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The Efficacy of Teaching Campus Program in Promoting Primary School Students' Literacy Skills

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ABSTRACT: Although the Teaching Campus Program (TCP) has been widely implemented to improve educational quality in Indonesia, empirical studies exploring its impact on primary school students' literacy skills remain limited, particularly those employing a mixed-methods approach. This study aims to unveil students' perceptions of TCP in promoting their literacy skills and to examine the correlations between their perceived TCP and the test scores as well as its contribution to their literacy skills. The participants were 20 students of the fifth grade at one state primary school in Jakarta. With a sequential explanatory mixed-methods design, this study combined quantitative analyses of a questionnaire and test scores—using descriptive statistics to find out perceptions of the program improvement in literacy skills, motivation and confidence, and effectiveness of facilitation and collaboration, a bivariate correlation analysis to assess the relationships with the test scores, and t-test analysis to compare the mean from two data groups—with qualitative responses from semi-structured interviews which were analyzed through thematic analysis. The results showed that TCP had strong positive impact, covering students' improvement in literacy skills, the motivation and their confidence, and facilitation and collaboration. However, no significant corelations were found among the perceived efficacy and test scores even though the paired samples t-test results demonstrated a statistically significant increase in students' literacy skills in the TCP. This study recommends this TCP be continued to enhance primary school student engagement and learning motivation in reading through adequate guidance from university students and the school teachers.

Keywords: literacy skills, primary school students, teaching campus program.

ABSTRAK: *Meskipun Program Kampus Mengajar (KM) telah diterapkan secara luas untuk meningkatkan kualitas pendidikan di Indonesia, studi empiris yang mengeksplorasi dampaknya terhadap keterampilan literasi siswa sekolah dasar masih terbatas, khususnya yang menggunakan pendekatan metode campuran. Studi ini bertujuan untuk mengungkap persepsi siswa tentang program KM dalam meningkatkan keterampilan literasi mereka dan untuk memeriksa korelasi antara program KM yang mereka rasakan dan skor tes serta kontribusinya terhadap keterampilan literasi mereka. Partisipan adalah 20 siswa kelas lima di sebuah sekolah dasar negeri (SDN) di Jakarta. Dengan desain metode campuran eksplanasi sekuensial, studi ini menggabungkan analisis kuantitatif dari kuesioner dan skor tes—menggunakan statistik deskriptif untuk mengetahui persepsi peningkatan program KM dalam keterampilan literasi, motivasi dan kepercayaan diri, dan efektivitas fasilitasi dan kolaborasi, analisis korelasi bivariat untuk menilai hubungan dengan skor tes, dan analisis uji-t untuk membandingkan rata-rata dari dua kelompok data—dengan respons kualitatif dari wawancara semi-terstruktur yang*

dianalisis melalui analisis tematik. Hasil penelitian menunjukkan bahwa program KM memiliki dampak positif yang kuat, meliputi peningkatan keterampilan literasi siswa, motivasi dan kepercayaan diri mereka, serta fasilitasi dan kolaborasi. Namun, tidak ditemukan korelasi signifikan antara persepsi efektivitas program KM dengan skor tes meskipun hasil uji t sampel berpasangan menunjukkan peningkatan keterampilan literasi siswa yang signifikan secara statistik dalam program KM. Studi ini merekomendasikan program KM ini dapat dilanjutkan untuk meningkatkan keterlibatan siswa sekolah dasar dan motivasi belajar dalam membaca melalui bimbingan yang memadai dari mahasiswa (peserta KM) dan guru sekolah.

Kata kunci: *keterampilan literasi, program kampus mengajar, siswa sekolah dasar.*

INTRODUCTION

Since 2020 Indonesia's Ministry of Education, Culture, Research, and Technology has introduced the teaching campus program (TCP) as a key initiative within the *Merdeka Belajar Kampus Merdeka* (MBKM) or emancipated learning program. The TCP aims to promote university students' skills and learning experiences in leadership, problem solving, creativity, and communication abilities and to improve a variety of learning methods for students' literacy and numeracy skills (Kemdikbudristekdikti, 2024). This initiative reflects a broader shift in educational policy, emphasizing experiential learning, community service, and holistic development of university students while addressing critical educational challenges faced by students in Indonesia.

The TCP has been designed to provide university students with hands-on teaching experience in underserved schools. Its origins can be traced to the Indonesian government's effort to address educational inequities, particularly in remote areas (Tohir, 2020). TCP emphasizes experiential learning, where students act as facilitators of literacy and numeracy development in primary and secondary schools while simultaneously gaining practical teaching skills. This dual purpose aligns with similar initiatives globally, such as the *Teach for America* program in the United States and *Teach First* in England and Wales, which aim to address educational disparities by involving highly motivated individuals in teaching roles with challenging social intakes and in low-income rural and urban schools (Heilig & Jez, 2014; Spicksley, 2019). While TCP shares some conceptual similarities with global initiatives such as Teach for America and Teach First in the UK, it is uniquely situated within Indonesia's broader education reform efforts that emphasize community engagement and contextualized learning.

The conceptual foundation of TCP is rooted in service-learning pedagogy, which integrates community service with academic instruction and reflection from communities, academics, and students (Alexander & Khabanyane, 2013). Service-learning emphasizes the mutual benefits, derived from collaboration between university students and school community members and also has the potential to prepare teachers for the 21st century (Petersen et al., 2020). TCP adopts this framework by encouraging students to use innovative teaching methods, such as integrating digital technologies, to foster literacy skills. Research by Arsal (2015), Corcoran & O'Flaherty (2022), and Yang & Zhong (2024) highlights that such programs encourage university students or prospective teachers to develop their critical thinking, environmental mastery, and intercultural communication skills.

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In addition, TCP aligns with UNESCO's Sustainable Development Goal 4, which emphasizes quality education and lifelong learning opportunities for all (Adipat & Chotikapanich, 2022).

The implementation of TCP varies across countries and contexts. For instance, in US and Canada, a similar initiative such as teaching assistant (TA) has been used to focus on helping graduate students understand applied learning as an effective pedagogical modality and implement applied learning lesson plans tailored to their disciplines (Parker et al., 2015). In Australia, TA programs have identified one of models in TA support, reporting that when the students had learning difficulties, they would receive instruction from a TA with no qualifications and limited supervision (Butt, 2016). In Indonesia, TCP's primary focus is literacy and numeracy with students deploying a technology-based teaching methods to improve the quality of education in schools (Indriani & Holisah, 2022). These diverse implementations demonstrate the adaptability of TCP to address specific local needs.

Regarding the effectiveness of TCP, studies consistently highlight the achievement of educational goals. For example, research in a US university demonstrated significant improvements in students' speaking self-confidence in their teaching practice (Ozdemir & Papi, 2022). This program also enhances the students' learning outcomes in terms of soft skills such as communication skills, leadership, motivation, self-confidence, and critical thinking skills (Maulida et al., 2023) as well as social skills (Sumani et al., 2022). Despite its successes, TCP faces several challenges, including limited resources, inadequate training for student-teachers, and classroom management. Ede at al. (2022) and Suhaimi et al. (2024) note that university students found difficulties in designing learning and classroom management for building interactions.

In the context of literacy skills, these become a primary goal of TCP worldwide. In Thailand, twenty primary school students, ranging between 10 and 12 years old after a 10 week implementation of extensive reading strategies such as guessing words, could develop receptive and productive vocabulary knowledge and their reading comprehension (Promluan & Sukying, 2021). Similarly, in the United Kingdom, literacy programs involving student-teachers have shown success in engaging secondary school students at risk of social exclusion and improving their literacy and having flexible, collaborative and creating learning opportunities through new technologies (Boulton, 2017). These studies underscore the importance of innovative approaches to literacy education in diverse settings. In Indonesia, TCP has been particularly effective in enhancing literacy skills through structured and engaging activities. Nyudiana & Mustofa (2024) observed a positive impact on primary school students' interest in reading and their new ways of thinking and knowledge after participating in TCP's game-based learning activities, such as reading corner, reading aloud, reading together, and poster. Moreover, a study conducted by Pujiani & Sukmawati (2024) also reveals TCP has been highly effective for primary school students in promoting their literacy skills, indicating the post-test scores are higher than pre-test ones, a 20.4% increase in students' literacy scores over a three-month period.

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Research on TCP also highlights the perceptions of both primary students and university facilitators. A study found primary students in rural Indonesia increased their motivation and enjoyment in literacy activities, particularly those involving digital tools (Suprima et al., 2023). Facilitators, on the other hand, emphasized the program's capacity to assist them in their teaching competences such as personal, pedagogical, social, and professional competences (Rahadi, 2020). However, challenges in enhancing literacy skills through TCP were also discovered, highlighting limited access to resources, particularly in certain areas. Lestari et al. (2022) found that TCP implemented in one private school in Jakarta still lacked school facilities besides passive participation of teachers. Additionally, despite the use of different learning methods and media, many students delivered their struggle with reading and writing (Sinaga et al., 2023).

While several studies have examined the TCP's broader objectives and implementation across different learning activities, research specifically investigating the efficacy of the TCP remains scarce. Existing studies often highlight the positive impacts of TCP for their interests and enjoyment in reading through digital tools (Nyudiana & Mustofa, 2024; Pujiani & Sukmawati, 2024; Suprima et al., 2023) in the context of qualitative or quantitative analyses. However, little attention has been paid to the specific outcomes of TCP in terms of enhancing literacy skills among primary school students through combining quantitative and qualitative analyses. This gap in the literature underscores the need to evaluate how the TCP addresses pressing literacy challenges in Indonesia's education system and how students perceive its impact quantitatively and qualitatively.

To address this gap, the present study aims to explore the efficacy of the TCP in promoting literacy skills among primary school students in Indonesia. Specifically, the study investigates how these young learners perceive traditional and digital-based literacy activities facilitated through TCP, whether perceived TCP has correlations with their test scores, and how the program contributes to the development of students' literacy skills. Such an exploration is crucial, literacy needs to be strongly developed as a foundation for educational success in the globalized society (Zua, 2021) and the increasing importance of integrating technology into teaching practices (Haleem et al., 2022). By providing prior studies on TCP's impact, this study would comprehensively and effectively contribute to the literature on the MBKM initiative and future program development, mainly TCP. The study is guided by the three research questions: 1) How do primary school students in Indonesia perceive the teaching campus program through traditional and digital-based literacy activities quantitatively and qualitatively in promoting their literacy skills? 2) What is the correlation between students' perceived efficacy of the teaching campus program and their test scores? 3) To what extent does the teaching campus program contribute to promote Indonesian students' literacy skills in primary schools?

METHOD

This study employed a sequential explanatory research design to explore the impact of the teaching campus program (TCP) on primary school students'

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literacy skills. Sequential explanatory design was chosen as it integrates quantitative and qualitative approaches, allowing for an in-depth understanding of the observed phenomena. In the quantitative phase, a structured questionnaire was employed to collect data on students' perceptions of TCP, along with their test scores. This phase was followed with the qualitative phase which involved analyzing interview responses from selected students to obtain deeper perspectives into the students' experiences of TCP. This design is particularly effective in studies involving program evaluations, as it combines numerical data with participant insights to provide a comprehensive analysis (Creswell & Plano Clark, 2018; Ivankova et al., 2006).

Context and Participants

The study was conducted in a state primary school located in Southern Jakarta, Indonesia. As the school has one class in the fifth grade, consisting of 20 students (13 male and 7 female students), this study used all the students to be the participants. These participants were selected through purposive sampling as the pilot project for the TCP was the fifth grade students. Additionally, this sampling technique could ensure the representation from diverse literacy skill levels and experiences within the TCP for over four months. The selected school was chosen for its active participation in the TCP and the availability of digital tools used in the program's implementation. Although the relatively small sample size limits generalizability, it was appropriate for the study's exploratory purpose and allowed for in-depth data collection within the school context.

Instruments and Measures

There are three kinds of instruments utilized to collect data. For quantitative data, a questionnaire with ten items was used to survey the participants. This instrument was designed with three sub-scales to measure different aspects of the program's impact: (a) improvement in literacy skills (items 1-3), (b) motivation and confidence (items 4-7), and (c) effectiveness of facilitation and collaboration (items 8-10). The survey provided quantitative insights into students' perceptions of the TCP. The reliability of the questionnaire was confirmed through Cronbach's alpha of 0.99, indicating a very high internal consistency among the items. Another one is a test for measuring the efficacy of the TCP in improving students' literacy skills. The test includes pre-test and post-test and focuses on reading comprehension and writing abilities formulated based on Taxonomy's Bloom to quantify skill development over the program's duration. The mean test scores for pre-test and post-test obtained were 74.90 and 89.75, with standard deviations of 15.19 and 12.91 respectively. The other instrument was a semi-structured interview addressed to collect qualitative data. There are three main questions that should be answered by the participants, covering the areas of their feeling on the TCP activities, the experiences of utilizing digital tools in improving literacy skills, and the impact of the facilitators in the TCP.

Data Collection

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Data collection was carried out in two phases. In the first phase, quantitative data were gathered through the survey and literacy tests. The pre-test was conducted prior to the students' participation in the TCP, while the post-test was administered after a four-month program ended. In the second phase, qualitative data were collected through semi-structured interviews. There were five students purposively selected as the participants of the interview, considering the gender and their competences gained from the literacy test scores from lower, middle, higher level. Each of them had 10-15 minutes for the interview. The interviews were audio-recorded and transcribed for subsequent analysis, ensuring a detailed capture of student feedback and suggestions. The post-test and interviews were conducted one week after the completion of the TCP intervention, allowing students to reflect on their experiences while minimizing memory decay.

TCP design

The four-month TCP integrates traditional and digital games-based learning to enhance primary students' literacy skills. The program is structured into four phases, each lasting one month. In Phase 1**,** university students (facilitators) introduced the program to students and assessed their initial literacy skills through a pre-test and interactive activities such as storytelling and traditional word puzzles. Phase 2 focuses on fostering foundational reading and writing skills using games like "Snakes and Ladders" with literacy questions and "Word Search." Students engaged in collaborative group activities to enhance vocabulary and comprehension. Phase 3 transitioned to digital tools, incorporating platforms like "Wordwall", "Kahoot", and "Quizziz" for gamified quizzes and creative writing exercises using story-building apps. Students also watch educational mini-cinema videos to practice summarizing and critical thinking. Finally, in Phase 4, students participated in blended activities combining traditional and digital tools, such as creating digital storyboards with Canva application. Regarding this phase, a trained facilitator introduced the Canva to the students, demonstrated it to them in groups, and let them practice making their own digital storyboards. This phase required students' active participation within one month activity. A post-test evaluated their progress, and reflection sessions allowed students to share their experiences and suggestions. This program design ensures a balanced, engaging approach to literacy development by leveraging the strengths of both traditional and digital methods.

Table 1. Four-Month Teaching Campus Program Framework

Phase	Activities	Tools/Resources	Outcomes
Phase 1: Introduction & Baseline Assessment	Storytelling, pre-test, traditional word puzzles	Storybooks, worksheets	Assess baseline literacy skills, build rapport
Phase 2: Traditional Literacy Activities	Snakes and Ladders with literacy tasks, Word Search,	Game boards, printed materials, school field	Strengthen foundational literacy skills

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	group vocabulary games		
Phase 3: Digital Literacy Integration	Wordwall, Kahoot, Quizziz, creative story-building, mini-cinema viewing	Projectors, educational apps	Promote digital literacy, foster creativity and critical thinking
Phase 4: Evaluation & Reflection	Post-test, digital storyboards training, reflection sessions	Mixed traditional and digital tools	Evaluate progress, reinforce skills, collect feedback for improvement

Data Analysis

The analysis of the first research question involved quantitative and qualitative data. In quantitative data, descriptive statistics that includes percentages, mean, and standard deviations were used to analyze the questionnaire on the TCP's effectiveness. Moreover, a thematic analysis was applied to the responses of the interviews from participants (Terry et al., 2017). This process involved identifying, analyzing, and reporting the recurring themes and insights into the program's implementation and impact. This process began with familiarization through repeated reading of the interview responses, followed by generating the initial codes to capture the key features. These codes were then grouped into potential themes which were examined and refined to ensure that the data were appropriately represented. To provide a more complete understanding, the derived themes were compared to the descriptive statistics data. Meanwhile, the examination of the second questions employed a bivariate correlation analysis, which quantitatively assessed the relationships between students' perceived efficacy of the TCP and their test scores. Lastly, the analysis of the third research questions was addressed through paired sample t-test analysis to see the comparison between before and after the treatment of TCP activities.

RESULT AND DISCUSSION

Students' perceptions of the Teaching Campus Program in promoting their literacy skills

The results presented in Table 1 demonstrate a strong positive impact of the teaching campus program (TCP) on students' literacy skills. The highest mean score (M = 4.60, SD = 0.60) is associated with the statement "TCP helps me understand what I read better," suggesting that the program is particularly effective in enhancing reading comprehension. Similarly, students reported significant improvements in their writing skills, as reflected in the mean score of 4.40 (SD = 0.68) for the statement "TCP activities help me write stories better." Furthermore, the belief that "TCP helps me to be a better reader and writer" also received a high level of agreement, with a mean score of 4.30 (SD = 0.66). These findings highlight the overall efficacy of TCP in promoting both reading and writing skills among primary school students.

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Table 2. Improvement in Literacy Skills

No	Questions	SD	D	N	A	SA	Mean	STDV
1	TCP helps me understand what I read better.	0	0	5	30	65	4.60	0.60
2	TCP activities help me write stories better.	0	0	10	40	50	4.40	0.68
3	I believe TCP helps me to be a better reader and writer.	0	0	10	50	40	4.30	0.66

The qualitative data further reinforces the positive impact of the TCP on students' literacy skills. Respondents expressed their enthusiasm and appreciation for the interactive and engaging nature of the program's activities. One student remarked, “I felt happy because the games such as cross puzzle and ladder snakes really helped me to improve my reading and writing skills” (Respondent 3), emphasizing the effectiveness of gamified learning tools in enhancing literacy. Another student shared, "Yes, the activities in the teaching campus program really helped me in learning to read while playing" (Respondent 5), highlighting how the program’s playful and interactive approach made the learning process enjoyable and effective. These responses demonstrate how the program’s innovative methods successfully fostered both skill development and motivation among participants.

Regarding the students' motivation and confidence in literacy activities in the TCP as presented in in Table 2, the highest level of agreement is reflected in the statement “I like reading activities through TCP” (M = 4.65, SD = 0.67), indicating that students find the program's reading activities highly engaging and enjoyable. Additionally, the statement “I feel motivated to read new books after joining some literacy activities in the TCP” received a mean score of 4.25 (SD = 0.91), suggesting that the program effectively encourages students to explore new reading materials. Students also reported increased confidence in reading books (M = 4.10, SD = 0.72) and greater enjoyment of writing (M = 4.20, SD = 0.77) as a result of their participation in TCP. These findings highlight the program's success in fostering positive attitudes and enthusiasm toward literacy activities.

Table 3. Motivation and Confidence in Literacy Activities

No	Questions	SD	D	N	A	SA	Mean	STDV
4	I feel more confident to read books after participating literacy activities.	0	0	20	50	30	4.10	0.72
5	I like reading activities through TCP.	0	0	10	15	75	4.65	0.67
6	TCP activities help me enjoy writing than before.	0	0	20	40	40	4.20	0.77
7	I feel motivated to read new books after joining some literacy activities in the TCP.	0	0	30	15	55	4.25	0.91

The qualitative data provides further evidence of the TCP’s positive impact on students' motivation and confidence in literacy activities. Respondents highlighted the engaging and enjoyable aspects of the program, particularly its integration of technology and interactive activities. One student shared, “Yes,

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learning to use technologies is very exciting and fun. Now, I am more confident to read and write" (Respondent 1), underscoring how the program's innovative approach fostered both skill development and self-assurance. Another student expressed, "I felt so motivated because the activities such as mini cinema and Word Wall really helped me to increase my reading skills." (Respondent 3), emphasizing the role of creative and interactive literacy tools in sustaining their interest and enthusiasm for learning. These qualitative insights affirm the program's effectiveness in boosting both motivation and confidence among participants.

Dealing with the effectiveness of facilitation and collaboration, Table 3 indicates that the TCP is highly effective in facilitating literacy development through innovative strategies and collaborative learning. The highest level of agreement is observed in the statement "The facilitators in the TCP use various strategies and technology-based learning media to help me understand reading and writing better" (M = 4.50, SD = 0.61), highlighting the facilitators' effective use of diverse methods and tools to support learning. Additionally, both the statements "TCP activities provide me to practice reading and writing easier" and "I do my reading and writing tasks better during TCP with other students" received a mean score of 4.25 (SD = 0.64), emphasizing the program's role in making literacy practice more accessible and fostering peer collaboration. These findings demonstrate the TCP's success in creating an engaging and supportive learning environment for improving literacy skills.

Table 4. Effectiveness of Facilitation and Collaboration

No	Questions	SD	D	N	A	SA	Mean	STDV
8	The facilitators in the TCP use various strategies and technology-based learning media to help me understand reading and writing better.	0	0	5	40	55	4.50	0.61
9	TCP activities provide me to practice reading and writing easier.	0	0	10	55	35	4.25	0.64
10	I do my reading and writing tasks better during TCP with other students.	0	0	10	55	35	4.25	0.64

The qualitative data highlights the effectiveness of the TCP in promoting literacy through facilitation and collaboration. Respondents praised the facilitators for their engaging and supportive teaching methods, which combined traditional and digital strategies to make learning enjoyable and effective. One participant shared, "I was very happy, because the facilitators were fun and kind. They also helped me learn to read by providing some traditional and digital games" (Respondent 1), emphasizing the facilitators' ability to create a positive and interactive learning environment. Another student noted, "The game given by the facilitator was very interesting and fun" (Respondent 2), further illustrating how these activities sustained students' interest in literacy tasks. Additionally, one respondent remarked, "I enjoy studying with the facilitators with word walls and other games" (Respondent 4), highlighting the value of collaborative and game-

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based learning. These insights affirm the facilitators' crucial role in enhancing literacy skills through creative and supportive approaches.

The correlation between students' perceived efficacy of the TCP and their test scores

The students' perceived efficacy of the TCP includes improvement in literacy skills, motivation and confidence, and facilitation and collaboration. As displayed in Table 5, the first correlation analysis reveals no significant relationship between students' perceived improvement in literacy skills and their learning achievement, as indicated by a Pearson correlation coefficient of r = -0.023 and a **p**-value of 0.924 ($p > 0.05$). This suggests that while students reported improvements in their literacy skills through the TCP, these self-perceptions did not directly correlate with their measurable learning achievement in the tests. The lack of a significant relationship could be attributed to various factors, such as differences in how students perceive their learning progress versus how it is assessed objectively or limitations in the sample size.

Table 5. The correlation between the perceived improvement and the test score

Correlations		**Improvement in literacy skills**	**learning achievement**
Improvement in literacy skills	Pearson Correlation	1	-0.023
	Sig. (2-tailed)		0.924
	N	20	20
learning achievement	Pearson Correlation	-0.023	1
	Sig. (2-tailed)	0.924	
	N	20	20

Regarding perceived motivation and confidence, the second correlation analysis as illustrated in Table 6 also indicates no significant relationship between students' motivation and confidence in literacy activities and their learning achievement, as evidenced by a Pearson correlation coefficient of r = -0.105 and a p-value of 0.660 ($p > 0.05$). This suggests that while the TCP successfully fosters students' motivation and confidence in engaging with literacy activities, these factors are not directly linked to their measurable performance in literacy achievement tests. The weak and negative correlation could reflect the possibility that increased motivation and confidence do not immediately translate into higher test scores, as academic achievement may depend on additional factors such as prior knowledge, instructional quality, or assessment alignment.

Table 6. The correlation between the perceived motivation & confidence and the test score

Correlations		**Motivation & Confidence**	**Learning achievement**
Motivation & Confidence	Pearson Correlation	1	-0.105
	Sig. (2-tailed)		0.660
	N	20	20
Learning achievement	Pearson Correlation	-.105	1
	Sig. (2-tailed)	0.660	
	N	20	20

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In relation to facilitation and collaboration, the third correlation analysis in Table 7 reveals no significant relationship between facilitation and collaboration during the TCP and students' learning achievement, with a Pearson correlation coefficient of r = 0.154 and a p-value of 0.517 (p > 0.05). This suggests that while facilitation and collaborative learning activities may enhance students' engagement and provide a supportive learning environment, they do not directly influence students' measurable performance on literacy achievement tests. The weak positive correlation indicates a slight trend where improved facilitation and collaboration might relate to higher achievement, but this relationship is not statistically significant in this study.

Table 7. The correlation between the perceived facilitation & collaboration and the test score

Correlations		**Facilitation & Collaboration**	**Learning Achievement**
Facilitation & Collaboration	Pearson Correlation	1	0.154
	Sig. (2-tailed)		0.517
	N	20	20
Learning Achievement	Pearson Correlation	0.154	1
	Sig. (2-tailed)	0.517	
	N	20	20

TCP's contribution to promote Indonesian students' literacy skills

The paired samples t-test results as displayed in Table 8 demonstrate a statistically significant increase in students' literacy skills following their participation in the TCP. The mean difference between the pre-test and post-test scores is -14.85, with a standard deviation of 18.02 and a standard error mean of 4.03. The 95% confidence interval for the mean difference ranges from -23.28 to -6.42, indicating that the improvement is robust and not due to random variation. The t-value of -3.686, with 19 degrees of freedom, corresponds to a p-value of 0.002, which is below the conventional significance threshold of 0.05. These findings reveal that the TCP had a significant and positive impact on enhancing Indonesian students' literacy skills.

Table 8. Paired sample test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-14.85000	18.01542	4.02837	-23.28147	-6.41853	-3.686	19	0.002

Discussion

The results of this current study highlight the teaching campus program (TCP) as a promising initiative for promoting literacy skills among Indonesian primary school students. The quantitative results revealed significant improvements in students' reading and writing skills, with high mean scores reflecting their positive perceptions of the program's impact. This aligns with a

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study conducted by Jamilah et al. (2023). They found that the implementation of TCP over one semester has been good in improving scientific literacy of primary school students. The result also discovered that the program's gamified and interactive approaches, such as puzzles and Word Wall activities, were particularly effective in enhancing literacy. Incorporating the gamified activities in the teaching and learning process was believed to promote students' reading interests as it had various features creating new innovative learning materials (Swari, 2023). Additionally, these results are in line with Vygotsky's sociocultural theory, which stresses the importance of social interaction and engaging such learning media (Ameri, 2020). The integration of both traditional and digital methods in the TCP offers valuable insights into how structured, engaging, and contextually relevant strategies can support literacy development in young learners.

The qualitative data further reinforced these findings, showing that students appreciated the playful and interactive nature of the program, contributing to their motivation and enjoyment of literacy activities. For instance, the integration of games and digital tools helped foster confidence and sustained engagement. Such approaches align with findings by Rivera & Garden (2021) who highlighted that incorporating digital technology and gamified learning activities can promote both cognitive and affective engagement among students. These insights emphasize that innovative and student-centered learning play a vital role in fostering intrinsic motivation and making literacy development more accessible and enjoyable.

Interestingly, the study revealed no significant correlations between students' perceived efficacy of TCP and their measurable learning achievement. Although students reported feeling more motivated and confident, these perceptions did not directly translate into higher test scores. This finding is consistent with prior research by Wu et al. (2020) and Arsyad et al. (2024), who argue that while motivation is critical for learning and displays no significant correlation with posttest scores, its impact on students' learning achievement can be influenced by some factors, such as the their insufficient information or knowledge. This current result also aligns with Boudadi & Gutiérrez-Colón's (2020) findings indicating while motivation and engagement were predominantly positive, few studies confirmed clear inrerconnections with learning outcomes. The results suggest that test scores alone may not capture the full scope of students' literacy skills, which includes qualitative and behavioral aspects such as confidence, motivation and engagement.

Moreover, while facilitation and collaboration were highly rated by students, their impact on measurable literacy achievement was not statistically significant. This could indicate that while these factors contribute to a supportive learning environment, they may serve more as enablers of engagement and participation rather than direct drivers of test performance. This finding is consistent with the work of Slavin et al. (2003), who emphasized that collaboration enhances motivation and social learning but may not immediately reflect in standardized achievement measures. Thus, future studies could explore how long-term exposure to collaborative and technology-enhanced learning environments

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influences learning outcomes by providing innovative learning models such as project-based learning and problem-based learning using digital platforms.

Finally, the statistically significant pre-test and post-test differences highlight the TCP's effectiveness in fostering measurable literacy gains. However, the lack of correlation between students' perceptions and test scores underscores the need for a holistic evaluation framework that considers both qualitative and quantitative dimensions of learning. These findings suggest that while the TCP successfully delivers critical aspects of students' literacy skills, future iterations of the program should explore strategies to better align instructional practices with assessment measures. For example, integrating performance-based assessment with authentic and communicative tasks embedded in teaching process is required to do. In addition, incorporating formative assessment tools such as peer and self-assessment via Google Forms and digital portfolios can bridge the between what is taught and what is assessed. By addressing these gaps, the program can further maximize its impact, ensuring a more comprehensive development of literacy skills among Indonesian primary school students.

CONCLUSION

The teaching campus program (TCP) demonstrates significant potential in improving Indonesian primary school students' literacy skills through interactive, gamified, and collaborative learning strategies. The program's positive impact is evident in students' enhanced reading comprehension and writing abilities, as well as increased motivation and confidence in literacy activities. However, the findings also highlight a disconnect between students' perceived improvements and their measurable test performance, suggesting that TCP's benefits such as increasing engagement and confidence may not directly translate into academic achievement. This result may stem from several underlying factors; for example, the traditional assessment applied often emphasizes on discrete language skills that may not fully capture the communicative competences. While students feel confident and engaged in collaborative learning, these gains may not align with the format of conventional test. Additionally, the instructional content and the assessment tools are not fully aligned.

Therefore, to strengthen the program, teachers should consider enhancing the alignment between instructional strategies and assessment tools by designing instructional activities that directly reflect the language skills and knowledge assessed, as well as expanding the technology integration to foster deeper engagement and literacy skill development. By addressing these aspects, the TCP will serve as a scalable model for literacy enhancement. To ensure scalability, TCP should incorporate flexible, technology-driven assessment and innovative instructional models that can be adapted across diverse educational setting and resource levels in Indonesia. However, this current study is limited by its small sample size and reliance on self-reported data, which may not fully capture the breadth of TCP's impact on literacy skills. Additionally, the absence of a control group and the limited focus on short-term outcomes restrict the generalizability and longitudinal insights of the findings. Future research should address these

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limitations by employing larger, more diverse samples, using control classes, mixed-methods approach, longitudinal studies, and tracking students' progress over time to evaluate sustained impacts.

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