PATTERNS OF STUDENT MENTORING FROM THE CAMPUS TEACHING PROGRAM IN IMPROVING STUDENT LITERACY AT SDN 43 CAKRANEGARA

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Article Information	ABSTRACT
Article History: Accepted: 25-08-2023 Revised: 19-04-2024 Published: 31-05-2024 **Keywords:** Literacy mentoring patterns teaching campus	This research aims to find out, identify, and analyze students' literacy abilities and patterns of mentoring students from campus teaching programs to improve student literacy at SDN 43 Cakranegara. The approach used in this research is a qualitative approach with a case study method. The data collection techniques used were observation, interviews, and documentation. The data analysis technique in this research uses qualitative data analysis techniques with a data reduction process, data presentation, and conclusion. The results of this research found that students' literacy skills were at the performative level. The pattern of mentoring campus teaching program students in this research was carried out by (1) providing learning facilities through the School Literacy Movement program such as the use of reading corners, the use of word cards, letter cards, digital literacy, and traditional games; (2) supervise children's learning activities by differentiating innovation programs according to learning styles and according to reading and writing skills in low-grade students and high-grade students; and (3) supervise the use of children's learning time in a program called the School Literacy Movement by scheduling structured activities for high and low-grade students. After mentoring students who have difficulty in reading, based on the results of observations and interviews, the average low-grade students who previously did not know letters became familiar with letters and moved up the level reading level 2, namely the group of students with the level of ability to read words and sentences, while in high grades, the average was able to read fluently from those who were previously at the stage of spelling letters. Apart from observations and interviews, based on the results of the AKM post-test, the literacy rate of students increased by around 5-10%. *This is an open access article under the CC BY-SA license.*

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1. INTRODUCTION

Merdeka Belajar Kampus Merdeka also known as MBKM is a program from the government that is in great demand by students lately. The presence of policies launched by the Minister of Education and Culture in 2020 has given birth to new values and concepts for the world of education as a whole, including higher education levels because they are considered relevant and appropriate to be applied in the current democratic era (Seminar et al., 2020). One of them is to make each university more autonomous to create a more innovative and responsive learning culture (Kelola et al., 2022). Nadiem Makarim explained that the basis for the formation of the independent learning program was K.H. Dewantara's philosophy of prioritizing independence and autonomy (Mekkah & Aceh, 2021). Nadiem Makarim explained that the basis for the

formation of the independent learning program was K.H. Dewantara's philosophy of prioritizing independence and autonomy (Aswita et al., 2021). By Suwanti (2022) There are 8 forms of the Independent Learning Campus Independent Program provided by the Ministry of Research and Technology of Higher Education including, (1) Student Exchanges, (2) Thematic KKN, (3) Independent Studies, (4) Entrepreneurial Activities, (5) Humanitarian Projects, (6) Research / Research, (7) Internships / Industrial Practices, (8) and Teaching Assistance under the auspices of an educational unit (Nizam, 2020).

The MBKM program provides several credits that can be achieved by students as much as 20 credits (Pendidikan, 2023). One of the excellent programs supported by the Ministry of Research and Technology and Higher Education to develop practical competencies is teaching assistance known as the teaching campus. Shabrina (2022) mentioned that all students from various majors and universities in Indonesia have the same opportunity to participate in campus teaching programs. In addition to getting the opportunity to learn outside the classroom, students can also collaborate with teachers to develop technological innovations for education.

Research Wahyuni & Tranggono (2023) Students have the responsibility to contribute to teaching and learning activities, support familiarization with technological developments, and also assist in the completion of administrative affairs of the school where they are assigned. One aspect that is the focus of the teaching campus program is increasing literacy skills in target schools that are included in the 4T category (frontier, remote, disadvantaged, and transmigrant areas) (Purnama et al., 2022). According to Law Number 3 of 2019 related to the Book System, literacy is the ability to digest and then understand information critically so that they can access science and technology to improve their quality of life (Bambang, 2019). Further Yusida Lusiana (2022) Revealing literacy is important because it has an important relationship with the human development index (HDI) number which is also one of the variables of the Cultural Development Index (GPA) released by the Ministry of Education and Culture in October 2019.

Literacy is currently a crucial issue in Indonesia because the literacy rate is still low. Based on data from a survey conducted by PISA (Program for International Student Assessment) in measuring student learning outcomes published by the Organization for Economic Co-Operation and Development (OECD) in 2019, it is presented that literacy in Indonesia is in 62nd position out of 70 countries (Fuadi et al., 2020). This information is in line with UNESCO's statement which states that the interest in literacy of the Indonesian people is only 0.001% (Devega, 2017). Of the total provinces in Indonesia are thirty-four, of this number there are 9 provinces, or equivalent to 26% are in the medium literacy activity group with an index number of around 40.01-60.00; 24 provinces equivalent to 71% are in the low group with an index of 20.01-40.00; and 1 province or about 3% is in the very low group with an index of 0-20.00. This means that most provinces are still in the category of low literacy activity and no province is even included in the category of high or very high literacy activity with index numbers around 60.01-80.00 and 80.01-100.00 (Solihin et. al., 2019).

Based on the data above, it is found that there are still many provinces in Indonesia that are in the category of literacy level below the minimum proficiency rate, one of which is West Nusa Tenggara Province (NTB). When viewed from Susenas BPS data in March 2018, the illiteracy intensity in NTB reached a percentage of 12.58%, then in 2019, the reading interest of the people of NTB was still low, occupying the rank of 31 out of 34 provinces in Indonesia (Irham et al., 2020). Judging from the Literacy Activity Level, NTB is in the high category proficiency dimension (68.36%), low category access dimension (20.48%), low category alternative dimension (38.17%), and low category cultural dimension (23.97%). From these four aspects, NTB obtained the results of the Provincial Alibaca Index in the low category with a percentage of 33.64% (Solihin et. al., 2019). Therefore, conclusions were obtained about the literacy ability of people in Indonesia is still in the low category, especially in the province of West Nusa Tenggara (NTB).

Research results Prayitno (2022) shows that the literacy ability of students at SDN 1 Mangir is below the minimum proficiency level of 38%, this happens because the learning methods applied at SDN 1 Mangir are still sticking to conventional methods without the application of innovations related to learning methods that can arouse students' enthusiasm for learning, this has an impact on the low level of student literacy. In addition, the results of other studies from Yusida (2022) show that around 65% of students at SDN 2 Candi have a low literacy rate, this happens because of the lack of teacher assistance using innovative methods so that students feel lazy and tired when literacy learning activities take place. The presence of the teaching campus program with students throughout Indonesia as an intermediary for implementation is expected to bring changes toward one of the goals of the teaching campus program, which is to improve the quality of education in Indonesia, especially in improving literacy.

Based on the explanation above regarding the essence of the teaching campus program, the author was led to analyze the pattern of mentoring students of the teaching campus program in improving student literacy at SDN 43 Cakranegara. Judging from the final data of initial observations made on August 2, 2022,

on several students who were conducting classroom learning at SDN 43 Cakranegara, there are still many low-grade students (1-3) who cannot answer the questions done in their theme books because they cannot write and read letters. In addition, some high-grade students take a long time to work on the tasks given by the teacher. This is due to the inability of students to read so it requires a long time estimation to do assignments, even though students submit assignments on time all questions are not answered properly. Furthermore, the school has not presented literacy programs that can support students in the ability to increase literacy.

The results of an interview with the principal of SDN 43 Cakranegara that the school education report card showed that the data on student literacy ability was at 1.5%, which means below the minimum criteria with a percentage of the proportion of students including advanced literacy ability 0%, proficient literacy ability 26.67%, basic literacy ability 46.67%, and literacy ability needs special intervention 26.67%. The results of interviews with grade 1 and grade 6 teachers said that in lower grade students (1-3) there are still many who do not know letters, this happens because there are many students who do not take PAUD before entering elementary school (elementary school), so they do not have basic skills in recognizing letters. In high-grade students (4-6) there are still many who are not fluent in reading and there are even some students who do not know letters, this happens because of the impact of COVID-19 which requires students to study remotely, so learning runs ineffectively because students only rely on parents in doing assignments given by the school and copy answers from the internet without reading them first. In addition, SDN 43 Cakranegara is one of the schools with fat classes, on average in 1 class consisting of 40-45 students. The number of teachers in schools is not commensurate with the number of students, so the learning process often runs ineffectively, especially in terms of the ability to increase literacy.

The teaching campus has several excellent programs that must be run by students in the assigned school. Some of these programs are literacy-numeracy, technology adaptation, and assisting in the fulfillment of school administration. Even so, students of the teaching campus program come with additional programs in the form of activities that can help realize the goals of the teaching campus, including making reading corners, literacy maps, pulling lucky ropes, making genius making, traditional game-based literacy, library activation, reading clinics, reading corner media, literacy learning through plant observation, and digital literacy. Some of these programs are carried out every day and some are carried out two to three times a week.

Several studies are relevant to the pattern of student education in teaching campus programs in improving student literacy with scientific papers that the researchers compiled, including (1) the first research was conducted by Kusumaningrum, et al., (2019) on "Library Management Assistance to Support the School Literacy Movement" at SDN Sentul 1 and SDN Sentul 2 Purwodadi District, Pasuruan Regency. The results of this study show that the library material management system in the two partner schools is well and correctly arranged, and this service activity is successful in achieving the goal. The benefits that can be obtained through this activity are strengthening the school literacy movement, (2) further research was conducted by Faradiba, et al (2021) on "Improving the Quality of Learning in Elementary Schools through Literacy-based Assistance" at SDN 2 Temple. The methods used in this study are numeracy literacy learning in the classroom, outside the classroom, and technology adaptation. The results showed that before the service activity, there were 65% of students who had grades below KKM. After the learning mentoring activity, the number of students whose scores were below KKM increased to 40%, and (3) research was conducted by Wahab & Amaliyah, (2021) entitled "The Implementation of School Literacy Movement by Using Storybook in Elementary School". The results showed that literacy activities in schools have been implemented with literacy fifteen minutes before the lesson starts and every corner of the school as a reading corner, while the application of literacy using storybooks is carried out by inviting students to read books with varied story titles. Based on these results, it can be concluded that elementary schools already have a good literacy program and the application of literacy using storybooks can invite students to retell the content of the story and the moral of the story.

From some of the results of research that has been conducted on the pattern of mentoring and teaching campus programs above, similarities can be found between the study above and the research to be carried out, namely the focus of research, namely the pattern of mentoring and campus teaching programs. Meanwhile, the difference with what has been done in previous research focuses more on one activity, namely program assistance in GLS (Student Literacy Movement) which is the government's flagship program and focuses on activities outside the classroom. Meanwhile, this study will examine the pattern of mentoring with innovative programs carried out by teaching campus students. Programs created by taking actions in the classroom such as literacy maps, reading corners, and pulling lucky ropes, as well as outside the classroom such as filling out reading questionnaires, digital literacy, and traditional game-based literacy that show new things packaged by students of campus teaching programs according to conditions and needs. As well as a

different research place, researchers will conduct research at SDN 43 Cakranegara located on Jalan Pertanian, Number 1 Tegal Environment, Selagalas Village, Sandubaya District, Mataram City, West Nusa Tenggara (NTB).

The presence of a program designed by students of the campus teaching program at SDN 43 Cakranegara is expected to make students more active and effective in learning to read both inside and outside the classroom more enjoyably and can realize the goals of the campus teaching program on the ability to increase literacy. Departing from this, the author wants to see more about how the pattern of mentoring carried out by students of the teaching campus program improves literacy, so to find out more, a study entitled "Pattern of Student Assistance for the Teaching Campus Program in Improving Student Literacy at SDN 43 Cakranegara.

2. RESEARCH METHODS

This study uses qualitative methods to provide an overview of the pattern of mentoring students of the teaching campus program in improving student literacy at SDN 43 Cakranegara, Mataram City, West Nusa Tenggara. Researchers have conducted research by describing things that occur naturally and in detail. This is to Sugiyono's (2011) view, that the qualitative approach involves collecting data in the form of words, and images instead of numbers or images of social situations that will be examined in depth, breadth, and thoroughly. The method that has been used in this research is the case study method. According to (Pérez, 2017) a case study is a series of scientific activities carried out intensively, in detail, and depth regarding a program, event, an activity, whether at the level of an individual, a group of people, an institution or an organization to obtain in-depth knowledge about the event. Case studies are a more appropriate strategy if the main question of research is related to how or why. The reason why researchers use case studies is because they focus on learning about the pattern of mentoring students of the teaching campus program at SDN 43 Cakranegara, Mataram City, West Nusa Tenggara. The study was conducted twice, namely in August 2023 and November 2023. There are 2 types of data in this study, namely 1) primary data in the form of descriptive data such as words, attitudes, opinions, and perceptions obtained from subjects and informants, and 2) secondary data obtained through journals, books, articles, and other relevant sources. The source of research data has been obtained from 5 students of the campus teaching program as research subjects and 7 teachers and students as research informants taken by purposive sampling techniques, while techniques in obtaining informants have been carried out with snowball sampling techniques. In collecting data, various techniques are used, namely observation, and active participation, meaning that researchers participate and become part of the group studied, semi-structured interviews, namely interviews that use research instruments in the form of unstructured written questions and researchers have been able to construct answers from the subjects interviewed. This research uses tools in the form of mobile phones, books, and ballpoint pens. Before conducting an interview, researchers make an interview guide for interview purposes. Researchers prepare voice recorders, notebooks, and mobile phones, as well as documentation, namely documents in the form of images in the form of photos taken during the interview process, photos taken during observations, and photos of the final report of the teaching campus program. Furthermore, to analyze the data, Miles and Huberman have used the model gradually by (1) reducing the data, namely, the researcher reviewed the overall data that has been collected from the field, namely regarding the pattern of mentoring campus students to teach in improving student literacy at SDN 43 Cakranegara, Mataram City, West Nusa Tenggara. Furthermore, the data is described in the form of field notes without reducing the information obtained so that the data is completely accurate from the interview results. The reduced data provides a clear picture and makes it easier for researchers to collect further data, and look for it if needed, present, and conclude, (2) present data in the form of short descriptions, charts, and diagrams. The data that has been obtained in this study is then systematically arranged from a complex form of information to a simple but selective one, and (3) conclusions are carried out by analyzing or interpreting the data and evaluating, including obtaining meaning and providing explanations from the data obtained regarding the pattern of mentoring students of the teaching campus program in improving student literacy at SDN 43 Cakranegara, Mataram City, West Nusa Tenggara

3. RESULTS AND DISCUSSION
3.1. Research Result

Observations and interviews have been conducted 2 times, namely in August 2023 and November 2023. Initial observations found that many students were unable to timely complete all the tasks given by the teacher, both low-grade and high-grade students. Researchers have found that there are still many students

who cheat on assignments from their friends so learning in the classroom does not run effectively because students are not orderly in carrying out the learning process. In addition, the results of the assignments given by teachers on the assessment sheet do not meet the Minimum Completeness Criteria (KKM) standards, especially in literacy-based learning, for example in Indonesian, PKN, and Social Studies subjects. In September, researchers saw students of campus teaching programs conduct special mentoring activities for students who have difficulty in reading and writing. There are several students of the campus teaching program bringing some students into the library and providing letter cards word cards and picture storybooks as teaching media for students. There is a reading corner media in the corner of the classroom that students use to read for 15 minutes before the teaching and learning process is carried out. In addition, students of the campus teaching program offer digital literacy learning in the classroom to recognize letters and read online storybooks. Literacy learning outside the classroom is also used by students of the teaching campus program, namely doing traditional literacy-based dengklek games. This information is more accurate after interviews were conducted with principals, teachers, students, and students at SDN 43 Cakranegara.

The results of an interview with the principal of SDN 43 Cakranegara that the school education report card showed that the data on student literacy ability was at 1.5%, which means below the minimum competence with a percentage of the proportion of students including advanced literacy ability 0%, proficient literacy ability 26.67%, basic literacy ability 46.67%, and literacy ability needs special intervention 26.67%. The results of interviews with grade 1 and grade 6 teachers said that in lower grade students (1-3) there are still many who do not know letters, this happens because there are many students who do not take PAUD before entering elementary school (elementary school), so they do not have basic skills in recognizing letters. In high-grade students (4-6) there are still many who are not fluent in reading and there are even some students who do not know letters, this happens because of the impact of COVID-19 which requires students to study remotely, so learning runs ineffectively because students only rely on parents in doing assignments given by the school and copy answers from the internet without reading them first. In addition, SDN 43 Cakranegara is one of the schools with fat classes, on average in 1 class consisting of 40-45 students. The number of teachers in the school is not commensurate with the number of students, so in the learning process often. In overcoming the problem of reading and writing difficulties, students of the teaching campus program come with several innovative literacy programs such as providing reading corner facilities in the corner of the classroom that students use for 15 minutes before learning begins, using letter cards and word cards in providing learning to recognize and spell letters to students, utilizing digital literacy in the classroom by displaying videos and online storybooks, As well as conducting student literacy assistance activities outside the classroom using traditional literacy-based dengklek games.

3.2. Discussion
3.2.1 Students' Literacy Abilities

Data shows that students' literacy skills have difficulty in reading and writing are still low or at the first level, namely performative, which has been categorized by the school and by the results of observations and interviews. Some reading difficulties experienced among low-grade students are different from the difficulties experienced by high-grade students. About 70% of lower-grade students still have a lot of difficulty recognizing letters. This is shown by several things, first in the initial literacy diagnostic test, students are only able to achieve reading syllables and cannot connect these syllables into a word. Second, the low intelligence of students. Low student intelligence is identified from the student's learning ability. For example, many low-grade students do not understand the material presented by the teacher, both teachers and campus students because they still depend on peers to complete the assigned task and need additional time to complete it because of a long time to understand a reading and repeating the subject matter so that it can be understood. Third, the results of the assessment on the assignments that have been given, the average student gets a score below the Minimum Completeness Criteria (KKM). While in high grades, about 30% of students have difficulty spelling letters or do not read fluently.

This is reinforced by several facts, first students understand the material when the teacher or campus students teach delivering material orally or audioly and students can only listen and speak but cannot read fluently in the theme book that has been provided to explore the material. Second, there is no reading habit at school and a lack of parental guidance at home due to busy work, and many students are broken home so they do not get full attention or there is no special control on students who have difficulty reading fluently. Third, students still depend on peers to complete assignments and need additional time in doing assignments so students are not optimal on the results that have been done.

From the exposure to previous research data, it can be seen that the literacy ability of elementary school students has not moved from the first level or performative. According to Lisnawati, I dan Ertinawati, (2019) Performative ability means the ability of students who demonstrate early basic literacy skills such as reading, writing, listening, and speaking using symbols (language). These findings are supported by the

opinions of Chesa & Binti Azizatun Nafi'ah, (2022) who said that the 2021 Minimum Competency Assessment (AKM) test data shows that not a few students whose abilities are in the category of needing special intervention.

Another factor that causes students to have difficulty in reading and writing is the low intelligence of students. This is by the theory of Djamrah (2002) which says that one of the factors causing low student literacy is student intelligence. Freeman in Purwanto (2010), intelligence is the ability to learn. The ability to learn itself has different levels for each individual, these differences will certainly also have an impact on literacy skills. Not only literacy skills but also affect numeracy skills and so on.

Furthermore, students do not receive full attention from parents for busy work reasons and many students have divorced parents which results in students not being controlled on cognitive development, especially on literacy skills. This is by the theory of Mardika (2017) states that students' reading and writing skills can be influenced by several factors, one of which is the role of parents in providing attention to students. This opinion is further supported by Arnold (Saliza, 2021) who explains that the factors that affect students' initial reading ability are environmental factors, in this case including students' background and experience at home. The existence of parents will affect the attitude and behavior of children. Furthermore, students who are less capable in terms of literacy will result in learning outcomes or are below the Minimum Completeness Criteria (KKM) standard. This is reinforced by the statement by Rahmawati (2018) That said, students who tend to have low learning achievement usually have difficulty reading.

3.2.2 Patterns of Mentoring Students in Campus Teaching Programs
1. Providing Learning Facilities

The pattern of mentoring students of the teaching campus program by providing learning facilities is evidenced by: (a) in every corner of the classroom there is a reading corner provided by students of the teaching campus program which is used by students who find it difficult to read, Teaching campus students invite students to the reading corner and look for books related to lessons that are adjusted to the ability in reading and writing students between low-grade students and high-grade students, As well as requiring students to participate in reading activities for 15 minutes at the beginning of learning, (b) students of the Teaching Campus Program provide learning facilities in the form of teaching aids. The props in question are letter cards and word cards that are useful for concretizing literacy learning materials for recognizing letters and spelling letters so that low-grade and high-grade students can easier to accept the lessons given, (c) Providing teaching media in the form of digital literacy by displaying learning videos and online storybooks so that children who have audio-visual learning styles are more enthusiastic in following the literacy learning process, and (d) there are literacy learning facilities outside the classroom by utilizing the school field by creating programs, namely traditional game-based literacy. The game used is called the game of dengklek. This game is very popular among early children, so students of the teaching campus program innovate to provide literacy learning of dengklek games that are collaborated with word cards and intended for students who have a kinesthetic learning style that is still at the stage of spelling words.

The availability of sufficient facilities will make students more concentrated during the learning process, therefore students of the teaching campus program provide learning facilities to support learning activities. This statement is in line with research conducted by Astutik & Wasiti (2016: 51) stating that a set of equipment and equipment needed by students to make it easier to understand material, and learning facilities can be in the form of facilities and infrastructure. Then reinforced by Djamarah (2011: 150) who said that learning facilities are learning equipment that can facilitate and smooth the implementation of a business in the form of objects and money. Furthermore, in Gie's research (2002: 33) in Widyastuti and Widodo (2018: 878) learning should be available in learning facilities that can meet learning needs, including learning rooms, sufficient lighting, handbooks, and completeness of learning equipment.

2. Supervise Children's Learning Activities

The pattern of mentoring students of the teaching campus program by supervising children's learning activities is evidenced by: (a) Grouping students according to their preferred learning styles both through audio, visual, and kinesthetic, because each student has a different learning style, and (b) teaching students in different ways, namely lower grade students are more intense by utilizing letter cards and learning videos to recognize letters, While the high class uses storybooks in libraries and digital books, (c) monitoring every implementation of innovative programs in the form of digital literacy, reading corners and letter cards, and (d) directing students to the library to learn spelling and choosing reading books in the use of digital literacy.

The way students provide literacy learning in reading and writing is adjusted to learning styles because each student has a different learning style. As Hamzah B. Uno explained, the saying says another field, another fish. Another person, another learning style. The proverb describes the condition that not all

individuals have the same learning style. Even if they grew up in the same environment, the same school, or even in the same classroom. This result is supported by Widayanti (2013) who said that if teachers know the learning styles and preferences of students, it will be easier to build an effective learning environment by utilizing this information. Departing from this, teachers need to understand the learning style of each student to realize fun, meaningful, and effective learning activities and atmosphere (Wahyuni, 2017). Further strengthened by Januarti, Syafruddin & Masyhuri (2020), Parents always follow every wish of the child. Parents in this study mean that campus students teach as facilitators for students, meaning that everything that students want, including literacy learning, is adjusted to student learning styles.

3. Supervise Children's Use of Study Time

The pattern of mentoring students of the teaching campus program by supervising children's learning activities is evidenced by: (a) assisting low-grade students and high-grade students in running the program by arranging program schedules that are adjusted to students' abilities, so that literacy activities run in accordance with the expectations of the achievement of reading and writing skills can increase, (b) in low-grade students, schedules in literacy activities are more intense because of the ability to read and write Still at the first level, namely the beginner's reading ability in recognizing letters, so it is done in two weeks in each lower grade and is done by, (1) programs every day / 1 hour such as the use of letter cards in the library and in the classroom, (2) The use of the reading corner program is carried out every day by reading 15 minutes at the beginning of learning, and (3) programs 3 times a week such as the use of digital literacy, and (c) for high grade students with a one-week schedule per class by utilizing word card programs in collaboration with literacy-based dengklek games and digital literacy reading online books in the classroom and the use of reading corner programs is carried out every day by reading 15 minutes at the beginning of learning. After the high class is over, it is resumed by the low-grade students according to the schedule, so that the continuous program is by the assignment period of the teaching campus program students and the goal of improving literacy can be achieved.

Skills in managing time must always be applied and developed in students, especially in students who still lack learning time, especially in terms of literacy, students need special time in doing so. Campus students play a role in supervising the use of time as much as possible so that the goal of increasing literacy in low-grade students and high-grade students can be controlled and can experience changes in increasing student literacy. This is by the statement of I. K. Sari (2019), time is the same as money. That is, if someone is skilled in managing money, it will live prosperously and neatly intertwined, just like time if you can manage well, you will achieve a desired goal. The role of effective time management is very necessary for learning activities. This result is supported by Hulasoh (2019) who stated that effective time allocation arrangements act as a driver and controller of learning for students so that during the learning activity process they will better understand how to manage good learning time. In addition, it will bring up learning motivation and avoid boredom and enthusiasm to follow learning materials.

With several innovative literacy programs tailored to learning styles, students can be helped in improving their reading and writing skills. Wibowo's statement, (2016) said that the use of learning styles can increase student activeness based on five indicators, namely: attention, cooperation, and social relations, expressing opinions or ideas, problem solving, and discipline. Based on observations and interviews, the average low-grade students who previously did not know letters became familiar with letters and moved up the level at reading level 2, namely the group of students with the level of ability to read words and sentences, while in high grades, the average was able to read fluently from those who were previously at the stage of spelling letters. Apart from observations and interviews, based on the results of the AKM post, the literacy rate of students increased by around 5-10%.

4.   CONCLUSION

Based on the exposure of the results of the study, it can be concluded that: (1) Student literacy ability is in the first stage, namely performative which shows the ability in reading and writing students who are still low, (2) The pattern of mentoring campus teaching program students in improving student literacy at SDN 43 Cakranegara is: (1) providing learning facilities through the School Literacy Movement program such as the use of reading corners, the use of word cards, letter cards, digital literacy and traditional games, (2) supervise children's learning activities by differentiating innovation programs according to learning styles and according to reading and writing skills in low-grade students and high-grade students, and (3) supervise the use of children's learning time in a program called the School Literacy Movement by scheduling in a structured manner between low-grade students and high-grade students. With the innovative activities of the students of the teaching campus program, based on the results of observations and interviews, there was an increase in literacy, namely the average low-grade student increased in level 2 reading, the group of students with the ability to read words and sentences, while in high grades, the average was able to read fluently from

those who were previously at the stage of spelling letters. Apart from observations and interviews, based on the results of the AKM post-test, the literacy rate of students increased by around 5-10%.

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