

THE IMPLEMENTATION OF CERGAM AND PERMEN KATA IN LITERACY PROGRAM FOR 1st GRADE STUDENTS AT POJOKSARI ELEMENTARY SCHOOL DURING “KAMPUS MENGAJAR 5”

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Abstract

Application of Permen Kata and cerita gambar learning media in the Kampus Mengajar program to improve literacy skills. The problems in this research include what and how the learning media used are implemented, as well as how teachers prespection. The objective of this researcher is to determine the implementation of learning media and the influence of learning activities. This research was a type of qualitative research, using Case Study techniques. The research results emphasized general meaning and the process used case study research methods, in-depth observation, and interviews. Data will be disclosed by explaining in words clearly and in detail. The material taught to improve reading skills can be seen through the use of media to improve reading skills, and both use cooperative learning techniques. with a scientific and inquiry learning approach. Students feel happy with use learning media. The learning media used received a good response from children.

Keywords : *Kampus Mengajar* program, learning media, literacy program

INTRODUCTION

Indonesian children's literacy skills are now very low. This is proven by the 2018 PISA results dropping to 9th lowest, this makes Indonesia far from the average score of other countries (Prijuwuntato et al., 2022). Literacy is an important ability for every individual, literacy is an ability that must be trained from an early age. Based on the Peta Jalan Gerakan Literasi Nasional book Ibrahim et al, (2017) literacy has 4 definitions, namely: a series of reading, writing, and speaking skills, numeracy skills, and the ability to access and use information. Literacy skills in terms of reading are vital in student achievement, because reading is an important skill and reading is one way of developing the mind as a basis for becoming a great learner. Here students are given a challenge to improve their special literacy skills in the fields of reading and writing, this challenge is an effort to respond to the declining PISA score. To improve Indonesia's literacy skills for the better, an improvement activity was created through national goals of education. In implementing the national goals of education, the Ministry of Education and Culture and Technology through a kampus merdeka policy provides opportunities for students to study outside the campus. This activity is carried out to train students in complex problems so that students can see changes that exist outside the campus and get the opportunity to apply knowledge in the real world.

There are various programs in the kampus merdeka program, one of which is very influential on the development of the world of education is through the *Kampus Mengajar* program (Asdiniah D, 2021). Here students as agents of change are asked to be able to analyze the situation in the target school of *Kampus Mengajar 5*, namely SD Negeri Pojoksari. This is done to explore all the potential that can be developed and the weaknesses contained in Pojoksari Elementary School. Through *kampus mengajar* students to innovate in increasing literacy programs by using learning media.

Learning media is always related to learning processes and strategies, learning media is one of the most important things in the learning process. Learning media is media that conveys messages or information that contains learning purposes or objectives. Learning media is a tool used to convey messages from informers to recipients by stimulating thoughts, feelings, attention, and interest for message recipients Learning media is very important to help learners acquire new concepts, skills and competencies (Hasan et al., 2021). Media is one of the

superior objects in learning because learning media can make it easier for teachers in the teaching process. To improve literacy programs in elementary school children grade 1 st .the improvement process is carried out using media that is fun and easy for students to understand. The media used must be in accordance with the needs of grade 1 st children who are still playing a lot. This makes students focus on literacy by using learning media *Permen Kata and Cerita Gambar(cergam)*. To see if there is any relevant research related to the title discussed, there are several studies related variables used in this study. With literacy and numeracy learning in grade 1 st that uses module teaching materials and cooverative learning approaches help students to have these skills. Acquiring knowledge and skills is not only sourced from teachers at school, but also from the home environment and student play environment

METHOD

The research conducted was a type of qualitative field research, because this research used qualitative data, namely displays in the form of words, spoken and written or media that could be observed by researchers. Qualitative research was aimed at understanding the condition of a context by directing to a detailed and in-depth description of the portrait of conditions in a natural context (natural setting), about what actually happened according to what was in the field of study (Fadli, 2021). Qualitative research was based on the philosophy of post-positivism, because it was useful for examining natural objects, (as opposed to experiments) researchers contributed as a key instrument. In qualitative research, data collection was carried out in natural settings, primary data sources and data collection techniques were more on participant observation, in-depth interviews, and documentation (Sugiyono, 2016). Ethnographic data collection methods include direct observation, fieldwork, reflective journaling, informal or unstructured interviews, and focus groups.

Participants

Participants in this study were all parties who became research participants in this study, In this study, the Research Participants were all grade 1 students and teachers of Pojoksari Elementary School. Therefore, the population in this Research Participants was grade 1 students of Pojoksari Elementary School as many as 12 students and all teachers and employees of Pojoksari Elementary School as many as 12 teachers. And in this study, researchers are using purposive sampling techniques. Purposive sampling involves selecting samples based on specific criteria to determine the number of samples to be studied. (Sugiyono, 2016).

The samples taken in this study were parties involved in the *5 Kampus Mengajar* activity program, especially in the use of media, *permen kata and Cergam*. In this sampling, researchers chose a low grade such as grade 1. Class selection in grade 1 was done because in this class students still learned a lot using learning and playing media. Meanwhile, to answer the research question on the perspective of the teacher, for that we interviewed teachers directly concerned with the *5 Kampus Mengajar* program at Pojoksari Elementary School as a total of 3 people as Research Participants in digging data.

Data Collection Techniques

Data the result that we got in the research process. Data information in the form of facts or figures, which were collected to be examined and considered and used to assist decision making or information in electronic form that could be stored and used by computers. In this study, data collection was processed by collecting information or data from various sources to find answers to research problems. In this case, data collection was carried out accurately. It was necessary to make the right decisions and maintain the integrity of the research. Data collection was carried out using observation and interview techniques.

For this study researchers used participant observation, researchers were directly involved in the daily activities of the person or situation observed as a source of data. In this study, researchers were involved in learning *permen kata and cerita gambar*. Researchers used

interview techniques using questions that researchers had prepared to ask respondents to find out the teacher's perspective about the media used.

Research Instruments

These instruments were derived from investigative documents that contained a number of well-organized research problems. Research instruments were tools that were used for data collection (Cohen et al., 2007). Instruments were tools used for the research data collection process. Basically, the tools or instruments used for this research were interview guidelines and interview questions that were asked to the respondents. The interview instrument consisted of 6 questions that were asked to the teacher related to learning *cergam* and *permen kata*. Here is a list of questions that were asked of respondents.

- 1) How does the *Kampus Mengajar* affect schools, teachers, and students?
- 2) Is there a good influence on improving students' literacy skills?
- 3) Whether the implementation of the *Kampus Mengajar* is in accordance with the objectives of improving literacy
- 4) How does the school respond to student performance, especially the literacy program carried out by students using *permen kata* and *cergam* media?
- 5) Can learning activities with *permen kata* media and picture stories carried out by students increase student morale?
- 6) Can innovative learning activities, candy, words and stories, pictures, literacy trees and reading corners provide benefits for schools in improving literacy skills?

Procedures

Procedure was a work guideline that had to be followed in carrying out an activity in order to get good results. In this study, researchers analyzed the process of data taken until the delivery of results. Processed data was the process of collecting raw data and transforming that data into information. Data obtained in raw form and had not been processed was useless data. Therefore, to make data useful, data processing was needed to be used. The raw data was successfully obtained, then the data was collected, filtered, sequenced, processed, analyzed, and stored for later presentation in a visualized format. Data processing aimed to simplify data, Therefore all data that had been collected could be arranged properly and neatly. Data that had been processed had to be presented in an easy-to-understand visual.

Data Analysis

Data analysis aimed to reveal data that still needed to be searched, whether there were still questions that needed to be answered, and whether errors needed to be corrected immediately. Researchers used triangulation of sources and techniques. Source triangulation was one of the checks on the validity of research data carried out by comparing data obtained from each source. While triangulation techniques were carried out by means of researchers doubling-checking the information obtained, which researchers initially obtained from observations, and checked with interviews and documentation to provide more valid and credible data.

Interpretation of Analysis Results

The interpretation of the results of data analysis aimed to provide conclusions from qualitative research that had been done. This step was concerned with drawing solid and valuable conclusions from the results of the analysis step. This was the step where the author could formulate a clear answer to the question, it was the step where the author could prove or disprove the hypothesis. It was also a step where the author could use the conclusion to come up with actionable items to assist in the pursuit of the goal.

Data analysis in qualitative research is carried out before entering the field, during the field, and after in the field. Qualitative data analysis is was more focused during the process in the field along with data collection. This analysis technique had stages, starting from data collection, where the amount of data obtained from the field was very large, it was necessary to reduce data, namely researching, selecting and focusing the data to be used. Then after the

data was reduced then presented usually in the form of tables, graphs, matrices, and the like. After that, a conclusion was drawn (verification). This technical analysis was chosen because the research was intended to find out.

FINDINGS AND DISCUSSION

This chapter explains the learning strategies carried out by *Kampus Mengajar 5* at Pojoksari Elementary School Semarang regency. This chapter is divided into three main subheadings, namely about an overview of learning strategies used to teach and improve reading and writing skills. Then the next sub-title is about the implementation of these learning activities and perspectives from the school.

Findings

The Implementation of Cergam

Learning media is one that functions and can be used to convey learning messages. So that learning media is a complementary tool that serves to help the learning process. Based on this, learning media is one of the things that is very related to the learning process and learning objectives. Learning concepts using Cergam media, this is a learning activity used to improve literacy skills, especially in the field of reading and critical thinking. This learning is done by giving pictures that are sequential but random story text and asking students to sort them. So that it can familiarize students in thinking and reading texts. In addition to these main objectives, this learning also involves the ability of students so that students can have the following skills.

- Students can Observe the drawings that students have prepared
- Students can Communicate the results of image observation
- By listening to the explanation and looking at the information text,
- students are able to explain the picture and can assemble the story text according to the picture.
- Students can know the plot of a story.

The approach and method of learning is very important because it is a way to be able to understand the situation and conditions faced by teachers. Approaches and methods in *cergam* learning include Scientific and Inquiry learning with the implementation of the strategy Cooperative Learning. *Cergam* learning or literacy learning using story and picture learning media, this is a learning activity used to improve literacy skills in the field of reading and critical thinking. Learning is done by giving pictures that are sequential but story text that is random and asking students to sort them. There are several components of strategy that we can see in the lesson plan as well as in the learning process. Masterminding activities are part of a learning media system that plays an important role for students. In the process of this preliminary activity, it is expected to attract students' learning interest in accordance with the subject matter to be studied. In the introduction of the activity contains refraction in class such as attendance check, spiritual rehab and nationalism and literacy habituation by reading a reading within 5 minutes before the core learning begins, attendance check is carried out to review student attendance in class before carrying out learning activities.

In the component of receiving information is a very important activity in a learning. This activity is often also called the core learning activity. This component is interrelated with the previous component, preliminary activities that are interesting or can motivate students in learning. Here are the core activities in picture story learning. The information delivery component has various parts to be good learning. This section consists of several important points that underlie a lesson. The scope of the material and the material delivered is the amount of material that will be given to students. Students are the center of a learning activity so that the learning process will be successful if students do exercises directly that are relevant to learning objectives. For this reason, in this learning process students must be able to do

exercises and practices that are carried out after students are given information about a certain knowledge, attitude, or skill. In this learning, this knowledge is about the plot of a story that occurs in the picture.



Figure 1 Implementation teaching media cergam in class 1

In addition, to be able to increase student morale, feedback is also needed to students. Through the feedback given, students know the answer to the activities they have done or practiced is right/wrong, or something is corrected. In our learning, we use feedback to students using positive reinforcement. So that in this learning students are more enthusiastic in following the learning provided. Students in this learning are very enthusiastic in carrying out following learning activities. Many students easily understand what has been conveyed because students are focused on learning media that are different from usual. The next activity is an activity known as follow-up and reflection of a result of activities that have been carried out. This follow-up activity is carried out to find out the results of the learning carried out, the results obtained and see the results of the learning activities carried out.

The Implementation of Permen kata

Learning media is one that functions and can be used to convey learning messages. So that learning media is a complementary tool that serves to help the learning process. Based on this, learning media is one of the things that is very related to the learning process and learning objectives. The application of learning media using permen kata in the literacy program. Learning with strategies using *permen kata* media or *lolipop huruf* is given to students in lower grades 1st to practice letter recognition and practice composing letters into a word. You do this by providing images that are in accordance with the learning provided then sorting letters into words according to existing images. Then students are asked to read the results of the words they composed. Approaches and methods in learning *permen kata* with learning strategies Cooperative learning and approach through Scientific, TPACK. This learning also involves the ability of students so that students can have the following skills:

- can correctly indicate the vowels in a word.
- students can create words containing vowels and pair friends' business cards to fit the flat shape and space appropriately.
- With letter card games, demonstrate the pronunciation of vowel and consonant sounds

Learning is learning with strategies using media permen kata or letter lollipops are given to students in lower grades 1st to practice letter recognition and practice composing letters into a word. Masterminding activities are part of a learning system that plays an important role for students. In the process of this preliminary activity, it is expected to attract students' learning interest in accordance with the subject matter to be studied. In the permen kata learning activity, preliminary learning can be done as follows. In the component of receiving information is a very important activity in a learning. This activity is often also called the core learning activity. This component is interrelated with the previous component, namely preliminary activities, introductory activities that are interesting or can motivate students in learning. Here are the core activities in picture story learning. The information delivery component has various parts to be good learning.



Figure 2 Implementasi of teaching media permen kata

Students are the center of a learning activity so that the learning process will be successful if students do exercises directly that are relevant to learning objectives. For this reason, in this learning process students must be able to do exercises and practices that are carried out after students are given information about a certain knowledge, attitude, or skill. In this learning, the knowledge is about vowels and consonants and letters that form a word in spatial and flat words. For this reason, students who have gained this knowledge can practice to arrange forming letters from flat shapes and spaces that have been given. In the core activities with students, students are divided into groups. And each group gets a business card, get up flat and build space. Each group member works together to install a business card Build space and flat on the candy letter media that has been made by the teacher. In this short learning, we carry out tests using permen kata media after the process of receiving information about the learning material is completed and students participate. The next activity is an activity known as follow-up and reflection of a result of activities that have been carried out.

Teacher Prespection

Teachers and students are an important part of the campus Teaching objectives. Teachers and students are very impactful parties on the implementation of campus teaching programs. To find out how the perspectives of teachers and students regarding the programs that have been implemented on the *Kampus Mengajar* in Pojoksari elementary school, researchers conducted interviews with teachers and gave questionnaires to students. Based on the results of interviews with teachers and giving questionnaires to students. shows that teachers and students are very excited to join the implemented campus teaching program. According to the presentation given to the principal, it was stated that.

“For the influence that is very influential for school improvement, students also feel happy, teachers and schools also feel helped for changes and educational renewal. There is a clear improvement in literacy skills, because yesterday there was also learning and helping for literacy and numeracy,” Mr. Y, the Principal.

“Untuk pengaruh ya sangat berpengaruh untuk peningkatan sekolah, siswa juga merasa senang, guru dan sekolah juga merasa terbantu untuk perubahan dan pembaharuan pendidikan. peningkatan kemampuan literasi jelas ada, karena kemarin juga ada pembelajaran dan membantu untuk literasi dan numerasinya” Pak Y Kepala Sekolah.

From this we can see the influence of the teaching capus is very influential on the school, both the students themselves and the teachers themselves. The principal mentioned that the existence of a *Kampus Mengajar* has an effect on improving schools both in the fields of literacy The implementation of learning strategies using media, *permen kata* and *cergam* is very influential in improving students' skill abilities. The use of teaching aids gives children a sense of pleasure in learning, children become more enthusiastic in learning. So that the knowledge provided is easy for children to accept.

Discussion

Based on the results of data analysis that has been carried out, it was found that the learning media used in the campus teaching program is needed by grade 1st elementary school students to stimulate their literacy skills. This is because learning media is a communication tool that refers to everything that carries information between sources and recipients. In general, Learning media is very important to help learners acquire new concepts, skills and competencies (Hasan et al., 2021). When the message contained has a learning objective and is intended to facilitate communication and learning, then the media is a learning medium.

The design of learning media is the most appropriate tool in helping learning in grade 1st children that can function to help early childhood develop sensory and motor skills. Not only to develop sensory and motor skills in children, learning media is also believed to stimulate children's literacy skills. Early literacy skills are fundamental to school success in improving reading skills. Based on the *Peta Jalan Gerakan Literasi Nasional* book Ibrahim et al., (2017) literacy has 4 definitions, namely: a series of reading, writing, and speaking skills, numeracy skills, and the ability to access and use information. This literacy is not limited to the ability to read, write and count, but literacy skills that are carried out throughout life. Literacy is a life skill that makes humans optimal in social life and to solve problems through critical thinking activities.

The literacy skills of grade 1st children are referred to as early literacy skills that focus on language. These skills are also included in the rules of writing, early writing of grapheme knowledge (e.g. letters), grapheme-phoneme correspondence (sounds made by each letter), and phonological awareness (e.g., initial sound awareness) (Dewi & Purandina, 2022). Literacy skills can be improved by using play learning media according to the needs of the school. The media is used for fun active learning. The use of word candy and cergam can hone critical thinking skills to solve problems, and make informed decisions using appropriate tools and resources. The results obtained in this study are in line with the results of previous research which also revealed that the application of learning media is needed in the process.

CONCLUSION

Looking at the learning process, it is centered on students learning independently to elaborate opinions, answer questions and solve problems. So, the learning strategy at Pojoksari Elementary School uses a cooperative learning strategy, inquiry. The method used in delivering material uses the medium of word candy and cergam. The method can adjust to the topic chosen in the learning. Such methods can facilitate learning. The learning provided is good for students, students can be more enthusiastic in receiving learning. Students can capture learning material easily. Therefore students experience increased literacy skills in reading and writing. Its implementation has a good influence on schools, especially on students. This was also conveyed by the principal, homeroom teacher and teachers who stated that the teaching program on campus had a good influence, especially in improving the literacy program

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