

The Influence of Kampus Mengajar Literacy Activities on Student Learning Outcomes: A Literature Review

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Abstract

Low interest in reading and student learning outcomes in Indonesia are a serious challenge in the field of education. The Kampus Mengajar Program appears as one of the strategic solutions to improve literacy and the quality of learning in schools. This article aims to analyze the influence of literacy activities initiated through the Kampus Mengajar program on student learning outcomes through a literature study approach. The research method used is qualitative with the type of literature review, which examines various relevant reference sources published from 2020 to 2026. The results of the study indicate that the integration of structured literacy activities, such as reading for 15 minutes before learning, significantly contributes to improving students' cognitive, affective, and psychomotor abilities. Literacy is not just the ability to read and write, but a foundation for critical thinking that is positively correlated with academic achievement.

Keywords: Kampus mengajar, Literacy activities, Learning outcomes.

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1. Introduction

National education plays a strategic role in improving the quality of human resources and developing students' potential to become knowledgeable, ethical, and competent individuals. Education is not merely a process of transferring knowledge, but also a fundamental pillar in building a competitive nation through quality learning processes. However, the current condition of education in Indonesia is still facing major challenges, particularly in the area of literacy. According to the 2022 Programme for International Student Assessment (PISA) report, Indonesian students' reading literacy achievement remains below the global average and shows relatively stagnant progress. This condition indicates a gap between the implemented curriculum and students' ability to understand, reflect on, and utilize written texts effectively.

Low literacy levels have a systemic impact on students' learning outcomes. Learning outcomes, which include cognitive, affective, and psychomotor domains, are strongly influenced by students' ability to process information obtained from reading materials. Students with limited literacy skills often experience difficulties in understanding complex instructions, conducting critical analysis, and solving problems across various subjects, including mathematics, science, and social studies. In many cases, students' inability to achieve minimum learning standards is not solely caused by a lack of subject mastery, but rather by their limited capacity to comprehend texts deeply and critically.

To address this literacy crisis, the Ministry of Education, Culture, Research, and Technology introduced the Merdeka Belajar Kampus Merdeka (MBKM) policy, one of which is the Kampus Mengajar program. This program involves university students from diverse academic backgrounds serving as partners for teachers in schools, particularly in areas requiring support in literacy and numeracy development. Through Kampus Mengajar, university students contribute not only to administrative tasks but also to the implementation of innovative and adaptive literacy activities, such as reading corners, literacy trees, and integrated reading habituation before classroom instruction begins. These activities are designed to create a more engaging and meaningful learning environment for students.

The literacy activities initiated through Kampus Mengajar play an important role in stimulating students' reading interest. Increased reading interest encourages students to interact more frequently with books and learning resources, which subsequently enriches their vocabulary, critical thinking skills, and logical reasoning. Literacy interventions conducted by university students also have the potential to transform students' learning behavior from passive learning into active and exploratory engagement. Consequently, examining the effectiveness of literacy activities within the Kampus Mengajar program becomes essential in understanding their contribution to improving students' academic achievement.

Based on this background, this article aims to theoretically and empirically examine the influence of Kampus Mengajar literacy activities on students' learning outcomes. Through a literature review approach, this study synthesizes findings from previous research and relevant theoretical perspectives to formulate a conceptual framework regarding how a strong literacy culture can become a major catalyst for improving learning outcomes in the era of educational transformation in Indonesia. It is expected that this study will provide strategic recommendations for educators and policymakers in optimizing the role of university students and government programs in addressing national literacy challenges.

2. Method

This study employed a qualitative method using a descriptive and analytical Literature Review approach. The selection of this method was intended to explore comprehensively the theories and previous research findings related to the effectiveness of the Kampus Mengajar program and its influence on students' learning outcomes. The primary data sources of this study consisted of highly relevant secondary literature, including academic textbooks, reputable research journals, and educational policy documents published between 2020 and 2026. The focus on recent literature was intended to ensure that the data reflected post-pandemic educational conditions and aligned with the current implementation of the Merdeka Curriculum in Indonesia.

The data collection process was conducted systematically through searches in scientific databases such as Google Scholar, national journal portals indexed by SINTA, and university repositories. The researchers used specific keywords, including "Kampus Mengajar," "School Literacy," and "Learning Outcomes," to identify relevant documents. The inclusion criteria focused on references discussing creative literacy strategies and evaluations of learning outcomes at the secondary education level. In addition, the undergraduate thesis by Siti Nur Aliyah concerning eighth-grade students at SMP Al-Azhar Plus Bogor was used as an empirical reference to strengthen the synthesis between theoretical perspectives and field realities, resulting in a more objective and comprehensive analysis.

The data analysis technique in this study was carried out through four integrative and systematic stages. The first stage was organize, which involved categorizing the literature based on major themes such as literacy methods and indicators of learning outcomes. The second stage was synthesize, where findings from various sources were integrated into a coherent narrative framework. The third stage was identify, in which the researchers examined gaps, inconsistencies, or contradictions among previous studies to provide new interpretations and insights. The final stage was formulate, which involved drawing critical conclusions regarding the influence of literacy activities on improving students' learning outcomes. Through these stages, the study did not merely summarize existing literature but also provided strong scientific arguments concerning the effectiveness of the Kampus Mengajar program in enhancing the quality of national education.

3. Results and Discussion

The implementation of literacy activities through the Kampus Mengajar program at SMP Al-Azhar Plus Bogor demonstrated significant effectiveness in transforming students' learning culture and improving their academic performance. Based on empirical findings presented by Aliyah (2025), the consistency of university students in facilitating literacy activities before classroom instruction began served as an important psychological stimulus that increased students' learning readiness. The university students involved in the

program acted as inclusive facilitators who were able to bridge the gap between the rigid formal curriculum and students' reading interests through a more flexible and engaging educational approach. This condition created a more interactive learning atmosphere where students felt encouraged to actively participate in literacy-based activities.

The success of this literacy program is consistent with the findings of Syukron (2024), who stated that literacy programs guided by university students tend to be more effective due to the emotional closeness and age similarity between mentors and students, commonly referred to as the peer-mentor effect. At SMP Al-Azhar Plus Bogor, literacy activities such as the "Creative Reading Corner" and weekly book discussions not only increased the number of books read by students but also improved the overall academic atmosphere of the school. Reading gradually shifted from being perceived as a monotonous obligation into an exploratory and enjoyable activity. These findings indicate that external interventions conducted by university students, when integrated with school policies, can effectively overcome literacy stagnation, which has long been one of the major challenges in improving educational quality in Indonesia.

The findings from both the literature review and field data further confirm the existence of a positive and linear relationship between literacy competence and students' learning outcomes. Literacy is not merely a supporting factor but a determinant variable influencing students' understanding across various subjects. Many students fail to achieve the Minimum Mastery Criteria (KKM) not because they do not understand the material, but because they struggle to interpret instructions and analyze the context of questions. Pratiwi (2020) explained that limited linguistic competence often prevents students from identifying key information within questions. Through literacy habituation activities introduced by Kampus Mengajar, students at SMP Al-Azhar Plus Bogor showed improvement in analyzing Higher Order Thinking Skills (HOTS)-based questions, which require deeper reading comprehension and critical thinking before answers can be formulated appropriately.

In addition, structured literacy activities contributed significantly to the development of students' thinking structures and analytical skills (Akbar et al., 2025). Students who regularly engaged in reading activities developed more organized cognitive patterns, which are essential in science and mathematics learning. Pradana (2022) argued that routine reading activities sharpen students' cognitive abilities in connecting concepts and building logical associations among ideas. This phenomenon was reflected in the learning outcomes of eighth-grade students, where a positive relationship was identified between the intensity of students' visits to the reading corner and their ability to construct arguments during classroom discussions. Students became more confident in expressing opinions and demonstrated stronger reasoning skills when responding to academic problems (Akbar et al., 2023).

The implementation of digital literacy within the Kampus Mengajar program also played an important role in encouraging independent learning among students. In the context of the Merdeka Curriculum, independent learning has become one of the essential competencies students must possess. Through guidance provided by university students, learners were introduced to broader digital learning resources beyond conventional textbooks. Mulyasa (2024) emphasized that directed access to digital information significantly improves students' cognitive achievement because students become capable of conducting self-directed learning. As a result, students no longer depended entirely on teachers as the primary source of information but actively searched for additional references independently. This condition expanded their academic perspectives and increased their confidence in completing assignments and examinations.

Furthermore, the integration of literacy activities through Kampus Mengajar successfully created a supportive learning ecosystem within the school environment. The presence of reading corners, literacy trees, and mentoring sessions provided students with a sense of comfort and psychological safety to explore knowledge without fear of making mistakes. The confidence that emerged through literacy mastery became an important affective foundation that strengthened students' overall learning motivation. These findings reinforce the view that literacy serves as the fundamental basis of academic achievement. The improvement in learning outcomes observed among students at SMP Al-Azhar Plus Bogor did not occur instantly, but rather developed gradually through changes in students' learning behavior toward more literate and independent practices.

Overall, this discussion confirms that literacy activities implemented through the Kampus Mengajar program have a substantial contribution to improving students' learning outcomes in cognitive, affective, and psychomotor domains. Therefore, future development of the Kampus Mengajar program should continue to position literacy as the central foundation of learning in order to support sustainable educational quality improvement in Indonesia. The collaboration between the creativity of university students and the commitment of schools remains a key factor in strengthening national literacy achievement and moving it toward global educational standards.

4. Conclusion

Based on the results of the literature analysis and discussion, this study concludes that the Kampus Mengajar program, through its various literacy activities, has a positive, significant, and systemic influence on students' learning outcomes. The integration of literacy activities initiated by university students does not merely function as supplementary learning activities, but rather as a key instrument that transforms students' mental and intellectual readiness before entering the core learning process.

This study identified three major factors contributing to the success of the program. First, in the cognitive dimension, structured reading habituation activities, such as the 15-minute reading program before classroom instruction, were proven to improve students' receptive abilities. This condition directly contributed to better academic achievement because students became more capable of analyzing complex questions and developing stronger critical thinking skills. Second, in the affective dimension, literacy activities implemented through Kampus Mengajar successfully fostered students' independent learning and self-confidence. Students who were exposed to text-rich learning environments tended to be more confident in expressing opinions and demonstrated higher intellectual curiosity, which are essential characteristics of the Pancasila Student Profile. Third, the success of the program was strongly influenced by the creativity of the university students as facilitators. The use of adaptive literacy media, such as literacy trees and digital reading corners, reduced students' resistance toward traditional reading culture, which is often perceived as monotonous and uninteresting.

Theoretically, this study reinforces the view that literacy is the fundamental basis of all learning outcomes. Without adequate literacy competence, the transfer of knowledge becomes ineffective, ultimately leading to academic underachievement. Therefore, literacy should be positioned as a central component of educational transformation rather than merely a supporting activity.

Practically, the findings of this study provide important implications for educational policymakers and schools. The success of the Kampus Mengajar program indicates that the presence of university students with more flexible and innovative approaches can significantly improve students' learning motivation. Consequently, literacy culture should not end after the completion of the students' assignment period, but instead should be institutionalized within the school management system. Schools are encouraged to continue the literacy programs initiated by Kampus Mengajar participants by allocating specific budgets for updating book collections in reading corners so that they remain relevant to the interests of Generation Z and Alpha students. Furthermore, the government and MBKM organizers should provide more intensive training for Kampus Mengajar participants regarding creative literacy strategies and the utilization of digital platforms in order to maximize the impact of literacy interventions in schools.

This study also suggests that future researchers conduct broader experimental studies to examine the consistency of literacy influences on specific subjects, such as mathematics and science, particularly in underdeveloped, frontier, and outermost (3T) regions. Ultimately, literacy should no longer be regarded as a secondary educational issue, but rather as a primary priority in improving the quality of Indonesian human resources toward the realization of Indonesia Emas 2045.

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