
Learning Transformation Based on Literacy, Numeracy, and Technology Adaptation (Case Study of the Implementation of the Batch 6 Teaching Campus Teaching Program)

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Abstract: This study aims to examine the improvement of literacy, numeracy, and technological adaptation skills through the Campus Teaching Program at SDN 3 Buwaran Mayong Jepara. The method used in this research is a descriptive qualitative research approach with a case study design. The research subjects are SDN 3 Buwaran Mayong Jepara, focusing on analyzing reading, writing, arithmetic skills, and technological adaptation. Instruments used for data collection include observation, interviews, and documentation. This research implies the importance of implementing more intensive and sustainable mentoring programs in literacy, numeracy, and technological adaptation at SDN 3 Buwaran. Practically, the findings of this research emphasize the need for collaboration between schools, the Campus Teaching Program, and other stakeholders to enhance teachers' pedagogical skills through training and mentoring. Additionally, the results highlight the importance of using teaching modules and lesson plans that focus on improving students' basic skills, including literacy, numeracy, and the use of technology in teaching. Thus, school policies should be directed towards developing programs that support overall improvement in learning quality.

Keywords: Literacy; numeracy; technological adaptation; campus teaching program.

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INTRODUCTION

Education becomes a fundamental basis for shaping the progress of a society. Education entails a deliberate and structured endeavour to establish an environment conducive to learning and growth in teaching and learning processes so that students proactively explore their abilities to obtain spiritual strength and spiritual self-regulation, personal qualities, intelligence, noble morals, and skills needed by individuals, society, state, and nation. (*Undang Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2003). Education is not merely about transferring knowledge but also about instilling good character and guiding students towards achieving excellence in this world and the hereafter while shaping students to be balanced in cognitive abilities and morality, including adapting to technological advancements. (Azhari & Mustapa, 2021).

The Merdeka Belajar-Kampus Merdeka (MBKM) curriculum aligns with the humanist-religious educational theory in Islam, which positions students as both the subject and object of education. Students can develop themselves, be creative, innovate, and express ideas while receiving guidance rooted in religious values and fostering positive interactions with their environment. The Merdeka Belajar concept, introduced by Nadiem

Makarim, also resonates with Islamic educational principles, as the Prophet Muhammad (PBUH) implemented a learning method that promoted a joyful learning atmosphere or fun learning. The Prophet created an interactive and meaningful learning environment, which is one of the primary goals of Merdeka Belajar—to create an enjoyable and empowering learning atmosphere. Various activities now recognized as part of fun learning were practiced by the Prophet in educating his students, demonstrating the connection between Islamic education and the principles of Merdeka Belajar (Aprilia & Rosa, 2021; Nurani, Rizal, Zani, & Thontowi, 2023).

Learning transformation is essential in adapting the education system to the demands of a changing era. In this context, literacy and numeracy are two crucial pillars that form the basis of student's knowledge and skills supported by technological adaptation. A solid foundation in literacy and numeracy skills is essential for every pupil at the primary school level who aims to support their involvement in the educational context, reach their maximum potential, and be actively involved in the social community. Numeracy skills are necessary in all areas of life. (Ekowati & Suwandayani, 2018). Meanwhile, the ability to read and write becomes an essential requirement that each individual must fulfill to meet the demands of their life. (Dantes & Handayani, 2021). Numeration Literacy refers to understanding and skills in operating various numbers and various symbols related to using fundamental calculation concepts to solve multiple practical challenges in assessing everyday situations and analyzing data presented in the form of interpretation, application of the impact of the assessment to present estimates and make resolutions. (Fitriana & Khoiri Ridlwan, 2021).

Implementing changes in education rules is becoming a hot topic of discussion, and one of the things that attracts attention is the curriculum, namely the Merdeka learning design (Curriculum). The implementation of the Independent Curriculum policy is not only used for students who take part in learning commensurate with their maturity level but teachers and educational institutions must be ready to implement the Independent Curriculum individual readiness by considering existing facilities and supported by qualified and competent human personnel so that they can gradually become more skilled in implementing it. (Widiansyah & Fitriansyah, 2022).

Of course, implementing policies related to the Independent Curriculum cannot be separated from implementing the Merdeka Belajar Kampus Merdeka (MBKM) program policy, which has various initiatives, including the Teaching Campus initiative. The Teaching Campus program is integral to MBKM's efforts to provide opportunities for students to acquire knowledge and advance their personal growth through experiences outside the academic environment. Through the Teaching Campus program, students will be placed in various schools throughout Indonesia to support the learning process at the educational institution. (Widiansyah & Fitriansyah, 2022).

The Teaching Campus Program is one of the leading initiatives in implementing the Independent Campus Learning Policy (MBKM) initiated by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). This initiative allows students to experience learning outside the classroom by becoming teacher partners in the teaching and learning process in primary and secondary education units. The Teaching Campus is a collaborative program whose beneficiaries are students and primary, secondary, and vocational education students. This program focuses on results, namely improving the skills of students who take part in the program through the development of leadership skills, encouragement to take the first step, analytical thinking skills, problem-solving,

creation and innovation, adaptability and resilience, cooperation, obedience, and improvement of reading, writing, arithmetic, and technology adaptation skills for students in target schools (Mengajar, 2023).

Changes in the Merdeka Curriculum aim to enhance the standard of education. Ensuring the maintenance of educational quality standards involves a continuous process intertwined with quality management, overseen by the principal. The purpose of education in schools is to provide service that is, by function, beyond customer expectations. As a component of these measures, efforts are required to monitor or evaluate quality as a form of supervision. (Santosa & Mushthofa, 2022).

Therefore, the challenge in the field of education is to maintain and continue to improve the consistency of school quality. (Indraswati & Widodo, 2021) to maintain school quality, not only involving schools in independent innovations but also school openness and participation in initiative programs organized by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), as in this context, the Teaching Campus program (Widiansyah & Fitriansyah, 2022).

Previous research has shown that the Campus Teaching Program is efficacious in improving the quality of education at various levels, including enhancing students' literacy and numeracy. Since its inception in 2020 up to Batch 5, this program has had a positive impact on both universities students and partner schools, particularly in transforming the learning process, increasing students' interest in reading, creating a more active classroom environment, and improving understanding of literacy, numeracy, and technology. (Noor Ahadiyah, Aditia Rigiati, Kurniawati, & Purnomo, 2023; Nur Islami & Imron, 2023).

Other studies have revealed that the Campus Teaching Program is highly effective in assisting teachers with school administration tasks, such as filling out school record books (entering students' grades into the main register), organizing student report cards, neatly arranging new textbooks, helping to prepare teaching materials, and assisting in the creation of brochures for new student admissions. (Anwar, 2020; Fisabillillah & Rahmadanik, 2022; Utami, Mulyadiprana, & Saputra, 2023; Wulan & Samosir, 2022). The Campus Teaching Program has become a valuable initiative for university students and an essential partner for schools in need of improvements in their learning processes.

The Teaching Campus Policy Batch 6 is oriented towards educational institutions with school accreditation of at least B or have not been accredited. The designated school level consists of Elementary School (SD), Junior High School (SMP), and for the Teaching Campus Batch 6 (KM6), one more school level is added, namely the Vocational High School (SMK) level. These schools are in the 3T (Frontier, Outermost, and Disadvantaged) areas. The Teaching Campus Policy for Batch 6 is conducted face-to-face from the beginning to the end of the assignment.

SD Negeri 3 Buwaran Mayong Jepara is one of the educational institutions that is the location for the 2023 Class 6 Teaching Campus. SD Negeri 3 Buwaran was established in 1983 with B accreditation and State status. SD Negeri Buwaran 3 has implemented the Merdeka Curriculum at grade 1, 2, 4, and 5 levels, while for grades 3 and 6, it still adopts the 2013 Curriculum, with a total of 120 students. ("Data Pokok Pendidikan SD Negeri 3 Buwaran," n.d.).

In principle, in the implementation of the Class 6 Teaching Campus activities in 2023, students are asked to contribute to various aspects of school operations, including in terms of technology and administrative adaptation, as well as improving literacy and numeracy skills for students and students, socializing the 3 Major Sins (Sexual Violence, Bullying, and

Intolerance), and being able to work with teachers to create an atmosphere of active learning transformation, creative, and innovative, considering that at SD Negeri Buwaran 3 there are still students from grades 1-5 who still do not have literacy and numeracy skills as well as technology adaptation.

Based on the information presented by the researcher, previous studies have discussed the Campus Teaching Program, but they have yet to examine its implementation at SDN 3 Buwaran Mayong Jepara specifically. Therefore, the researcher is interested in studying the 6th batch of the Campus Teaching Program, focusing on developing students' potential, particularly in applying literacy, numeracy, and technological adaptation in learning at SDN 3 Buwaran Mayong Jepara. The novelty of this research lies in its focus on the program at SDN 3 Buwaran Mayong Jepara. The main objective of this study is to understand changes in literacy-oriented learning, numeracy, and technology adaptation carried out through the Batch 6 Teaching Campus Program at SD Negeri 3 Buwaran Mayong Jepara.

METHOD

The methodology used in this study is a descriptive qualitative research approach with a case study type, also known as Case Study Research. (Sugiyono, 2022; Sujarweni, 2014). The research subject is SDN 3 Buwaran Mayong Jepara, focusing on analyzing reading, writing, arithmetic skills, and technological adaptation.

The instruments used for data collection are observation and interviews. Observations are conducted to obtain primary data regarding the interactions between teachers and students, classroom dynamics, the curriculum implemented, and the facilities available at the school. Secondary data is gathered from Lesson Plans (RPP) or Teaching Modules, books, articles, and other documents relevant to learning transformation.

Initial observations were conducted from August 14, 2023, to August 21, 2023, revealing that SDN 3 Buwaran has 120 students and eight teachers. The interactions between teachers and students were assessed as communicative; however, the learning dynamics tended to be monotonous. The curriculum includes the Merdeka Curriculum for grades 1, 2, 4, and 5 and the 2013 Curriculum for grades 3 and 6. Available facilities include a library, LCD projector, laptops, and sports equipment.

The data analysis technique involves three main steps: (1) Data reduction, which entails organizing, sorting, and selecting core information from the collected data; (2) Data presentation, which involves presenting relevant data while emphasizing significant aspects and identifying emerging themes and patterns; and (3) Verification, which entails concluding to ensure the validity of the data. (Miles, Huberman, & Saldaña, 2014).

RESULT AND DISCUSSION

Learning Transformation Through the Independent Campus Program

Learning transformation is a profound process that changes students' learning paradigms by guiding them toward a more critical and reflective understanding (Rani, Asbari, Ananta, & Alim, 2023). In this context, the role of the teacher transforms from the primary instructor to a facilitator who supports and encourages students' learning processes. The main goal of transformative learning is to reshape existing attitudes and beliefs by continually updating students' knowledge and experiences. Learning involves transferring knowledge and reinterpreting experiences to enhance prior understanding. (Fitriana & Khoiri Ridlwan, 2021).

In contrast, learning transformation from the perspective of Islamic education focuses on a comprehensive change in the educational process that aligns with Islamic values. This transformation involves integrating knowledge with Islamic teachings, emphasizing mastery of worldly wisdom, and strengthening students' spiritual and moral character. (Dalimunthe, 2023).

Transformative learning aims to shape individuals holistically by developing their cognitive, emotional, and spiritual abilities. This process includes understanding the social context, surrounding environment, and how individuals perceive themselves. Learning should be able to provide meaning to the lives of students at SDN 3 Buwaran and prepare them to face various challenges comprehensively and sustainably. (Kamila, Asbari, Darmayanti, & Nuraida, 2024; Rani et al., 2023).

Transformative learning is a process that affects transformation in a natural context. As life progresses, we develop diverse concepts, values, feelings, responses, and associations that shape our life experiences. Transformative learning involves changing frames of reference through critical reflection on existing mindsets and viewpoints. Critical reflection can change understanding, shift worldviews, and create transformative learning experiences. (Fitriana & Khoiri Ridlwan, 2021).

In transformative learning, individual experiences shape their learning styles, motivations, and needs. Relevant and direct experiences related to students' lives enhance their motivation and engagement in learning. (Marbun, 2019). Moreover, students' mental and physical readiness, commitment, and attendance are crucial for effective learning.

The Campus Teaching Program, as part of the Merdeka Belajar-Kampus Merdeka (MBKM) policy, is an initiative to bring university students out of traditional classrooms and engage them directly in learning activities at schools. This program, an evolution of the Pioneer Campus Teaching Program, is designed to provide direct support to elementary schools through various activities that promote literacy, numeracy, and technological adaptation. (Bali, Bunga, & Kale, 2022).

The Campus Teaching Program serves to strengthen learning at the elementary school level by focusing on (1) Literacy through activities such as Literacy Tutoring, Reading Interest Movements, and Literacy Trees; (2) Numeracy, with guidance Numeracy Tutoring and the use of tools like Multiplication Spinners; and (3) Technological Adaptation, involving students in hands-on practice with technology devices and applications such as Microsoft Word, as well as technology adaptation activities like creating ribbons using Canva. This program helps students develop creativity, leadership, and problem-solving skills. By acting as partners to teachers, students provide practical support and contribute to innovation and development in the learning process. (Kemendikbud, 2020).

The MBKM program, particularly the Teaching Campus initiative, is designed to broaden students' skills and prepare them for competitive work environments more holistically and integratively. (Anwar, 2021). The transformation in learning driven by this program benefits students and schools and prepares college students to play active and productive roles in society.

Literacy and Numeracy-Based Learning for Students at SDN 3 Buwaran

Literacy and numeracy are two fundamental skills that are crucial in primary education. Literacy encompasses the ability to read, write, be, and manage information obtained from texts (Sevima, 2020). Numeracy, on the other hand, refers to the ability to understand and use numbers and mathematical symbols for analysis and problem-solving

(Nasional, 2017). This involves (1) the use of numbers and mathematical symbols to solve practical problems and (2) the ability to analyze information in various formats (such as tables, graphs, and diagrams) and interpret the results for decision-making. It is important to note that numeracy goes beyond mere counting skills and is not dependent on calculators. Numeracy is a critical skill in understanding and applying mathematics in the modern world (D, Khasanah, & Putri, 2021).

Based on observations and interviews with Ms. Rini Widyowati, the principal of SDN 3 Buwaran Mayong Jepara, several significant findings emerged: (1) the school faces a shortage of teaching staff, which can negatively impact the quality of education, including literacy and numeracy instruction. (2) The principal, Ms. Rini Widyowati, reported that students' literacy and numeracy skills remain low, with some students in lower grades (1st, 2nd, 3rd, and 4th grades) still lacking proficiency in reading and writing.

The shortage of educators and students' low literacy and numeracy skills indicates an urgent need to enhance the quality of instruction by developing strategies to improve student's literacy and numeracy skills. This may involve additional training for teachers or more effective teaching methods, as well as a more systematic monitoring and evaluation system to assess students' progress in literacy and numeracy. Support and resources may also be necessary to ensure students acquire adequate skills.

Literacy and numeracy are fundamental skills crucial for students' educational development. The findings at SDN 3 Buwaran indicate a significant gap in these skills, exacerbated by the lack of teaching staff. To address this issue, targeted interventions are needed to improve the quality of instruction, provide additional support, and implement regular evaluations to ensure that students can develop the literacy and numeracy skills necessary for their academic success and everyday life. So, researchers prepare a work program to overcome student literacy and numeracy problems through the table below:

Table 1. Program to Overcome Student Literacy

No	Activity Focus	Work Program
1	Literacy	Literacy Tutoring Reading Interest Movement Literacy Tree
2	Numeration	Numeration Tutoring Multiplication Spinner

Literacy

Literacy Tutoring

Literacy Tutoring is conducted every morning after a joint prayer in the school field. Researchers identify students who need literacy tutoring and guide them to the school library for reading instruction.



Figure 1: Literacy Tutoring

At the Teaching Campus Batch 5, literacy tutoring is only held 1x a week (Prayudi, Annisariestaqwa, & Husniatun, 2023); this is considered lacking because if literacy is not familiarized every day, then students' memory and understanding of literacy remain weak so researchers make a work program, namely literacy tutoring which is carried out every day, from Monday to Saturday, using the module reading method and enrichment, namely writing in a dictate, and re-read the writings they had written.

Reading Interest Movement

The Reading Interest Movement attempts to improve students' reading interests and habits. The aim is to create a positive reading culture and stimulate students' intellectual development and imagination. Researchers initiated the Reading Interest movement during the first and second breaks. Students are encouraged to visit the library, which has been organized meticulously by both researchers and participants of Teaching Campus 6. This effort aims to ensure the library is clean, orderly, and inviting for students, thus fostering increased engagement with literacy materials.



Figure 2: Reading Interest Movement During Reside

Library problems occur in almost all places assigned to the Teaching Campus. The 5th Generation Teaching Campus program also found similar things. Namely, there was a library, but it was not appropriately managed; books were dusty, dirty, and not organized, and even the library was closed due to a lack of human labor to maintain and operate it at the school. (Indriani Ari, Mayasari Novi, Junarti, & Prihatini Ika, 2023).

In this Teaching Campus 6 activity, researchers and students are also trying to remodel the abandoned library at SDN 3 Buwaran, starting with cleaning the room, arranging books according to their type, and decorating the library room so that it can come back to life and students are enthusiastic about reading in the library comfortably.

Furthermore, researchers hold the Reading Interest Movement Work Program every first break hour. Students are very enthusiastic about this because they are also curious about the books in the library. This has a positive impact on them and the school. Students are increasingly diligent about visiting the library during recess and reading more books they like.

Literacy Tree

The Literacy Tree is a metaphor or symbol for increasing students' literacy and interest in reading. This concept is often used to create an engaging and easy-to-understand visualization of how different aspects of literacy can grow and develop, similar to how trees grow.

The literacy tree practice was carried out when one of the teachers could not attend, and the researcher was asked for help filling in the material in class. The method is

relatively straightforward: Provide a story with a free theme, and then ask students to express the main idea or message of the story. Students write the results on apple-shaped paper that can be attached to the literacy tree.



Figure 3: Literacy Tree

The literacy tree has always been the flagship work program of the Teaching Campus program students. (Widiansyah & Fitriansyah, 2022). Literacy development is also emphasized as an effort to apply numeracy skills to students to foster high enthusiasm and aspirations, as reflected in the symbolization of the literacy tree. Numeracy. Literacy trees are easy to make and very effective. With proper and accurate direction from the teacher, students will find it easier to understand each material presented, and learning will be more fun.

Numeration

Numeration Tutoring

Numeracy Tutoring focuses on improving numeracy skills or understanding mathematical concepts. Numeration includes understanding numbers, mathematical operations, problem-solving, and other mathematical skills. Numeration Bimbel is conducted in the upper grades, namely grades 4, 5, and 6 of elementary school. Researchers help students understand the material through their textbooks and provide exercises in the form of quizzes so that students can increase their enthusiasm for learning.



Figure 4: Numeration Tutoring

Numeration Tutoring is almost the same as Mandatory Numeration or WaMer. (Rianti, Nurcholis, Baluqiah, & Suhadi, 2023). If the Mandatory Numeracy program consists of only one hour of lessons, researchers extend it to two hours because the scope of numeracy knowledge remains limited. This is done so that students can understand the material about numeracy and can operate it in daily activities, not only in the school environment but also outside the school environment.

Multiplication Spinner

Spinner multiplication is a mathematical learning method that combines game elements with multiplication concepts. In a multiplication spinner, students use a rotary

plate (or rotary wheel) with numbers on the edges. They turn the plate and record two numbers that appear. Then, students multiply the two numbers to get the result.

This method aims to make the multiplication learning process more interactive and fun while helping students strengthen their understanding of multiplication. Using multiplication spins, students can practice their multiplication skills visually and practically.



Figure 5: Multiplication Spinner

Researchers use multiplication sprinters because they are more accessible, simpler, and practical. Students are also more interested in practical learning models like this multiplication spinner. Students will get bored if using a numeracy tree. (Hamid, Sahib, & Aljuwanti, 2023), because the concept is almost identical to the literacy tree. Therefore, researchers are looking for other alternatives, namely by applying multiplication spinners.

Technology Adaptation

Furthermore, it relates to learning in classes rarely applied to learning technology and information communication (ICT). ICT learning can be in the form of video viewing to students, animation-based learning, introduction to applications found on laptops, and others. By implementing ICT learning in the classroom, students at SDN 3 Buwaran can get to know technology more closely, and learning is more innovative, active, and fun. The following is the work program of the researcher for technology adaptation:

Table 2. Program of the Researcher for Technology

No	Activity Focus	Work Program
1	Technologi Adaptation	Laptop Operating Practice and ICT Learning Twibbon Making Practice (Teacher)

Computer Operating Practice and ICT Learning

Researchers and participants of the Teaching Campus Batch 6 at SDN 3 Buwaran were also allowed to provide technology adaptation education to students, especially grade 5 students, to prepare for the Minimum Competency Assessment (AKM) for Pre-test and post-test classes and the computer-Based National Assessment (ANBK).

The practice begins with how to open the laptop, turn on the computer, introduce applications, open applications, create personal data, save files, close task sheets, close applications, and turn off the laptop. The students are enthusiastic from here because some have never operated a computer.



Figure 6: Technology Adaptation

This work program not only teaches students how to open a laptop, how to refresh a laptop, and how to turn off a computer (Prayudi, Islamiyah, et al., 2023), but this practice also introduces applications that are on the laptop (such as Microsoft Word), opens applications, creates personal data, saves files, closes task sheets, closes applications, and ends with shutting down the laptop. The students are enthusiastic from here because some have never operated a computer.

Twibbon Making Practice (Teacher)

Technology adaptation was also given to teachers at SDN 3 Buwaran. Besides facilitating the creation of learning media, it can also develop creativity in the fathers and mothers of SDN 3 Buwaran teachers. Adapting the technology taught is making Twibbon through the Canva application and uploading it on the twibbonize.com website. Later, the Twibbon results can be used to commemorate educational and other national holidays.



Figure 7: Twibbon Making Demonstration



Figure 8: One of the results of the Twibbin demonstration

Technology adaptation is a problem that often occurs in remote schools. Apart from the lack of internet access, facilities and human resources (HR) are sometimes still GapTek (Stuttering Technology), and they want to maintain their ability to adapt to increasingly sophisticated technology.

Here, the role of Teaching Campus students is needed. Collaborating with teachers and introducing a new learning atmosphere will also emphasize adapting technology, which will be helpful in the future. Technology adaptation includes basic typing and input values in Microsoft Excel. (Sari, Kurniasanti, & Wijayanti, 2023) And applications to create colorful learning media.

Researchers had the opportunity to introduce technological adaptations, namely making ribbons through the Canva application. Researchers introduced the Canva application here, which helps make Twibbon an engaging learning media. After the twibbon design in Canva has been completed, it can be uploaded on the web at twibbonize.com. The teacher is also very enthusiastic about the adaptation this time; in addition to adding insight, it turns out technology adaptation is easy to do and not complicated.

The Impact of Transformative Learning on Literacy, Numeracy, and Technology Adaptation on Students at SDN 3 Buwaran

A paradigm-shifting learning approach, which includes literacy, numeracy skills, and the application of technology, provides opportunities for students to actively engage in authentic situations from various backgrounds to improve and develop basic numeracy skills. Therefore, proficiency in numeracy literacy will lead to understanding mathematical terms, numerical information, and space conveyed through tables, graphs, charts, and texts. Numeracy literacy skills will expand the application of basic mathematical skills in assessing critical situations and finding innovative solutions to everyday challenges. (Fitriana & Khoiri Ridlwan, 2021).

The impact of transformative learning on student literacy, numeracy, and technology adaptation at SDN 3 Buwaran was seen during the implementation of the Class Minimum Competency Assessment (AKM). There are two sessions, namely the Pre-test and the Post-test. The pre-test is done at the beginning of the assignment (August), while the Post-test is done at the end (November). AKM is carried out in grade 5 SDN 3 Buwaran, with 14 students participating in the AKM Class.

Table 3. The Test Results of The AKM Class Pre-test:

No	Name	Pretest Literacy	Pretest Numeration
1	RIFDA VALYA FITRIANA	75	35
2	SANJAYA FATEKUL UMAM	55	15
3	SERIN HIMATUS SORAYA	85	25
4	HILDA AYATUL HUSNA	30	20
5	MUHAMMAD DAVID SAPUTRA	15	15
6	FAZA ILFA	35	20
7	AHMAD RENDI AFANDI	65	20
8	MUHAMMAD RAMA AINUN NAJIB	75	30
9	AHMAD IRFAN BAGUS SETIAWAN	75	0
10	SHELA FAZHIRA RAMADHANI	55	20
11	SINA AULIYA HUSNA	50	55
12	NISYA AMELIA	55	45
13	REYHAN PRATAMA	80	0
14	FARHAN MUFFID MAQBULLOH	65	45
AVARAGE		58,21	24,64

Table 4. The following are the results of the AKM Class Posttest

No	Name	Pretest Literacy	Pretest Numeration
1	RIFDA VALYA FITRIANA	95	70
2	SANJAYA FATEKUL UMAM	60	50
3	SERIN HIMATUS SORAYA	85	65
4	HILDA AYATUL HUSNA	90	70
5	MUHAMMAD DAVID SAPUTRA	75	50
6	FAZA ILFA	60	65
7	AHMAD RENDI AFANDI	65	50
8	MUHAMMAD RAMA AINUN NAJIB	85	75
9	AHMAD IRFAN BAGUS SETIAWAN	80	65
10	SHELA FAZHIRA RAMADHANI	85	80
11	SINA AULIYA HUSNA	90	80
12	NISYA AMELIA	90	80
13	REYHAN PRATAMA	90	60
14	FARHAN MUFFID MAQBULLOH	95	75
AVARAGE		81,79	66,79

The pre-test results indicated that students' average literacy score was 58.21, while their numeracy score was 24.64. After the post-test, a significant improvement was observed, with the average literacy score rising to 81.79 and the numeracy score to 66.79. This reflects an increase in students' literacy skills by 23.58 points and numeracy skills by 42.15 points. The difference between the pre-test and post-test results demonstrates a significant enhancement, particularly in numeracy skills.

This improvement may be attributed to various factors, one of which is the contribution of the Teaching Campus program. This program focuses on literacy, numeracy, and technology adaptation, providing students with more opportunities to learn through interactive, innovative, and technology-based methods.

By implementing technology-based literacy and numeracy practices, students gained access to many learning resources, including digital teaching materials, which increased their interest in the subjects. The program also trained teachers to adopt more effective teaching approaches, such as audio-visual media or engaging learning applications.

Previous research has shown that technology-based programs are effective in enhancing learning outcomes. Integrating technology in education increases student engagement and strengthens their understanding of fundamental concepts such as literacy and numeracy. (Naibaho & Saragih, 2023). Furthermore, structured literacy and numeracy-based intervention programs can positively impact students' cognitive abilities. (Ritonga, Lubis, Masitha, & Harahap, 2022).

Observations revealed several factors that contributed to the improvement in post-test results: (1) active and innovative technology-based learning methods that engaged students more effectively and made learning more appealing; (2) intensive support from college students participating in the Teaching Campus program; (3) a more interactive classroom environment, both physically and on digital platforms, which helped students grasp the material better; and (4) the adaptation of technology in the teaching and learning process, which allowed for quicker access to information and a variety of learning resources. This reflects similarities with previous research, indicating a significant increase in motivation after students participate in literacy and numeracy programs (Fatonah,

Alfian, & Lestari, 2021). Collaboration among schools, college students from the Teaching Campus program, teachers, and students can increase students' interest in reading and arithmetic (Ritonga et al., 2022). This program provides significant benefits for the personal development of both students and teachers and the overall enhancement of education quality in Indonesia.

CONCLUSION

The Teaching Campus program implemented at SDN 3 Buwaran Mayong Jepara has improved students' literacy, numeracy, and technology adaptation skills. Using interactive and creative teaching methods, such as literacy tutoring, reading interest movement, literacy tree, numeration tutoring, multiplication spinner, laptop operating practice, and ICT learning, has helped students understand and develop these skills. Enhancing literacy, numeracy, and technology adaptation can boost students' motivation to learn and improve their academic outcomes. The increase in literacy, numeracy, and technology skills can also assist students in developing critical thinking and problem-solving abilities. Strengthening learning focused on literacy, numeracy, and technology adaptation can enhance education quality and prepare students to face future challenges. A limitation of this study is that it was conducted at only one elementary school, SDN 3 Buwaran Mayong Jepara, so the findings cannot be generalized to other schools. This research for Islamic education implies that it can serve as a reference for developing more effective and efficient Islamic education programs to enhance student's literacy, numeracy, and technology adaptation skills.

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