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The Contribution of Kampus Mengajar Policy to Improving Students' Literacy and Numeracy: Evidence From Amuntai, Indonesia

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Abstract: This study aims to analyze the contribution of the Kampus Mengajar policy in improving students' literacy and numeracy skills in target schools in Amuntai, Hulu Sungai Utara Regency, Indonesia. This research employs a qualitative approach with a case study design. Data were collected through in-depth interviews, observations, and document analysis involving principals, teachers, and participating students. The findings reveal that the Kampus Mengajar program contributes through five main strategies: (1) library revitalization, (2) collaboration with literacy communities, (3) reading habit movement, (4) literacy and numeracy-based educational games, and (5) technology adaptation. These strategies were found to support student engagement, encourage reading interest, and improve the learning environment in the target schools. The novelty of this research lies in its integrative analysis of program sustainability, particularly how literacy practices are maintained beyond program implementation. The study also highlights structural challenges, including unequal program distribution and limited collaboration resources.

Keyword: Kampus Mengajar, Literacy, Numeracy, Education Policy.

INTRODUCTION

Education plays a fundamental role in determining a nation's development and competitiveness. In Indonesia, improving literacy and numeracy remains a critical challenge, as reflected in international assessments such as PISA, where Indonesian students continue to perform below the global average.

Education is an important indicator of national development. The Kampus Mengajar program provides university students with opportunities to contribute to literacy, numeracy, and learning innovation in target schools (Sugiarni & Widhdatunnur, 2022). Kampus Mengajar itself is a learning channel that provides opportunities for students to study outside the campus for one semester to train their ability to solve complex problems by becoming teacher partners to innovate in learning, developing strategies, and learning models (Susilawati, 2021).

Students who pass the selection will be placed in target schools where they are tasked with conducting school observations and creating work programs to improve learning both in terms of literacy, numeracy, and increasing the accreditation value of target schools (Wahyuni & Tranggono, 2023). In Hulu Sungai Utara Regency, it is known that the number of students who pass the Kampus Mengajar selection always increases in each batch (Astuti & Supiat, 2023). The students who passed the selection of Kampus Mengajar batch 5 were 53 people, batch 6 there were 59 people, and in batch 7 it increased to 138 students (Maula, 2022).

It is an opportunity as well as a challenge where the more students who pass the selection of the Kampus Mengajar program, the more target school mapping can be accessed for equal distribution of students (Vhalery et al., 2022). Considering that Hulu Sungai Utara Regency has 10 sub-districts, most of which are swampy areas, where if examined based on data, the number of schools in Hulu Sungai Utara Regency is as follows:

Table 1. The Total Number of Schools in Hulu Sungai Utara Regency

No	School	Total Number
1	Elementary School	184
2	Junior High School	31
3	Senior High School	8
4	Vocational High School	7

(Source: dapo.kemdikbud.go.id)

Low literacy and numeracy achievement remains a challenge to improving educational quality in Indonesia. The Kampus Mengajar program addresses this challenge by assigning selected university students to target schools to support literacy and numeracy activities et (Wulan & Samosir, 2022). through this program, students can also improve their competence by getting learning outside the classroom. Besides they also contribute to the Minimum Competency Assessment (AKM) class activities, making learning media and using games in learning (Sianipar & Sitompul, 2023).

The existence of the Campus Teaching program can help school with C accreditation for carrying out teaching and learning activities during the Covid-19 pandemic. The school feels very helped when implementing online learning. Innovation in learning methods also helps teachers at schools in increasing students' enthusiasm for learning during the Covid-19 pandemic (Basic Education Data Mind maps, 2020). The Kampus Mengajar program has succeeded in embedding empathy and social sensitivity in students towards the problems of community life around them (Fani & Tranggono, 2023).

Thus, it can be concluded that the Kampus Mengajar program has provided a space for students to contribute in implementing the knowledge that they have and going directly into the community environment as a realization of agent of change meaning. So that Kampus Mengajar activities in each educational unit can have a positive impact on all elements involved, especially around the school environment (Fuadi & Irdalisa, 2022). The Campus Teaching Program is one of the policies that has attracted the attention of the wider community because education is a basic right needed by humans. The main actors in the implementation of this policy are lecturers and students who feel the most opportunities and difficulties when carrying out various programs run by each institution. In this open information era, the opportunity that is strongly felt by lecturers and students is the access to get information (Ashari et al., 2022).

The Kampus Mengajar program is designed to deal with these educational challenges as a part of the campus' own initiative (Dewayani & Retnaningdyah, 2017). This program involves students from various departments and universities throughout Indonesia to participate directly in the educational process in schools, including areas classified as 3T (Intan et al., 2023).

Students who participate in this program not only have the opportunity to develop, but also expected to bring real change to society through their contributions in the field of education. Supported by the Education Fund Management Institute (LPDP), this program allows students to create, collaborate, and carry out activities for 12 weeks to improve and develop the quality of learning in elementary schools (Marjan Fuadi, 2022a).

Previous studies have primarily examined the implementation, activities, and challenges of the Kampus Mengajar program. This study focuses on its contributions to literacy and numeracy development and examines whether the activities introduced through the program are sustained by target schools (Sudaryanto et al., 2020).

This research is important to be conducted to find out whether the program created by involving students can have an impact on increasing students' knowledge in the academic field because this activity can convert credits on campus (Elendiana, 2020). The Kampus Mengajar program has contributed to improving literacy and numeracy skills in target schools. within a four-month assignment period, students who pass the selection of Kampus Mengajar program must carry out various work programs such as literacy activities, numeracy, technology adaptation, student character development, teacher partners and so on. This research is very worthy of being conducted because between the aspects of the policies that have been made and the empirical conditions have several challenges including (Fuadi & Irdalisa, 2022):

1. The target focus of Kampus Mengajar is the schools that are accredited C but if the number of students who pass the selection is very large in areas such as Hulu Sungai Utara Regency, as is known according to data that the number of students who will be distributed to target schools in batch 5, students who passed the selection were 53 people, in batch 6 there were 59 students, and in batch 7 it increased to 138 students, so, the distribution of students to target schools has the potential not only for those accredited C, but also for schools accredited higher than C.
2. The Assessment implementation for Junior High School students is focused on grade 8. Whereas for Senior High School/Vocational High School students, it is for grade 11 students. Meanwhile the condition of students placed in target schools is often not comparable to the number of departments in the school. So, the implementation is not optimal. Various kinds of creativity are needed in terms of literacy and numeracy improvement activities in target schools (Dewi, 2024).
3. The reading interest of the Indonesian people is still low in 2022. Indonesia's literacy rate reached 98.2%. However, the results of the OECD study showed that 70% of students in Indonesia have low literacy skills. Other data shows that only around 10% of the Indonesian population is diligent in reading books. Meanwhile for numeracy, the data in Indonesia showed that students' abilities are still low, both in nationally and internationally comparisons. Several studies show that most students have not reached the minimum competency standards in mathematics. PISA 2022 ranks Indonesia 70th out of 81 countries in numeracy literacy (Hardiyanti, 2022).
4. Miscommunication often occurs between the Ministry of Education and the Education Office in the Hulu Sungai Utara Regency, so that the implementation of the Kampus Mengajar program seems to be something that was carried out suddenly, where several target schools do not know about the direction of the campus teaching program policy.

Based on these phenomena, it is important to examine how the Kampus Mengajar program policy contributes to improve student literacy and numeracy, especially in target schools in Amuntai, Hulu Sungai Utara Regency, South Kalimantan Province, Indonesia. The gap in previous literature focuses more on the implementation of the campus teaching program, what activities are carried out, what problems arise from these activities and how they are evaluated, while this article not only discusses the implementation of the program, but also the

contribution of the campus teaching program to increasing literacy in target schools, as well as the results of the activities that have been designed, whether they are continued by the school (Marjan Fuadi, 2022b).

This study fills this gap by analyzing not only how the program is implemented but also how it contributes to sustainable improvements in literacy and numeracy. Furthermore, this research offers a novel perspective by integrating literacy, numeracy, and technology adaptation within a single policy analysis framework, particularly in the under-researched context of Amuntai. Therefore, this study aims to analyze how the Kampus Mengajar program contributes to improving literacy and numeracy in target schools.

METHOD

This study uses a qualitative approach with a case study design to explore the contribution of the Kampus Mengajar program in improving literacy and numeracy. This research discusses the Kampus Mengajar policy program referring to the kampus Mengajar guidebook which discusses the mechanisms for implementing Kampus Mengajar program, recruitment of participants, steps of program implementation till the program curriculum (Situmorang et al., 2023). This study examines how the Kampus Mengajar program contributes to literacy and numeracy development in target schools. Relevant previous studies were reviewed to provide theoretical and empirical context for interpreting the research findings (Waldi et al., 2022). The qualitative data were analyzed through data reduction, data presentation, and conclusion drawing to identify recurring themes related to the program's contributions to literacy and numeracy development (Mubarak & Kurnisar, 2022).

The primary data used were interviews to gather information from the principal, teachers, students who run the campus teaching program, as well as observation data from direct observations of the target schools including the condition of the school library, the condition of the student's study area, the availability of reading corners, while the secondary data used were the guidebook from the Kampus Mengajar program to analyze whether the program was running in the target schools in Amuntai City, Hulu Sungai Utara Regency, as appropriate for implementation, in addition to using data on the number of schools available in Amuntai City to determine whether this program was appropriate to the conditions of the target schools, as well as student data in Amuntai City (Lumbantobing, 2022).

RESULTS AND DISCUSSION

Merdeka Belajar-Kampus Merdeka (MBKM) is a policy implemented by the Ministry of Education, Culture, Research and Technology where in implementing this policy. It collaborates with the Education Office, both Provincial and Regency, as well as campuses in order to implement the Merdeka Belajar (Independent Learning) program (Lastaria et al., 2023). One of the programs is the Kampus Mengajar where this program provides opportunities for selected students to add the experience and learning outside the classroom. The students are given the opportunity to teach in Elementary Schools (SD), Junior High Schools (SMP), and Vocational High Schools (SMK) for one semester. Selected students will become teacher partners in developing learning, helping to improve the quality of education, and honing various skills in the classroom (Mahargono, 2020).

The students who can participate in this program are the selected students who have passed various stages, namely file selection, literacy tests and numeracy tests. The students who pass the selection and serve in target schools will receive monthly living expenses and a discount on UKT (Single Tuition Fee).

Students who pass the selection will be mentored by Field Supervisor Lecturer who work in accordance with the field supervisor's handbook (Jatnika, 2019). Participating students develop monthly work plans, which are subsequently translated into weekly activities to

improve literacy, numeracy, and technology adaptation in target schools. Field supervisors provide guidance in preparing activity plans and evaluating the implementation of student work programs (Lestari et al., 2022).

The Kampus Mengajar program currently has 8 batches. According to the data of participant in the 8th batch, there are 11,795 students who were selected as participants and 1,490 Field Supervisors Lecturer who are ready to go to the target school. The students who pass this selection come from 757 universities spread throughout Indonesia. These students will be assigned to 2,907 schools throughout Indonesia, consisting of 1,983 Elementary Schools (SD), 761 Middle Schools (SMP), and 163 Vocational Schools (SMK) (Source: kemdiktisaintek.go.id) Regarding to the data of Elementary School in South Kalimantan Province

Table 1. Data of Total Number of Elementary Schools in South Kalimantan Province

No	Regency / City	Total Number of Elementary School
1	Balangan Regency	176
2	Banjar Regency	373
3	Barito Kuala Regency	274
4	Hulu Sungai Selatan Regency	214
5	Hulu Sungai Tengah Regency	253
6	Hulu Sungai Utara Regency	184
7	Kota Baru Regency	258
8	Tabalong Regency	271
9	Tapin Regency	178
10	Banjarbaru City	92
11	Banjarmasin City	260
12	Tanah Laut Regency	249
13	Tanah Bumbu Regency	196
	Total	2.928

Source : Data Pokok Pendidikan.

Literacy can be said as an element of modern civilization, but when examined based on survey results, Central of Connecticut State University (CCSU) released that Indonesia is on second last place out of 61 countries above Botswana. This survey put Nordic countries such as Finland, Norway, Iceland, Denmark, Sweden, as the countries that have the best quality of education systems in the world in the top five. Besides the education system, the criteria used by CCSU is the availability of newspapers, the availability of libraries in cities, the length of time people have been in formal education, and the availability of computers in schools which have a great influence in improving students' academic achievement (Jufriadi et al., 2022).

(Anwar, 2021) explains that there is something more important than increasing interest in reading such as how to make a literate person able to think critically, understand cultural values in the context of their identity as members of a community, how to make a literate society, able to understand, able to sort information, and use it for life (La Ede et al., 2022).

The contribution of students to the Kampus Mengajar program in the field of literacy and numeracy can be done by implementing library revitalization techniques. This technique changed the library into an environment that can attracts the visitors. It can be started with unique decorations on the library walls, neat arrangement of bookshelves according to genre, lighting elements, and layout of reading corners. So, in the Kampus Mengajar program, library revitalization can be a work program for improving literacy and numeracy in target schools.

Library Revitalization

Library revitalization was one of the activities implemented by Kampus Mengajar participants in target schools in Hulu Sungai Utara Regency. Students developed thematic wall magazines and created a literacy-rich environment by displaying motivational messages, numeracy formulas, and educational materials on classroom and library walls. In addition, the use of reading corners is activated in the school environment where students can gather, discuss, or relax during breaks. Plant maintenance in the reading corner environment can also increase students' concentration in learning outside the classroom (Rosita & Damayanti, 2021).

stated that the operation of school libraries must function properly, namely as a facility that can provide information according to library needs that can support school learning activities. There is something to be considered in the library. They are the size of the room, the maintenance of the facilities in library, spatial management, librarians and library material collections (Hidayat et al., 2022).

explains that reading interest is the desire, willingness and encouragement of the student itself. In addition, reading interest is an interest that encourage us, so that we can feel interested and happy about reading activities, gain broad knowledge in reading activities, and by reading a book we can understand written language (Pamungkas, 2023).

Efforts to increase the interest in reading need to accustom from the beginning of learning so that students can understand the meaning of the contents of the written text that has been read. Reading can be done as long as there is a desire, willingness and motivation within the individual student. Efforts that can be done to increase students' interest in reading include: (a) Needs a support from parents, teachers and friends. (b) Getting students used to read the books before the lesson hours start. (c) Choosing the interesting books but still educated. (d) Giving a positive influence to create diligent students for reading. (e) Utilizing the existing infrastructure and facilities (Muzaqi et al., 2021).

explained that library revitalization is one of the key strategies to improve students' literacy skills. This program aims to provide access for students to high-quality reading materials and support more interactive and enjoyable learning. By actively participating in the Kampus Mengajar Program, students are expected to improve their reading, writing, and arithmetic skills and foster a strong desire to learn.

In addition, by revitalizing the library, it is expected to become a center of learning resources that stimulates students' interests and supports comprehensive learning. Among the various activities carried out, there is also a library reading group, where students are invited to read books with interesting stories related to everyday life. In addition, recitation and retelling competitions are held to improve students' reading comprehension and communication skills.

These activities do not only take place in the classroom, but also utilize the school environment as a bigger learning space. This program also includes basic digital skills training, including the use of interactive learning applications that can be accessed from simple devices. This program aims to solve community problems related to low access to reading materials and learning technology.

In the dynamics of the mentoring process, students and field supervisor Lecturers participate in daily school activities. They help to create a more inclusive and participatory learning atmosphere. By using a student-centered approach, the program has succeeded in motivating students to learn. Behavioral changes are seen in the increasing interest of students in books and literacy activities. Although the students who were previously not very interested in reading, they showed enthusiasm and actively participated in library activities (Udjang & Subarjo, 2019).

In the Kampus Mengajar activities in Amuntai Hulu Sungai Utara Regency, South Kalimantan Province, library revitalization activities were carried out in the first work program. The students renovated the library by sticking motivational words on the walls so that it was interesting to read by students and became an attraction for visiting the library. In addition, students who visit the library will read and record the words as knowledge and additional information. This will certainly improve literacy and numeracy skills (Suastika et al., 2022).

The students also carried out the library administration improvement activities such as placing book codes according to the shelves listed, tidying up literature to facilitate library services for students. This will increase students' interest in reading and contribute for improving student literacy and numeracy at school. By utilizing and activating reading corners in the school area, students' gathering places are provided with small bookshelves, so that the students can use their time to add references to improve literacy and numeracy through reading books.

Collaboration with Literacy Community

In the Kampus Mengajar program activities, students also conducted seminar activities by collaborating with the literacy community. These literacy community partners will provide learning to students in the target schools such as writing tips, story telling competitions, quizzes, and other things. Through these activities, students can improve literacy and numeracy skill.

Activities in literacy community collaboration are carried out through empowerment activities such as book stalls, art stalls, discussions and poetry collections. Book stall activities are providing books on the carpet where the activity is free book reading for the surrounding community. Art stalls are art performance activities carried out generally with the society. Regarding to discussion activities, these activities are accompanied by book stalls. Between one literacy activist and another, there do not have the similarities in utilizing literacy. Some of them are using art-based, some are writing-based, some are storytelling, some are environmentally aware and various other things. They move with their respective methods in general (Napoli & Purpura, 2018).

This effort can be carried out through several concrete solutions, namely building reading corners and socializing various types of reading sources, educating teachers about the benefits and importance of literacy, coaching teachers to carry out various easy and enjoyable literacy activities, and coaching teachers in creating a literacy-friendly physical school environment. Through this approach, it is hoped that significant changes can be created in the culture of literacy at schools in left behind areas. Thus, the results of this activity are expected to provide a meaningful contribution to reduce educational disparities and improve the quality of human resources in left behind areas as a whole. This is in line with the national education goal of educating the nation's life. This community service program has a number of significant advantages and disadvantages.

Its main advantages be found on a comprehensive approach that covers various aspects of literacy, a long implementation duration that allows for in-depth intervention, diverse and comprehensive data collection and analysis methods. This program also shows a strong focus on sustainability through the establishment of pilot schools and the development of literacy model classes. Multi-stakeholder involvement and program flexibility are added values in strengthening the impact and adaptability of interventions (Eriyanti et al., 2022).

Kampus Mengajar participants collaborated with literacy communities in Hulu Sungai Utara Regency to organize free reading activities and provide students with greater access to reading materials. By laying out carpet with reading books, students can read and discuss during school breaks. As for the campus Kampus Mengajar in Elementary Schools, the literacy community holds storytelling and story reading activities attended by students in grades 1 to 6.

As for Junior High School and Senior High Schools, the community holds literacy seminars on writing tips. For Vocational High Schools, the literacy community helps in order to exhibit the artwork that has been made by students in the form of a craft exhibition attended by the community. The students can also trade and gain profit from their creations.

However, if we look at the data on the number of schools in Hulu Sungai Utara Regency, South Kalimantan Province, there are 184 Elementary Schools, 31 Junior High Schools, 8 Senior High Schools and 7 Vocational High Schools. Meanwhile, there are only 7 literacy communities in Hulu Sungai Utara Regency, so this collaboration has not been able to reach all target schools for the campus teaching program.

Book Reading Habit Movement

Another activity introduced through the Kampus Mengajar program was a daily reading initiative. Before lessons began, students read selected books and presented summaries of their reading to their classmates. This work program in addition to increasing knowledge, habituation of reading books, also trains students' public speaking.

This work program is carried out for a maximum of ten minutes from the students in explaining what they read, which is carried out in turn. The focus is on building narrative discussion skills among students which of course this activity also greatly contributes to improving student literacy and numeracy. This activity also increases the number of student visits to the school library.

suggests that reading activities for fifteen minutes before starting learning in class can be a part of a school literacy culture. In addition, students can spend free time for reading books with schoolmates in the reading room. Reading corners can include various types of books, such as stories, magazines, newspapers and encyclopedias. Reading corners are an effort to increase students' interest in reading by using the classroom as a small library (Resmi et al., 2019).

A reading corner is different from a library. It is a place that belongs to the students and is a part of the classroom where books can be accessed easily. Students can sit and read in the reading corner which is equipped with a table and a thin rope tied to the wall. Students can be given the opportunity to choose and read the books displayed in this reading corner. In addition, they also have the opportunity to read independently and participate in group reading activities. By implementing the reading books habit before the class, it will train students in conveying their narratives and ideas.

explains that reading the quality books contribute to increasing one's intelligence. By reading, someone who helped to see problems from various aspects of viewpoints and consider them as challenges that must be resolved. There are many benefits of reading. Someone is helped in developing thoughts and clarifying ways of thinking, increasing knowledge, increasing memory and understanding.

explains that the Implementation of Literacy Habits Journal runs smoothly and according to plan. The school provides supporting facilities such as books in the library and other alternatives, namely providing reading corners placed in the back corner of the classroom and organizing literacy competitions. This can be started from the library. It defined as a work unit of the organization for the material management or references, including collections of books and outside books, (non-book materials) in a structured manner, and it can be used as materials and sources of knowledge and information for its users to be read, understood, and as a learning reference. Libraries play a major role in improving learning resources and as supporting facilities and infrastructure in the field of education. In supporting the implementation of the Literacy Habit Journal, the school library functions as a supporter of teaching and learning activities that play a role in increasing reading interest and the quality of school education. The role of the library is very important to provide facilities for various genres of reading books

that students can choose according to their interests which can encourage learning activities and can improve school literacy. By the existence of the library, students are expected to learn independently and are trained to be able to search, filter and evaluate useful knowledge information and students can keep up with the development of science and technology which will make students as the lifelong learners.

explains that there are several supporting factors in fostering reading interest in students such as a sense of pleasure towards reading. Based on observations, the books used by students while at school are general books and text-books. During the observation, students showed a further interest in general books. It can be seen during learning hours and after school. The homeroom teacher's role is always active by fostering a culture of literacy through competitions to create a literacy corner or reading corner, decorating classrooms with historical pictures and conducting reading activities for 15 minutes before learning activities take place. The homeroom teacher always distributes the links that contain reading content to students. Students able to read and find information and describe the reading results that found from the content (Sumarmi et al., 2021). The homeroom teacher conducts the competition activities such as reading fairy tales and telling stories in front of the class to increase students' interest in reading. The school conducts more intense socialization to all students about literacy. By using interesting methods, students are invited to retell the contents and the messages contained in a reading. The teacher can provide stimulus in the form of questions related to the reading displayed, then the school holds competition activities as a forum for students to actively participate in literacy activities. The types of competitions carried out include reading and writing poetry, wall magazine competitions, and competition to present folk tales.

The competition activities are expected to trigger students' enthusiasm and motivation in reading and find the important role of the library. That is when during the breaks and after school hours, students are so active in visiting the library room. High grade students to low grade students are so active in visiting the library room. Based on visiting the library, we can see the role of active students and the role of students who are less active in carrying out literacy activities.

explains that a person's reading interest has a big influence on reading habits. Because if someone reads without having a high willingness to read, that person will not read seriously and wholeheartedly. If someone reads on their own accord or will, that person will read wholeheartedly. If someone is used to read, the habit will be done continuously. In addition, a passion for reading has a positive impact on the person. A very high interest in reading also makes high interest in learning and makes the person have a broad insight. Someone who likes to read will have extensive knowledge from the books he reads (Coombe et al., 2020a).

Reading culture can be built with awareness and enthusiasm in bringing the change. Reading literacy is not just ordinary reading but the awareness in building the activity itself. Literacy activities do aim at the ability to read and write, so it needs a strategy in cultivating this reading activity and this activity is a part of Kampus Mengajar program. The acculturation of the reading campaign carried out in schools in Hulu Sungai Utara Regency. Hulu Sungai Utara Regency began to held frequently every Monday to Friday before learning took place. Regarding to the books, it prepared with general genres so that students from Elementary School, Junior High School, Senior High School and Vocational High School levels in Hulu Sungai Utara Regency explained what they read first before starting learning.

Literacy and Numeracy Games

Other activities in the process of improving literacy and numeracy in the target schools of the Kampus Mengajar program are educational games related to literacy and numeracy. As for the literacy games used such as compiling random words which are then conveyed in the discussion narrative, then the literacy snakes and ladders game where each plot has a card with

a theme that must be explained by the students who get their turn. While the numeracy game, it is by playing a role where the students are divided into two groups, namely as traders and as buyers. In this role, there are several items arranged along with the price tag stickers made. The students will do the transaction by buying and selling the goods that provided while calculating the transactions.

Educational games were incorporated into the Kampus Mengajar program to create interactive learning experiences and support literacy and numeracy development in target schools. Students' numeracy and literacy at the elementary school level is indeed in the low category. This can occur due to the lack of variety in the use of learning methods or models implemented by teachers. Students had difficulty to understand the problem-solving method due to the lack of numeric exam. Regarding to numeracy games, it can be done in several stages, such as by determining the type of game first. After that, the game is defined in the learning method (Coombe et al., 2020b). The rules are made in the class. Then the game involves students in asking questions about fraction percent calculation operations, as well as involving the game model with the role of daily activities. Regarding to literacy game, the method is the students read the price catalogue in the goods provided. Then they perform basic arithmetic operations. The students compare a variety of different price catalogues, then they determine the products to be purchased and finally students determine the products available with shopping vouchers.

playing that utilizes media made from cardboard cubes with six sides pasted with flannel cloth. There are six sides. On each side, there are numbers from one to six. The way to play is like playing snakes and ladders. The game of stepping on pictures is played in groups of two children. Each group has one child in charge of throwing the pictures and the other child in charge of the players who walk on the box with the letters A to Z. The first group who reach the last letter of the alphabet (Z) is the winner of the game. The purpose of stepping on pictures is an applicative concept of playing while learning or developmental stimulation through fun play for early childhood. Playing are the main activities of children in learning to understand new things and to explore the experiences so as to gain new knowledge and understanding. There are several types of games that can be used as a method for student learning by every educator. The first is social games which activities that require student to actively involved in participating themselves in game activities. The second is playing with objects where the game activities carried out by students and require media (objects) in game activities (Anshika et al., 2021).

In addition, this game will be more interesting with the provision of rewards to students. through prize on a crossword quiz game, the questions provided are related to improving student literacy and numeracy.

Learning about Technology

In the Kampus Mengajar program, students also driven to learn about technology to help teachers and students in the targeted schools. The utilization of technology as learning tools such as designing posters, learning to use school websites, how to do online learning, and so on. This is crucial to introduce to our students about the importance in technology and use it for learning activities.

Students help school learning activity by providing online applications such as zoom and google meet. As for archiving, the schools are starting to go on digital archives solution, so that it also helps schools in the process of accreditation enhancement. On the old days, the targeted schools are still archiving files manually through book codes, then placed on shelves. Schools have begun adopting digital archiving practices by converting physical documents into PDF files, organizing them into designated folders, and storing them on Google Drive.

explains that teachers can operate technologies such as google meet, google form links to fill the attendance, learning media in form of power points format (PPT), and can use free applications to do online quiz games such as: quiziz, educandy, and kahoot. In adapting this digital solution, schools are start using google meet that is held at least 1 time in 2 weeks. By implementing technology in learning process, it will accelerate education achievement to its goal.

So, the education material can be delivered to students and channeled properly. There can be a good interaction between teachers and students and it can create a good scenario of teaching-learning activity by providing a meaningful learning experience for students. By carrying out the meeting of parents and teachers, researchers can find out whether this online learning can be applied by using google meet media at least 1 time in 2 weeks and the results between people.

The main purpose of technology adaptation is to help schools to adopt technology to be utilized by students and teachers. By using technological innovations approach, it will simplify work and make the task completion faster. Technology adaptation that implemented in learning aspect should have been applied to deal with the changes and the developments of information and communication technology which also has the influence for education sector, especially in learning activities (Falloon, 2020).

explained that the Technology Adaptation gave an interesting impression because it provided a new learning experience for students. During the activity, the students get enthusiasm for participating in the activity. So, the response seems quite good. Their spirit and curiosity were pumped up on the new things. For sure, it supported by a proper material presentation that quite easy to be understood. However, it was a natural thing to happen in learning if there are differences in student abilities. This plays a role in helping schools to provide socialization and also the development of students' ability to operate Microsoft Word applications. These adaptation process give an interesting impression because they provide new experiences for students. During the activity, it is also seen that the enthusiasm of students to take part in the activity was quite good. They showed enthusiasm and curiosity about new things. This is certainly supported by the presentation of material that is quite easy to understand. However, it is normal in learning if there are differences in the ability of some students to capture the information conveyed. This also can be impacted by external factors such as the activity is held after school hours which causes students becoming not focus due to tired and want to go home quickly, want to eat, or maybe do other activities. Apart from that, from the perspective of activity organizer, it is possible that there are things that are lacking, such as: boring material that presented, poor on presentation method, and so on. So that the material presented is not easy to be understood.

For the targeted schools of the Kampus Mengajar program in Hulu Sungai Utara Regency, although the majority of students who passed the selection were students from Public Administration major, Business Administration major, Agribusiness major and Agrotechnology major, these students are very good at technology and can really help the targeted schools of the Kampus Mengajar program in Hulu Sungai Utara Regency. Furthermore, in adapting technology, students also assist the administrative task in targeted schools of the Kampus Mengajar program in Hulu Sungai Utara Regency, South Kalimantan Province, such as the Elementary School, Junior High School, Vocational High School and Senior High School levels, especially more about helping school to archiving their documents into digital format, filling out online report cards, doing online learning, and also doing the quizzes that related to numeracy and literacy.

Overall, the Kampus Mengajar program demonstrates that combining literacy, numeracy, and technology interventions can create a more comprehensive educational impact. The novelty of this study lies in showing that program sustainability depends on institutionalization

within schools, rather than temporary interventions. Schools that adopt and continue these practices show more significant long-term improvements.

CONCLUSION

This study identifies five strategies implemented through the Kampus Mengajar program to support literacy and numeracy development: library revitalization, collaboration with literacy communities, reading habit formation, educational games, and technology adaptation. Beyond improving students' competencies, the program strengthens school capacity in both learning and administration. The key contribution of this research lies in highlighting the importance of sustainability and institutionalization of literacy practices. However, challenges remain, particularly in unequal program distribution and limited collaboration resources. Future policy implementation should focus on strengthening partnerships and ensuring program continuity.

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