



Training and Mentoring on Strengthening Literacy and Numeracy in Red Reporting School Learning Recovery

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ABSTRAK

Program pelatihan dan pendampingan untuk penguatan literasi dan numerasi pada sekolah-sekolah dengan kategori rapor merah dilaksanakan sebagai upaya pemulihan pembelajaran pasca-pandemi. Program ini bertujuan untuk meningkatkan kemampuan literasi dan numerasi peserta didik yang masih berada di bawah standar nasional, terutama di sekolah-sekolah dengan hasil belajar rendah. Melalui pelatihan intensif, guru diberdayakan dengan pengetahuan dan keterampilan pedagogis untuk menerapkan metode pembelajaran yang efektif dan sesuai dengan kebutuhan peserta didik. Metode penelitian ini menggunakan pendekatan kualitatif-deskriptif, dengan mengumpulkan data melalui observasi, wawancara, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa pelatihan dan pendampingan ini berhasil meningkatkan kompetensi guru dalam mengajar serta meningkatkan motivasi belajar peserta didik. Dengan demikian, program ini harapannya adalah memberi dampak positif pada penguatan kapasitas guru dalam melaksanakan pembelajaran yang efektif dan berkelanjutan. Temuan ini memberikan rekomendasi penting bagi pemerintah dan pemangku kepentingan dalam pengembangan kebijakan pendidikan yang berfokus pada pemulihan pembelajaran, khususnya di sekolah-sekolah dengan kinerja rendah.

Kata kunci: Literasi; Numerasi; Sekolah Menengah Pertama; Rapor Merah; Guru.

ABSTRACT

A training and mentoring program programmed to strengthen literacy and numeracy in schools with red report cards was implemented as a post-pandemic learning recovery effort. The programmed aims to improve the literacy and numeracy skills of students who are still below national standards, especially in schools with low learning outcomes. Through intensive training, teachers are empowered with pedagogical knowledge and skills to implement effective learning methods that suit learners' needs. This research method uses a qualitative-descriptive approach, collecting data through observation, interviews, and documentation studies. The results showed that the training and mentoring programmed succeeded in improving teachers' competence in teaching and increasing students' learning motivation. Thus, this programmed is expected to have a positive impact on strengthening teachers' capacity in implementing effective and sustainable learning. The findings provide important recommendations for the government and stakeholders in developing education policies that focus on restoring learning, particularly in low-performing schools.

Keywords: Literacy; Numeracy; Junior High School; Red Report Card; Teacher.



INTRODUCTION

The low level of literacy and numeracy in Indonesia has an impact on various aspects, including the nation's economy and competitiveness. Learners with low literacy and numeracy skills tend to have limited opportunities to access jobs that require analytical and problem-solving skills. This also impacts on the younger generation's ability to innovate and compete in the global market. Based on data from the Program for International Student Assessment (PISA) by the (OECD, 2019), the literacy level of students in Indonesia is still below the global average. In 2018, Indonesia ranked 72 out of 78 countries in terms of literacy (Kemendikbud, 2019). Literacy here is not only the ability to read, but also the ability to understand and analyze information. The main challenge is the low ability of learners to comprehend reading and interpret the meaning of complex texts. Like literacy, numeracy in Indonesia is also a concern. Data from PISA shows that the numeracy skills of Indonesian learners are ranked low. This indicates that many learners have difficulty in understanding basic mathematical concepts and applying them to everyday life.

The Indonesian government through the Ministry of Education, Culture, Research and Technology Republic of Indonesia has launched various programs to improve literacy and numeracy. One of them is the Mobilizing Schools Program and the National Literacy Movement (NLM/GLN) Campaign that focuses on improving reading interest and basic mathematics skills (Zainuddin et al., 2024). In addition, partnerships with international institutions have also been established to provide teacher training and improve access to learning materials that support literacy and numeracy. The situational analysis of literacy and numeration in Indonesia reveals several key trends. Research on mathematical literacy has significantly increased since 2018, peaking in 2022, with qualitative methods being the most prevalent approach (Fanggidae et al., 2024; Warsitasari, 2024).

Effective strategies for enhancing literacy and numeracy among elementary and junior high school students include project-based and problem-based learning, thematic learning, and the integration of educational technology (Muniasari et al., 2024; Suryadi et al., 2024). Additionally, teacher training and supportive government policies, such as the National Literacy Movement, are crucial for successful implementation (Suryadi et al., 2024). The focus on scientific literacy and the use of digital tools are also emphasized, indicating a shift towards modern educational practices that cater to the needs of the digital age (Yudianto et al., 2024). One important factor in improving literacy and numeracy is the quality of teaching. Training teachers on effective learning methods in literacy and numeracy is very important. The government, in collaboration with several educational institutions, has conducted training and counseling to improve teachers' competence in delivering literacy and numeracy materials in an interesting and effective way.

Overall, collaboration among educators, policymakers, and researchers is essential for advancing literacy and numeracy skills in Indonesia (Muniasari et al., 2024). Recent studies highlight challenges in literacy and numeracy education in

Indonesia. Research indicates that literacy and numeracy skills are crucial for 21st-century competitiveness, with implementation through education being key (Lestari & Hamdu, 2022). However, Indonesia's low PISA mathematics scores in 2018 underscore the need for improvement (Setiawati et al., 2023). Analysis of primary school students' literacy and numeracy competencies reveals generally low performance, with few students demonstrating high-level skills (Sripuspita et al., 2022). Literacy and numeracy are key foundations in education that influence students' ability to learn and face challenges in everyday life. However, in Musi Banyuasin district, problems related to literacy and numeracy at the junior secondary school level are still an issue that requires serious attention. Data shows that students' reading literacy levels have not reached the expected standard. Many students can read texts but have difficulty understanding, analyzing or inferring information from the reading. This condition is exacerbated by the lack of access to quality reading materials, especially in rural and remote areas.

Meanwhile, in the numeracy aspect, students face challenges in understanding basic math concepts and applying them in problem solving. For example, many students have difficulty connecting math concepts with real-life contexts, such as in simple calculations related to finance or measurement. Challenges in implementing literacy and numeracy education include infrastructure limitations and the need for effective teaching strategies (Lestari & Hamdu, 2022). Studies also show varying levels of numeracy literacy among high school students, with higher-performing students better able to solve complex problems and draw conclusions (Setiawati et al., 2023). These findings emphasize the importance of optimizing literacy and numeracy education to enhance the quality of education in Indonesia.

METHOD OF IMPLEMENTATION

The training for teachers was conducted in the form of in-person workshops and online follow-up activities to improve understanding of literacy and numeracy teaching concepts and methods. The workshops included: (1) strengthening basic concepts by providing an in-depth understanding of literacy (reading, writing, text comprehension) and numeracy (basic operations, logic and application of mathematics) skills; (2) interactive learning methods that will teach learning methods that involve interactive and applicable activities, such as project-based learning, educational games and the use of technology; and (3) assessment techniques that will train teachers in conducting formative assessments that can be used to periodically assess student understanding.

After the training, teachers are accompanied by a facilitator or mentor to apply the skills they have learned. This mentoring includes: (1) classroom observation, where the facilitator observes the classroom and provides feedback on the literacy and numeracy teaching methods that have been implemented; (2) focused mentoring by providing specific guidance for teachers to adapt the teaching methods to the needs of students in their respective classrooms; and (3) periodic reflection meetings, where

the facilitator and teachers meet regularly to discuss progress, challenges and improvement strategies.

The target of this research is to improve the literacy and numeracy skills of students in Musi Banyuasin district. The selection of Musi Banyuasin District was based on the results of data collection from the Ministry of Education, Culture, Research and Technology (Kemdikbudristek) regarding the red report card results of students' literacy and numeracy skills. In this activity there were 44 participants from school representatives who were Principals and Deputy Principals. This activity was held at the Teacher Learning Center, Musi Banyuasin District Education and Culture Office, South Sumatra on November 11-12, 2024. The data on understanding of literacy and numeracy consists of nine questions which can be accessed through the links <https://bit.ly/pretestLN> and <https://bit.ly/posttestLN>.

ACTIVITY RESULTS

The purpose of this activity is to provide a basic and in-depth understanding of literacy and numeracy that is very useful for students. Participants are policy makers in education units who certainly also play a major role in improving the literacy and numeracy of students in each education unit they lead. The statistical description of the literacy and numeracy comprehension scores is shown in Figure 1.

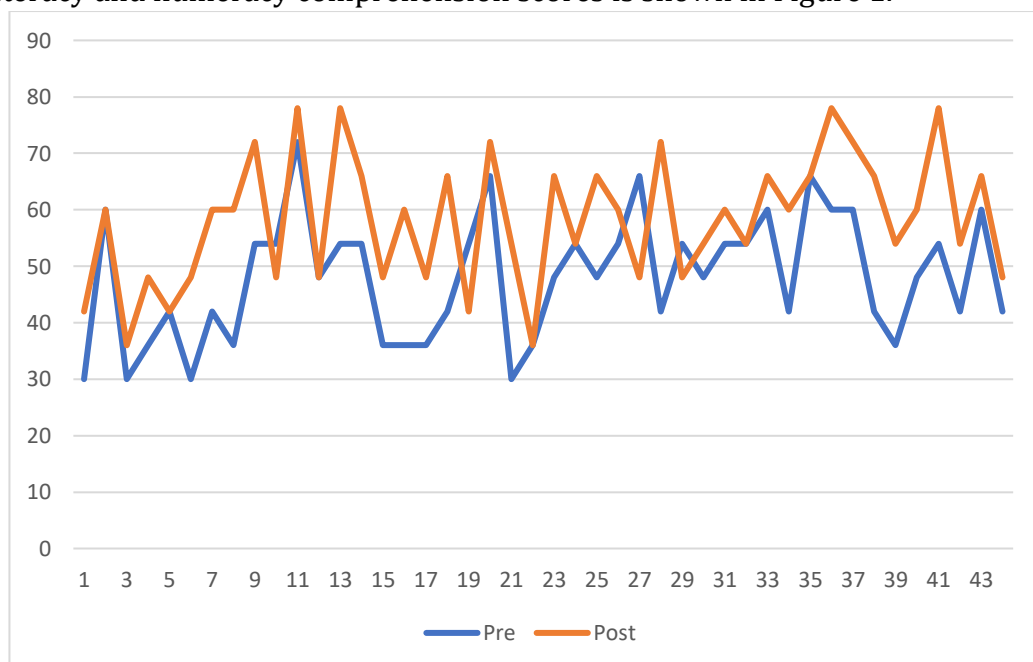


Figure 1. Participants' pretest and posttest results

Figure 1 displays a comparison of scores between the Pretest and Posttest conditions on 44 individual data. The values on the vertical axis show the score numbers, while the horizontal axis represents the individual or group data measured. In general, the scores in the Pretest condition tend to be lower than the Posttest condition. A fluctuation pattern is seen with the lowest score around 30 and the highest score close to 70. There was a significant increase in scores compared to the Pretest condition. The graph shows a higher and more stable trend with some peaks near 80

or above. In most of the data, the Posttest scores were above the Pretest scores, indicating an improvement after the intervention. This improvement was consistent, although some data had a smaller gap. This indicates that the intervention had a positive effect on the outcomes measured. Most individuals or groups experienced an increase in scores from the Pretest condition to the Posttest condition.



Figure 2. Providing literacy and numeracy materials in Musi Banyuasin District

After the pretest stage, training and mentoring on literacy and numeracy were presented by presenters which contained creating learning communities by teachers consisting of sharing schools, how to implement in schools, increase activity, generate desire, foster motivation and practice to attract students' attention in improving literacy and numeracy in Musi Banyuasin District.



Figure 3. Learning Community Practices and Mentoring



Figure 4. Peer Assessment of Each Learning Community

The picture above is the activity of the community service team providing materials to participants regarding literacy and numeracy materials to be able to improve the abilities of participants in Musi Banyuasin Regency. The material presented is material that is prepared and can be accessed by participants after training and mentoring so that it can be seen after mentoring and training if participants need it to be socialized or shared in their respective schools.

Based on the results of the 2-day mentoring training for participants in Musi Banyuasin district, there is an increase in knowledge about literacy and numeracy and it is hoped that later it can be applied in each school. In this training and mentoring, the importance of collaboration within each school's learning community to solve literacy and numeracy problems was discussed. This activity also provides direction for efficiency in the learning community when discussing the problems found so that it can further improve and provide a high level of effectiveness. Learning communities that consist of different educational backgrounds for each member are expected to generate novel learning models to address the low literacy and numeracy levels in Musi Banyuasin district.

Renaningtias et al. (2024) said that the learning community is one way that is considered effective to overcome low literacy and numeracy. He continued, in the learning community, supporting media or applications are needed, namely, Google Sites for learning community teachers. This theme was chosen because the ability of teachers is less than optimal in learning numeracy literacy, so this training is designed to develop the skills of teachers in supporting literacy and numeracy learning that is more interesting and effective.

Yulisman et al. (2024) revealed that it takes great cooperation and support between schools, teachers and students to improve literacy and numeracy skills. He continued to reveal that one of them was to create study groups and reading corners to increase students' interest. The Merdeka curriculum in realizing the Pancasila student profile and strengthening numeracy literacy in students effectively, efficiently, adaptively, equitably, responsively, and in accordance with the demands of the needs. In intracurricular learning, the process takes place efficiently or saves time, energy and costs due to the discussion of the material in accordance with the learning outcomes and the need for careful training and assistance in improving literacy and numeracy

skills (Sriyono & Nurmantu, 2024). Improving literacy and numeracy within educational institutions with the enhancement of engaging learning media. Learners' interest in learning media is the result of a number of factors that influence the way they interact with learning materials (Daha & Astutik, 2024).

CONCLUSIONS AND SUGGESTIONS

Training and mentoring in strengthening literacy and numeracy in schools with red report cards has an important role in improving the quality of learning. The program is designed to support post-pandemic learning recovery, with a focus on improving learners' literacy and numeracy skills that remain below standard. The approach involves teacher training and intensive mentoring, so that teachers have a better understanding and skills in implementing effective teaching methods.

Through this training, teachers are expected to improve their skills in identifying and overcoming learning difficulties faced by students. In addition, innovative and data-driven learning methods allow each student to get interventions that suit their needs. Ultimately, the program aims to increase learners' basic competencies, improve learning outcomes, and reduce the education gap in schools that need more attention.

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