

## **THE IMPACT OF KAMPUS MENGAJAR COLLABORATIVE ACTIVITIES ON STUDENTS' LITERACY: A NARRATIVE REVIEW**

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### **Abstract**

In an era where literacy is fundamental for personal and societal advancement, enhancing students' literacy skills has become a pressing educational priority, particularly in Indonesia, where national assessments show consistently low literacy performance among elementary students. This study explores the role of collaborative activities in the Kampus Mengajar (Teaching Campus) program in improving students' literacy competencies. Rooted in the rationale that engaging, student-centered environments—through initiatives such as library revitalization, the creation of wall magazines, and reading corner development—can foster reading interest and writing ability, this research aims to investigate how such interventions influence students' literacy engagement and outcomes. Employing a qualitative methodology in the form of a narrative literature review, the study analyses current literature and field reports from relevant educational initiatives conducted in 2024 in Bengkulu, Indonesia. The findings reveal that collaborative activities significantly improve literacy by increasing student motivation, promoting creativity, and supporting interactive learning environments. In particular, revitalized libraries attract more student visitors and encourage book borrowing, wall magazines nurture creative expression, and reading corners cultivate a habitual reading culture. These results underscore the importance of collaborative, community-based interventions in literacy development and offer valuable insights for education stakeholders seeking to enhance literacy at the elementary school level.

**Keywords:** The Campus Teaching Program, Students' Literacy Skills, A Narrative Literature Review

### **INTRODUCTION**

Literacy skills are very important to improve. Literacy is a key skill in educational success and the development of other life skills (Anwas et al., 2022). As one of the basic skills that are needed in 21st-century society, literacy not only functions as a tool to access information, but also to adapt to rapid world changes (Amalia et al., 2023). Unfortunately, the reality shows that literacy in Indonesia still faces many challenges. According to the 2022 Program for International Student Assessment (PISA) conducted by the Organisation for Economic Co-operation and Development

(OECD), Indonesia's reading literacy score declined by 12 points compared to the 2018 PISA results. These results show that Indonesia is 117 points behind the average global literacy score. Even more concerning, only 25.46% of Indonesian students achieve the minimum competency standard in reading according to PISA (OECD, 2023). In addition, the 2022 Indonesian Children's Reading Literacy Survey (SLMAI) found that only 43.8% of children aged 6-12 years have reading books at home, with an average number of books owned of only 5.1 copies (National Library of Indonesia, 2022). Factors such as limited reading materials and economic conditions are the main obstacles, but another factor that is no less important is the lack of student interest in reading. The Ministry of Education and Culture (Kemdikbud, 2021) highlights that student participation and interest in reading activities play a crucial role in enhancing their literacy skills.

However, many schools in Indonesia still face challenges in creating an attractive learning environment that supports improving students' literacy skills. To overcome this problem, one of the efforts made is through the Kampus Mengajar program, a national program that aims to improve the quality of education in Indonesian schools. This program provides opportunities for students to be directly involved in the learning process outside the campus, collaborate with stakeholders to overcome educational problems, and innovate in developing creative and enjoyable learning models and strategies (Sumani et al., 2022) KemendikbudRistek, 2024). Kampus Mengajar facilitates students to become partners for teachers in schools, with one of the main focuses being to develop collaborative activities that can support increased literacy. Several collaborative activities in this program, such as library revitalization, wall magazine development, and reading corner formation, are designed to create a positive and interactive learning atmosphere, which can increase student involvement in the reading and writing process.

Libraries play a pivotal role in fostering children's reading interest. School libraries, in particular, are essential facilities within the educational system, contributing significantly to the enhancement of students' knowledge and literacy skills (N. A. Safitri et al., 2024; Viana et al., 2024). As an integral part of the learning process, school libraries serve as critical resources designed to support students' academic development (Nurmansyah & Cholifah, 2021; Keminanda et al., 2024). Furthermore, school libraries can be regarded as strategic educational tools (Kurnia & Lubis, 2024; Keminanda et al., 2024). To ensure these institutions fulfill their intended roles effectively, initiatives such as library revitalization have been implemented.

Library revitalization extends beyond merely improving book access; it represents a tangible effort to cultivate a sustainable

literacy culture (V. A. Safitri et al., 2024; V. A. Safitri et al., 2024). This process typically involves cleaning the library, reorganizing books based on their categories, repairing damaged book racks, and labeling books according to their genres (R. Saputri et al., 2024).

The school wall magazine (mading) serves as an informational medium for teachers and students, containing essential information while acting as a simple yet effective communication tool that supports the School Literacy Movement. It is particularly beneficial in enhancing students' literacy skills, especially reading and writing. Students actively and enthusiastically participate in mading-related activities, competing to create outstanding works that can be displayed on the school wall magazine (Santi & Oktariana, 2024). Mading is creatively designed to resemble a magazine page, incorporating various content such as information, images, articles, and other engaging materials. With its attractive designs, diverse fonts, and colorful illustrations, mading captures students' attention and encourages literacy development. It fosters creativity by involving students in active and skilled participation, allowing them to imagine, express their ideas, and present them in innovative forms. This approach positively impacts children's reading interest and offers a diverse and engaging literacy medium. The visually appealing elements of mading—images, illustrations, and design components—effectively convey information and narratives, making it a compelling literacy tool (Khoirun Nisa et al., 2024).

The reading corner is a designated area in schools designed to provide a variety of engaging and easily accessible reading materials for students (T. Nuraini et al., 2024). Establishing such spaces has been identified as an effective strategy to enhance literacy skills and foster a reading culture among elementary school students. Previous research has underscored the importance of reading corners in enhancing students' interest and proficiency in reading, highlighting their role in fostering a supportive literacy environment (Septiana & Saufa, 2024; Z. Nuraini & Amaliyah, 2024; Susanti & Maulina, 2024; Janawati & Riantini, 2024; A. E. Saputri & Rochmiyati, 2024).

The purpose of this study is to summarize and analyze previously published journals by presenting them in the form of a Narrative Literature Review on *The Impact of Kampus Mengajar Collaborative Activities on Students' Literacy*. This approach aims to determine whether these collaborative activities have a significant influence on students' literacy.

## **RESEARCH METHODOLOGY**

This research utilizes a qualitative methodology presented through a Narrative Literature Review. According to Ford (2020), a Narrative Literature Review is a qualitative approach that focuses on narrating human experiences through various methods such as

storytelling, interviews, photography, biographies, and other narrative techniques. Additionally, it serves as a research method for reviewing publications, particularly to support studies in the field of Library and Information Science (LIS). The data for this study was collected through a literature review using the Google Scholar database. The reviewed materials were sourced from Google Scholar, specifically targeting publications from the year 2024 conducted in Bengkulu.

FINDING AND DISCUSSIONS

FINDING

This section presents the key findings from ten literacy enhancement programs conducted in elementary and junior high schools across Bengkulu. Each project focused on improving students' reading interest and literacy skills through diverse strategies, including library revitalization, creation of reading corners, interactive learning, and student-centered innovations. The findings collectively illustrate how targeted interventions—particularly those supported by the Kampus Mengajar initiative—can substantially impact literacy development in school environments. The summary of each program is outlined in the following table.

Tabel 1. Research Themes/Topics and Research Questions

No	Name	Title	Result
1	Parli, M., & Angraini, R. (2024)	PENDAMPINGAN PENINGKATAN LITERASI SISWA DI SD NEGERI 32 KOTA BENGKULU MELALUI REVITALISASI PERPUSTAKAAN DAN INOVASI PEMBELAJARAN	The results of the activities indicate a significant improvement in students' literacy skills, as reflected in the increase in their average literacy score from 67.9% in the pre-test to 82.3% in the post-test. The revitalization of the library at SD Negeri 32 Kota Bengkulu has had a profoundly positive impact on students' reading interest and literacy abilities. Previously, the library was not functioning effectively. However, after its reorganization, the library has been restored as the heart of the school, fostering the intellectual growth of the students.

2	Keminanda, E., Asmara, A., & Masri. (2024)	PENYULUHAN AKREDITASI DAN PENGEMBANGAN PERPUSTAKAAN SDN 13 KOTA BENGKULU: SEBUAH UPAYA MENINGKATKAN LITERASI MINAT BACA ANAK	The findings reveal that the children at SDN 13 Kota Bengkulu exhibit a high interest in reading. This is evident from their enthusiasm to visit the library. They enjoy reading due to the availability of a wide variety of engaging books.
3	Kurnia, Z. E., & Lubis, E. (2024)	PENGELOLAAN PERPUSTAKAN UNTUK MENINGKATKAN LITERASI MINAT BACA DI SDN 89 SELUMA	Effective library management plays a crucial role in enhancing children's reading literacy. The library's role within a school significantly influences students' reading interest, particularly in sharpening their skills, expanding their knowledge, and improving their overall reading literacy.
4	Lambayu, P. E., Jumri, R., & Ariani, N. M. (2024)	Peningkatan Literasi Siswa Sekolah Dasar Negeri 22 Kota Bengkulu Melalui Kreasi Majalah Dinding (Mading).	The findings revealed a positive impact on the students, fostering greater interest in learning to read, boosting their creativity, and facilitating easier engagement in classroom activities for students at SD Negeri 22 Kota Bengkulu.
5	Mauleni, D., & Zulyan. (2024)	PEMANFAATAN POJOK BACA KELAS UNTUK MENINGKATKAN MINAT BACA PADA SISWA DI SD NEGERI 26 KOTA BENGKULU	This study reveals that the creation of reading corners aims to foster or enhance students' love for literacy at SD Negeri 26 Kota Bengkulu by encouraging them to develop the habit of reading in these designated areas within their classrooms. The reading corners are equipped with a variety of books, including both fiction and non-fiction, and are thoughtfully designed to be visually appealing, with books neatly organized. The reading corner serves as a refreshing addition to the classroom environment and

			provides an opportunity for students to read during their free time. It has proven to be highly effective in boosting students' reading interest, emphasizing its critical role in cultivating a love for reading.
6	Ningsih, S. D., & Santoso. (2024)	Peran Mahasiswa Kampus Mengajar 7 dalam Meningkatkan Kemampuan Literasi Peserta Didik di SMPN 06 Mukomuko	The result highlights an improvement in students' reading skills while simultaneously providing a dedicated reading space, supporting the School Literacy Movement, and assisting in the adaptation of technology and administrative processes for effective library management.
7	Safitri, N. A., Jumri, R., & Kashardi. (2024)	PEMANFAATAN PENAMBAHAN POJOK BACA DIDALAM PERPUSTAKAAN UNTUK MENINGKATKAN LITERASI SISWA SDN 22 KOTA BENGKULU	The results of this study show that the establishment of a reading corner at SDN 22 Kota Bengkulu has successfully encouraged all students to visit the library. This enthusiasm is attributed to the creation of the reading corner within the library, where the walls were painted with animated characters. This initiative has successfully enhanced students' interest in reading and contributed to improving the school's literacy report.
8	Safitri, V. A., Ristontowi, & Masri. (2024)	Revitalisasi Perpustakaan Sekolah Guna Meningkatkan Minat Baca Siswa Sd Negeri 22 Kota Bengkulu	The results indicate a significant increase in the frequency of student visits to the library and the number of books borrowed following the program's implementation. The revitalization of the school library at SD Negeri 22 Kota Bengkulu has brought about positive changes in the educational environment and students' reading interest. By



			improving library facilities and diversifying the book collection, the program has successfully encouraged students to engage more actively in reading and enhance their literacy skills.
9	Saputri, R., Riswanto, R., & Kurniawati, J. (2024)	Peningkatan literasi dan numerasi dengan pendekatan interaktif dan komunikatif melalui program kampus mengajar di SD Negeri 15 Kota Bengkulu	The implemented program has successfully supported the development of literacy and numeracy interest among students at SD Negeri 15 Kota Bengkulu.
10	Viana, I. A., Zs, N. Y., & Suryani, A. I. (2024)	Pengaruh Program Kampus Mengajar 7 Dalam Meningkatkan Literasi Dan Pengelolaan Administrasi Perpustakaan Pada Smp Negeri 039 Bengkulu Utara	The research findings show that the Kampus Mengajar 7 program enhances students' literacy by providing them with new reading materials and innovative reading approaches.

The result of the ten literacy improvement programs implemented in various elementary and junior high schools across Bengkulu shows significant progress in enhancing students' reading interest and literacy skills. The revitalization of school libraries—such as at SD Negeri 32 and SDN 22 Kota Bengkulu—proved highly effective, increasing student engagement, book borrowing, and literacy scores. Creative approaches like wall magazines stimulated both reading motivation and student creativity. The establishment of reading corners also encouraged habitual reading by providing attractive, accessible spaces. Additionally, the involvement of Kampus Mengajar participants contributed to improving library management and integrating literacy with numeracy development.

Library Revitalization

## DISCUSSION

Library revitalization initiatives have demonstrated a profound and sustained impact on improving students' literacy skills and fostering a genuine love for reading. The transformation of school libraries into dynamic learning hubs serves not only to provide access to reading materials but also to reframe the culture of reading within the school ecosystem. For instance, the study conducted by Parli and Angraini (2024) clearly illustrates this impact:

the revitalization of the library at SD Negeri 32 Kota Bengkulu led to a substantial increase in student literacy scores—from 67.9% in the pre-test to 82.3% in the post-test. This statistical improvement suggests that students were not only reading more frequently but were likely engaging with texts at a deeper level, possibly due to increased motivation and a more supportive reading environment.

Supporting this, the research by Safitri, V. A., Ristontowi, and Masri (2024) at SDN 22 Kota Bengkulu affirms that enhancements in library infrastructure, such as more diverse book collections and a more inviting physical atmosphere, had tangible effects on student behavior—reflected in more frequent visits and increased book borrowing. These behaviors indicate that when libraries are intentionally designed and resourced, they become more than storage spaces for books; they evolve into vibrant literacy centers that can stimulate both academic and recreational reading. Furthermore, the study by Keminanda, Asmara, and Masri (2024) at SDN 13 highlights that simply providing a rich and varied selection of books can ignite students' enthusiasm and curiosity, especially when those books align with their interests and reading levels. These findings resonate with international literature which underscores that access to engaging, high-interest reading materials is one of the strongest predictors of reading motivation and literacy achievement.

The creation of wall magazines (*majalah dinding*) represents another creative and participatory strategy for enhancing literacy. As reported by Lambayu, Jumri, and Ariani (2024), this activity not only increased students' interest in reading but also encouraged them to take part in producing content. This dual role—as readers and writers—enables students to interact with text more meaningfully. Wall magazines provide opportunities for self-expression, critical reflection, and creative storytelling, which are essential components of functional and higher-order literacy. The collaborative nature of this initiative also cultivates social skills such as teamwork and communication, while building students' confidence in using language to convey ideas. This echoes Vygotsky's theory of social constructivism, where learning—especially literacy learning—is seen as a socially mediated process, heavily influenced by interaction and participation.

Equally notable is the establishment of reading corners (*pojok baca*), which have proven to be a low-cost yet highly effective intervention in promoting reading habits. At SD Negeri 26 Kota Bengkulu, Mauleni and Zulyan (2024) found that the presence of well-curated reading corners with varied fiction and non-fiction books encouraged students to voluntarily engage with literature during their leisure time. These spaces, when aesthetically pleasing and integrated naturally into the classroom or library layout, offer a relaxed and non-intimidating environment for students to read at



their own pace. Safitri, N. A., Jumri, and Kashardi (2024) reinforce this observation through their findings at SDN 22 Kota Bengkulu, where the visual charm of the reading corner—complete with colorful, animated decorations—significantly boosted student engagement. These examples support the notion that the physical and emotional environment plays a critical role in literacy development. A welcoming and student-friendly reading space can positively influence students' attitudes toward reading, turning it into an enjoyable and habitual activity rather than a forced academic task.

## **CONCLUSION**

This study highlights the significant impact of the Kampus Mengajar collaborative activities on improving students' literacy skills. The findings demonstrate that initiatives such as library revitalization, wall magazine creation, and the establishment of reading corners contribute positively to fostering an engaging and supportive literacy environment. Enhanced facilities, innovative teaching approaches, and student-centered activities not only improve reading and writing skills but also motivate students to engage more actively in literacy practices. These results underscore the critical role of collaborative and creative interventions in addressing literacy challenges in elementary schools.

## **SUGGESTIONS**

Future research should explore the broader impacts of collaborative activities on students' critical thinking, social interactions, and problem-solving skills, providing a more comprehensive understanding of their benefits. Longitudinal studies are recommended to examine the long-term effects of these interventions on literacy and academic performance. Additionally, comparative studies across diverse regions and socio-economic contexts could reveal factors influencing program success. Incorporating digital tools into collaborative literacy activities, such as virtual reading corners or online wall magazines, is another promising area for exploration. Finally, investigating the roles of teacher and parent involvement in supporting these activities could offer valuable insights to enhance their effectiveness.

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