



Implementation of the Campus Teaching Program Batch 3 in Building Scientific Literacy in Elementary Schools

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Abstract: Scientific literacy is using scientific knowledge to identify questions, acquire new knowledge, explain scientific phenomena, and draw conclusions based on scientific evidence. Implementation of the Campus Teaching Program Batch 3 is the realization of the independent learning curriculum core program movement, which aims to empower human resources, especially students. This study uses a qualitative descriptive research method. The research was conducted at Lenteng Barat IV Elementary School in Lenteng Barat Village, Lenteng District, Sumenep Regency, East Java, as the target school for the 3rd batch of campus teaching programs. Data collection techniques in this study used structured interviews; the researchers interviewed school principals, class teachers, and students who passed the Campus Teaching Program Batch 3. According to the interviews conducted with the respondents, the survey results said that implementing the Campus Teaching Program Batch 3 in building scientific literacy was very high/good. Seeing the study results, the researchers suggested developing scientific literacy and numeracy instruments in elementary schools.

Keywords: Batch 3; Campus teaching program; Scientific literacy

Introduction

One of the goals of the Indonesian nation is to educate the nation's life, as stated in the opening of the 1945 Constitution of the Republic of Indonesia, paragraph IV, in educating the nation's life through formal, informal, and non-formal education (Muzropovich, 2021). Human education can solve life's problems in the present and the future. Education is one of the right formulas to implement programmed learning experiences inside and outside school through creative, massive, and dynamic learning (Hardiansyah & Mulyadi, 2022). Learning carried out in schools is a process of interaction between educators and students in transforming knowledge, mastering skills, and building appropriate attitudes in students so that students will experience dynamic changes in cognitive, affective, and psychomotor behavior (Hardiansyah & Wahdian, 2023).

At the beginning of 2020, the world was shocked by a coronavirus outbreak (Covid-19) which is increasingly infecting almost all countries (Khairunnisah et al., 2018).

The impact of the Covid-19 pandemic has had real consequences in Indonesia from various fields, such as social, economic, tourism, and education (Simanjuntak, 2020). In a circular issued by the Indonesian government on March 18, 2020, all internal and external activities in all sectors were temporarily suspended to reduce the spread of the coronavirus, especially in the education sector. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 3 of 2020 36962/MPK.A/HK/2020 Concerning the Implementation of Education Policy During the Spread of the Covid Emergency Period. The learning policy in the network (online) is a decision that all educational institutions in Indonesia implement. Online learning uses an internet network with accessibility, connectivity, flexibility, and the ability to bring up various learning interactions. Online learning requires several supporting devices such as smartphones, Android, and laptops/computers that can access information anytime and anywhere (Azhar et al., 2022).

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The effectiveness of online learning that has been implemented has not fully gone according to expectations (Husna & Triani, 2023). This is due to the lack of opportunities for students to hone interpersonal skills. Logistical problems in the form of signals, quotas, and the lack of costs to support learning greatly affect the success and effectiveness of the online learning process (Husna & Triani, 2023). Meanwhile, at the school level, online learning is constrained by the limitations of educators incapable of innovation. The unpreparedness of schools, such as limited infrastructure, internet networks, and lack of mastery of technology, makes the distance learning process ineffective. The Directorate of Learning and Student Affairs, Directorate General of Higher Education, launched the Teaching Campus Program to solve problems arising during online learning (Shinta & Arif, 2023). A teaching campus program is a form of implementing Merdeka Learn Kampus Merdeka in teaching assistance to empower students to assist the learning process in elementary schools in various villages/cities in Indonesia. This is done to improve competence in both soft and hard skills so that they are more prepared and relevant to the needs of the times as future leaders of the nation who are superior and have personalities (Hardiansyah et al., 2023).

The presence of students in teaching campus programs with the application of learning outside the classroom and with interesting methods adapting to everyday life is expected to help to learn (Hardiansyah, 2022b). Students in elementary schools provide opportunities to communicate with students as teaching assistants and can make students inspirational figures (Hardiansyah & AR, 2022). The campus teaching program also provides opportunities for students to hone leadership and character and have learning experiences. In addition, through the teaching campus program, it is hoped that there will be an increase in the effectiveness of the learning process in the emergency conditions of the Covid-19 pandemic because online learning has a risk of losing an effective learning process (Hardiansyah, 2022). The Teaching Campus Program is a program owned by the Ministry of Education, Culture, Research, and Technology, believing that other countries view Indonesia as one of the countries that opened the program and the participants are students so that it can be said that 2021 Teaching Campus Program is an excellent program from the government, that students participate in large collaborations with Indonesia (Maarif & Rofiq, 2018).

The Teaching Campus Program Batch 3 is a continuous program with the Teaching Campus Program Batch 2 which was held and created in 2021 as a fact that there are students who participate in the

success of education which has conditions during this Pandemic that have long been felt by the Indonesian people, especially in the realm of Education in Indonesia (Munawir et al., 2022). Implementing the teaching campus program aims to empower students who collaborate with schools. Through the teaching campus program, students have activities that are their responsibility to assist with learning activities, technology adaptation, and administration at the school where they are assigned (Aristeidou & Herodotou, 2020). The scope of learning on the teaching campus includes learning in all subjects that focus on literacy and numeracy. Technology adaptation by assisting the implementation of a technology-based 4.0 learning system, such as using applications in online learning. As well as covering matters related to the administration of learning and school administration (Prots et al., 2021).

The industrial revolution 4.0 is one of the impacts of the development of information and technology, which is rushing to penetrate all sectors of life, one of which is the education sector (Hardiansyah & Mas'odi, 2022). The era of the industrial revolution 4.0 is also known as the digital revolution because all information can be obtained regardless of space and time (Hardiansyah & Zainuddin, 2022); internet access anytime and anywhere (Hardiansyah, Muhammad Misbahudholam, et al., 2022). Another impact of the industrial revolution 4.0 is scientific literacy which is defined as the ability to use scientific knowledge to identify questions, acquire new knowledge, explain scientific phenomena, and draw conclusions based on scientific evidence (Hall & Zmood, 2019; Hardiansyah & Mulyadi, 2022; Kripalani et al., 2019). Scientific literacy skills are needed to understand and make decisions about nature and changes made to the heart through human activities (Katerina Ananiadou, 2009). Students with scientific literacy skills will be able to apply their knowledge to solve problems in everyday life situations in the personal, social, or global sphere (Ishaq et al., 2019).

The National Science Education Standards (NSES) state that someone who has scientific literacy will have an understanding of the six main elements of scientific literacy, namely: science as inquiry; science content; science and technology; science from a personal and social perspective; history and nature of science; and unified concept and process (Drummond & Fischhoff, 2017). Furthermore, the characteristics of someone with scientific literacy, namely someone who can use scientific knowledge to identify questions and draw conclusions based on evidence to understand and help make decisions about the natural environment and changes resulting from human activities (Hadisaputra et al., 2019). With scientific literacy, one can engage with

science-related issues and scientific ideas as a reflection of society (Dewi et al., 2019). Based on these characteristics, scientific literacy is not only needed by people who want to become scientists in the future but is also an essential ability to be mastered by all citizens.

Students' scientific literacy level is one of Indonesia's educational problems. Although all educators have recognized the importance of scientific literacy, it does not mean students' scientific literacy is well trained. Based on data on the scientific literacy achievement of Indonesian students in the PISA scientific literacy assessment (Ristanto et al., 2017), Indonesia's literacy level is ranked 62 out of 70 countries with an average score of 397. The average literacy level score of 70 countries totals 493, meaning that the literacy level in Indonesia is still low (Aristeidou & Herodotou, 2020). This is reinforced by research that says digital literacy in content evaluation is still relatively low (Jufrida et al., 2019). The average student who attends school still applies traditional literacy or printed material literacy (Hardiansyah & Mas'odi, 2022). Based on the results of this analysis, information is obtained that most Indonesian students still have limited scientific knowledge, which can only be applied to several situations. New students can provide clear scientific explanations and follow explicit evidence.

Some of the objectives of implementing the Campus Teaching Program Batch 3 are to improve Literacy and Numeracy, Technology Adaptation, and School Administration. Literacy and Numeracy are the ability to reason using language (literacy), and reason using Mathematics (Numeration); language skills and mathematics are needed in various contexts, personal, social, and professional (Hardiansyah et al., 2022). Understanding Literacy is the ability to read and analyze a reading, while Numeracy is the ability to analyze using numbers (Hall & Zmood, 2019). Literacy and Numeracy are basic abilities that a student must possess to participate in the learning process. Through the campus program, teaching students reading and numeracy skills will continue to be improved by maximizing literacy and numeracy programs (Darriet et al., 2021).

The Teaching Campus Program is part of solving problems that arise during online learning. The Teaching Campus Program is a form of implementation of the Merdeka Learning Campus Merdeka curriculum in teaching assistance to empower students to assist the learning process in elementary schools in various villages/cities in Indonesia. The teaching campus program is carried out to improve competence in soft and hard skills so that they are better prepared and relevant to the needs of the times as future leaders of the nation who are superior and have personality. The presence of students in the teaching campus program

with the application of learning outside the classroom and with interesting methods adapting to everyday life is expected to help to learn. Students in elementary schools provide opportunities to communicate with students as teaching assistants and can make students inspiring figures. The teaching campus also provides opportunities for students to hone leadership and character and have learning experiences. Implementing the teaching campus program aims to empower students who collaborate with schools. Through the teaching campus program, students have activities that are their responsibility to assist with learning activities, technology adaptation, and administration at the school where they are assigned. It is hoped that students' experiences and insights will become richer through the Teaching Campus Program to develop creativity, interpersonal skills, and student leadership and contribute to assisting the implementation of the teaching and learning process during the pandemic in the education unit they occupy. Students will also get monthly incentives while participating in this teaching campus program and a single tuition fee deduction.

The campus teaching program Batch 3 only focuses on Elementary Schools with a minimum accreditation of C and is in a 3T area (frontier, outermost, and lagging). West Lenteng IV Elementary School is one of the target schools where the campus teaching program batch 3 of 2022 will be implemented. Lenteng Barat IV Elementary School, as long as learning from home is enforced, also implements online learning to prevent transmission of Covid-19 to students and all school members. Lenteng Barat IV Elementary School was established in 1980 with a C accreditation and state status. The curriculum applied in everyday learning is the 2013 curriculum, with approximately 17 students. Lenteng Barat IV Elementary School is located in a village far from the crowds; most students are weak in reading and arithmetic. In addition, in the Lenteng Barat IV Elementary School, many students are less qualified in using technology, such as in operating computers and other technologies. Campus teaching program students batch 3 come with the hope of increasing students' learning enthusiasm so that they can have an impact on improving the basic abilities of students and can direct the use of electronic media, especially for teachers and students, properly and correctly, by existing regulations.

Method

This study uses a qualitative descriptive research method. Qualitative research intends to understand phenomena about what is experienced by research subjects, such as behavior, perceptions, motivations, and actions, holistically and using descriptions in words and

language in an exceptional natural context by utilizing various scientific methods (Jayaraman et al., 2018). The research subject was carried out at Lenteng Barat IV Elementary School, which is located in Lenteng Barat Village, Lenteng District, Sumenep Regency, East Java, as the target school for the 3rd batch teaching campus program.

Implementing the Campus Teaching Program Batch 3 of 2022 consists of preparatory activities starting from debriefing, coordination, deployment, observation, and program planning. The debriefing lasts one week for students and supervisors to provide the minimum knowledge needed in the Teaching Campus activities at the target schools. The training materials include elementary school pedagogy, literacy and numeracy learning, creative online and offline learning strategies, ethics and communication, distance learning concepts, assessment applications in learning, MBKM applications, ambassadors for behavior change during a pandemic, profiles of Pancasila students, and the principles of child protection.

Implementation of the Teaching Campus Program, there are main programs, namely: Assisting grade 1 and grade 6 teachers in carrying out online learning through WhatsApp Class Groups. The subjects taught are thematic subjects. They are helping teachers provide technology-based learning materials, for example showing video-based learning media using laptops and sharing YouTube links. Apart from that, he also made teaching materials using PowerPoint 2013 animation. As well as guiding students in using the WhatsApp Group Application to carry out the online learning process. Introducing online learning media such as Zoom Meeting, Google Meeting, Gdrive (document), Google Classroom, and Google Form for making online exams, Filling in online learning reports using Microsoft Excel 2013 Software, and recapitulating the results of learning activities and students' homework from home. Students also provide learning tools as administrative completeness, namely Learning Implementation Plans (RPP), Teaching Materials and Teaching Materials, Learning Media, Student Worksheets for Evaluation/Assessment Instruments, and Evaluation Materials for each Learning Theme. They assist teachers in typing and editing grade 4 exam questions and exam grids. Students assist in storing archives in Google Drive. In addition, students also help organize and tidy up the administration of the school principal. The principal's administration includes teaching, student affairs, staffing, finance, and administration relating to goods and equipment.

Data sources in this study were school principals, class teachers, students, and students who passed the class 3 teaching campus program. Data collection

techniques in the study used structured interviews; researchers interviewed school heads, class teachers, and students in implementing the Campus Teaching Program Batch 3. Research data analysis techniques using the Miles and Huberman model consist of 4 stages: data collection, data reduction, data presentation, and drawing conclusions. The validity of research data uses technical transcription to check data from different sources using the same technique.

Table 1. Scientific Literacy Ability Interview Instrument

Indication	Total	Number
Recognize life situations involving science and technology	3	4,5,7
Understanding knowledge of science	3	1,2,3
Demonstrate scientific literacy competence	3	6,9,10
Respond with interest in science, support for scientific inquiry, and motivation to act responsibly, for example, towards natural resources and the environment	3	8,11,12

Result and Discussion

Implementation of Campus Teaching Program Batch 3

The Ministry of Education and Culture organizes a teaching campus program as part of the Merdeka Learning Campus Merdeka curriculum policy, which aims to provide solutions for elementary schools that are located in remote rural areas by empowering students who live around the school area to assist teachers and principals in implementing activities learning.

Before participating in the teaching campus program, 16,736 students were selected to take part in the teaching campus program after passing through the selection stages until graduation announcements. Then students participate in a debriefing with various materials for one month before finally going directly into the field to carry out a teaching campus program. The targets of the Teaching Campus Batch 3 program are elementary schools in Indonesia that have C accreditation. One of the elementary schools that is the target location for the Batch 3 Teaching Campus activities is SD Negeri Lenteng Barat IV. Students who qualify for the teaching campus program in Sumenep visit the Education Office to report themselves and meet with the head of the Sumenep District Education Office to provide directions and technical instructions in carrying out campus teaching program activities. After that, students visit schools to stay in touch and explain the program to the schools concerned. The time given to students in the campus teaching program is four months to teach at the target school.

Based on the results of interviews with the headmaster of the Lenteng Barat IV school shows that the learning activities carried out by the students of the

Batch 3 teaching campus program are pretty good and make the students happy and comfortable in class. As said by the principal regarding literacy and numeracy understanding carried out by students, "Our (school principal's) understanding of what literacy means has changed, and the current interpretation has taken into account the literacy needs of the society in which we live. More recent interpretations of literacy skills are understanding, assessing, using, and engaging with written messages to participate in culture, achieve individual goals and aspirations, and create understanding and potential. In line with the opinion of the class teacher when interviewed about literacy and numeracy, "We all need numeracy to increase our potential and also make a good contribution to society. In a highly technological world, numeracy skills, especially the ability to analyze information, are becoming increasingly significant and in high demand by employers. Lack of mathematical confidence and poor numeracy skills are barriers to employment as numeracy tests increasingly become a standard component of the recruitment process."

students coordinate in advance with the homeroom teacher regarding learning and class conditions. In this case, it is essential to determine some of the actions or techniques that students will use when providing learning to students in class. As the class teacher said, "Students of the 3rd batch of campus teaching programs are constructive in the learning process in class. Students are all happy, and they always coordinate with the class teacher whenever they want to enter class. During the learning process, students use several learning methods to make it easier for students to understand the material that has been explained, including the STEAM approach (Science, Technology, Engineering, Art, and Mathematics), RME based on an ethnomathematics approach, see YouTube videos. Meanwhile, so that students remain enthusiastic about learning, students invite them to make crafts that have something to do with learning materials. Some of the things they have made include windmills, geometric nets, animal shapes (from origami paper), making collages, practicing lunar eclipses and solar eclipses (from 2 balls of different sizes and a flashlight).



Figure 1. Accompanying learning and supervising school examinations

Strengthening the numeracy literacy of students in elementary schools can be carried out continuously and in stages, starting from the local government level, academic units, and classes. Numerical Literacy can also be learned through habituation and integrated into learning into extracurricular development. The scope of numeracy literacy is comprehensive, not only in mathematics lessons but also related to other Literacy, for example, culture or citizenship. The components of numeracy literacy in the scope of Mathematics, namely: numbers, operations and calculations, geometry and measurement, data processing, statistical interpretation, spatial reasoning, and patterns.

Teaching activities in class, students help class teachers with division 1. Students are responsible for teaching in 1 class. Before students enter class, of course,

Based on the results of the situation analysis in each class of Lenteng Barat IV elementary school, namely, in the learning process, one room is divided into two classes which are separated by a dividing board. Students decorate each boundary board to make it look beautiful. The specific purpose of the decoration is as a learning medium so that students more easily understand the material that has been explained, and they feel comfortable and remain enthusiastic during the learning process in class. Each class is decorated with a different theme according to the material. Students have decorated with themes, namely: letters and body parts (for grade I), shapes, clocks, and angles (for grade III), metamorphosis (for grade IV), a Map of Indonesia and the respiratory system (for grade V), and Planet (for class VI).

Student Efforts in Learning Science

For two months, the researchers made observations of students who carried out the campus teaching program in the whole class, students trying to build different patterns of learning science. In implementing the teaching campus program, researchers refer to the design of learning science by applying learning that utilizes LCD and PPT as learning media and materials. The learning patterns carried out by students use technological adaptations using LCD, laptops, and PPT. This learning pattern was carried out by researchers for approximately two months in elementary schools. In this study, students carried out learning practices that were not monotonous as before the presence of the teaching campus program. This learning, for example, is

applied to material on the respiratory system of animals. After the researchers carried out development in elementary school science learning, the researchers conducted interviews to observe students' responses to knowledge that had been developed. From the results of consultations that researchers have shown, it can be observed that elementary school students can be applied to field practice and increase students' learning interests. Students actively learn because they are interested in the animation and audio display the researcher applies to the teacher & media teaching patterns.



Figure 2. Introduction to google classroom and google meeting technology adaptations

Obstacles in the Implementation of the Campus Teaching Program Batch 3 Program in Elementary Schools

Implementing the Batch 3 teaching campus program in elementary schools will not be separated from various obstacles during its programs. Obstacles occur due to various factors, from students or conditions and situations in placement schools. Based on the results of interviews with students, it was found that the factor hindering the implementation of the teaching campus program was students' lack of experience in terms of school activities. So students need time to start adapting appropriately to all school members. Furthermore, the obstacle is the condition of the school, which is quite apprehensive. Both in terms of facilities, the quality and quantity of students, the presence of teachers, and being in a remote village where there is intense competition between public and private educational institutions. These things become obstacles to implementing the campus teaching program class 3 in elementary schools.

In the first month of research, the researchers found that the skills of students in literacy and numeracy were very concerning; one of the reasons for the large number of students who were still lacking in literacy and numeracy skills was caused during a pandemic, learning for elementary school students was only given homework assignments and Lack of teacher quality in adapting to technology in elementary school science learning. A teacher must always try to manage to learn according to the times, but researchers did not find

teachers who could adapt to technology in elementary schools, so learning in class was monotonous, making students lazy. One factor that causes teachers not to apply science learning using LCD and PowerPoint is old age; even though learning by applying LCD and making PowerPoint is not something that is rarely encountered, carried out by senior teachers is not impossible to understand.

Researchers assume that teachers don't bring science lessons enjoyably due to a lack of interest in re-learning. This statement is supported by (Afrina et al., 2021), stating that all older people who live in institutions or at home experience physical deterioration, for example, in terms of the quality of vision, so receiving and understanding lessons will certainly not be easy. A teacher is required to master the learning method so that he will be able to provide added value for his students. Furthermore, optimal or maximum learning outcomes are no less important than the value of the learning process. Learning Patterns Based on researchers' observations, improving learning patterns in elementary schools, especially science learning, is necessary. Science learning is enjoyable to develop because it is flexible and can be applied in and outside the classroom. To overcome learning patterns that are still confined to traditional learning patterns. Researchers try to escape the Traditional Pattern by developing learning with Media Learning Patterns. Start implementing media learning in high grades (4,5, and 6). The teacher acts as a supporter of learning, and students become the leading role in education. In implementing the Teaching Campus Program, researchers can carry out elementary science learning by adapting technology and mastering classes much better for students. It is proven that after the researcher has taught for almost five months, the researcher can survive in the Teaching Campus Program.

Based on the analysis that has been carried out with various observations for approximately four months at the Lenteng Barat IV elementary school, students provide recommendations and educational proposals that can later advance the school and its components, including completing school facilities as follows: (a) Providing a place for the library, so that it can provide a place for students. It is intended that students can fill their free time by utilizing the facilities and reading books in the library. (b) Completing learning media or devices that can support the learning process in the classroom to create effective and enjoyable learning. (c) Maintained the cleanliness of the school and classroom environment by getting used to and controlling picket schedules in each class. This aims to create a healthy and comfortable school environment for students in learning. (d) Improving school sanitation channels. This

is very important for the availability of clean water, toilet facilities, and wastewater disposal facilities. So that all school members have no difficulty accessing clean water and using the bathroom. (e) Developing extracurriculars and specializations for students as a place to develop their talents and interests.

Discussion

Literacy is a person's ability to manage information when carrying out the process of reading and writing (Kripalani et al., 2019). In language, literacy comes from the word "Literatus," which means "people who learn." So literacy can be said to be "very close to the process of reading and writing." Whereas literacy can also be interpreted as "a person's language skills (listening, speaking, reading and writing) to communicate in different ways according to his goals" (Piper et al., 2018). If explored further, there are many definitions of literacy, but in short, literacy can be said as the ability to understand reading and writing. Numerical literacy is the knowledge and skills to use various numbers and symbols related to basic mathematics to solve practical problems in various contexts of everyday life and analyze information presented in various forms (graphs, tables, charts), and then use interpretation. The analysis results are used to predict and make decisions (Ishaq et al., 2019). In simple terms, numeracy can be interpreted as the ability to apply number concepts and arithmetic operations skills in everyday life (for example, at home, work, and participation in community life and as a citizen) and the ability to interpret quantitative information around We. This ability is demonstrated by being comfortable with numbers and using mathematical skills practically to meet the demands of life. This ability also refers to the appreciation and understanding of information expressed mathematically, such as graphs, charts, and tables (Ishaq et al., 2019).

Based on the results of TIMMS (Trends International Mathematics and Science Study) in 2015 show that Numerical Literacy skills in Indonesia are still low ranking (Hamer, 2021). Students in Indonesia are still weak in understanding multiple texts, or in other words, they are still lacking in understanding information. This shows that Indonesian students' literacy and numeracy abilities are still below the world average, which is currently entering the Digital Age (Utami & Astuti, 2021). Observing the data and that Indonesia still has low reading interest and motivation, strengthening literacy and numeracy in this era is very important. The Ministry of Education, Culture, Research, and Technology held an activity known as the "Teaching Campus Program." This activity is part of the "Independent Campus" program, which directly

involves students in strengthening literacy and numeracy learning (Erlina et al., 2019). All efforts are made to facilitate the community to develop and strengthen a culture of literacy and numeracy, especially in the current era, where people are required to adapt to technological developments, with the hope that Indonesian Human Resources will be printed that can manage Natural Resources so that they can compete with other nations for the welfare of the nation and state.

In the development of literacy and numeracy in Lenteng Barat IV Elementary School students, it turns out that almost all students do not understand the mathematical concepts of multiplication, subtraction, and division with a total number of more than one hundred. So that students who passed the teaching campus program decided to provide an explanation and understanding of the concepts of multiplication, subtraction, and division. What's more, the majority of low-grade students cannot understand the contents of the reading properly, so through this activity of understanding the contents of the reading, students understand more and can learn well again by observing pictures and videos on Youtube that last for 5 minutes or using the website. Literacy Cloud or Let's Read application. Facing the era of the industrial revolution 4.0 and the era of social Society 5.0 requires a new perspective in the education sector that can produce graduates according to the times. Planting a solid foundation in literacy and numeracy is very important for every student in elementary school to support their ability to be directly involved in education, reach their potential, and participate fully in society.

In implementing the Teaching Campus Batch 3 in elementary schools, students have completed the Minimum Competency Assessment activities for class V. The Minimum Competency Assessment activities during the Teaching Campus Program Batch 3 implementation were done twice. Applicable regulations do this to determine the initial competence of students' abilities to their understanding related to literacy and numeracy. So that if deficiencies are found, students will maximally try so that students can fully understand literacy and numeracy. The second Minimum Competency Assessment activity was carried out to determine the extent to which students understand and master literacy and numeracy. According to the Minimum Competency Assessment results, students have started to understand literacy and numeracy well on average. Even though some students still understand, the level of understanding is lacking, so there is a need for a unique approach and guidance.

Evaluations carried out by ministries and independent survey institutions show how the Teaching Campus program has had a significant impact on

students. Not only bringing students to develop their competence as teachers but also honing their soft skills as a provision to become teachers and get to know the world of education directly. In addition, the impact of teaching campuses is not only on students but also on teachers, especially students who receive role models of students. The presence of students inspires students to be as great as students when they are adults, namely studying for higher education and becoming graduates. It doesn't stop there; the Teaching Campus program also brings and increases digital technology literacy when accompanying teachers when teaching. The results of an independent survey show that the impact of Teaching Campus has had quite an impact on increasing literacy and numeracy in schools, especially during this pandemic; there has been a lot of learning loss which is relatively high.

Conclusion

Based on the results of data analysis, it can be concluded that to build scientific literacy and numeracy skills in class 3, teaching campus programs using information technology is essential, especially in carrying out virtual classroom-based online learning to achieve better results in the learning process. Learning even amid the Covid-19 pandemic. Based on the scientific ability interview instrument table, it is concluded that the indicators are in a very high category, namely the hands of understanding knowledge about science and the indicators responding with interest in science, supporting scientific investigations, and motivation to act responsibly, for example, towards natural resources and the environment. While the other two indicators, namely recognizing life situations that involve science and technology and demonstrating scientific literacy competence, still need to be improved. Suggestions for further research are to analyze the factors of the two indicators that are still lacking so that scientific literacy can be holistically improved. Furthermore, developing information technology-based instruments can enhance scientific literacy skills in the next batch of teaching campus programs.

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things that can build education during the Pandemic. The school is pleased with the Teaching Campus Program; it has assisted with Literacy and Numeracy, School Administration, and Educational Technology; with this, the Teachers can be administered the presence of Students in participating in the Teaching Campus Program.

Authors Contribution

The roles of the authors in this research are divided into executor is J., Y.P.A., and M. M. AR., advisor in this research.

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