



Numeric Literacy Ability Of Elementary School Students Through Class AKM Activities at SDN Petukangan Selatan 05

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ABSTRACT

Assessment in learning should be the process of collecting and processing data to determine student learning outcomes. Learning assessment can be carried out using various techniques, such as exams, assignments, observations, and self-assessments. Minimum Competency Assessment is a basic competency assessment used to measure the development of students' self-capacity and positive participation in society. There are two essential competencies measured in the Minimum Competency Assessment, namely literacy and numeracy. However, in fact, after the Covid 19 pandemic, students' ability to understand texts and numbers has decreased, this is due to changes in learning patterns from face-to-face to online. For this reason, the purpose of this study is to see how the numeracy literacy skills of elementary school students are through the Minimum Competency Assessment activities in the class teaching campus program. The method used in this study is descriptive qualitative, namely by answering the actual conditions in the field carried out on grade 5 students of SDN Petukangan Selatan 05. The results of this study are that there are two literacy and numeracy programs, namely Fond of Literacy and Bilingual Class and Numeracy in Life and Numeracy Culture. With this program, it can be seen that students' numeracy literacy skills have increased by 23% literacy and 38% numeracy and this literacy and numeracy program helps students understand text and numbers in a broader and more enjoyable form than just knowing writing and numbers.

Keywords: Ability, Numeracy Literacy, Minimum Class Competency Assessment

ABSTRAK

Seyogyanya asesmen dalam pembelajaran adalah proses mengumpulkan dan mengolah data untuk mengetahui hasil belajar peserta didik. Asesmen pembelajaran dapat dilakukan dengan berbagai teknik, seperti ujian, penugasan, observasi, dan penilaian diri. Asesmen Kompetensi Minimum merupakan penilaian kompetensi mendasar yang digunakan untuk mengukur pengembangan kapasitas diri siswa dan partisipasi positif pada masyarakat, di mana terdapat dua kompetensi mendasar yang diukur dalam Asesmen Kompetensi Minimum, yaitu literasi dan numerasi. Namun nyatanya pasca pandemi Covid 19 kemampuan siswa dalam memahami teks dan angka kian menurun, hal ini disebabkan adanya perubahan pola belajar dari tatap muka ke daring. Untuk itu tujuan dari penelitian ini adalah untuk melihat bagaimana kemampuan literasi numerasi pada siswa sekolah dasar melalui kegiatan Asesmen Kompetensi Minimum kelas yang ada dalam program

kampus mengajar. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif yakni dengan menjawab kondisi apa adanya di lapangan yang dilakukan pada siswa kelas 5 SDN Petukangan Selatan 05. Hasil dari penelitian ini adalah bahwa terdapat dua program literasi dan numerasi yakni gemar literasi dan bilingual class serta numerasi dalam kehidupan dan budaya numerasi. Dengan adanya program ini terlihat kemampuan literasi numerasi siswa meningkat sebanyak 23% literasi dan 38% numerasi serta program literasi dan numerasi ini membantu siswa memahami teks dan angka dalam bentuk yang lebih luas dan menyenangkan dari sekedar mengenal tulisan dan angka.

Kata Kunci: Kemampuan, Literasi Numerasi, Asesmen Kompetensi Minimum Kelas.

INTRODUCTION

Indonesian basic education is currently still facing the challenge of disparities in quality between regions. The peak of the COVID-19 pandemic has further increased the challenges faced by basic education. Education is an institution that has an important role in shaping the quality of the nation's children. Education is a conscious planned effort carried out to achieve learning activities so that it can develop students' potential (Wahyu Adi Setiawan & Arief Cahyo Utomo, 2024).

This condition has encouraged various elements in Education, especially the Directorate General of Higher Education, Research, and Technology of the Ministry of Education, Culture, Research, and Technology to work together to provide solutions to educational problems, one of which is through the Independent Campus program. Education is also an effort to rise for equality and increase the potential of students to achieve the desired quality of education. As we all know and see, the quality of education compared to other countries is currently very worrying (Wahyudi et al., 2022).

For this reason, with this program, it is hoped that it can initiate a program to increase the contribution of students as catalysts in the learning process at the basic education level.

Program Merdeka Belajar Kampus Merdeka (MBKM) is a program launched by The Minister of Education and Culture that aims to encourage students to master various sciences to prepare them to enter the world of work. Kampus Mengajar is a one of Program Merdeka Belajar Kampus Merdeka (MBKM) which implementation that gives students the right to study for three semesters outside of the study program to improve competencies, both soft skills and hard skills (Tampubulon et al., 2022).

The Teaching Campus Program as part of the Independent Campus is a real work to encourage students to leave their comfort zone into an area of service in educating the nation's children throughout the archipelago. In the implementation of the independent learning curriculum, there are several obstacles, namely starting from the preparation of independent learning, the curriculum is still immature and the school infrastructure is inadequate, and thinking about the type of media that will be used during the learning process and teachers who do not fully understand about it "Merdeka "Curriculum" (Widiansyah et al., 2024).

The "Independent Learning: Independent Campus" strategy, according to the Minister of Education Nadiem Makarim, independence is seen as a kind of freedom that offers freedom to educational institutions from complicated bureaucracy and freedom for students to choose their choice of programs as stated by the Directorate General of Higher Education, Ministry of

Education and Culture, in a book entitled *Independent Learning Guidebook – Independent Campus* (Yulianeta, 2023).

The contribution of students in the Teaching Campus program is an important momentum for students to fulfill one of the tri dharma of higher education, namely community service. By collaborating with teachers, students can help the teaching and learning process and develop classroom learning strategies that focus on strengthening the literacy and numeracy skills of students whom they serve.

Not only demanding service, through Teaching Campus students will reap many soft skills. Potential and competence will be further honed, as the result of learning experiences outside the campus. This is in line with the spirit of the Independent Campus, namely to equip students to be ready to face the future. Until now, the Teaching Campus program has produced four batches. Tens of thousands of students have experienced real teaching experiences in schools. The great enthusiasm of students in participating in this program can also be seen from the large number of registrants in each class. This is proof of the government's seriousness in bridging students with the real world and making it impactful for society (Tinggi & Kebudayaan, 2020).

Teaching Campus program coincides with the momentum of the Covid-19 pandemic which has become a problem for all Indonesian people. The government has made various efforts to break the chain of the spread of Covid-19. One of them is implementing the Large-Scale Social Restrictions (PSBB) policy which forces people to do activities at home. The world of education has also experienced a major impact from this policy. Especially at the elementary education level. Although schools have tried to implement distance learning (PJJ), the conditions of teachers and students in elementary schools (SD) which vary throughout Indonesia make the PJJ process not run optimally.

Based on previous research which states that the purpose of implementing the Teaching Campus program is to provide students with the opportunity to develop themselves through activities and creativity outside the scope of lectures (Anugrah, 2021), and the scope of the Teaching Campus activities includes learning in all subjects that focus on literacy and numeracy, technology adaptation, and assistance with school managerial administration (Manurung & Nahor, 2022).

The learning process in various regions has experienced many obstacles. Some have even been stopped, especially in the 3T (frontline, remote, outermost) areas which have limited facilities in implementing PJJ. Seeing this condition, the Ministry of Education, Culture, Research and Technology invites students to go into the field to overcome learning in elementary schools. Through Teaching Campus, students are challenged to be able to turn challenges into hopes. Students can help teachers adapt to technology and innovate in the learning process. Thus, students can contribute to equalizing the quality of education in Indonesia. Source: Nabilah Putri Afifah 12 Directorate General of Higher Education, Research, and Technology Apart from the COVID-19 pandemic in various regions of Indonesia, the condition of elementary school students' education is still concerning.

For this reason, the Ministry of Education, Culture, Research, and Technology has set criteria for prospective students who will take part in the campus teaching program where students who take part in this program are not just ordinary students, they must be able to

operate teaching activities and package them in an innovative and inspiring form by the objectives of this program, namely to strengthen students with their role as teaching assistants in schools in the fields of assisting in teaching, assisting in technology adaptation, and administrative adaptation.

All teaching activities must also have a foundation and aspects of literacy and numeracy. Technology adaptation in the form of assisting in implementing the 4.0 learning system which is needed in online or online-based learning recently. For technology adaptation, namely matters related to school administration (Fuady & Syofyan, 2022).

The rapid development of digital technology has changed the learning process, with digital literacy becoming a very important skill for students, including in elementary schools. Digital literacy plays an important role in enabling students to access and utilize information from digital sources effectively, which in turn affects their learning outcomes. One aspect affected by digital literacy is students' reading interest, especially in the Indonesian language subject (Sukandar & Dermawan, 2025).

As teaching assistants, the Teaching Campus participants are to help teachers create more interactive classes so there is no more monotonous teaching-learning process. It is expected that through the Teaching Campus program, there are teachers who have the freedom to teach and students who have the freedom to learn. Related to technology adaptation, the participants are to help teachers use technology for teaching and learning. Besides, they are allowed to help schools manage administrative matters. There might be many similar programs to Teaching Campus in the form of an internship, community service, teaching practicum, volunteering movements, and other forms (Lestari et al., 2022).

The COVID-19 pandemic has brought about quite significant changes in education in Indonesia, especially in teaching and learning activities in schools, so that students must learn through online learning. The existence of online learning should be able to have an impact on improving students' literacy and numeracy skills, but in reality, this cannot be achieved. Indonesia is a country that has literacy and numeracy levels that are classified as low (Mardaweni, 2023).

In carrying out the main mission of this teaching campus is to increase literacy and numeracy among students, as it is known that the literacy and numeracy abilities of students at the basic education level are still behind other countries in the world.

Literacy is a person's ability to use potential and skills in processing and understanding information when doing reading and writing activities. However, literacy is not just the ability to read and write, literacy can mean being technologically literate (Nurul Fadilla & Puri Pramudiani, 2023). Assessment literacy is an essential part of the teaching and learning process. Good assessment practices will have an impact on the quality of learning outcomes (Muhson et al., 2025).

Numeracy Literacy as a competency, especially in mathematics learning, is very much needed and must be possessed by the current generation. Students with numeracy literacy focus on using mathematical concepts to explain and predict phenomena (Noriza Munahefi et al., 2024). The existence of literacy assessment can also represent the improvement of competence and language growth of second language learners to improve learning outcomes

and language acquisition. In addition, the role of qualified teachers can improve their assessment literacy, which ultimately leads to better student performance and engagement in learning (Oya & Nordin, 2025).

According to the goals of AKM, various learning content can help students develop critical thinking skills, including literacy and numeracy. Students can master other subject content quickly through the basics of these competencies. Numeracy is the knowledge, skill, and behavior students need to use mathematics in various situations, including introducing and understanding mathematics (Deda et al., 2023).

Therefore, every individual is expected to be able to equip themselves with skills in facing the intellectual era. Numeracy literacy is one of the basic literacies that must be mastered by students. In this case, numeracy literacy is a major concern, especially in the field of education, and is a competency that is tested on students through the Minimum Competency Assessment (AKM) (Ammy et al., 2024).

Numeracy literacy ability is the ability to use numbers and symbols related to basic mathematics learning which can be used to solve problems that occur in everyday life and then the information received is analyzed and presented in the form of graphs, tables, charts, and so on to draw conclusions (Adi Suarman Situmorang & Dahlia Fortuna Sinaga, 2022). Based on data obtained from the databox regarding the trend of literacy and cultural values in Indonesia from 2019-2022, it can be seen in the graph below:

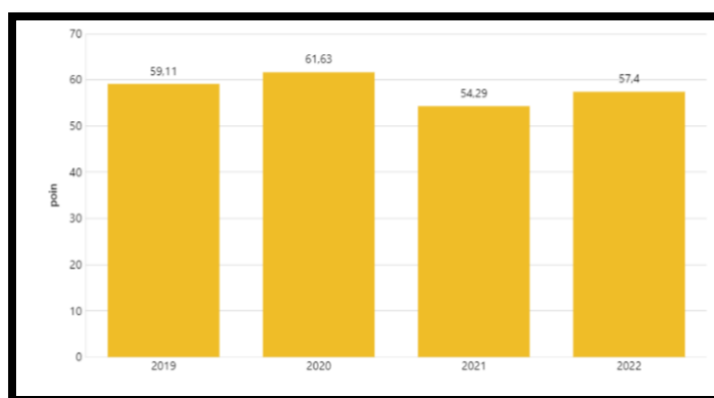


Figure 1: Trend of Literacy Culture Values in Indonesia Since 2019-2022 (Rozhana & Sugiharto, Firsta Bagus Fauzy Emqy, Muhammad Antonius Wicaksono, 2023).

Based on the report of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), Indonesia's literacy culture value was 57.4 points in 2022. This value was recorded as increasing by 5.7% compared to the previous year which was 54.29 points.

Meanwhile, learning activities at SDN Petukangan Selatan 05, which is one of the targets of the Teaching Campus program in Batch 6, also have a unique story in developing literacy and numeracy practices in its students. increasing the number of students' difficulties in understanding learning materials, including literacy and numeracy.

The purpose of this study was to see how the numeracy literacy skills of students at SDN Petukangan Selatan 05 through the AKM Class activities in the 6th Batch of the campus

teaching program. The objects in this study were 5th-grade students at SDN Petukangan Selatan 05.

METHODS

Type and Design

This study, uses a qualitative descriptive method, namely in the form of words based on the description of what happened in the field in depth and as it is (Fitriansyah, 2022). Qualitative research is research that is used to investigate, find, describe, and explain the quality or characteristics of social influences that cannot be explained, measured, or described through a quantitative approach (Sari et al., 2021).

Qualitative research is also a research technique that uses narratives or words to explain and describe the meaning of each phenomenon, symptom, and certain social situation. In qualitative research, researchers are key instruments to interpret each phenomenon, symptom, and certain social situation. Therefore, researchers need to master the theory to analyze the gap between theoretical concepts and the facts that occur (Patonah et al., 2023). Thus, this research uses a qualitative research design because it describes the actual conditions in the field based on the research objects observed.

Qualitative research methods focus on the perspectives, experiences, and behaviors of various respondents in a research study. Qualitative research applies methods that are not much different from quantitative research, such as the data acquisition process and the data analysis process. Specific differences are seen in how to dig up data from informants or research subjects in depth (Abidin et al., 2023).

The researcher used a purposive sampling technique. According to (Sugiyono, 2012), purposive sampling is a sampling technique with certain considerations (Ani et al., 2021). This means that sampling is based on certain considerations or criteria that have been formulated in advance by the researcher. The criteria for the sample in this study were students in grade 5 totaling 28 students.

Data collection technique

This research was conducted at SDN Petukangan Selatan 05 by conducting data collection processes in several ways, namely: 1) Literature study was conducted by reading and recording various references such as books, journals, magazines, articles, the internet and others related to the research being conducted; 2) Observations were conducted by collecting data by conducting non-participant observations of the research object through observation sheets and; 3) Interviews with students participating in KM 6 activities and teachers at the School related to more in-depth and comprehensive data collection.

Data analysis

This study, uses a qualitative descriptive method, namely in the form of words based on the description of what happened in the field in depth and as it is (Fitriansyah, 2023). The process of analyzing qualitative research data (Rijali, 2018) is as follows:

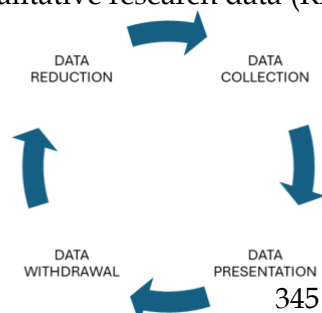


Figure 2: Qualitative Research Data Analysis Process

In analyzing data, researchers do it based on data obtained from field notes, observations, and interviews by producing transcripts which are then processed into data that is described as it is based on the results of data findings in the field.

Qualitative data analysis is carried out interactively and continues continuously until complete, so that the data is saturated. The measure of data saturation is marked by no longer obtaining new data or information.

a. Data Reduction (Data Reduction); Data reduction means summarizing, choosing the main things, focusing on important things, looking for themes and patterns. Thus, the data that has been reduced will provide a clearer picture, and make it easier for researchers to collect further data, and search for it if needed. b. Data Display (Data Presentation) After the data is reduced, the next step is to display the data. The most frequently used method to present data in qualitative research is with narrative text. By displaying data, it will be easier to understand what is happening, plan further work based on what has been understood. c. Conclusion Drawing/Verification According to Miles and Huberman, it is drawing conclusions and verification. The initial conclusion put forward is still temporary, and will change if no strong evidence is found to support it in the next data collection stage. However, if the conclusion put forward in the initial stage is supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusion put forward is a credible conclusion (Kojongian et al., 2022).

RESULTS AND DISCUSSION

The Teaching Campus program is one form of implementing the Independent Learning Kampus Merdeka (MBKM) in the form of teaching assistance to empower students in assisting the learning process in Elementary Schools (Dwi Etika et al., 2021). In the realm of teaching and learning activities (KBM) carried out by fellow students, Teaching Campus focuses on teaching in grade V (five) and focuses more on teaching literacy and numeracy to students in preparation for taking the Computer-Based National Assessment (ANBK). The numeracy literacy programs carried out at the Teaching Campus Batch 6 are divided into 2 programs, namely literacy and numeracy. In Literacy 1) 2 programs are carried out, namely:

1. Literacy enthusiast: is an activity to access, understand, and use something intelligently through language skills, including reading, seeing, listening, writing, and speaking. This literacy enthusiast is an effort that is carried out comprehensively to make schools a lifelong learning organization, for example, the habit of reading for 15 minutes before studying and reviewing the reading that has been read. The 15-minute reading habit activity before studying aims to increase students' interest in reading and can improve students' fluency and reading speed. This activity can also improve understanding of the

reading that has been read. The target of this program is all classes from class I (one) to class VI (six);

2. **Bilingual Class:** Bilingual Class is a special class program using two languages (Bahasa Indonesia and English) as the language of instruction for teaching and learning activities. In addition, students will also be accustomed to using English as the language of daily communication. In this program, students are invited to read English texts (reading), listen to stories (listening), write what they understand about the text or story (writing), and speak confidently such as introducing themselves in front of the class and presenting written results (speaking). The purpose of this program is to introduce and familiarize students with English, train students' language skills, and keep students from being left behind by the times. Because elementary schools no longer have English subjects, the target of this program is the entire class or each class that we will teach outside the focus class (grade 5). With this, elementary school students still know and are familiar with the language of instruction other than Indonesian.

Meanwhile, in the numeracy program, 2 activities are also carried out, namely:

1. **Numeracy in life:** The application of numeracy in everyday life is very important because it can help students use mathematical skills practically. In addition, students can also improve their logical thinking skills and improve their problem-solving skills. An example of the application of numeracy in everyday life is managing pocket money with students being invited to make a list of their expenses and income. Then they can record their expenses and their remaining pocket money later. The purpose of the pocket money management simulation for elementary school students is to provide students with an initial understanding of the importance of managing money wisely. This program targets high grades, namely from grade IV (four) to grade VI (six);
2. **Numeracy Culture:** This numeracy habituation program can improve numeracy skills or understanding of mathematical concepts in individual students. This practice involves activities specifically designed to promote understanding and skills in the field of numeracy, such as basic mathematical operations, problem-solving, or understanding of more complex mathematical concepts, according to the age and development of students. This 15-minute numeracy habituation is carried out briefly and regularly, both before starting learning as an introduction to activate students' minds, and before going home as a revision session or consolidation of the concepts that have been learned. This numeracy culture aims to develop basic mathematical understanding and skills in students, in addition to helping students develop fast and accurate counting skills.

After the above programs are carried out, the next step is to hold the Class Minimum Competency Assessment (AKM) which is carried out through pretests and post-tests. The Class Minimum Competency Assessment (AKM) is used as a tool to diagnose the basic abilities and learning outcomes of each individual student. The goal is to design learning that adjusts to the student's competency level (teaching at the right level).

Educational problems in Indonesia that have not been resolved include the weak literacy and numeracy skills that occur in students. One way to measure literacy and numeracy skills is through assessment. One form of assessment is through the Minimum Competency Assessment (AKM) which is carried out in class (Solihin et al., 2023).

The implementation of Class AKM at the Teaching Campus assignment school was attended by 27 grade V students (five. In its implementation, students will take an Assessment at the beginning as a pretest to measure students' initial abilities before taking part or being held in numeracy literacy improvement programs by Teaching Campus students. After the pretest, students will carry out learning as usual and supplemented with programs designed to improve students' literacy and numeracy skills. At the end of the Teaching Campus assignment, students will take another Assessment as a post-test as an evaluation of the results of learning activities and literacy and numeracy improvement programs. The conclusion obtained from the implementation of this Class AKM is the improvement in students' literacy and numeracy skills resulting from learning activities and collaboration programs between class teachers and Teaching Campus students. From the implementation of this Class AKM, it can also be seen that students who are included in the Class AKM are in heterogeneous groups with different levels of cognitive abilities. The following is a table of class AKM results based on the pretest and posttest:

Table 1. AKM Results Based on The Pretest and Posttest

Student Name	Literacy		Numeracy	
	Pretest	Post-test	Pretest	Post-test
Jonathan Doksen	60	90	35	75
Damar Rekana Ranti	55	95	60	60
Muhammad Umar A	55	85	30	65
Syahla Aulia	65	95	35	75
Ridho Abiyu Kafi	55	85	70	85
Bunga Syafa	50	65	35	80
Muhammad Gibran	45	65	15	60
Muhammad Rizky	30	40	15	75
Carrisa Putri	50	85	40	70
Alika Fatiha	85	85	35	85
Reyhan Bintang	65	90	15	65
Dhemian Daffa	75	80	20	70
Salman Alfarizi	65	80	40	75
Azriel Yusuf	70	75	25	75
Abyan Alif	60	75	15	80
Bona Pratama Sinaga	50	65	40	80
Sahrul Romadon	25	55	40	70
Safana Anggraeni	55	95	25	80
Nur Aullya Ramadhani	60	70	50	75
Yake Fain	60	85	80	90
Nurul Rahmah	25	90	15	65
Nobertus Gagah	50	70	45	75
Yasmine Dwianandita	45	95	50	85
Muhammad Rifki	25	60	25	70
Zahra Putri	55	90	15	75
Valda Khair	55	85	20	70
Charrisa Putri	85	95	45	80

If you look at the results of the pretest and posttest on students' literacy and numeracy skills carried out through AKM Class for class V students, a significant increase can be seen so it can be said that numeracy literacy skills have increased. Where if depicted based on the chart below the results are:

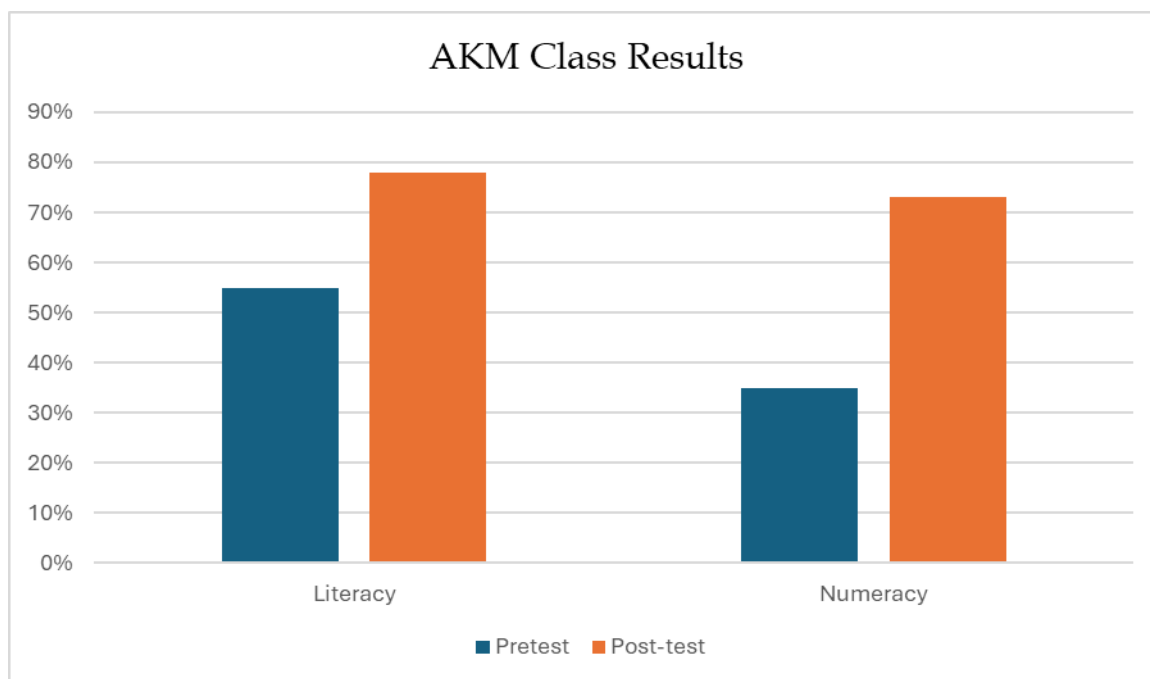


Figure 3: Percentage of Pretest and Post-test Results of Class AKM in Numeracy Literacy.

As seen from the percentage image above, in the literacy program, students for the pretest obtained 55%, while after the post-test was conducted with a number of literacy enrichment materials previously given, it increased to 78%. There was a 23% increase in students' literacy skills. While in the Numeracy program where during the pretest students obtained 35%, after being given enrichment, methods, and ways to understand numeracy more easily, students were more interested so there was an increase to 73%, which is an increase of 38% from students' numeracy skills.

For this reason, the existence of class AKM is used as a tool to help teachers in the classroom diagnose the learning outcomes of each individual student in the class. The goal is for teachers to be able to design learning that is in accordance with the level of student competency (teaching at the right level). This Class AKM will later provide experience to students and teachers before implementing the National AKM. In the implementation of Class AKM, it is more flexible where teachers and students can use gadgets and computers. The implementation of AKM Class is currently only known to a few schools that have received socialization from Teaching Campus students (Chesa & Binti Azizatul Nafi'ah, 2022).

AKM is one of the three components of the National Assessment, which is used as a replacement for the National Investigation. AKM aims to measure students' mathematical literacy. The AKM began to be implemented in the 2021 academic year (Cahyani & Susanah, 2022). Class AKM is used as a tool to help teachers in the classroom to diagnose the learning outcomes of each individual student in the class. The goal is for teachers to be able to design learning that is in accordance with the student's competency level (teaching at the right level) (Chesa & Binti Azizatul Nafi'ah, 2022).

The importance of AKM as a student assessment is that students are accustomed to not only being able to write words or sentences from texts written by other people but also students must be able to convey their thoughts to other people in writing using excellent and polite choices of words and sentences, of course, by Indonesian language rules (Taufiqoh et al., 2023).

To prepare students to face the National Assessment, of course, teachers need to strengthen their students' literacy and numeracy competencies. However, in its implementation, teachers experience several obstacles. Some of the obstacles that arise in efforts to implement learning, especially literacy and numeracy, are as follows: (1) lack of student competence in working on literacy and numeracy questions, (2) the absence of supporting facilities for the implementation of AKM guidance activities in schools, (3) lack of teaching staff who can guide students in literacy and numeracy activities in schools, (4) lack of ability of students and teachers in operating technological devices, (5) limited media that can be used to carry out literacy and numeracy activities (Dwi Noerbella, 2022).

"With the AKM class assessment program, students are more helped in measuring their reading and arithmetic abilities" (Andi, 2023). With the diagnosis of students' numeracy literacy abilities through AKM Class activities, it is hoped that it can help teachers in providing various treatments in learning that are much more effective and enjoyable so that student's literacy and numeracy will increase from day to day.

Literacy that students need to master besides reading is numeracy literacy. Numeracy literacy is very different from mathematics. Although both are based on the same knowledge and skills. Meanwhile, numeracy skills are able to include the skills of applying mathematical concepts and rules in real every day or contextual situations. Everyday problems are structured problems and there are many ways to solve them (Nuzulia & Gafur, 2022).

Minimum Competition Assessment (AKM) is an assessment of the basic competencies possessed by students on a national scale. One of the skills needed to take part in AKM is numeracy literacy. To train this ability, students must get used to working on numeracy literacy questions (Retno Ayu Trisnawati et al., 2022).

Challenges in the Campus Teaching Program can vary, from technical difficulties to social and economic issues faced by students in the field. Limited access to facilities, irrelevant curriculum, and lack of practical skills are also obstacles. In addition, student discipline issues and lack of interest in learning also affect the program. However, by focusing on the implementation of AKM, one of them is an easy way to measure students' ability to understand text and numbers.

CONCLUSION

With the campus teaching program which is currently in its 6th batch, learning activities have become much more meaningful. Where, literacy and numeracy programs help students understand text and numbers in a broader and more enjoyable form than just knowing writing and numbers. The existence of this Class AKM is a basic competency assessment used to measure the development of students' self-capacity and positive participation in society. There are two basic competencies measured by AKM, namely literacy and numeracy.

With the existence of this campus teaching program, it really helps students and teachers in creating targeted learning according to the needs and conditions of the school. However, it is unfortunate if this program does not continue, for that it is hoped that this program can become a regular program that can be carried out independently in each school.

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