, it can be said that it is still low and limited. Referring also to the 2018 PISA score data, language literacy has the lowest score among other literacy abilities.

Reading literacy is someone who understands reading or information and then can interpret the essence of the information to be applied in everyday life (OECD, 2019). Furthermore, Puspitoningrum, (2018) supports that reading literacy is the ability to analyze reading information, news, and data in any form so that one can conclude and apply it to practical life. Reading literacy is the ability to understand, use, and reflect on written reading to achieve goals as needed, develop knowledge and potential, and participate in society (Harsiati & Priyatni, 2017). So from this definition, it can be concluded that reading literacy is a person's ability to obtain information through existing reading materials so that conclusions can be drawn and applied in everyday life.

From this definition, the abilities measured in this literacy are understanding, using, evaluating, and reflecting (Schleicher, 2018). So reading literacy needs to be developed because reading is one aspect of skills that can support written communication activities. Then also, students must master these skills because they can help to learn activities in reading activities. Therefore, there is a need for an effort from the government to develop this capability.

Based on the Regulation of the Minister of Education and Culture (Permendikbud) Number 23 of 2015 concerning character growth. By implementing the School Literacy Movement program, this Permendikbud was

held to realize compulsory reading, especially for elementary / MI, SMP / MTS, and SMA / MA levels (Widodo, 2020). The School Literacy Movement (GLS) is a comprehensive and sustainable effort to make schools a learning organization whose citizens are lifelong literate through public involvement (Wijaya, 2017). In this case, it emphasizes all parties related to the world of education from the central, provincial, district/lota levels to the education unit, namely schools (Nurdiyanti, 2010). It is not enough to have other efforts involving field activities.

The Indonesian Ministry of Education has initiated a program to help disadvantaged, leading, and outermost (3T) schools. This program is called campus teaching. Campus teaching is a program to assist elementary schools in developing and helping literacy and numeracy ((Widiyono et al., 2021). Then according to Anwar (2021), campus teaching is a program that empowers students to help elementary schools with a 3T reputation. Based on this definition, campus teaching is a program that involves students helping 3T schools at the elementary school level.

Implementing this teaching campus program is not only because of personal profit. The purpose of the initiating campus program is to help empower literacy and numeracy, administrative assistance, and technology adaptation (Rosita & Damayanti, 2021). Regarding these objectives, it is necessary to have an object for implementing the teaching campus program. The things needed are schools with the 3T predicate, and the elements required to implement this program are university students in Indonesia.

Schools play an essential role in influencing the cultural values and character of the nation (Triyanto, 2019). State Elementary School I Brajan is a school that aims to foster various potentials of students through self-development and to carry out teaching and learning activities in PAKEM. This can be

achieved if learning activities in schools can support the formation of students who have an international perspective and are broad-minded. One way to do this is to develop and implement a school literacy culture (Wulandari, 2017).

The class 2 teaching campus program that runs at SD N I Brajan has implemented a literacy culture that is reflected in daily activities, namely the habit of reading the first 15 minutes before class starts, holding a literacy tree, wall magazines, and reading and writing classes that are held twice. A week after the core learning activities are completed. Based on the description that has been presented, the purpose of this study is to describe the reading literacy skills of elementary school students through the campus program teaching class 2 at SDN I Brajan. So that the indicators of reading literacy skills from this study are (1) Accessing and retrieving information from the text (Code A); (2) Interpret what is read (Code B); (3) Evaluating text (Code C) (Nikmah et al., 2021).

In improving students' reading literacy skills, it is necessary to have support and efforts from various sectors. Through this research, it is expected to be able to provide an overview of students' current reading literacy skills; with the existing programs on campus teaching, it is expected to provide solutions to improve students' reading literacy skills. The urgency of this research is needed because literacy awareness strongly supports one's success in dealing with various problems (Sofiah & Styaningsih, 2019; Wulanjani & Anggraeni, 2019). In line with this research, according to Fradisa, L. Primal, D. Gustira (2022), if children's literacy is good, it will improve their school achievement.

Various previous studies that have been conducted have not found any research that examines students' reading literacy based on campus teaching programs. On the other

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hand, this research needs to be carried out to provide an overview of students' reading literacy on programs from class 2 campus teaching activities and to explore whether campus teaching two years of activities have a positive impact on students' reading literacy skills.

## RESEARCH METHODS

This study uses a qualitative research type with a phenomenological design. This study describes and analyzes real situations regarding events that occur without manipulating circumstances or data (Sagala et al., 2019). Based on this statement, this study describes the characteristics or responses of students regarding the information contained in literacy-strengthening programs that the student team has made. The research design used is a case study, namely taking information on individuals or groups of individuals to be developed by researchers from the researcher's point of view to create a theory (Creswell, 2015). The subjects used in this study were fifth-grade students of SD N I Brajan, Klaten district, Central Java province, for the academic year 2021/2022, totaling five students who were taken using the Snowball Sampling technique. The snowball sampling technique was chosen in this study because it was adapted to the research objective to determine the profile of children's reading literacy skills so that the characteristics of children's reading literacy must be obtained randomly with side snowballs until the data reaches saturation. The research was conducted at SD N I Brajan, Klaten district, Central Java province. With a research time of 1 month, from December 1, 2021, to December 30, 2021.

In addition, the researcher is the main instrument in this study (Budyono, 2017). This study uses instruments in the form of

programs that have been implemented in class 2 campus teaching activities, including wall magazines, literacy trees, and literacy tips (reading books or information for 15 minutes before starting learning) which are given a reading or information that is related to everyday life. Based on the instrument used, data collection using interviews and observations.

The research data obtained need an effort for validity, so this study uses a triangulation method to assess its validity. According to Lexy J. Moloeng (2019), method triangulation is a search for the truth of the findings of research results using several different techniques and seeking the truth from the same data source. Then the data were analyzed inductively by reducing the data obtained, displaying the data, and providing conclusions (Creswell, 2015).

## RESULTS AND DISCUSSION

This study uses a campus teaching program as an instrument. The data obtained from subjects who have been taken through the Snowball Sampling technique and the coding of subjects using Snowball Sampling can be seen in Table II. When viewed on the wall magazine program, subject 1 can perform all three indicators, as well as subject 2. However, their characteristics are uncertain same. It will be the same in the following program activities. So there is a need for subject coding to analyze the responses given. Table II describes how the response of each subject and how to analyze it. Five subjects (S1, S2, S3, S4, and S5) and three indicator codes (A, B, and C) refer to Table I.

**Table II.** Coding of Subject Response Analysis

Subject/Indicator	Wall Magazine Program			Literacy Tree Program			Literacy Tips		
	A	B	C	A	B	C	A	B	C
S1	S1AP	S1BP	S1CP	S1API	S1BPI	S1CPI	S1AL	S1BL	S1CL
S2	S1AP	S2BP	S1CP	S2API	S1BPI	S1CPI	S1AL	S1BL	S2CL
S3	S3AP	S2BP	S1CP	S2API	S3BPI	S3CPI	SIAL	S3BL	S2CL
S4	S1AP	S4BP	S1CP	X	S4BPI	S1CPI	S1AL	S3BL	S2CL
S5	X	S5BP	X	S5API	X	S1CPI	SIAL	S1BL	S1CL

## Wall Magazine Program

Seeing the conditions at school, there are no media to increase student literacy. Researchers and the campus teaching team for class 2 took the initiative to create exciting and easy-to-view media. The program design is a wall magazine. Wall magazines function as a medium of communication between students and students and students with schools or organizers; with the inclusion of English vocabulary or vocabulary, it is hoped that students can easily recognize and memorize these foreign vocabularies or as a strengthening of their literacy skills (Harahap et al., 2019). Wall magazines also function as a learning medium for students to develop reading skills (Dewi, 2013). With these statements, a wall magazine was made in schools to train students' literacy skills, one of which is reading literacy skills. The wall magazine can be seen in Figure 1. Table 1 shows that all subjects 1 to 4 were able to achieve all three indicators for this wall magazine program, but these subjects have different characteristics. This will be explained below.



**Figure 1.** Wall Magazine

In Indicator 1 (SIAP), looking at Table 2, subject 1 (S1), subject 2 (S2), and subject 4 (S4) has the same characteristics based on the responses that appear. One of the three subjects will be analyzed for this indicator 1. Interviews that have been carried out show that in the SIAP code, S1 can access and retrieve the information listed on the wall magazine. The subject looks interested and repeatedly reads in the vocabulary section with exciting pictures. Then the researcher asked, "How to find out what information is in the text or vocabulary?" S1 answered, "I repeatedly read one by one the vocabulary in front of me, and with the accompanying pictures on the foreign vocabulary, I am faster in analyzing and knowing what is contained in wall magazines." Based on the S1 answer, what is in the SIAP code above is confirmed to be correct and precise. So it can be said that S1 can find information correctly with the response given by looking at the picture and reading over and over the objects or

important parts contained in the wall magazine; this is a characteristic of the SIAP code.

Indicator 2 this indicator measures the extent to which the subject can explain verbally using his language regarding the information he has obtained. In the observation activity, it appears that S2 begins by paying attention to the objects seen on the wall magazine. Then look at each object on the wall magazine carefully. The researcher asked, "What information did you get from the wall magazine?" S2 replied, "I got information about human locomotion tools; these locomotion tools are in use and can be used." S2 from the interview can explain it smoothly. From the interview, it can be said that S2 can interpret information correctly in the information section of the body's organs. Based on the S1 answer, the subject can fulfill this indicator with various responses shown, namely by repeatedly paying attention to the image's details, and this is the S2BP code.

Measuring how the subject evaluates the information he has obtained is an indicator 3. S1 can explain the evaluation of the information obtained, which can be shown in the interview. The researcher asked, "What can you take from the information you get?" S1 answered, "Is it okay to have information about locomotor organs? Locomotor organs were given by God to be used to move. We take care of them properly so they can be healthy and used for writing, walking, reading and so on". When explaining, S1 can answer clearly and with his vocabulary. Before explaining, S1 looks like touching one of the objects presented on the wall magazine. Based on this explanation, what is in the SICP code contains responses. When explaining, students can provide answers. With this, S1 meets indicator 3.

From the results above. It is shown that almost all of the subjects fulfill all the components of the existing indicators. Only five subjects did

not perform indicator 1 in this program. The results also show that the presence of wall magazines can improve students' reading literacy skills. This follows the results of research from Wulanjani and Anggraeni (2019), which says that wall magazines are one thing that can maintain and improve students' reading literacy skills.

### **Literacy Tree Program**

The condition of schools still said to be 3T makes school infrastructure to support education inadequate. Even the library has a lot of dusty books. Seeing the data of library participants is also still quiet. This situation can be said to be low in students' reading literacy before the campus teaching program. Based on the gap that occurred, researchers and campus students teaching class 2 provided innovations to attract students to love reading books to improve literacy skills. The literacy tree is the answer to this problem. This media is one of the learning media that makes a symbol of student creativity by making and extending trees in the classroom or in the school environment (Husnaini, 2018). This media can be shown in Figure 2. This learning media is also one of the teacher's efforts to strengthen students' literacy skills.



**Figure 2.** Literacy Tree

Indicator 1, this section is carried out by the researcher giving one of the books in the literacy tree. The book is an information book about hand washing, the cover of this book is shown in Figure 3. The book will be used as an instrument to see how students' reading skills are based on this indicator. S2 begins by paying attention to the objects on the book's cover

because the book is exciting to the naked eye. Then S2 seemed to open a new page regarding the correct stages of washing hands. The measurement on this indicator is only limited to taking the ability to retrieve the text. This can be measured by how students can explain the data they get. The researcher took the data in the interview activities. The researcher asked, "What do you read? What have you read in the text?" S2 answered, "Wash your hands, starting with wet hands with soap, rubbing the backs of your hands, between your fingers, fingertips, and thumbs by rotating them, and rinsing with water." Based on these answers, S2 can explain the data obtained. When the subject was analyzed, it seemed to open the preferred reading book one by one based on the pictures that supported the information in the reading. Based on the statement, S2 has carried out this indicator by responding to opening one by one the preferred reading book, and this is the content of the S2API code.



**Figure 3.** The Cover of the Book Selected by the Subject

Indicator 2 determines the extent to which the subject can re-explain the information he has obtained in his language. The researcher directly asked S2 about this through interviews. The researcher asked, "Try without looking at the demonstration book how to wash hands properly" from the question, the researcher made observations by looking at the responses issued when S2 demonstrated hand washing. It looks like S2 is

doing it right, according to what he has mentioned in indicator one above. So it can be concluded that the S2BPI code can carry out this indicator correctly, and the response is to demonstrate proper hand washing.

Researchers in indicator 3 collect data by interview and observation. Indicator 3 measures the extent to which subjects can explain the sustainability benefits of what they read. In the observation activity, S2 was explained smoothly and clearly. This is because S2 has often washed his hands with his mother, and his mother always provided information about the benefits of washing hands; this was confirmed by an interview. The researcher asked, "What are the benefits of washing your hands with soap" then Masters answered, "To avoid the virus." The short answer represents that the response given by S2 has been confirmed. So it can be concluded that S2 can meet this indicator, and this characteristic is the content of the SICPI code.

From these results, only three subjects met the three components of reading literacy. Various characteristics are shown in each indicator. This indicates that it is fulfilling the indicators and the need to analyze the characteristics that emerge in the form of responses. Previous research said that the literacy tree is a medium to provoke students to read because the place is attractive and has many exciting books (Ulfa & Oktaviana, 2022). This is also supported by the opinion of Wardani (2021) opinion that the literacy tree can improve students' reading ability because it emphasizes its uniqueness so that students are interested and choose to read books there.

### **Reading Tips Program**

One's habituation is needed to train oneself to get maximum skills. Therefore, researchers and students from campus teaching class 2 made a breakthrough to pioneer a program that benefits students in terms of reading. So this reading tips program was formed. This

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program carries out a habituation program in reading books which are carried out every day before learning begins; it takes 15 minutes. This activity can be seen in Figure 4.



**Figure 4.** Literacy Tips Activities

The implementation of this program is usually done by reading story books or fairy tales. For this study, the researcher used a book provided by the researcher. The book is suitable for measuring students' reading literacy skills. The book entitled *Si Kancil* is so legendary and ancient. This activity is carried out by observing, observing, and interviewing directly with the subject.

Indicator 1 is carried out to determine the subject's ability to access information from various readings. S5 started by reading a book, and the subject seemed to do it aloud. This is done to help the subject of reading so as not to make mistakes and understand the reading quickly. It is also necessary for researchers to know whether their reading skills are fluent or not. On average, the subjects finished reading in approximately 10 minutes. After S5 finished reading, the researcher conducted a direct interview with S5 by asking, "What book have you read? Moreover, what is it about?" S5 answered, "The mouse deer's book, it contained the deer liked to steal cucumbers and was finally caught" based on this answer, S5 was able to do this indicator correctly so that the SIAL code can be concluded that the subject responded by reading aloud in reading a book.

After the subject finds the information on indicator 1, the subject will be asked to give an apperception of the information obtained in his language. This is part of indicator 2. S5 explains in detail the content of the stories he

has read through interviews. During the interview, S5 was occasionally seen opening a book and looking at pictures or objects in the book. This indicates that there are still doubts about answering questions. However, on this, the S5 does not read the text. So it can be concluded that S5 in this indicator has met indicator 2. However, the response shown is that there is still doubt in answering (SIBL code), this is the same as what was done with subject 1 and subject 2.

Indicator 3 this indicator is carried out by measuring the ability of students to evaluate what they read. This activity was carried out by interviewing and observing when the subject answered during the interview. In the interview, the researcher asked, "What can you learn from the story you read earlier?" S5 replied, "Do not like to steal later; you will get caught too." Answers like this were also mentioned by subject two and subject 3. Then when the interview appeared, the subject answered it loudly and confidently. This indicates that the subject has fulfilled indicator three well, and the response is to voice it loudly and confidently and answer it in groups (S2CL code).

The results showed that all subjects had fulfilled the reading literacy component. This is because the books read about fairy tales are wrapped in two-dimensional cartoon images. Reading literacy skills in the literacy tips program were all met, and subjects in each indicator issued various responses. So it can be concluded that the literacy tips program positively impacts reading literacy skills. This is also in line with Ahsanulhaq (2019) which states that the habit of reading significantly influences reading literacy skills because the stability of reading for a long time makes reading literacy skills continue to develop. This opinion is supported by the statement that habituation can improve reading literacy (Azis, 2018). So that students' reading literacy in the habituation program (reading tips) is high, and

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the program can also be used to improve students' reading literacy skills.

## CONCLUSION

Based on the results and discussions carried out in this study, it is known that the student reading literacy ability of State Elementary School 1 Brajan Klaten is high towards campus programs teaching class 2, namely wall magazines, literacy trees, and reading tips. On the ability to access and retrieve information from students' texts from campus teaching programs by observing objects or pictures, repeatedly understanding, and reading books aloud. Meanwhile, the ability to interpret the information obtained by paying attention to the details of the picture and paying attention to it repeatedly, doing their demonstration for learning media and the responses shown are still doubtful. Moreover, in the section on the ability to evaluate the readings obtained, it appears that students respond by paying attention to the details of the picture and paying attention to it repeatedly, opening their favorite reading books one by one, and voicing loudly and confidently. Suggestions for teachers and students are to maintain the legacy of campus students teaching class 2 regarding programs related to literacy. Then continue the habituation activities in a class by reading a book every 15 minutes. From the results and discussion, it can also be concluded that elementary school students still have a sense of soul that is easily attracted to new and interesting things. Therefore, it is necessary to have exciting learning methods and media so that students are enthusiastic about teaching and learning activities.

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