



## Calistung assistance and training students through the Program Kampus Mengajar

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### ABSTRACT

In Indonesia, there is an Independent Campus Learning Curriculum (MBKM) which aims to produce graduates who are competent in various fields of knowledge and skills. The Teaching Campus Program is in the context of education in remote areas that lack supporting facilities and significant educational disparities. Reading, writing, and arithmetic (Calistung) skills are essential to education. However, at the UPTD SD NEGERI 2 Cantigi Kulon, this is a problem because students' Calistung skills could be higher based on observations and interviews with the school. To overcome this problem, the student team in the Teaching Campus program carried out mentoring and training activities as a concrete step in overcoming students' difficulties in reading, writing, and arithmetic abilities, as well as helping students and teachers in the learning process to improve Calistung abilities as the basis of literacy and numeracy. This service uses mentoring and training methods. As a result of this activity, students experienced increased reading, writing, and arithmetic skills. With a directed approach and the proper support, students can overcome obstacles in Calistung and achieve better academic achievement.

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### ABSTRAK

Di Indonesia, terdapat Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) yang bertujuan untuk menghasilkan lulusan yang kompeten dalam berbagai bidang keilmuan dan keterampilan. Program Kampus Mengajar merupakan program dalam konteks pendidikan di daerah terpencil yang kekurangan sarana pendukung dan kesenjangan pendidikan yang signifikan. Keterampilan membaca, menulis, dan berhitung (Calistung) adalah dasar yang penting dalam pendidikan namun di UPTD SD NEGERI 2 Cantigi Kulon hal ini justru menjadi permasalahan karena kemampuan Calistung siswa yang rendah berdasarkan hasil observasi dan wawancara dengan pihak sekolah. Untuk mengatasi masalah tersebut, maka tim mahasiswa pada program Kampus Mengajar melakukan kegiatan pendampingan dan pelatihan sebagai langkah konkret dalam mengatasi masalah peserta didik dalam kemampuan membaca, menulis, dan berhitung, serta membantu peserta didik dan guru dalam proses pembelajaran untuk meningkatkan kemampuan calistung sebagai dasar dari literasi dan numerasi. Pengabdian ini menggunakan metode pendampingan dan pelatihan. Hasil dari kegiatan ini, peserta didik mengalami peningkatan kemampuan membaca, menulis, dan berhitung. Dengan adanya pendekatan yang terarah dan dukungan yang tepat, peserta didik dapat mengatasi hambatan dalam calistung dan mencapai prestasi akademik yang lebih baik.

**Kata Kunci:** Calistung; Kampus Mengajar; Pendampingan Calistung

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## INTRODUCTION

Humans are closely related to the world of education, as education significantly influences human resources. John Dewey stated that education is a necessity to fulfill social functions, serving as guidance, a means of growth, preparation, discovery, and the formation of life discipline (Andrianto, 2019). In addition to intellectual development, education also emphasizes the overall process of student development, enabling a child to grow into adulthood (Warsah *et al.*, 2020). Education is a planned effort to create a learning environment and learning processes that enable students to develop their potential actively. When teachers deliver learning materials in front of the class, interaction will occur between teachers and students (Gultom, 2022). Currently, education, particularly at the higher education level, has entered a new era, namely the “Merdeka Belajar Kampus Merdeka” (MBKM) curriculum, which aims to produce graduates with comprehensive competencies in various scientific fields.

The “Kampus Mengajar” (Teaching Campus) program is part of the “Merdeka Belajar” policy under the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to provide teaching assistance in targeted schools with specific criteria, such as schools located in 3T (Disadvantaged, Frontier, and Outermost) areas, and schools with B and C accreditation, as well as serving as a form of contribution to education in Indonesia (Hariyanti *et al.*, 2023; Komara & Hadiapurwa, 2023). The “Kampus Mengajar” program is a testament to the dedication of energy, thought, and time in support of national education amid the COVID-19 pandemic (Boe, 2023). This program invites all university students throughout Indonesia to participate due to its significant impact on the continuity of education in Indonesia, particularly at the elementary (SD/MI) and junior high school (SMP/MTs) levels.

In contrast to urban areas, where the quality of education has developed rapidly, in rural areas, the quality of education remains a particular issue. The lack of reading interest among communities, especially among students enrolled in formal education, is partly due to inadequate educational support facilities, such as libraries. Moreover, the use of the internet by students often hurts their education. This can have concerning implications for the prospects of education in Indonesia (Musfirah & Herdiana, 2021). The issuance of the “Merdeka Belajar Kampus Merdeka” (MBKM) policy, with one of its programs being “Kampus Mengajar,” serves as one of the government’s solutions in addressing educational challenges. The implementation of the “Kampus Mengajar” program can provide students with opportunities to learn and grow, thereby supporting the continuity of learning in schools, particularly at the elementary school level.

One of the concerns experienced by parents in carrying out the additional task of assisting their children in the learning process is their lack of understanding regarding school materials (Mastoah & Zulaelah, 2020). Parents who have limitations in accompanying their children during learning require the assistance of other parties who possess the competence to guide their children’s learning (Faruqi, 2021). A learning companion is required to possess greater expertise than the individual being accompanied during the mentoring process (Damanik *et al.*, 2022), with the purpose of the accompaniment being to motivate children to study diligently. Mastery of technology and the time constraints faced by parents in assisting their children’s learning are challenges that both parents and their children encounter (Maisaroh, 2022). The accompaniment of children in reading, writing, and arithmetic (commonly referred to as Calistung) can increase children’s motivation to learn. It can help them catch up on learning delays at school (Damanik, 2022). The primary goal of tutoring or learning services is to provide students with greater opportunities to develop positive attitudes and habits in learning (Sormin *et al.*, 2022). There is no harm in introducing the concepts of reading, writing, and arithmetic to children, as long as parents or teachers are attentive to the children’s abilities and interests (Mustakim *et al.*, 2022).

According to Piaget, cognitive development is divided into four stages. The first stage is the sensorimotor stage (0–2 years), the second is the preoperational stage (2–7 years), the third is the concrete operational

stage (7–11 years), and the fourth is the formal operational stage (11 years–adulthood) (Juwantara, 2019). Children in elementary school, such as those in Madrasah Ibtidaiyah, fall within the concrete operational stage, as they have begun to develop their thinking patterns. At the concrete operational stage, children can recognize letters and numbers, indicating that they should already possess the ability to read, write, and perform arithmetic (Calistung). Calistung represents three essential skills for the continuity of the educational process, and therefore, these skills need to be mastered by students. If a student is unable to master any of these three skills, it will hinder their learning in the subsequent stages.

Reading is considered a complex skill because it involves various aspects, such as memorizing, comprehending the content, comparing the content, discovering, analyzing, organizing, and finally, applying it (Niken *et al.*, 2023). Through reading activities, it becomes easier to absorb information, and through writing, students can develop their fine motor skills. Meanwhile, performing arithmetic enhances the brain's ability to process information. According to Nasir (2018), reading, writing, and arithmetic (Calistung) serve as benchmarks in the admission process for students in well-regarded elementary schools (SD/MI) in Indonesia. In this context, prospective students who are proficient in Calistung have a greater opportunity to be accepted into prestigious SD/MI schools (Ayu, 2022).

A common issue faced by students and parents is the challenge of reading, writing, and arithmetic (Calistung) (Aini, 2021). Children's ability to read and comprehend is the foundation of the entire learning process; therefore, Calistung is considered the most important activity in life. Calistung is a skill that students at the elementary school level must master, and Calistung programs are prioritized as they serve as the foundation for mastering other subjects. Therefore, in the learning process, Calistung holds a crucial role (Helmanto *et al.*, 2023). Reading is a skill that encompasses various aspects, including comprehension, memorization, discovery, organization, analysis, comparison, and ultimately, application. Writing is a fundamental activity for expressing and reflecting thoughts in written form. Arithmetic refers to the ability to manage sequences of numbers, including addition, subtraction, multiplication, and division (Rosmalita, 2022).

Learning assistance can provide benefits in enhancing students' Calistung skills, increasing their learning motivation, and improving their academic achievement (Suwarma *et al.*, 2023). Through tutoring, students can receive intensive support and assistance in developing their reading, writing, and arithmetic skills. Thus, Calistung assistance and training represent effective learning strategies to optimize students' potential. The teaching model used by teachers or educators to help students understand the material is one of the important decisions that must be made. A learning model can also be understood as a diagrammatic representation of the learning process, from beginning to end, and presented in the classroom by educators (Rokhimawan, 2022). In addition to learning models, learning media are also utilized to support effective learning processes. Learning media serve as tools for transmitting messages or information broadly within the learning process, delivered by the sender to the intended audience (Singh & Hashim, 2020). In the field of education, assessment is a crucial element, as it serves as an evaluation tool for the learning process (Hartini, 2021).

The student team participating in the "Kampus Mengajar" Program at UPTD SD Negeri 2 Cantigi Kulon provided assistance and training to students in developing their reading, writing, and arithmetic skills, which form the foundation of literacy and numeracy. This decision was made after the student team observed the existing issues at the school concerning literacy and numeracy. These findings were obtained through interviews with the school management at UPTD SD Negeri 2 Cantigi Kulon, who observed that the reading, writing, and arithmetic abilities (Calistung) of students in grades II and III remained low.

Several problems were identified during the learning activities, including difficulties with reading, such as challenges in spelling syllables into words, problems with connecting words into sentences, and an inability

to use punctuation correctly. Regarding writing difficulties, students struggled to construct sentences correctly, had limited vocabulary, found it difficult to write sentences dictated by the teacher, and had not yet mastered the correct use of punctuation. Additionally, students faced difficulties in performing arithmetic operations, particularly in division and multiplication. These problems stem not only from internal factors but also from external factors, such as the lack of parental support and supervision in learning, as many students live with their grandparents or relatives due to their parents being busy with work. With the tutoring and support provided through the learning assistance and training conducted by the student team of the “Kampus Mengajar” Program, it is expected that students will achieve better and even higher academic performance. To ensure the success of this program, the involvement of all parties engaged in education is essential.

## METHODS

The method employed in this community service activity was the direct provision of Calistung (reading, writing, and arithmetic) assistance to students. The students involved in this activity were lower-grade students, specifically those in grades II and III at UPTD SD Negeri 2 Cantigi Kulon during the 2022/2023 academic year. The stages in implementing this community service activity included the preparation stage, the implementation stage, and the evaluation stage. During the preparation stage, the student team visited UPTD SD Negeri 2 Cantigi Kulon, Cantigi Subdistrict, Indramayu Regency, West Java, to conduct observations and interviews with the principal. In the implementation stage, a pretest was administered to assess the students’ abilities in reading, writing, and arithmetic. After obtaining information about the students’ abilities, the student team provided Calistung assistance using the individualized system learning model. The individual system learning model is a learning approach that focuses on individual abilities, tailoring the learning experience to the needs and abilities of each student, adjusting to each individual’s specific conditions, such as their abilities and learning pace (Siregar, 2018). The final stage was the evaluation stage, during which the students took a post-test to assess whether they had mastered Calistung. A summary of these stages is presented in **Table 1** below (see **Table 1**):

**Table 1.** Stages of Community Service Activities

Preparation Stage	Implementation Stage	Evaluation Stage
<ul style="list-style-type: none"><li>● Observation</li><li>● Interview</li></ul>	<ul style="list-style-type: none"><li>● Calistung skills pretest</li><li>● Calistung assistance and training</li></ul>	<ul style="list-style-type: none"><li>● Post-test following Calistung assistance and training</li></ul>

*Source: Community Service 2023*

## RESULTS AND DISCUSSION

In the preparation stage, the student team of the “Kampus Mengajar” Program visited the designated target school. The MBKM authorities selected this school based on specific considerations. Prior to visiting the target school, the student team and the Kampus Mengajar team conducted a Zoom meeting with the Field Supervising Lecturer (DPL) to receive directions and guidance before engaging with the target school. Subsequently, the student team visited UPTD SD Negeri 2 Cantigi Kulon. During this initial visit, the student team introduced themselves, explained the purpose and objectives of their visit, submitted the assignment letter, and conducted an interview with the principal regarding the school’s needs and conditions. The results of this interview served as a benchmark for the student team in designing activities during the implementation of the Kampus Mengajar Program.

On February 20, 2023, the student team conducted a second observation by visiting each classroom in the school, accompanied by supervising teachers, and observing the ongoing learning activities.

Additionally, the student team interviewed homeroom teachers from grades I to VI regarding students' Calistung abilities. After gathering information from all teachers, the student team proceeded to record data on students who had not yet acquired reading, writing, and arithmetic skills.

The second stage was the implementation stage. This stage was conducted over five meetings. In the first week, the student team administered individual pretests to gather more accurate information about the students' levels of reading, writing, and arithmetic skills. The Calistung skill test utilized several instruments, including a reading test that involved providing reading texts and questions related to the content, a writing test that involved tasks such as writing or copying sentences into paragraphs, and an arithmetic test that included relevant mathematical problems. This initial skill assessment was a crucial step in providing students with appropriate and practical assistance to improve their Calistung abilities. The pretest results showed that, in grade II with 26 students, six students experienced difficulties in Calistung. Meanwhile, in grade III with 21 students, five students experienced difficulties in Calistung. In terms of reading ability, several students could recognize letters but were unable to spell out words. Regarding writing ability, students were able to write. However, they had not yet developed the ability to arrange words correctly, demonstrated minimal use of punctuation, struggled to maintain neatness in their writing, and faced challenges in correctly placing capital letters. For arithmetic ability, several students were capable of performing addition and subtraction operations but had not yet mastered multiplication and division operations.

During the assistance and training activities, the student team focused on three aspects: reading, writing, and arithmetic. In each session, the student team concentrated on one learning aspect to avoid overwhelming the students' learning capacities. The Calistung assistance and training activities in the second week focused on reading skills. The student team provided reading assistance alternately, allowing each student's abilities to become more evident. The media used in reading activities included a pocketbook titled "*Lancar Membaca*" (*Fluent Reading*), an e-book titled "*Belajar Membaca Tanpa Mengeja*" (*Learning to Read Without Spelling*), and thematic books. In the second week of assistance activities, the student team introduced alphabet letters, vowels, consonants, and the spelling of syllables within words and sentences, utilizing mobile phones as learning aids. Each week, the student team designed enjoyable learning experiences supported by unique media, enabling students to engage in learning while playing. The Ministry of Education and Culture Regulation No. 137 of 2014 stipulates indicators for achieving literacy development (including letters and numbers) for children aged 4–5 years. These indicators include recognizing letter and number symbols, identifying animal and object sounds, making scribbles that represent something, and imitating or writing letters A to Z (Ayu, 2022).

In the third week, the student team focused on developing students' writing skills. Writing is an essential skill for lower-grade students as they begin their formal education journey in schools. Writing is the initial step in which students start transforming oral expressions into written form (Niken et al., 2023). Students are taught to recognize and master letters, understand simple sentence structures, and express their thoughts or ideas through writing. Through their initial scribbles or markings, students can develop their early writing skills. The student team assigned 11 students the task of writing or copying a reading text from the thematic book, which was about ducks. Most students were capable in the aspect of writing; however, they often made mistakes regarding the use of capital letters, were inaccurate in using punctuation marks, had difficulty maintaining neatness, and still made errors in spelling words.

To address these issues, the student team aimed to create a comfortable and enjoyable learning environment that would motivate students to improve their learning outcomes. In the fourth week, the student team conducted activities focusing on arithmetic skills. Arithmetic involves the use of numbers, mathematical operations such as multiplication, division, addition, and subtraction, as well as the ability to engage in abstract reasoning. Developing good arithmetic skills among students is crucial in preparing them to understand more complex mathematical concepts in the future. The student team initially focused

on the operations of addition, subtraction, and multiplication; however, in the fourth week, the focus shifted solely to addition and subtraction operations. The assistance and training activities were conducted through play-based methods using mini-ladder media and “play math games” that contained addition and subtraction questions. As a result of these activities, students were very enthusiastic about using the mini snake-and-ladder game and the play math games, and they did not want to rush through the learning process. This prompted the student team to allow ample time for the activities. Nevertheless, the student team ensured that the learning-through-play activities remained focused and supported the learning objectives. The student team also conducted monitoring and control to prevent students from becoming overly focused on the play aspect, which could cause them to neglect the intended learning objectives. Most students had already mastered addition operations; however, not all had mastered subtraction operations. The student team provided a more straightforward concept for students by illustrating buying and selling scenarios. Using this concept, most students were able to understand better compared to merely viewing numbers written on the board or paper.

The fifth meeting also focused on arithmetic; however, the discussion differed from the fourth meeting. In the fifth meeting, the focus was on multiplication operations using the jarimatika finger-counting tool created by the student team. By using the jarimatika media, students were able to avoid relying on multiplication posters displayed in the classroom, and they remained enthusiastic about solving problems using their fingers. The jarimatika media helps students visualize mathematical concepts concretely. By using their fingers, students can more easily understand mathematical operations such as subtraction, multiplication, addition, and division (Amo-Asante & Bonyah, 2023). The results of this community service align with the statement by Hidayah *et al.* (2022) that implementing arithmetic learning with the assistance of jarimatika can enhance students' arithmetic abilities.

After the implementation stage, which lasted for five weeks, the next stage was the evaluation stage, during which the 11 students took a post-test. The students wrote a short story on the theme of holiday activities and then read their stories aloud to the class. For the arithmetic aspect, the student team divided the students into groups to participate in fun math games. Although conducted in groups, each member was still required to solve the problems provided by the student team. Improvements were observed in reading, writing, and arithmetic skills, although four students showed less significant progress. In the reading learning stage, it is essential to acknowledge that students possess varying levels of ability. Although most students were able to spell syllables and read sentences, deficiencies in reading fluency remained. Regarding the writing aspect, most students had mastered writing correctly and accurately. For the arithmetic aspect, significant improvements were evident, although four students still struggled to complete multiplication operations. Therefore, the outcomes of this Calistung assistance and training activity demonstrated positive results in improving learning outcomes, providing a more individualized approach, and creating enjoyable learning experiences aligned with the characteristics of elementary school students.

## **Discussion**

Based on the findings above, issues related to reading, writing, and arithmetic (Calistung) skills among students at UPTD SD Negeri 2 Cantigi Kulon have become a key concern for the student team participating in the Kampus Mengajar program. Students' Calistung skills and learning motivation are issues that need to be addressed to improve the quality of education and student learning outcomes, as many students still face difficulties in learning, particularly in Calistung, and lack motivation for learning (Yektyastuti *et al.*, 2021). Various factors, including insufficient support from parents and teachers, a lack of internal motivation among students, and ineffective learning methods, can contribute to this issue. As a result,

many students struggle to reach their full potential, particularly in subjects such as Science, Mathematics, and Indonesian Language, which require strong Calistung skills.

Some students lack learning motivation, which can lead them to lose interest in attending school and ultimately decide to drop out (Luturmas, 2022). Addressing problems in education is not solely the responsibility of the government; the active participation of the community is also crucial, particularly the involvement of parents and teachers in efforts to enhance students' learning motivation. Therefore, it is essential to have training and student assistance programs to overcome learning difficulties and improve students' academic achievement. Factors that influence Calistung skills and learning motivation include the learning environment, the quality of teachers, and family support (Wahab *et al.*, 2022).

The results of this assistance activity align with the findings of research conducted by Suwarna *et al.* (2023) which stated that student learning assistance programs are effective in improving students' Calistung skills and learning motivation. This program can also facilitate and support students who experience learning difficulties and motivate them in their studies. Furthermore, the results of this community service are also consistent with learning theories that state that students who actively participate in the learning process can improve their academic achievement and learning motivation (Fardani & Hamzah, 2021). The Calistung training and assistance for students at UPTD SD Negeri 2 Cantigi Kulon have proven beneficial in enhancing students' reading, writing, and arithmetic skills. Calistung skills are fundamental for students' education; thus, if students do not possess Calistung skills upon entering elementary school, it can hinder their learning process. It is hoped that this program can continue in the future to support students who face learning difficulties, particularly in Calistung.

## CONCLUSION

The issues arising at UPTD SD Negeri 2 Cantigi Kulon include students' Calistung (reading, writing, and arithmetic) skills and their learning motivation. As a foundation, Calistung serves as the basic element for students to understand and comprehend all school subjects. To address one of these issues, as an effort and activity under the Kampus Mengajar program, the student team conducted assistance and training activities for students experiencing difficulties in Calistung at UPTD SD Negeri 2 Cantigi Kulon. Based on the results obtained from these activities, an improvement in students' reading, writing, and arithmetic skills was observed. With the enhancement of Calistung skills, it is expected that this will support students' learning and academic achievement in the future.

## AUTHOR'S NOTE

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