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## Basic Education Transformations: Steps to Breakthrough In Improving Numeracy Literacy in Elementary Schools

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### Abstrak

Pendidikan dasar memegang peranan krusial dalam pembentukan fondasi akademik dan keterampilan siswa, berdampak langsung pada kesuksesan mereka di masa depan. Di Indonesia, tantangan untuk meningkatkan literasi dan numerasi di tingkat sekolah dasar tetap menjadi isu yang mendesak. Meskipun berbagai inisiatif dan kebijakan diterapkan, data menunjukkan bahwa tingkat literasi dan numerasi siswa sekolah dasar sering kali belum memenuhi standar yang diharapkan. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif untuk efektivitas Program Kampus Mengajar VI dalam meningkatkan literasi dan numerasi di SD Negeri III Selanegara. Penelitian ini meliputi tahap observasi, wawancara, dokumentasi, serta pretest dan posttest. Program Kampus Mengajar VI dilaksanakan dari tanggal 14 Agustus hingga 1 Desember 2024 di SD Negeri III Selanegara. Setelah proses observasi sekolah dan wawancara kepada pihak sekolah diperoleh hasil bahwa tingkat literasi dan numerasi di SD Negeri III Selanegara masih dalam kategori dibawah rata-rata. Sehubungan dengan hasil tersebut berbagai program segera disusun sebagai upaya meningkatkan kualitas literasi dan numerasi siswa SD Negeri III Selanegara. Berdasarkan hasil penelitian mengenai efektivitas Kampus Mengajar dalam meningkatkan literasi numerasi di SD Negeri III Selanegara, dapat disimpulkan bahwa program ini telah berhasil mencapai tujuan dengan baik. Implementasi Program Kampus Mengajar menunjukkan peningkatan yang signifikan seperti yang terlihat dari hasil perbandingan antara nilai pretest dan posttest. Intervensi yang dilakukan antara lain bimbingan literasi, penataan pojok baca, perbaikan perpustakaan, dan pengadaan taman baca, terbukti efektif dalam memperbaiki kualitas pembelajaran dan keterampilan siswa.

Kata Kunci: *Literasi, Numerasi, Kampus Mengajar, Sekolah Dasar*

## Abstract

Primary education shapes students' academic foundations and skills, directly impacting their future success. Improving literacy and numeracy at the primary school level in Indonesia remains a pressing issue. Despite various initiatives and policies being implemented, data shows that primary school students' literacy and numeracy levels often need to meet the expected standards. This study uses a qualitative method with a descriptive approach to the effectiveness of the Campus Teaching VI Program in improving literacy and numeracy at SD Negeri III, Selanegara. This research includes observation, interview, documentation, and pretest and post-test stages. After the school observation process and interviews with the school, it was found that the level of literacy and numeracy at SD Negeri III, Selanegara, was still in the below-average category. In connection with these results, various programs were immediately arranged to improve the quality of literacy and numeracy of SD Negeri III, Selanegara students. Based on the research results on the Teaching Campus's effectiveness in enhancing numeracy literacy at SD Negeri III, Selanegara, this program has succeeded in achieving its objectives well. The implementation of the Teaching Campus Program showed significant improvement, as seen from the comparison between pretest and post-test scores. The interventions, including literacy guidance, reading corner arrangement, library improvement, and reading park provision, proved effective in improving the quality of learning and student skills.

Keyword: *Literacy, Numeracy, Campus Teaching, Primary School*

## INTRODUCTION

Basic education is a fundamental level underlying further education, namely secondary and higher education. The function of basic education is generally directed at instilling values, attitudes and a sense of beauty, providing the basics of knowledge, skills and abilities in reading, writing and arithmetic in the capacity of students to continue their education to secondary education and or live in society, as the target of national education (Chapter IV part 1 article 12 paragraph 1 in Syaodih, 2009). According to Faturohman & Gunawan, (2021), Elementary education is the initial level of education for the first 9 (nine) years of children's schooling. The National Education System Law Chapter VI Article 17 states that Elementary education is the level of education that underlies the secondary education level. It is further noted that elementary education is in the form of elementary schools (SD) and Islamic elementary schools (MI) or other equivalent forms, as well as junior high schools (SMP) and Islamic junior high schools (MTS) or other equivalent forms. Elementary school is the most basic level of formal education in Indonesia. Elementary school is taken in 6 years, from grade 1 to grade 6, from grade 1 to grade 6. Generally, elementary school students in Indonesia are between 6 and 12 years old. Every Indonesian citizen aged 6-15 years must receive at least 9 years of basic education, namely 6 years of elementary school (or

equivalent) and 3 years of junior high school (or equivalent). The government and the private sector provide elementary education.

Literacy and numeracy are two basic skills that are very important for every individual in modern life. Literacy, which includes reading, writing, and understanding information, is the foundation for learning and self-development. Meanwhile, numeracy, which consists of the ability to count, understand mathematical concepts and use this knowledge to solve problems, is an essential skill in various aspects of life, from personal finance to complex decision-making. Communities and governments worldwide have long recognized the importance of literacy and numeracy. Many countries have developed educational programs to improve these basic skills early on. This is based on the understanding that literacy and numeracy are important for academic success and the socio-economic well-being of individuals and society as a whole. Strengthening literacy and numeracy is key to improving the quality of education, especially in implementing the Merdeka Curriculum. Students with good literacy and numeracy skills will be better prepared to face difficulties and maximize their potential. Therefore, this article will examine the importance of strengthening literacy and numeracy as an effort to build better quality education by implementing an independent curriculum (Mulyati et al.,2024).

The research of Ayuningrum et al.(2023) explained that Literacy and numeracy are basic skills that are essential for students, with Literacy involving the ability to read and write and numeracy involving the ability to count and apply number concepts in everyday life. In addition to character, Literacy and numeracy are the main priorities of the Ministry of Education and Culture. In the Independent Learning policy context, the role of teachers, parents, schools, and the environment greatly influences the success of student learning. This paper discusses strategies to improve students' literacy and numeracy skills and the implementation of numeracy literacy in the curriculum and daily learning activities.

Kampus Mengajar (KM) is part of the Kebijakan Merdeka Belajar-Kampus Merdeka (MBKM) Policy, which is directly organized by the Ministry of Education and Culture (Kemendikbud). The Teaching Campus program aims to empower students to help the teaching process in Elementary Schools around their village/city of residence. The activities carried out are not merely taking on the role of teachers in teaching but as a complement to enrich the material and learning strategies for students at school. Activities are not only to help teach but also to help with administration, both schools and classes and also to help teachers adapt to technology to support better administration and learning processes. Teaching Campus activities not only involves students but also involves Field Supervisor Lecturers to monitor and provide guidance to students who work in elementary schools

(Anugrah, 2021). Strong literacy affects students' writing skills because writing records reading in written form (Silalahi et al., 2023). Adequate literacy and numeracy are essential foundations, and every student needs to be aware of the importance of developing their abilities to achieve their maximum potential in society (Fitriana & Ridwan, 2021).

The scope of the Kampus Mengajar activities includes learning in all subjects that focus on literacy and numeracy, technology adaptation, and school management administration assistance. The Kampus Mengajar program is expected to provide benefits for students to hone their leadership and character, add to their teaching experience, and collaborate with teachers in Elementary Schools to organize learning (Ministry of Education, Culture, Research and Technology, 2021 In Etika et al., 2021). One of the efforts made by the government to improve students' literacy and numeracy skills through the Ministry of Education, Culture, Research and Technology is to design and implement the Kampus Mengajar Program in elementary and secondary schools. The Kampus Mengajar Program involves university students in implementation in the field (Firjatullah et al., 2023). Given Indonesia's very low literacy and numeracy skills, efforts to improve literacy and numeracy are one of the national priority agendas. The Campus Teaching Program allows students from various departments to dedicate their skills and knowledge to help improve literacy and numeracy. The objectives of the Campus Teaching Program are: 1). Instilling empathy and social sensitivity in students towards the problems of social life around them; 2). Sharpening thinking skills in working together across fields of science and various student origins in solving issues faced; 3). Developing students' insights, character, and soft skills; 4). Encouraging and spurring national development by fostering community motivation to participate in development; 5). Increasing universities' and students' role and real contribution to national development (Annisa et al., 2022).

Kampus Mengajar (KM) is a program initiated by the government under the auspices of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), which is designed with the aim of (1) teaching assistance in target schools with certain criteria such as schools in 3T locations, accredited C to schools with special conditions; (2) improving student competency through off-campus experiences, both in terms of soft skills and hard skills such as social competency, namely how to build communication and cooperation in target schools amidst differences in socio-cultural realities and pedagogical competency, namely how to teach methods and prepare learning tools; (3) improving literacy and numeracy in elementary schools. This program was initiated by the Ministry of Education, Culture, Research and Technology in 2021 (Mengajar, 2022 in Hariyanti & Sundawa, 2023). Numeracy literacy is the knowledge and skills to, first, numeracy literacy involves the use of

various numbers and basic mathematical symbols in order to solve practical problems in various contexts of everyday life. Second, Numeracy literacy also includes the ability to analyze information presented in various forms, such as graphs, tables, charts, and so on. After analyzing the information, a person can use the results of the analysis to anticipate trends, make decisions, or evaluate ongoing conditions. For example, a person can interpret data in a graph to predict weather changes or make decisions based on annual sales data (Manurung et al., 2023).

Literacy skills are a prerequisite for 21st-century life skills, and they are developed through integrated education in the family, school, and community environments. Numeracy literacy is important for everyone as part of literacy skills. Numeracy literacy skills are needed to solve everyday problems using mathematical knowledge of symbols and numbers. Numeracy literacy requires logical thinking, making it easier for someone to understand mathematics. By having numerical skills, someone will be helped in understanding the material, analyzing problems, and solving problems (Patriana et al., 2021).

SD Negeri III Selanegara is located in a rural area. After being studied, it turns out that the percentage of literacy and numeracy has yet to reach 70%, only around 55-60%. This was proven when the researcher observed SD Negeri III Selanegara, where the library was unused or neglected, making students lack interest in reading. In the classroom, there are rarely any books or interesting pictures to increase students' interest in reading. SD Negeri III Selanegara is a state elementary school in Sumpiuh District, Banyumas Regency, Central Java. The existence of the campus teaching program is evidence of the effectiveness of Campus Teaching Program VI in improving literacy and numeracy at SD Negeri III Selanegara. SD Negeri III Selanegara is one of the placement schools for the Kampus Mengajar Program. Before starting the Kampus Mengajar Program, the Kampus Mengajar Team conducted initial observations at SD Negeri III Selanegara. What made the researcher interested was seeing the phenomenon out there that some elementary school students did not understand how to read, write, and count and after the basic observation and interview process at the schools, the results showed that the level of literacy and numeracy at SD Negeri III Selanegara was still below average. Therefore, a program was immediately prepared to improve students' literacy and numeracy quality at SD Negeri III Selanegara. As the description above shows, researchers have studied changes in elementary school education in breakthroughs to enhance the literacy and numeracy of elementary school students.

## RESEARCH METHOD

This study uses a qualitative method with a descriptive approach to evaluate the effectiveness of the Campus Teaching Program VI in improving literacy and numeracy at SD Negeri III Selanegara. It includes the stages of observation, interviews, documentation, and pretest and posttest. The Campus Teaching Program VI was implemented from August 14 to December 1, 2024. Qualitative research uses a more emic perspective. In this case, researchers collect data in the form of detailed stories from informants and express them as they are by the language and views of the informants (Siyoto & Sodik, 2015). Qualitative descriptive research is one of the types of research included in qualitative research. Descriptive research is a research strategy in which researchers investigate events and phenomena in individual lives and ask one or a group of individuals to tell their lives. The researcher then retells this information in a descriptive chronology (Kusumastuti & Khoiron, 2019). The characteristics of descriptive research are that the data obtained are in the form of words and pictures, not numbers, like quantitative research (Rusandi & Rusli, 2021).

In the observation stage, students first conducted in-depth observations at the school to understand the learning conditions, classroom environment, facilities and infrastructure, and interactions between students and teachers. This observation uses the five senses to collect information about activities, events, and conditions relevant to students' literacy and numeracy. The observation aims to obtain a clear picture of students' needs and develop an appropriate program. Before the program was implemented, mentor teachers, teachers, and principals were interviewed in depth to identify problems related to literacy and numeracy and obtain input on the program. The interviews were conducted to obtain objective and valid data and strengthen the findings from the observations.

Documentation is used to strengthen the evidence of research results, including collecting program-related materials, photos of activities, and other relevant notes. This aims to provide visual and written evidence that supports the research findings. Pretest and posttest were conducted to evaluate student literacy and numeracy levels before and after the program was implemented. The pretest was conducted before the program began to measure the initial level, while the posttest was conducted after the program was completed to assess the changes. Grade V of SD Negeri III Selanegara was used as a sample for the pretest and posttest techniques. Qualitative data analysis was conducted interactively until data saturation was achieved, referring to the techniques described by Miles and Huberman. The analysis process includes data reduction, data presentation, and conclusion. Data reduction includes filtering and grouping information from observations, interviews, and documentation. Data presentation is done by compiling data in a form that is easy to

understand and analyze, while concluding is done to assess the effectiveness of the Kampus Mengajar VI Program in improving student literacy and numeracy. This approach is expected to provide in-depth insight into the program's impact and recommendations for future improvements.

### RESULTS AND DISCUSSION

After observing and interviewing the school, the results showed that SD Negeri III Selanegara's literacy and numeracy levels were still below average. In connection with these results, various programs were immediately prepared to improve the quality of literacy and numeracy of SD Negeri III Selanegara students.

1. Carrying out a pretest

Before implementing several programs to improve the literacy and numeracy of SD Negeri III Selanegara students, we carry out a pretest first. The pretest was conducted to determine the literacy and numeracy level of SD Negeri III Selanegara students and as a benchmark for us in implementing future programs so that our program can improve the literacy and numeracy of students at SD Negeri III Selanegara. The application used to carry out the pretest is the AKM CLASS application, provided by the VI campus teaching program, to make carrying out the pretest easier. Class V is our sample for implementing the pretest, as many other programs are aimed at this class.

The pretest results also show that the literacy and numeracy levels of students at SD Negeri III Selanegara are still below average, according to the results of observations and interviews that we previously conducted with the school.

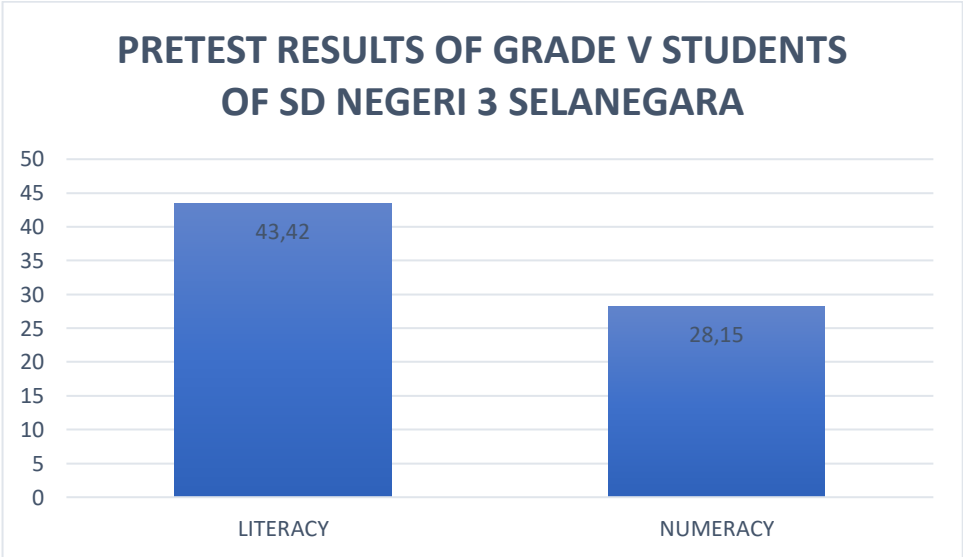


Figure 1. Pretest Results Graph

## 2. Provide literacy and numeracy guidance.

Some students still have difficulty learning to read, write, and count, so VI teaching campus students provide literacy and numeracy guidance for children experiencing problems in the learning process. This program is carried out during additional hours after school, working together and communicating with the class teacher so that students who experience learning difficulties can participate in this program. The school also communicates and informs parents about this program.



Figure 2. Literacy and Numeracy Guidance Using Technology

This program is attended by only a few students who are still considered to have difficulty in literacy. During the program's implementation, students also utilized technology to make understanding of what was being conveyed easier. The author used laptop facilities by opening educational websites so that students were comfortable learning and it was easy to learn the material presented.

## 3. Arrangement of reading corners.

There are already reading corners in several SD Negeri III Selanegara classes. However, the corners still need to be maintained, and reading corners will be made into reading corners. To attract and increase interest in low-interest reading levels, corners are arranged in each class to create a comfortable atmosphere.



Figure 3. Students Study And Read Books In The Classroom Reading Corner Area.

#### 4. Library improvement

The library at SD Negeri III Selanegara already exists. Still, the management and maintenance have yet to be carried out properly, so students at SD Negeri III Selanegara are less interested in reading in the library. Therefore, a library reorganization program later increased students' interest in reading at SD Negeri III Selanegara and increased student literacy by reading in the library. We will start by cleaning the library room, painting the library walls, arranging bookshelves and library cabinets, and decorating the library room so that it can be used and occupied safely and comfortably by students at SD Negeri III Selanegara.



Figure 4. Wall Painting Process For Library Rearrangement

#### 5. Provision of reading parks

Taman Baca Ramah is a school reading park created by students of the VI teaching campus at SD Negeri III Selanegara, which aims to change and add a new atmosphere to the school area so that it can foster interest in reading and increase the level of literacy of students at SD Negeri III Selanegara.

Some students who feel bored and tired of reading in the library and class reading corner can be diverted to reading in the friendly reading park, which offers comfortable

conditions, fresh air, and fun.



Figure 5. Provision Of A Friendly Reading Park

#### 6. Implementation of posttest

After the implementation of the campus teaching VI programs at SD Negeri III Selanegara, the posttest, which was carried out with class V as a sample using the AKM KELAS application, shows improvements and changes in students.

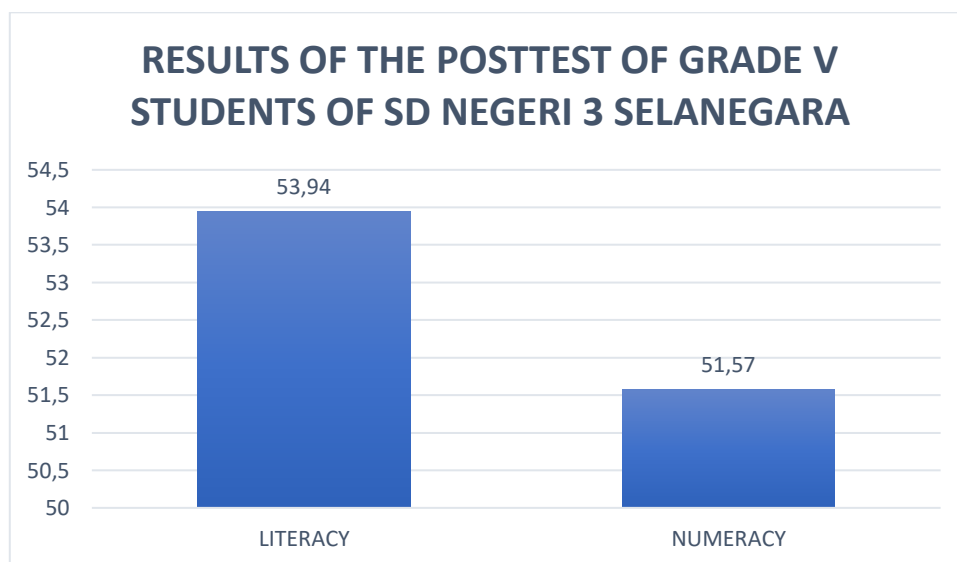


Figure 6. Posttest results graph

#### 7. Results of Comparison of Pretest And Posttest Scores.

Based on the pretest and posttest scores implemented by the VI teaching campus program at SD Negeri III Selanegara and samples taken from grade V students, it can be concluded that students' literacy and numeracy skills have increased.

Table 1. Posttest Results Graph

Name	Literacy Pretest	Numeration Pretest	Literacy Posttest	Numeration Post Test
Dhea Syuhri Faskhikhah	70	40	60	60
Dika Saputra	30	20	50	40
Fathir Yoga Pratama	45	55	35	30
Lutfia Azahra	40	30	30	60
Erwin Saputra	25	20	25	25
Fahri Choeril Azam	65	50	60	60
Ahmad Dafa Asyafi'i	30	30	50	50
Oktivah Wardayani	0	0	50	45
Nayla Azzahra	60	35	85	75
Nazilla Daniya Nafisa	65	35	80	90
Syifa Oktarina	0	0	60	35
Alessandra Nauvalisa Putri	50	15	50	40
Evellyn Wahyu Aqila	65	60	85	70
Kayla Khansa Firdaus	60	25	65	60
Saffa Nur Dhaniah	35	30	55	45
Nafisa Khansa Az-Zahra	35	30	35	50
Alfan Alamsyah	45	15	50	50
Indah Rahmawati	30	10	35	30
Elvina Raihanah Pramudya Ningsih	75	35	65	65
Rata-Rata	43.42105263	28.15789474	53.94736842	51.57894737

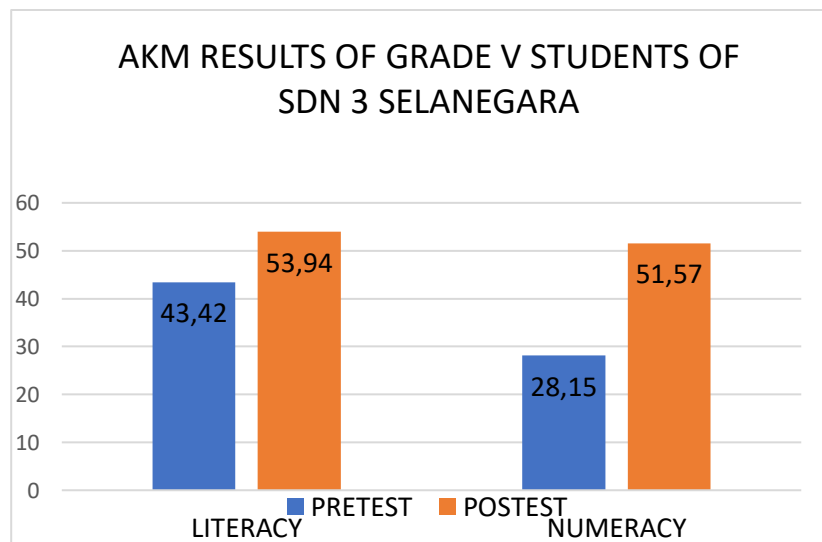


Figure 8. Graph Of Increasing Literacy And Numeracy

## CONCLUSION

Based on the study's results on the effectiveness of Campus Teaching Program VI in improving literacy and numeracy at SD Negeri III Selanegara, it can be concluded that this program has succeeded in achieving its objectives well. Implementing the Campus Teaching Program VI significantly increased students' literacy and numeracy skills, as seen from the comparison between pretest and posttest scores. The interventions, including literacy guidance, arrangement of reading corners, library improvements, and provision of reading gardens, have proven effective in improving the quality of learning and students' skills.

The program's success is also supported by the results of observations and interviews conducted before and during implementation. Observations revealed that this program created a more conducive and stimulating learning environment. At the same time, interviews with teachers and principals confirmed that this program met students' literacy and numeracy needs and contributed to a more productive learning atmosphere. Documentation of activities, including photos and notes, provides visual and written evidence that supports the research findings and shows that the program implementation is by the plan.

To improve the program's effectiveness in the future, it is recommended to expand the implementation to more elementary schools with similar conditions, conduct periodic evaluations and refinements of the program based on feedback from students and teachers, and integrate technology and innovative learning methods. Overall, the Kampus Mengajar VI Program has succeeded in bringing positive changes in the quality of student literacy and numeracy at SD Negeri III Selanegara, providing a strong foundation for future program development and improvement, as well as expanding its implementation to other schools facing similar challenges.

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