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Implementation of the MBKM Program: Strengthening Student Literacy through a Kampus Mengajar Program

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Abstract

The Kampus Mengajar program is a form of implementation of "Merdeka Belajar Kampus Merdeka", which provides opportunities for students to apply the knowledge gained in higher education directly in the field. This program provides students with the opportunity to learn outside the study program by becoming partners with teachers in developing creative, innovative and fun learning strategies in primary and secondary education units. This study analyses the effectiveness of the literacy-strengthening program implemented at SDN Banyurip, Boyolali Regency. The method used is qualitative descriptive with a case study approach. Data were obtained through in-depth interviews and observations with resource persons with Teacher Principal, Pamong Teacher, Classroom Teacher, Kampus Mengajar Students, Kampus Mengajar Students, Student. This study examines the programs implemented by Kampus Mengajar students to develop students' interest in reading and reading understanding related to literacy. The results of the study show that the literacy-strengthening program has had a positive impact on students in developing an interest in reading, new ways of thinking and knowledge. However, several challenges must be overcome, such as lack of interest in reading, application of reading methods, and continuously implementing the program to achieve more optimal results.
Keywords: *Kampus Mengajar, Literacy-Strengthening, Student Character*

Introduction

Education is an important aspect of building a literate society. Increasing access to quality literacy education is a long-term investment to produce superior human resources capable of taking this nation in a better direction (Santika, 2021). In the current digital era, many have begun to abandon literacy culture in education; reading interest and literacy culture among students have decreased significantly. PISA results in 2022 regarding reading literacy show that Indonesia's ranking has risen 5 positions compared to 2018. However, the score obtained shows a decline, and Indonesia is still in the 11th lowest ranking out of 81 countries (Indrasari, 2024). (Natalia, 2023) Literacy culture is a habit carried out by community members to cover all individual efforts, such as reading and writing activities in daily life (Toharudin et al., 2021).

The progress of the times in education today has the primary need, namely achieving mastery of literacy materials. Rapid progress in various fields has encouraged the world of education to increasingly emphasize the importance of mastering literacy material as a provision for students to face future challenges (Wilson Sitopu, 2022) Reading, writing, and critical thinking are the main components of developing a literacy culture. Literacy culture aims to encourage people to get used to producing valuable intellectual works through intensive reading and writing activities. In this era of globalisation, technological advances that are now very rapid and increasingly sophisticated encourage children to interact more with digital technology than their physical environment. (Chusna, 2017) Along with the development of technology, integrating technology into learning is increasingly crucial to honing students' creativity. (Rudyanto et al., 2023)In the digital era full of information, literacy is very important to prevent

every individual from being easily lied to or influenced by fake news that is often circulating. Every individual benefits from their social, economic, and political literacy level. Because literacy is closely related to forming students' character, educational institutions must strengthen the culture of student literacy.

UNESCO reports that Indonesian people's interest in reading could be more varied. Only 0.001% of the population of only one person in 1,000 Indonesians are avid readers. Which means that out of 1,000 Indonesians, only 1 person is an avid reader. In a study titled World's Most Literate Nations Ranked conducted by Central Connecticut State University in 2016, Indonesia was ranked 60th out of 61 countries with low literacy levels (Anisa et al., 2021). However, in the *Programme for International Student Assessment* (PISA), Indonesia is ranked 69th out of 76 countries surveyed (Iskandar et al., 2024). Based on previous literature studies on education, several researchers have conducted research, including a study conducted by (Hadi et al., 2023), which argues that there are several reasons why students' interest in reading in elementary school is low. First is parental responsibility. Parents hold a significant obligation and a critical role in guiding their children, including fostering their interest in reading, because parents must teach and get their children used to reading regularly. Parents have a very important role in fostering children's interest in reading. By reading books from an early age, providing various types of reading books, and creating a comfortable atmosphere for reading, parents can instill a love of books in their children (Jatmika, 2018). Children often follow their parents' habits. As a result, parents need to pay attention to their child's reading habits. Interest is the tendency to like a particular activity and be encouraged to perform reading-related actions (Hasibuan & Ain, 2024). People who are interested in an activity will pay attention to it and happily follow it. An interest in reading is an intense desire accompanied by people's efforts in reading. Perhaps this low literacy level is due to a lack of understanding of the basic concepts of literacy or perhaps due to the implementation of a lack of supportive and sustainable literacy (Fahrianur et al., 2023). People who have an interest in reading have a willingness to get reading materials and then read them without outside encouragement will show a strong interest in reading (Saputri & Rochmiyati, 2024)

The Kampus Mengajar is an internship focused on learning and teaching. It is intended to improve students' competence, productivity, and skills when they graduate. (Ismail et al., 2018) Students carry out this activity to gain experience in teaching or assist in the teaching and learning process in the campus environment, distinguishing Kampus Mengajar internships from other internships. The duration of the Kampus Mengajar internship is four months, and it is located in the school. One of the efforts to support and reinforce literacy is the Kampus Mengajar program. The Kampus Mengajar program from the Merdeka Campus aims to increase the variety of literacy and numeracy learning methods for students in primary and secondary education units. (Kementerian Pendidikan, Budaya, Riset, 2022) And provide opportunities for students to develop themselves through involvement and creativity outside the scope of lectures. Students must also be teachers' partners in implementing creativity in school. (Rahmadani et al., 2022) The Kampus Mengajar Program invites students to practice directly in the field with various elementary school conditions throughout Indonesia. It also provides valuable opportunities for students to practice soft skills, such as communication and adaptation.

SDN Banyurip was selected and became one of the target schools that had the opportunity to implement the Kampus Mengajar program. Students are allowed to strengthen their literacy for students. The primary purpose of this study is to analyse the effectiveness of the literacy-strengthening program implemented at SDN Banyurip. This literacy strengthening program introduces the concept of literacy to students from an early age, from low to high grades, to

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help them develop their reading skills and interests. This activity is expected to facilitate the development of students' literacy skills so that students have strong provisions in reading and writing activities to help students learn and prepare for higher education. The steps taken in developing literacy help students provide solutions to problems in people's lives. To develop and optimise the literacy strengthening program at SDN Banyurip, students have created a literacy strengthening program to grow and attract students to read again.

The researcher's observations show that literacy at SDN Banyurip is reflected in students' daily classroom habits. On Saturdays, students routinely read a book 15 minutes before learning begins. In addition, researchers can observe that all school residents always show the appropriate pattern of life. (Saadati & Sadli, 2019). Literacy activities in schools have yet to be thoroughly carried out optimally, so many students are left behind in literacy activities. Many students need to be proficient in reading, which is an obstacle to learning activities; this problem is the main view of the Kampus Mengajar program to strengthen literacy in various exciting ways, making a structured reading method that students can accept quickly. The implementation of the literacy program is expected to succeed in fostering students' interest in reading.

Previously, there had been a study on the Implementation of the Kampus Mengajar Program by (Andriyani et al., 2023) With the journal title Implementation of the Kampus Mengajar Program Batch 4 and Its Impact on Literacy Culture, this research differs from the previous research, namely the application of strengthening literacy with several reading methods to develop literacy. Therefore, this research focuses on strengthening literacy carried out in schools; this research is reinforced by the results of the Education Report, which has experienced a significant increase; with this, it can be researched continuously.

Method

The method used is qualitative descriptive with a case study approach. The research method was chosen because it can explain or obtain information about campus students teaching batch 6 and strengthen the literacy program at SDN Banyurip. The resource persons for this research include school principals, teachers, classroom teachers, and students. The data collection techniques used are interview and observation techniques. The selection of school principals, teachers, Kampus Mengajar students, and student as informants in the research was based on their role in the school environment. The principal provides a comprehensive overview of the school's policies and goals, the teacher presents a perspective on carrying out daily learning, students implement the Kampus Mengajar program by strengthening literacy, and students represent their direct experience as students. Criteria for selecting informants include relevance to the research topic, diversity of perspectives, availability of time, openness, and representativeness. By involving this group, researchers can obtain rich and comprehensive data to answer research questions.

The case study approach is very suitable for research into the implementation of the Kampus Mengajar Program in improving student literacy. These programs involve complex interactions of multiple variables, such as participant characteristics, school context, and program design. Case studies can produce specific findings, contribute to theory development, and provide useful recommendations for practitioners and policymakers. The duration of the interview was 1 hour for all informants; 3-5 observation sessions were conducted to observe the school environment.

Results

School Efforts in Student Literacy Activities

This research focuses on strengthening literacy in schools so that data is collected through interviews from several sources. The resource persons in this study: Based on research from observations and interviews conducted, this research focuses on strengthening literacy in schools, which has an impact on developing sustainable interest in reading by implementing several reading methods that can foster students' interest in reading. The Kampus Mengajar program helps create and foster interest in reading by implementing the literacy improvement program, such as literacy class, reading corner, reading aloud, group reading, continue reading, or poster. Data was collected through interviews with several sources. Resource persons in this research:

Table 1. Interview Results Related to Strengthening Student Literacy

Informants	Interview results
Teacher Principal	"SDN Banyurip faces challenges in improving the literacy skills of its students in odd semesters. This can be seen from the number of students who cannot read fluently, thus hindering the learning process. Despite various efforts that have been made, such as the weekly literacy program on Saturdays, the program has not shown significant results in improving students' literacy skills."
Pamong Teacher	"The data of students who are not proficient in reading are grouped into a team for further attention. They cannot read fluently; sometimes there are even mistakes in reading spelling, which causes delays in teaching and learning activities; the school also has several literacy programs in the classroom such as reading corners."
Classroom Teacher	"We focus on improving student literacy by inserting routine reading skills in the classroom and asking children to read in every lesson, but there are so many children who cannot read that it hinders teaching activities. This is not known for sure because until now, we have always helped the reading process for children who cannot read."
Kampus Mengajar Students	"From the observations we made at school, we got results, namely, for the school scope, the condition is quite good, but the lack of interest in literacy in students turns out to trigger unresolved problems, literacy activities tend to be boring, children prefer to play and storytelling activities, lagging in reading activities hinders children in learning activities so that special attention is needed to follow up."
Kampus Mengajar Students	"To follow up on this problem, efforts are made to design programs that can be developed to strengthen student literacy in schools. The goal is to foster reading interest in students."
Student	"My friend can't read yet. He said reading is boring. Especially being ridiculed by other friends if they can't read."

There has been no change in the improvement of literacy culture that has an impact. The written statement is following the results of the informant's interview. Statements from the principal and class teacher show that SDN Banyurip has literacy challenges. However, efforts have been made to overcome these problems, and until now, there has been no proper solution to the issues that occur. According to Teacher Pamong, the lack of interest in reading influences teaching and learning activities. Delays in students' reading ability can interfere with the overall learning process. This is due to the need for more individualised attention for students experiencing difficulties so that the time and focus of classroom learning are divided.

The Kampus Mengajar students believe that awareness of the low interest in reading encourages students to think more creatively and innovatively to design and develop literacy programs that are more interesting and relevant to student's interests. Previously, students approached student friends who could not read and then obtained information that was concluded from a student that, in addition to a positive impact, the social environment can also

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harm the development of student literacy. Ridicule or disdain towards friends with difficulty reading can reduce students' motivation and confidence to engage in literacy activities. Here are some of the programs run by the school to solve the problems that occurred:

Literacy Program implemented by the School

School Literacy Movement

Reading activity 15 minutes before learning has become a habit applied in schools. The Literacy Movement program in schools aims to foster children's ethics through inspirational reading; students can emulate positive values and develop good character. So, GLS in schools is an obligation of all schools, including at SDN Banyurip. According to the student's interests and age, the school implements this activity with a book that is read as a non-learning book, such as a storybook, fairy tale, or knowledge book. Reading activities for 15 minutes before learning are carried out equally in all classes. This activity is routinely carried out every day so that it becomes a habit for students.

The school literacy movement supports the growth of students' character, forming moral values by reading books that often contain good moral messages. By reading, students indirectly take the principles taught and apply them daily. Therefore, GLS not only teaches students to read and write but can also provide them with provisions to become individuals with character, morals, and high emotional intelligence.

Literacy with Dhuha Prayer at School

SDN Banyurip has succeeded in integrating literacy activities with implementing dhuha prayers. This innovative step not only meets the demands of the curriculum but also reflects the school's commitment to forming a young generation that is intelligent, faithful, and noble. Combining sunnah worship with many virtues, such as dhuha prayer, it is hoped that students can grow into individuals with strong character, discipline, and high social sensitivity. Through this activity, the school not only equips students with academic knowledge but also provides spiritual provisions that will be useful throughout life. In activities such as reading short letters, students take turns reading short letters in the Quran. Then, they learn to memorise prayers, and students memorise daily prayers or prayers after worship.

Combining Dhuhr prayer with literacy activities is a positive effort to form an intelligent, faithful, and noble young generation. This activity is not only beneficial for individual students but can also create a conducive atmosphere for learning at school.

Asmaul husna's Habit

Reading Asmaul Husna is part of literacy activities, especially religious literacy. This activity trains reading and writing skills and encourages a deeper understanding of religion and human values. The primary purpose of reading Asmaul Husna is to get closer to Allah SWT and increase faith; practising its reading regularly teaches students to always remember the creator. Meanwhile, literacy aims to develop individual abilities in various aspects of life. Reading Asmaul Husna can help improve memory and concentration. This is very beneficial for students in memorising lessons and helping to develop student literacy. The series of programs the school has implemented to overcome literacy problems have gone well. However, the expected results have yet to be achieved significantly.

Implementation of Literacy Programs by Kampus Mengajar Students

Literacy Class

This program was created by holding regular reading guidance activities during break hours. Hopefully, students can gain confidence in reading and ultimately achieve better reading skills. The literacy class program is designed to provide an enjoyable reading experience for students. By choosing appropriate picture books, students hope that students can develop an interest in reading.

In addition, student reading development data is also recorded as an evaluation for the coming week, whether there is any development or is still the same in reading, literacy classes for data on students who are not yet proficient in reading assisted by AHE (Great children) books, a method of learning to read without spelling combined with the use of picture media, effective in developing students' reading skills. Implementing active and fun learning will make children comfortable and enjoy every learning process they follow.

Reading Corner

In the spirit of cultivating an interest in reading, the students have created two inspiring reading corners in grades three and four. Students have transformed the classroom corners into an oasis of knowledge that invites various unique designs and a careful selection of books to make this reading corner even more enjoyable. Not only as a place to read, this reading corner is also an exploration space for students to develop their imagination and creativity. That way, students' interest in reading will be honed and become a fun habit.

The school reading corner is designed with an attractive and comfortable appearance. It also contains many exciting and diverse reading books, all selected from the school library. Several decorations are added to beautify the reading corner and make the atmosphere more pleasant.

Reading Aloud

This program is implemented to attract students' interest in reading in the library by forming a group of students to read a children's storybook with an appropriate intonation that children can listen to well. By reading aloud, children can imagine the story or information they are reading as if they were watching a movie. This makes their understanding of the text more profound and thorough.

Students play the role of good reader models. They read the text with exciting expressions and intonation, like a storyteller telling a story. Through this activity, students listen and learn how to read effectively. Furthermore, by discussing and collaborating in groups, students can deepen their understanding of the text and develop overall literacy skills.

Reading Together

This activity is carried out during free hours, where students are invited to read exciting books from the school library and books related to ongoing learning themes. With this program, students will not only fill their free time by playing but also be able to develop the habit of reading from an early age. Through reading activities, students will gradually get used to the world of books and feel the benefits of reading for their lives.

Reading activities together have been proven effective in helping second-graders develop their reading skills. By reading various books, students are trained to recognise multiple new vocabulary, understand sentence structures, and improve their understanding of reading content. Through this activity, students can also learn to be more confident reading in public. Through interaction with peers and teachers, students can share opinions and find pleasure in

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reading. Therefore, the joint reading program is beneficial for improving academic achievement and can also shape students' character to be more independent, creative, and critical.

Continue Reading

This program starts by creating a group in the library. Students read one sentence and then continue with other friends. With this, students can cooperate and listen to each other to justify the inappropriate way of reading; it can be realised that this method is quite effective because students can carry it out according to the instructions. The reading activities that were implemented produced results in the form of a fun and effective learning atmosphere. They are not only enthusiastic about reading but also help each other to correct mistakes that occur. This activity not only honed students' reading skills but also taught them to work together in groups and respect friends' opinions, so this activity also taught them to respect differences of opinion.

Implementing the reading program has created a positive and effective learning atmosphere for students. Not only do they feel happy when they participate in this activity, but they also gain many benefits. In addition to improving reading skills fluently, students learn to listen, which provides opportunities for other students to have an opinion, complete assignments together, and build confidence. Reading with this method can help students get used to reading together. This will foster students' interest in reading and make reading activities a routine that must be done. This reading activity can be a strong foundation for developing students' communication and critical thinking skills.

Poster

The creation of making in schools is a concrete effort to create a space for expression for students. With the existence of making, students can develop inspiration, as seen by students; students make posters, poems or pictures with their creativity that other students and the school can see. In addition, it serves as a forum to display students' best works and as a source of inspiration and knowledge for all school residents. With making, students can develop their creativity, communication skills, and interest in reading. Moreover, the poster also builds a healthy spirit of competition among students in producing quality work.

Poster was made as a commitment to creating a forum that reflects not only the abilities and talents of students but also a means of inspiration and knowledge for all schools, three making made as an effort to create an information board with an excellent level of quality so that it is not easily damaged and long-term when used, each poster has a different theme according to the creativity made to attract students more and build students' interest in reading.

The above program applies to campus students' teaching literacy development efforts at SD N Banyurip School. With new innovations, it is hoped that the school can be sustainable so that literacy strengthening is optimal.

Discussion

Literacy Program implemented by the School

The results of the interviews that have been conducted show that SD N Banyurip, the school, needs help with the lack of interest in reading. The lack of students' interest in reading is very influential in the learning process; as an educational institution, the school is an institution responsible for creating a reading culture, which is an integral part of a teaching and learning activity (Rohim & Rahmawati, 2020)Commitment and ideas are needed to develop a good and structured activity. Reading is the active process of the ability and skill to interpret the information read. Reading skills not only interpret letters, pictures, and numbers but also include

a critical thinking process that helps understand ideas, expanding one's knowledge and ability to understand the meaning of the topic one is interested in. (Mirnawati, 2020)

Educators as teachers have a crucial role and responsibility for developing their potential and have the authority to guide and manage the educational process for students, both individually and in the classroom context, in formal educational institutions and outside. (Anggraeni Dewi & Saeful Hayat, 2024)The law says that teachers are educators who have to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, formal education, primary education, and secondary education. The principal and teachers at SDN Banyurip work together to develop student's interest in reading so that they stay engaged in teaching and learning activities. Various efforts are made to get optimal results.

In carrying out their duties as a teacher, the first step taken as a literacy stage, namely the habituation, development, and learning stages both in high and low grades, is adjusted to the abilities and needs of students (Anisyah & Dafit, 2024). To attract students' interest in reading, a teacher must prepare and choose teaching methods and learning media that follow the learning goals to be achieved. Using various teaching media in the teaching and learning process can foster new enthusiasm and interest in reading, as well as foster motivation and stimulation of learning activities. It can even have psychological influences on students. Therefore, teachers have an enting role in developing students' interest in reading (Nurhayati, 2022). Effective learning planning is the key to success in making qualified graduates. (Ramdhani et al., 2021).

The school also has a program, namely the School Literacy Movement. Activities are going well, from the school that provides facilities and infrastructure to support the implementation of the literacy movement in schools, such as school libraries, the provision of reading corners, and adequate reading books, both textbooks and non-lessons with a clean and comfortable school environment, this trains the focus of students in carrying out literacy(Triyono & Ngatmini, 2023). Careful preparation is the main foundation in the implementation of the Literacy Movement. This stage must be considered, as the program's overall success depends heavily on structured and comprehensive planning. With good preparation, the literacy movement can run effectively and achieve the goals set. The preparation stage of literacy activities involves the efforts of teachers, namely by arousing students' interest in reading and interesting reading books. Supervision is carried out during literacy activities by involving teachers in leading, directing, and supervising so that literacy activities can run calmly and stable(Khusna et al., 2022).

Implementing religious literacy through Dhuha prayer in the school environment aims to cultivate positive religious habits in students. Hopefully, this activity can instil an understanding of the importance of carrying out religious activities regularly and consistently—the importance of religion-based character education in fortifying children from negative things (Narimo, 2020). Religious literacy is highly urgent, considering that most learning cycles are closely related to literacy ability and concern. One study stated that religious literacy, in addition to fostering interest in reading, can also prepare students to analyse sources of information related to religion (Azizah & Utami, 2023). Through applying religious literacy, it is hoped that students can have a noble character, improve the quality of worship, and deeply understand religious values. According to (Wibowo et al., 2023), through prayer, students can be formed to be more disciplined, responsible, and obedient to the rules; this activity fosters the habit of students to pray in an orderly and orderly way. The application of religious literacy in elementary school education is expected to encourage a young generation who can read the Quran and understand its noble messages. Thus, they can apply practice and implement the values of the Quran in their daily lives. In line with the opinion (Badry & Rahman, 2021), literacy is a series of actions that revolve around listening, reading, writing, and speaking. Meanwhile, literacy in the Qur'an

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is defined as a person's ability to read and understand the messages, meanings, goals, and teachings contained in the Quran.

Through this Asmaul Husna literacy program, the school strives to create a learning environment conducive to students' spiritual development. By understanding the meaning behind each name of Allah, students are expected to grow into individuals of faith, piety, and noble character. Literacy skills are related to the need for reading, leading students to know information analytically, critically, and reflectively. (Mardianto et al., 2022) Religious literacy through Asmaul Husna learning has proven effective in equipping students with a deep understanding and the ability to memorise the names of Allah. Indirectly, this habit fosters students' awareness of the importance of remembering and living these names in daily life. Students memorise Asmaul Husna through memorable songs as part of their daily routine. This activity is carried out in stages every morning before starting the lesson(Habibah & Wahyuni, 2020).

Implementation of Literacy Programs by Kampus Mengajar Students

Literacy classes consistently hold reading guidance sessions during break hours at SDN Banyurip. This activity aims to foster interest in reading and develop students' literacy skills. The literacy class program hones students' skills through reading habits(Karima & Mustofa, 2022) (Julianti, 2021). This literacy program facilitates students' understanding of each reading text. Thus, reading activities can be a means for students to deepen their knowledge and literacy skills. Literacy classes have the opportunity to be an effective solution in fostering children's learning motivation and literacy (Utami & Azizah, 2023) Literacy classes are designated as literacy-strengthening programs because they are effectively used. This program can be replicated sustainably and become an innovation for school literacy. This activity is essential in building good reading habits in students, ultimately improving their literacy.

The reading corner is an initiative that aims to optimise unused classrooms. Designing an exciting and informative reading corner is hoped to encourage student's interest in reading and create a more active and conducive learning environment. This is inline with (Mardaweni & Mengajar, 2023) that reading corner activities are a practical effort to foster students' interest in reading; by creating a comfortable and fun environment, reading corners can encourage students to be literate in class. The reading corner in the corner of the classroom is the primary concern when the class hours are empty. Students take turns with friends to read the books provided in the reading corner (Kurniawan et al., 2020). This place can be used when children want to read or do the desired literacy activities when there are empty hours. In addition to the benefits of making this reading corner, it is hoped that students will be motivated to participate in reading activities and develop their abilities in analysing reading books, creating resumes, becoming active in learning, and students gaining an understanding of general knowledge about what is learned (Faiz, 2022)

Reading aloud is an essential foundation for building independent reading skills. By getting used to reading aloud early, children will more easily understand the written language and develop a love for books. On the other hand, books can encourage students to learn and explore new knowledge through reading constantly. This is in line with the opinion (Selvianingsih & Rigianti, 2023) Reading aloud optimally can improve learning outcomes in students' reading-aloud skills. Reading learning is effective because it can be seen from the activity of students in a class throughout the learning process. The first step is to be accompanied and given directions when reading aloud. The next step is for the teacher to provide examples of the correct pronunciation of words, then talk about the emphasis on a word or sentence and pause to stop in a sentence. To help students understand the reading content, the teacher, as a facilitator,

provides examples of suitable reading methods. The teacher shows how to adjust the tone, speed, and volume when reading; this activity is carried out slowly to lower-grade students so that they have an idea of reading aloud in the future. For upper classes, because they already have an image, they only need to get used to it and direct it if there is a mistake (Rahmi et al., 2024)

The joint reading program carried out regularly during free hours, is one of Kampus Mengajar students' efforts to realise the vision of creating a fun and meaningful learning environment. Students also supervise reading activities together in the classroom by allowing students to choose and read books together; this program can create interest in reading in students, further enrich vocabulary, and develop literacy skills. In addition, reading activities together can also foster a love for books and literature so that students are motivated to continue learning to read (Rahmadhani & Dahlan, 2023). It was also concluded that through reading together, teachers are actively involved in guiding students to read as a whole in class or to individual students. Teachers facilitate reading activities together, where teachers and students read together, and then students are given the opportunity to read alternately (Widyaningtyas & Mustofa, 2023). This method is designed to provide students with the opportunity to practice reading aloud so that it can improve their fluency. By showing how to read, teachers teach students better reading strategies.

The reading connection activity is a collaborative program designed by the students of the Kampus Mengajar and carried out in the library of SDN Banyurip. This program will increase students' reading skills through alternating group reading activities. In this way, students practice their reading skills and learn to cooperate, pay attention to peers, and provide constructive feedback in correcting improper reading techniques. Reading continuation activities can be interpreted as connecting words and reading alternately, where each participant sequentially continues reading from the previous participant in one group. Connecting words similar to reading connections was chosen in the hope that students could hone their memory skills and build the reading team's cohesiveness. Thus, this activity provides a new interest in strengthening literacy carried out (Dea Fatzrin, 2023)

Creating a wall magazine or poster in the Banyurip Elementary School is an effective initiative to facilitate the development of student creativity. Students design three pieces of poster that can be used, through which they are given a place to express their innovative ideas through visual works, such as posters, poems, or pictures. These works are not only a representation of students' aesthetic abilities but also serve as an inspirational communication medium for the entire school community. In line with the opinion (Yunita et al., 2023) that the creation of making does not only aim to invite students into the reading culture but more than that, this literacy mading was initiated so that they can increase their creativity, broad insight into general information and make literacy madding a medium of appreciation for student work.

Student involvement in the Kampus Mengajar program provides a new dimension to increase students' interest in reading. With creative ideas and fresh approaches, students can design literacy activities that are more interesting and relevant to student's interests. Through these innovative activities, students' interest in reading can increase significantly and become the foundation for their self-development. The implementation of the Kampus Mengajar program is an effort and a means to develop student skills in the realm of teaching, especially in developing literacy skills (Lisnawati et al., 2022) The contribution made by students in the Kampus Mengajar program is a meaningful momentum for students in fulfilling one of the tridharmas of higher education, namely community service. The collaboration with the school allows students to support the school in teaching and learning activities and develop a classroom learning approach that focuses on strengthening students' literacy skills. Students will reap

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many soft skills not only through demanding service but also through the Kampus Mengajar. Potential and competence will be further honed due to learning experiences outside the campus. This aligns with the spirit of the Independent Campus, which is to equip students to be ready for the future. This is proof of the government's seriousness in bridging students with the natural world and making it impact society.

In addition, the results can be strengthened and felt, namely, SDN Banyurip has developed Education Report Cards in good literacy skills in 2024 by 83.33%, an increase of 27.08 from 2023 with a percentage of 56.25%. Students' literacy ability to use, understand, evaluate, reflect on various problems and develop individual capacity. Most students have reached the minimum competency limit for reading literacy, so efforts to strengthen literacy and sustain reading skills still need to be made. This aims to ensure that all students can reach their maximum potential in understanding and appreciating reading texts and achieve significant results.

Conclusion

Based on the research results, it can be concluded that student literacy has developed. The Education Report Card shows that the Kampus Mengajar program has made a significant contribution to efforts to strengthen literacy in elementary schools. Students, as change-makers, have succeeded in designing activities to develop student understanding and literacy skills through various innovative and creative activities. This proves that students have a significant role in improving student literacy. With the support of multiple parties, efforts to strengthen literacy in Indonesia can continue to be improved.

The case study approach used is very suitable for understanding the implementation of the MBKM Program: Strengthening Student Literacy through the Kampus Mengajar Program, where the subject of this research is SDN Banyurip. Data collected related to the phenomenon of uneven interest in reading, causing delays in learning. The MBKM program is still relatively new, so there has not been much in-depth research on its implementation. The case studies used produce innovative findings and contribute to the development of knowledge. Relevance The findings from the case study can be used to provide more specific and relevant recommendations to improve the effectiveness of the MBKM program in the future.

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