Student Innovation in Campus Teaching: A Program to Improve Elementary School Student Literacy

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ARTICLE INFO	ABSTRACT
Article history: Received : 05-05-2024 Revised : 19-11-2024 Accepted : 22-11-2024 Published : 30-11-2024	*This study aimed to evaluate the impact of the Campus Teaching Student Innovation Program on improving the literacy skills of elementary school students. This study utilizes a Quantitative Research Method with a Pretest-Posttest Design to evaluate the effectiveness of the BeCa (Belajar Baca) and PoCi (Pohon Cita-Cita) program in improving literacy skills at Cikaratok Elementary School, Cianjur. Conducted in a fifth-grade classroom setting, the research involved a total of 28 students as participants. A pretest-posttest design was employed to measure the effectiveness of the program, with data analyzed using a gain index to assess progress. The findings indicated a moderate improvement in literacy skills, with an average gain index of 0.42, demonstrating the positive effects of the intervention. However, individual variations in progress highlighted the need for more personalized and targeted teaching strategies. This research underscores the importance of creative and innovative approaches in literacy education to address diverse student needs and foster meaningful learning outcomes.*

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1. INTRODUCTION

Literacy is a dynamic and ever-evolving concept that transcends traditional notions of reading and writing. It exists everywhere, woven into the fabric of our daily lives, and is continuously shaped and reshaped by the spaces we inhabit and leave behind. Each environment we engage with, from classrooms and workplaces to digital platforms and community gatherings, influences our understanding and practice of literacy. These spaces provide unique contexts, challenges, and opportunities, molding how we interpret and interact with the world around us. As we move through different spaces, literacy adapts, reflecting the diversity of our experiences and the complexity of our modern society (Zygouris-Coe, 2007); (Barnes et al., 2023).

Literacy is the ability to use written and printed materials to navigate daily life, accomplish personal objectives, and expand one's understanding and abilities (Willis et al., 2007). On Breadmore et al. (2019); Smith & Warrican (2021) point of view, literacy is fundamental to daily life and societal progress, with poor literacy negatively affecting education, employment, and health. It is a key indicator of socio-economic development, and its deficiencies significantly impact the economy. Children with limited literacy skills struggle academically, often resulting in poor educational outcomes. In the long term, this reduces employment opportunities, increases unemployment rates, and can even harm health outcomes (Niklas et al., 2020).

According to a 2018 survey by the Program for International Student Assessment (PISA), conducted by the Organization for Economic Co-operation and Development (OECD), Indonesian children's reading, math, and science skills are below average, with scores of 371, 379, and 396, respectively. Additionally, a 2019 report indicated that the Alibaca index in Indonesia is 37.32%, highlighting that literacy activities in the country remain below average. This is concerning, as strong literacy skills are closely linked to better future opportunities. From an academic perspective, literacy is a key determinant of education quality and overall academic success (Abawaini et al., 2022).

Reading literacy is the fundamental foundation for developing critical thinking skills, as it provides individuals with access to diverse information, perspectives, and knowledge (Rahmani et al., 2021) (Wulan, 2022; Parapat et al., 2023; Harahap & Purba, 2023). Literacy not only enables comprehension of texts but also equips individuals with the ability to solve problems, broaden their horizons, and foster creativity (Silinskas et al., 2020). Through literacy, people can enhance the critical thinking capacity required for both daily life and broader societal participation (Bustomi et al., 2023). Unfortunately, low literacy skills and a lack of interest in activities such as reading, writing, and listening are major contributors to students' poor academic performance (Kusuma,dkk.,2022); (Hidayah, 2017); (Nur Fitria, 2023); (Boyle et al., 2019). This highlights that reading literacy is not merely a tool for academic achievement but also a key to building essential critical thinking abilities needed to face life's challenges and future demands.

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The government continuously implements programs aimed at improving students' reading skills, one of which is the "Kampus Mengajar" (Teaching Campus) program. This initiative encourages university students to engage in teaching activities in elementary schools, providing support to enhance literacy skills among young learners. By involving students from higher education institutions, the program aims to create a positive impact on literacy development and bridge the gap in educational resources, ensuring that all students have the opportunity to improve their reading abilities.

The government's "Kampus Mengajar" program is an excellent example of how universities can harness their immense potential to foster innovation in teaching and address real-world problems (Meilia, A.T; Erlangga, 2022), (Arifin et al., 2024). While universities possess a wealth of expertise, research, and technological advancements, these resources are often underutilized in tackling the educational challenges faced by underserved communities. The "Kampus Mengajar" program bridges this gap by encouraging university students to engage in teaching activities at elementary schools, particularly in rural areas (Halimah, Nurviyani, et al., 2022), (Lestari et al., 2022). By directly applying their knowledge and skills to improve literacy, universities not only contribute to solving societal challenges but also create sustainable solutions that make academic learning more relevant and impactful. This initiative empowers students to actively participate in real-world problem-solving, enhancing their education and fostering a deeper connection to the communities they serve.

The Teaching Campus Policy was initiated by the Minister of Education and Culture through the Minister of Education and Culture's National Higher Education Standards Regulation Number 3 of 2020. This program is a form of implementation of the Independent Learning concept, which provides freedom and flexibility to educational institutions to optimally explore their abilities and potential owned by students (Meilia, A.T; Erlangga, 2022), (Arifin et al., 2024). "Merdeka Belajar" opens opportunities for students to develop independence and responsibility in learning. Through this program, participants are given the opportunity to determine and take part in learning on campus for one semester and off campus for a maximum of two semesters in various forms of activities, such as studying in other study programs, work practice at off-campus companies, teaching assistance at school, collaborative research, social projects, entrepreneurial activities, independent projects and village development or employment thematic realities (KKNT) (Halimah, Suryani, et al., 2022). Student participation in these activities can provide learning experiences that help them live a social life in society masyarakat (Halimah, Nurviyani, et al., 2022), (Lestari et al., 2022); (Manurung & Nahor, 2022). This is reinforced by the views of students who say that the Teaching Campus program not only provides teaching experience in the classroom, but also contributes to improving collaboration skills and *soft skill* students (Suwanti et al., 2022).

With this, the "Kampus Mengajar" program offers dual benefits, creating a mutually enriching experience for both university students and elementary students. For university students, participating in this program provides valuable opportunities for professional growth. They gain hands-on teaching

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experience, develop essential skills such as communication, leadership, and problem-solving, and enhance their ability to work in diverse educational settings. On the other hand, elementary students benefit from improved literacy outcomes as university students contribute to their learning by providing support and guidance in developing reading and comprehension skills. This collaborative effort fosters a positive learning environment that not only helps bridge the educational gap but also empowers both groups to grow and thrive in their respective roles.

The purpose of writing this article is to describe the efforts undertaken by university students to improve the literacy skills of students at Cikaratok State Elementary School, Cianjur Regency, through the Teaching Campus 5 program. This article aims to explore the challenges faced by the school, including inadequate facilities, limited access to technology, and the students' struggles with basic literacy and numeracy skills. Additionally, it seeks to examine the role of university students in addressing these challenges, highlighting the impact of their involvement in enhancing the reading, writing, and arithmetic abilities of elementary students. By documenting these efforts, the article aims to provide insights into how such initiatives can contribute to the improvement of educational outcomes in underserved areas.

Although numerous studies have examined literacy improvement programs in elementary schools such as (Sri Wahyuni, 2017); (Genlott & Grönlund, 2013); (Ho & Lau, 2018); (Mayer et al., 2020), there is a lack of research specifically exploring the impact of the "Kampus Mengajar" program on literacy enhancement in rural or underdeveloped areas, such as Cikaratok State Elementary School in Cianjur. Previous research has primarily focused on the use of technology in education, with little attention given to the integration of university students as direct teachers in schools with limited resources. Furthermore, studies have not comprehensively explored how university student involvement addresses not only literacy skills but also the improvement of school infrastructure and curriculum relevance in disadvantaged areas.

This research offers a unique contribution by investigating the role of the "Kampus Mengajar" program in improving literacy at elementary schools with limited facilities, specifically in rural areas like Cikaratok State Elementary School, Cianjur. The novelty of this study lies in its approach, integrating university students as direct instructors to tackle literacy challenges in schools facing resource shortages, such as inadequate classrooms, lack of technology, and limited internet access. Additionally, the research examines the dual impact of the program, enhancing both students' literacy skills and the professional development of university students involved. Unlike previous studies that focus primarily on technology use or structured curricula, this research provides new insights into how collaboration between universities and schools can create practical, sustainable solutions to address literacy issues in underserved areas.

2. METHOD

2.1. Types of Research

This study utilizes a Quantitative Research Method with a Pretest-Posttest Design to evaluate the effectiveness of the BeCa (*Belajar Baca*) and PoCi (*Pohon Cita-Cita*) program in improving literacy skills at Cikaratok Elementary School, Cianjur. The research follows a pretest-posttest design, where students' literacy levels are assessed before and after the implementation of the BeCa and PoCi program. The pretest is administered to determine students' baseline literacy skills, and the posttest is conducted after the program to measure any improvements. The design aims to assess the impact of the BeCa and the PoCi program on the literacy abilities of students, particularly in reading and writing.

2.2. Location and Research Subjects

The study is conducted at Cikaratok Elementary School, located in Kubang, Sukaresmi District, Cianjur Regency, West Java. The school has been chosen due to its current challenges in literacy development and the need for external support, such as the BeCa and PoCi program, to improve literacy outcomes for its students. The participants of this study include 29 grade 5 students from Cikaratok Elementary School. These students are selected based on their participation in the BeCa and PoCi program and are evaluated for their literacy skills. The students' age range is typical for this grade level, and they represent a cross-section of learners with varying levels of literacy proficiency.

2.3. Data Collection and Analysis Technique

The data collection is conducted using two main techniques: Pretest and Posttest. A Minimum Competency Assessment (AKM) pretest is administered to all students at the beginning of the program to assess their initial literacy levels. The same test is repeated as a posttest after implementing the BeCa and PoCi programs to measure any improvements in literacy skills. The pretest and posttest consist of multiple-choice questions to evaluate students' reading and comprehension skills. The pretest and post-test scores are compared, and each student makes a Gain Index in terms of score improvement.

Data analysis involves the comparison of pretest and posttest scores using descriptive statistics to summarize students' performance and identify trends. Key metrics such as the average, maximum, and minimum scores are calculated for pretest and posttest. Additionally, the Gain Index is computed to determine each student's improvement level, and an average gain is calculated for the entire group. The gain index allows for assessing the overall impact of the BeCa and PoCi programs, highlighting areas of significant progress and identifying students who may require further support.

This method provides clear and measurable insights into the effectiveness of the BeCa and PoCi program in improving literacy skills at Cikaratok Elementary School. The quantitative data obtained from the pretest and posttest allow for a comprehensive analysis of student performance before and after the program, facilitating the evaluation of the program's impact on literacy development.

3. RESULTS & DISCUSSION

3.1. Pretest Results

Before the BeCa and PoCi program started, students at Cikaratok Elementary School underwent a Minimum Competency Assessment (AKM) pretest to assess their level of reading skills. The AKM Pretest for this class was held in February to be precise on 10-11 and was attended by 29 students. The pretest results are presented in Table. These results are used as a basis for measuring student progress throughout the program. The BeCa program, with its interactive approach, aims to develop reading and writing skills through the application of various types of learning methods that suit learner characteristics, such as word games, interactive stories and group activities. The impact begins to be seen when students show increased confidence in reading and understanding texts.
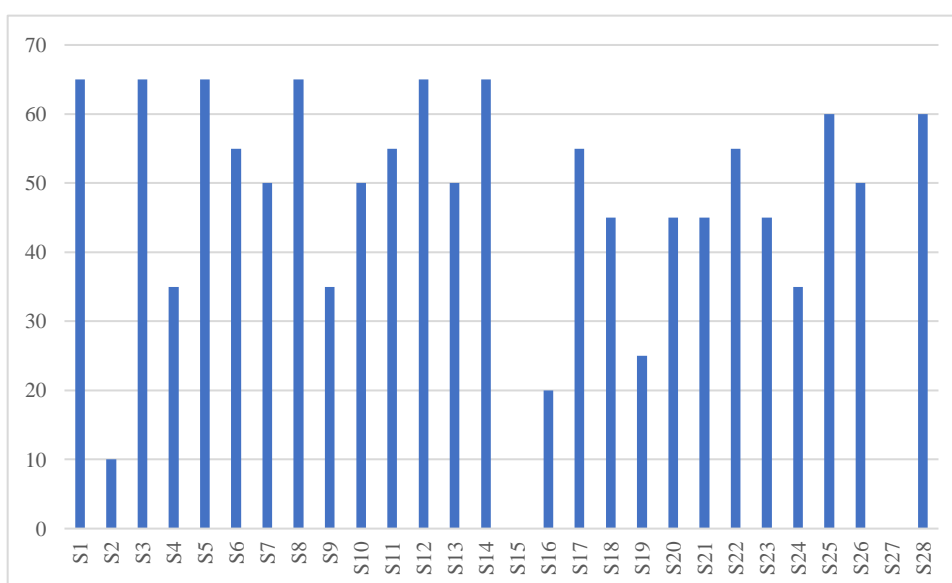

Figure 1. Post-Test Results of the Implementation of BeCa in Improving Literacy of Elementary School Students

Figure 1 summarizes student pretest results before implementing innovative student programs in the Teaching Campus program. This test was taken by 29 grade 5 students. In this test, students answered 20 multiple-choice questions. The calculation results of the test are outlined in Table 2.

Table 1. Obtained Pretest Scores for Implementing the Campus Student Teaching Innovation Program in Improving Elementary School Student Literacy

Indicator	Score
Sum	1095
Average	45
Maximal	65
Minimal	0

The pretest results showed that there was significant variation in student performance. Of the 28 students who took the pretest, the highest score achieved was 65 by 5 students, while the lowest score

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was 0. The average score was 45 out of a maximum scale of 100, indicating that many students had difficulty achieving half of the maximum score. Only 17.24% of students were able to reach or exceed 65, indicating that most students need additional support to achieve better results. The low average scores and high variation in the pretest suggest that current test materials or teaching methods may not be effective enough in ensuring that all students understand the material well. Students who get a score of 0 may need special attention and additional guidance, because they may have great difficulty with the material being tested.

These results indicate that teachers and educators need to evaluate teaching strategies and provide additional assistance to improve student understanding and performance. Tutoring programs, more in-depth teaching sessions, or more interactive learning methods may help students improve their skills before the next assessment. These pretest results are an important starting point for designing interventions that can encourage all students to reach their full potential.

3.2. Posttest Results

After program implementation, students undergo a post-test to assess how far they have progressed. The increase in scores between pretest and post-test is presented in Table 3.

Table 2. Increase in Scores between Pretest and Post-test

Score	Pretest	Posttest
Sum	1095	1960
Average	45	70
Maximal	65	90
Minimal	0	50

The posttest results show an increase in student performance compared to the pretest, however there are still several things that need attention. From this posttest, the highest score achieved by students was 90, the smallest score was 70, and the average was 50 from a maximum scale of 100. This shows that there has been significant progress, especially with the highest score increasing from 65 in the pretest to 90 in the posttest. This is a positive indication that some students have shown increased understanding and better performance.

However, an average of 50 indicates that many students are still below the expected level or a level that represents half of the maximum score. The lowest score of 70, which is higher than the pretest, also indicates overall improvement. However, the fact that the average is still at 50 indicates that most students have not achieved optimal performance. This may indicate that despite progress, there is still a need for more effective support and learning strategies to drive better outcomes.

Changes between pretest and posttest indicate a positive impact from the intervention or learning strategy implemented. However, the still low average emphasizes that teachers and educators must continue to work to improve students' skills and understanding. An approach that focuses more on

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individual student needs, more creative learning methods, or additional tutoring programs may be a way to help more students achieve higher grades in the future. Then, to see the significance of increasing the application of creativity by Teaching Campus students to literacy skills, index analysis was used *Gain* .

Table 3. Significance of Increasing the Application of BeCa to Literacy Abilities

Participants	Pretest	Positions	Gain
P1	65	75	0,29
P2	10	50	0,44
P3	65	80	0,43
P4	35	55	0,31
P5	65	80	0,43
P6	55	55	0,00
P7	50	65	0,30
P8	65	65	0,00
P9	35	60	0,38
P10	50	60	0,20
P11	55	85	0,67
P12	65	85	0,57
P13	50	65	0,30
P14	65	70	0,14
P15	0	80	0,80
P16	20	50	0,38
P17	55	60	0,11
P18	45	65	0,36
P19	25	70	0,60
P20	45	60	0,27
P21	45	90	0,82
P22	55	85	0,67
P23	45	85	0,73
P24	35	80	0,69
P25	60	75	0,38
P26	50	80	0,60
P27	0	50	0,50
P28	60	80	0,50
Total	1270,0	1960	
Average	45,4	70	0,42
Maximum	65,0	90	
Minimum	0,0	50	

The gain index of 0.42 shows that there is a significant increase in student performance after implementing the program by students. The gain index is a measure used to calculate the magnitude of progress in pretest and posttest scores, with a number between 0 and 1. Based on this gain index value, which shows an average gain of 0.42, this increase is categorized as moderate improvement.

In other words, the implementation of student programs has shown a positive impact on students' abilities, although there is still room for further improvement. This moderate improvement can mean that the strategies and methods used by students are effective in helping students understand the material and improve their abilities, but may still need improvement to achieve a higher level of improvement. Achieving a gain index of 0.42 indicates that the changes produced by the student program are not only

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statistically significant, but also have a practical impact on improving student learning. However, to reach the high improvement category (with a gain index close to 1), sustained efforts and teaching strategies that are more focused on individual student needs are required.

This interpretation provides a clear picture of the effectiveness of student programs and shows the direction that must be taken to make improvements to achieve the expected goals. With this understanding, teachers, students, and other educators can reevaluate their approaches and plan steps to ensure student growth and development continues.

3.3. Discussion

In an increasingly digital era, literacy skills are one of the fundamental skills that students must have from an early age (Martina et al., 2022). To increase literacy at the elementary school (SD) level, students carrying out campus teaching activities have created unique and interesting program initiatives. This program not only teaches reading and writing, but also invites students to find joy in learning through creative methods. With this approach, it is hoped that students will not only be able to understand the text better, but also have a higher interest in education. The following section describes how these students implemented these programs and their impact on increasing elementary school students' literacy.

The first program introduced by students in the Teaching Campus is BeCa, which stands for "*Belajar Membaca* or Learning to Read." This program is specifically designed for students in grades 1 to 6 who have not fully mastered reading skills. BeCa offers a fun and interactive approach to help students recognize letters, assemble words, and read sentences fluently.

The program aims to address reading challenges at various skill levels through activities such as word games, picture stories, and group activities. The students involved in this program work closely with the school's teachers to ensure each gets the attention and support they need to thrive in literacy. BeCa has shown encouraging results in helping students understand the basics of reading, building self-confidence, and fostering a love of books and learning.

BeCa was carried out every day for all children who cannot read. Children who cannot yet read will be tutored one by one. They will be given an alphabetical order from A-Z for them to memorize at home and they will also be given instructions on how to quickly learn how to read the results. When they are at school, they will be taught to read, whether from direct subject books, story books, or from Smartphones through learning videos. This is done so that they don't get bored with learning through books, so with video interludes, they will be more enthusiastic. And the results obtained were very satisfying. Many of them are starting to read fluently and are starting to be enthusiastic about learning to read. Some start regularly reading independently when they come home from school.

The second program developed by students in the Teaching Campus initiative is PoCi, which stands for "*Pohon Cita-Cita* of The Dream Tree." This program encourages elementary school (SD)

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students to explore and formulate their dreams. Using a creative approach, PoCi invites students to write and describe their dreams on paper, which is attached to a "tree" created in the classroom or school environment.

The findings of this study highlight the positive impact of the Campus Teaching Student Innovation Program on improving the literacy skills of elementary school students, as evidenced by the changes in pretest and posttest scores. The results show an average gain of 0.42, indicating a moderate improvement in student performance after implementing the program. This gain index is significant, suggesting that the intervention successfully enhanced students' literacy skills, although there remains room for further development. These findings align with studies that demonstrate how innovative teaching programs can positively affect student literacy. Innovative approaches in education and training have been shown to enhance learning outcomes across various disciplines significantly. For example, as Ferro et al. (2019); (Chandra et al., 2020) highlighted, integrating advanced technologies and personalized learning strategies has proven effective in addressing diverse learner needs and improving skill acquisition. These principles can be adapted to literacy education by leveraging creative methods such as digital learning tools, problem-based learning approaches, and individualized instruction tailored to students' specific challenges. By incorporating such innovative trends, educators can foster deeper engagement and facilitate substantial improvements in students' literacy skills, aligning with the growing demand for effective and adaptable educational practices in contemporary settings.

The moderate improvement observed in the results signifies that the strategies employed by the student participants effectively addressed students' literacy challenges. These methods likely contributed to a deeper understanding of the material, fostering skills essential for literacy development. According to R. Smith et al. (2021), literacy improvement is closely tied to both the quality and creativity of the instructional strategies employed. However, the variation in scores, as seen from the individual participant results, suggests that the effectiveness of the intervention may depend on factors such as individual student needs, teaching styles, and the adaptability of the strategies used. The need for personalized strategies is also emphasized by Tomlinson (2011), who highlights that tailoring teaching approaches to individual student needs leads to better learning outcomes.

For instance, the improvement in students like P15, who showed a remarkable gain of 0.80, illustrates the program's potential to create significant progress in certain contexts. In contrast, other participants, such as P6 and P8, showed little or no improvement, highlighting the need for tailored approaches. This underscores the importance of adjusting teaching methods to suit individual learning styles and needs better. Santos et al. (2020) discusses how differentiated instruction, which adapts the content, process, and product based on student readiness, learning styles, and interests, results in higher student achievement levels. Furthermore, the data suggests that more creative and engaging learning methods and additional tutoring programs may benefit students who did not show substantial gains. These could include personalized learning plans, peer tutoring, or integrating multimedia resources that

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align with students' interests and learning paces. Widiyana & Sabiq (2021); Kim et al. (2020) Highlight the value of scaffolding and providing multiple means of engagement for students, which could help overcome challenges faced by struggling learners.

Despite the moderate improvement, the results indicate that sustained efforts are required to achieve more substantial progress. To achieve a higher gain index, closer attention should be paid to the barriers students face in literacy development. This could involve providing more focused support in areas where students struggle the most, such as comprehension or vocabulary acquisition, and continuing to refine teaching strategies to make learning more interactive and enjoyable. eaching creativity has been recognized as a powerful tool in enhancing students' literacy skills. As noted by Tekmen-Araci (2024), teacher's creativity in the learning process engages students more effectively and encourages them to think critically and develop a deeper understanding of the material.

The BeCa program is characterized by its one-on-one coaching method, allowing for personalized guidance and targeted support tailored to each student's needs. This approach has positively impacted students by boosting their confidence in reading and improving their comprehension of words and sentences (Georgiou et al., 2021). Similarly, Izzah (2023) introduced a mentoring initiative, a literacy clinic, to support students struggling with reading fluency while implementing the KM class 4 program. In another approach, Febdia Pradani et al. (2022) implemented a Wall Magazine program to enhance students' interest in reading and writing, showcasing it as a flagship initiative within the Teaching Campus program.

The positive impact of this program is increased student confidence in reading and better understanding of words and sentences. (Georgiou et al., 2021) This mentoring program by Izzah (2023) is also carried out to guide students who are not yet fluent in reading during the implementation of KM class 4 using the term literacy clinic. Meanwhile, Lestari et al. (2022) used a program called Wall Magazine to help students increase their interest in reading and writing as a superior program implemented in the Teaching Campus program.

In addition, providing a pleasant environment, such as the availability of pictures, improves students' understanding of reading content. The application of image media in the form flashcards has been proven effective in helping improve students' literacy skills (Shabrina, 2022), (Sudarso et al., 2023). Flashcards are a type of teaching media presented in graphic form and displayed on small picture cards with pictures, symbols, or photos attached to the front and back. They are equipped with words or sentences to provide descriptions of the flashcard. In other words, flashcards are small notes in the form of cards used to help maintain and improve memory by practicing information.

On the other hand, PoCi (Tree of Dreams) aims to build students' motivation and inspiration by encouraging them to think about their dreams and life goals. Researchers use various names for similar programs. Fudhlah et al. (2023), Girsang et al. (2022) use the name Literacy Tree in the campus teaching program as one of the programs to increase students' knowledge and willingness to learn. Meanwhile,

according to Dewi et al. (2022), the use of Literacy Trees can help increase students' understanding and interest in science learning. Still related to the use of Literacy Tree media, Halipah & Utaminingtyas (2022) Use the Weekday program, which is based on student work, as a supporting program for School Literacy Movement (GLS) activities. Students read for 15 minutes before learning begins. Rosdiani & Puspitasari (2022) initiated a unique term, namely Policindo, which stands for Indonesian Product Love Literacy Tree. This program is an innovation from the previous Literacy Tree and has its own characteristics. This literacy tree program is important to foster enthusiasm for learning and direct students on a path that suits their interests and dreams. By discussing various professions and sharing inspiration, PoCi gives students insight into future possibilities. One of the impacts is increasing students' enthusiasm for learning and the desire to achieve their goals.

These two programs can be a catalyst for positive change in elementary schools. By combining basic skills development (through BeCa) and long-term motivation (through PoCi), students receive comprehensive support to grow and develop. Innovative approaches like this contribute to creating an inclusive and empowering learning environment, so that students are more enthusiastic about learning and pursuing their dreams. Student involvement in the Teaching Campus program also enriches the student experience with energy and fresh ideas (Hanafi & Minsih, 2022), (Widiyanto & Desstya, 2023).

In conclusion, the Campus Teaching Student Innovation Program has positively impacted elementary school students' literacy abilities. The findings suggest that, while the program has successfully fostered improvement, there is a need for continued innovation and adjustment to maximize its effectiveness. Teachers and educators must remain committed to enhancing their teaching strategies and ensuring that interventions are personalized to meet the diverse needs of students. With sustained effort and focus, it is possible to achieve higher levels of student achievement and make significant strides in improving literacy skills across elementary schools.

4. CONCLUSION

The findings of this study demonstrate that the Campus Teaching Student Innovation Program has a positive impact on improving elementary school students' literacy skills. Through creative and innovative approaches, such as the BeCa program's one-on-one coaching, students showed moderate improvement in reading confidence and comprehension, as evidenced by a gain index of 0.42. This aligns with previous initiatives like literacy clinics and Wall Magazine programs, which further highlight the importance of personalized and engaging teaching strategies in literacy education. While the results are promising, variations in individual progress underscore the need for sustained efforts and more tailored interventions to achieve higher levels of improvement. These conclusions emphasize the value of integrating innovative methods into literacy programs to address diverse student needs and promote meaningful learning outcomes.

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Eva Patimah, born on June 27, 2000, in Cianjur, is a diligent student currently pursuing her D4 degree in International Business Administration at Universitas Suryakancana. Throughout her studies, Eva has demonstrated a strong commitment to understanding the complexities of international business and administration. She aims to apply her knowledge and skills to contribute effectively to the global business landscape, showcasing her dedication to both academic excellence and professional development.

Fretty Puteri Aulia, born on March 3, 2003, in Sukabumi, is a dedicated student majoring in English Education at Sekolah Tinggi Keguruan dan Ilmu Pendidikan Bina Mutiara. With a strong passion for language and teaching, Fretty is committed to developing her skills and knowledge to become an effective and inspiring English educator. Her dedication to her studies and her enthusiasm for education position her as a promising future teacher in the field of English language education.