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PROFILE OF LEARNING LITERACY AND NUMERACY FOR STUDENTS OF ELEMENTARY SCHOOL THROUGH CAMPUS TEACHING 3 ACTIVITIES

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Abstract. Literacy and numeracy are basic human abilities and skills in accessing and understanding everyday life phenomena, including reading, viewing, simple counting, and speaking activities. This study aimed to examine the literacy and numeracy abilities of class 3 students at Elementary School SDN No. 16 North Pontianak through Campus Teaching 3. The research was conducted using a descriptive qualitative method, where primary and secondary data were collected and then described along with factual documentation in the field. We are interviews with the principal and third-grade teachers and students of the KM3 team assigned to the class as primary data. At the beginning of the activity, several students were not fluent in reading and arithmetic. It was caused by online learning at home during the Covid 19 pandemic. The activity's end showed that all 33 students had completed reading and writing skills. They can solve thematic problems through the ability to read, count, write and listen to reading material. They were able to deal with primary operations in math, such as adding, subtracting, dividing, and multiplying numbers.

Keywords: literacy, numeracy, teaching campus, SDN No 16 North Pontianak

I. INTRODUCTION

One of the government's priority programs in the field of education is the School Literacy Movement (GLS). It was oriented toward literacy culture for school students to have literacy skills as essential competencies in everyday life [1]. Literacy is a fundamental skill that students must possess at the elementary and high school levels. The students are not used to reading books. This problem requires thinking and an immediate solution. The development of literacy and numeracy skills can be carried out in the immediate environment, such as schools or non-formal education providers for the age of compulsory education. The central and local governments must fully support it. Education in school is the first place for students to develop their literacy skills [2].

Han et al., [3] argue that numeracy literacy is basic knowledge and skill that includes using mathematical symbols and numbers to solve problems in everyday life and analyze information in making decisions. According to Qasim and Awaluddin [4], numeracy is focused on students' basic abilities in expressing opinions and reasoning, formulating, analyzing and interpreting mathematical problems in all their forms. Dantes and Handayani [5] state that numeracy is related to applying mathematical rules and concepts in everyday life, such as in preparing systematic plans and structured decision-making. So numeracy is different from mathematical competence in general, especially regarding the use or empowerment of these two abilities. Numerical literacy skills will be more effective if accompanied by the developing of critical thinking and problem-solving skills and exploring creative, communicative, and collaborative ideas for students [6]. Setiawan [7] states that numeracy literacy learning is compatible with thematic learning as the implementation of the 2013 curriculum.

One of the government's efforts and concerns in education is to present the Independent Campus Learning Program (MBKM) as a quick response to the downturn in the world of education during the COVID-19 pandemic. MBKM launches student learning outside campus, in various sectors and agencies to train the soul leadership and independence in taking the initiative and solving problems as well as honing creativity and learning to collaborate, which will be needed in the world of work later. Campus teaching as a product of MBKM is a mutual activity between students from

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higher education levels and schools at elementary school levels. The teaching campus becomes a learning platform for students to plan learning methods and techniques at school and transfer information and communication technology (ICT) to the school. In contrast, the school affected by the COVID-19 pandemic can speed up the recovery time for stagnant education conditions during the daring learning (online learning).

Elementary School No. 16 of North Pontianak State is one of the schools whose learning process has been affected by the Covid 19 pandemic. Although it is not included in the 3T category, it even passed as a driving school in the selection in 2020. This school received a placement of 5 KM3 team students who were plotted to assist each teacher of grades 1, 2A, 2B, grades 3A, and 4A in the learning process in the classroom, in addition to helping in adapting technology to teacher resources in schools and controlling school managerial administration. This school has about 200 students consisting of 6 classes and dozens of study groups. A total of 2 classes are pilot learning projects with a driving/independent curriculum, namely classes 1A and B and 4A and 4B. At the same time, 4 of them apply learning based on the 2013 curriculum. Based on initial observations from the research team who are field supervisors (DPL) KM3, the 33 students in class 3A experienced the impact of stagnation in reading and arithmetic skills which are the basis for students' numeracy literacy skills. For this reason, this research activity took learning materials in class 3A. The research was carried out using descriptive qualitative methods, describing a series of actions, factors that influence the numeracy literacy learning process, and the efforts carried out by KM3 teachers and students on duty in the class to improve students' abilities in class 3A. Primary data is compiled based on direct observation of the field through observing and listening. While supporting information is in the form of documentation of activities in the classroom as well as literature and references relevant to this research topic.

II. RESEARCH METHODS

This study uses a qualitative method to look at the problem in detail, factual and systematically related to the description of the research topic. This approach is the way used to interpret and describe qualitatively about a phenomenon and data about what is experienced by research subjects holistically. The purpose of the qualitative descriptive method is to make descriptions, drawings, systematically, factually and validly about facts as well the relationship between the phenomena that occur under investigation.[8].

The instrument in this qualitative research is an observation form that contains observations at the beginning and end of activities in the classroom by being directly involved in observing and listening to the condition of students in numeracy and literacy skills in class.

Method of collecting data in this study using tests and interview. In this study, data analysis qualitative is an effort that continuous and repetitive. In analysis qualitative data with this interactive model is composed of three things, namely: (1) data reduction, (2) presentation data, and (3) drawing conclusions or verification.

Another instrument is a researcher interview form with competent parties related to the topic and object of research, namely class 3A teachers and students assigned to assist with the activities in the class itself. In addition, supporting data in the form of documentation of activities when direct observations were made in the field and other secondary data is important and relevant information to the research topic, sourced from educational bulletins or legal references in the primary and secondary education environment. This research activity lasted for four months, from March to July 2022.

III. RESULT AND DISCUSSION

Literacy and numeracy are basic abilities or competencies that play an important role in determining the quality of education and the nation's quality. The numeracy literacy ability of students in Indonesia is still deficient due to literacy habits that have not been entrenched among the Indonesian people. Based on data from Central Connecticut State University in 2016, Indonesia ranks 60th out of 61 countries in The World's Most Literate Nations [9]. Numerical literacy can be a provision for students in dealing with the outside world or everyday life. Unfortunately, the

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understanding of multiple texts for students in Indonesia is still feeble, which affects the common knowledge in processing information [10]. This fact shows the low quality of learning in Indonesia, especially in literacy, science, and mathematics learning materials [11].

The government has focused on literacy and numeracy learning at the primary and secondary education levels and has established numeracy literacy skills as a mandatory competency standard for students. According to Widjanarko, et al [12], the low literacy skills of students will cause discomfort and become an obstacle to achieving the growth and development of a better life.

Campus Teaching Activities are one of the products of the MBKM program. It provides opportunities for students to learn and develop outside the campus in building independence and skills through their participation in helping the learning process in schools, especially at the elementary school level affected by the Covid 19 pandemic [13]. KM participant students are agents of change selected nationally from the ministry of education and culture to be assigned to schools, especially those in the student's domicile area, to help optimize and accelerate the recovery of educational conditions during the COVID-19 pandemic, which is in a critical phase. Some of the tasks mandated to KM participating students include:

- They are partnering with classroom teachers at placement schools in innovating and being creative in the learning process.
- They are strengthening students' numeracy literacy skills.
- We assist technology adaptation in the teaching and learning process both offline and online and provide assistance to administration and school management.

Five students participating in KM 3 were assigned to SDN No. 16 North Pontianak. One was placed in class 3A with 33 students. From the results of initial observations made at the beginning of the activity in March 2021, where learning services have been declared to be offline, class 3A students are enthusiastic about attending school. Observations of reading, writing, and arithmetic decreased until almost 50% of students indicated that they were not fluent in reading and arithmetic. Reading and arithmetic are the basis for understanding better numeracy literacy lessons and subsequently, become the basis for understanding subjects at the next level with even higher difficulty. Currently, students' literacy skills very closely related to the demands of reading skills which ultimately leads to the ability to understand information critically and deeply [14][15]. The decline in students' reading and simple arithmetic skills was due to interrupted learning opportunities during the COVID-19 pandemic and not intensive assistance in the learning process during online learning from home. The first attempt made by students and classroom teachers was to group students who were not proficient in reading and arithmetic and were given additional tasks such as reading before class started in the morning and working on different mathematical number operational problems after returning home. Even though it only takes about 15-20 minutes, this method is advantageous within an adequate time of 4 weeks. Reading and simple arithmetic skills are the same as other students in the same class. Furthermore, all students in class 3A are assisted in learning numeracy literacy through several instruments, methods, and ability evaluation.

The team's efforts in motivating students to cultivate literacy are quite consistent, emphasizing the activities of students in reading, writing, counting, and listening fluently. This habit can significantly improve students' ability, which in turn becomes a provision in understanding lessons at a higher level, or applying these abilities in everyday life. Learning methods should be designed as well as possible and adapt to the circumstances and needs of students. According to Putri et al., [16] and Sayangan YV [17], learning methods developed with creative ideas will attract students' interest.

The minimum ability assessment (AKM) is one of the instruments for assessing student competence as a substitute for preparation for the national exam (UN) in grade 6 through a computer-based national assessment (ANBK) starting to be prepared in grade 5 in elementary schools. However, preparation through numeracy literacy

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learning techniques based on the thematic curriculum 2013 in grade 3 has led students to work on the questions comprehensively. Literacy in numeric learning techniques is delivered in class 3A. Among others, the teaching team determines important points or main questions before deciding on the reading material so that students can focus on listening to the reading material guided by the main questions. This technique is interesting because students compete in terms of speed and accuracy in finding answers that are implied in reading the previously known main questions. The related questions can be thought questions (implicit), meaning that student's ability to answer will depend on how well they can read and on questions that are clearly written in the reading source (explicit). Learning techniques like this have a shorter duration of time and easier. So, students who already can listen and answer faster tend to get bored more quickly. This technique is applied if the time available is short enough, usually used as a portal to go home at the end of school hours, where whoever answers first can get a voucher to leave class early, before or after the bell rings.

Another technique introduced to grade 3 students in thematic learning is a technique with visual description, part of the Mind Mapping method or technique. This technique is a challenge for students and enjoyable because it is combined with the use of color and images, which can explore their creativity and innovation in describing or summarizing reading material in color image visualization. For example, on the theme of the lesson "objects around me", students are given time to explore the ability to read reading material. Then, they will reflect it into visualization with an accessible style to show the type of object that is the object of visualization. They describe and color according to the imagination of students. It was the composition of the thing to arrange the object, the object's use, and the object's relationship to other objects or other activities through writing or symbols, all of which are united in one frame to be more effective.

This technique activates the left and right brains. Students' soft skills can prove it. Likewise, in numeracy learning, by solving math problems in story problems. For example, in one text, the question is written two units of mass, gram and kilogram, to complete the calculation of the problem. Firstly, the unit equation between the two is carried out. You can use only grams or units of kilograms only, by first giving students a list of mass units and their conversion values. Students will understand the conversion of a mass unit; on the other hand, this understanding is used as a solution to the problem they are working on. These results effectively explore the ability to remember, listen and describe answers in a structured manner to the questions contained in thematic-based reading materials.

The habit of numeracy literacy, which will become a good culture in the world of education, has strong potential in efforts to increase human resources to be superior. Students with good basic literacy skills liven up the class and motivate other fellow students to study harder to have a good understanding. Improving numeracy literacy competence does not only focus on cognitive abilities with indications of good subject values, but an even greater hope is that this good literacy culture can imprint and become students' knowledge base even though they have graduated from elementary school.

IV. CONCLUSION

Based on the research conducted regarding the profile of numeracy literacy learning in grade 3 SDN No 16 North Pontianak, it can be concluded as follows:

1. The COVID-19 pandemic has harmed the world of education by breaking or losing students' learning opportunities during online learning at home and causing stagnation of numeracy literacy skills for students in class 3A SDN No 16 North Pontianak.
2. Thematic-based numeracy literacy learning technique using the 2013 curriculum in grade 3 is to apply the method of answering thought questions and questions whose answers are broken down in reading material, relying on speed and ability to listen to reading material. In addition, visualization techniques based on reading topics are also applied, where students make sketches or visualization images of the answers to questions implied in the

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reading source, which involve listening skills and drawing soft skills from students.

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