

Teachers' strategies for training students' literacy and numeracy through media-based learning in Pansor Village

Eliyana¹, Sapriadi², Atnika³, Risnawati⁴, Juliadi⁵, Beni Edi Saputra Nur⁶, Dedi Imron⁷, Dimas Purnama⁸, Ayu Nurhasni tami⁹, Mulkia Rahmatin¹⁰.

Prodi Pendidikan Guru Sekolah Dasar Sekolah Tinggi Keguruan Dan Ilmu Pendidikan Hamzar Lombok Utara

Article Info

Article history:

Accepted: 28 September 2024

Published: 08 Oktober 2024

Keywords:

Strategy,
Literacy,
numeration,
Media Based,
Pansor Village

Abstract

This community service is entitled teacher strategies in training students' literacy and numeracy through media-based learning at SDN 5 in Pansor village, Kayangan sub-district, North Lombok district. This service is carried out with several objectives, first, to increase awareness about the importance of learning numeracy literacy from an early age, second, to provide knowledge to the students of SDN 5 Sesait that learning numeracy literacy is not just by reading books but can use several tools. apart from books such as drawing media and ice cream sticks and so on. The method used is a face-to-face and direct practice method of learning literacy and numeracy using image-based media or using ice cream sticks by constructing a framework. The results obtained from this service or socialization are to outline the methods used by teachers to teach students mathematics and literacy using media-based learning. Numeracy literacy is one of the first steps or stages that must be trained in school. One of the factors causing media-based Literacy and Numeracy training to be held in Pansor Village, especially at SDN 5 Sesait, is the low ability in reading and arithmetic in grades 5 and 6 which is caused by contemporary factors, namely playing online games and playing social media, especially for children. elementary school children who are continuously without parental supervision.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Eliyana

Sekolah Tinggi Keguruan Dan Ilmu Pendidikan Hamzar Lombok Utara

eliyanaramzi9@gmail.com¹

1. INTRODUCTION

Literacy culture in Indonesia is a very interesting subject to discuss. In Indonesia, literacy culture is considered low, not yet entrenched, and not yet ingrained in the surrounding community. Books are not prioritized in the midst of surging popular culture. In fact, the culture of speaking and listening is more easily absorbed by society than reading and then transmitting it in written form.

Apart from literacy, the most important thing that needs to be considered in education is numeracy. In simple terms, numeracy can be defined as the ability to understand and use number concepts and arithmetic operations in our daily lives, such as work, living at home, and participating in society and as citizens. Apart from that, numeracy can also be defined as the ability to understand and understand the quantitative information that surrounds us. Students' abilities in writing, reading and arithmetic are influenced by literacy and numeracy, which are important components of the basic education curriculum. Advantages of Literacy Numeracy are very important to train and apply in elementary schools as an initial foundation in building individual character and training students' thinking patterns to solve problems.

Teachers must also create strategies to make literacy and numeracy fun and effective. Strategy is generally defined as an outline of the steps taken to achieve predetermined goals. Strategies are the steps that must be taken by a teacher to carry out learning in the classroom. Because, strategy is a form of skill that a teacher has to control the teaching and learning process and make the class feel comfortable and enjoyable.

Literacy and numeracy are basic skills that are very important for academic development and daily life in Pansor Village, especially at SDN 5 Sesait where we implement Numeracy Literacy in a remote area with limited access to educational resources, teachers face big challenges in improving these skills to students. One of the efforts that must be implemented by teachers is to develop interesting learning media to replace one of the shortcomings of internal access in schools.

Learning media are all forms of materials and tools used in the learning process to help students understand and master the subject matter. This media can be physical objects, technology, or a combination of both, and is designed to more efficiently communicate information and facilitate understanding and retention of concepts. Media-based learning is an approach that involves the use of technology to help students understand and master subject matter. It has been proven to increase student motivation and understanding (Mishra & Koehler, 2006). Media-based learning is considered a potential solution to overcome this problem, but its implementation in a local context requires in-depth exploration and lacks technological limitations and lack of signals. Due to the limitations of technology, researchers use picture media and ice cream sticks as support for the series of numeracy literacy learning that will be studied. The aim of this research is to develop methods that can be used by teachers and researchers when using media to promote literacy and numeracy, and how this impacts students.

Research methodology

Based on the problems faced by partners in this research, acting as the main tool, implementing, observing, and also collecting data, several alternative solutions that can be offered are as follows:

1. Conduct socialization regarding media-based numeracy literacy using picture media and ice cream sticks to students in grades 5 and 6 at SDN 5 Sesait.
2. Explain material related to literacy and numeracy learning as well as direct practice with the learning system for coloring pictures and assembling ice cream sticks into a spatial structure. The method used in carrying out the research is by determining the students' reading level, using an image media then from the image media, they read a written name of the image created to determine the students' literacy skills and arrange the ice cream sticks to form a spatial structure and presented at the front.

2. RESULTS AND DISCUSSION

The implementation of socialization activities in training students' literacy and numeracy through media-based learning in Pansor village, Kayangan sub-district, North Lombok regency, thank God, went smoothly. This can also be seen from the enthusiasm of the students of SDN 5 Sesait who were very happy and full of enthusiasm in participating in the activities and paying close attention to everything. If there is something that is not clear or not understood, the participants or students respond by asking questions. During the activities, we as students did not experience any problems because the place or class used for socialization was very supportive and the participants also had good knowledge in receiving the material during the activities. The success of implementing this activity was inseparable from the support of the principal of SDN 5 Sesait who had given permission to carry out the socialization at his school as well as the students of SDN 5 Sesait who were very enthusiastic about taking part in the activity.

According to Gegne (1970), strategy in teaching is a person's internal ability to think, solve problems and make decisions. This means that strategies encourage a teacher or educator to think about how to solve problems in a learning approach. As a result, one of the tactics that must

be used in training the level of literacy and numeric skills of elementary school students in grades 5 and 6 in Pansor village is through media-based learning, including the following:

1. Using image media to train students' literacy skills.

Media is a very useful tool for educators in distributing media information used to train student literacy at SDN 5 Sesait grades 5 and 6, namely through image media with the following steps.

- a. One class is divided into three groups.
- b. Each group must have a leader who serves as command within the group.
- c. Each group is given 2 sheets of the same picture but has several differences and is colored with the same color.
- d. Each group counts the number of differences in the picture.
- e. Each group calculates the differences in the images and then presents them.

2. Using ice cream sticks to train students' numeracy

Using ice cream sticks as a medium is very important to make students more enthusiastic about learning mathematics. The steps for numeracy activities are:

- a. In one class divided into 3 groups (the previous group)
- b. Each group gets their own parts such as ice cream sticks, glue and basic base such as cardboard
- c. Assembling and making building frames
- d. Count the number of sticks used to make the building frame
- e. Each group is represented by one student to present the results of the building work.

At the final stage of the numeracy literacy activity, a gathering was held between grades 5 and 6 to distribute gifts to all students as a form of appreciation and to foster enthusiasm for learning. Because, they have participated in a series of activities with enthusiasm and cooperative cooperation.

The results of this learning strategy can make students know more about literacy and numeracy, not only about learning in class but also in everyday life. By combining these strategies, it can create a pleasant experience for students, ultimately using these strategies and teaching media can be more effective in increasing students' literacy and numeracy. With an appropriate approach and proper application, teachers can help students develop a strong understanding, while growing their interest and enthusiasm for science (Setto Ramadhan et al., 2023).

3. CONCLUSION

Based on the discussion above, literacy can develop children's ability to read through media-based learning. Through media, it is also easier for students to understand and understand how to complete a challenge given by the teacher. Meanwhile, Numeracy is a way to balance students' abilities in learning mathematics by using ice cream sticks. This can make it easier for students and increase their enthusiasm for learning mathematics so that it is not monotonous like counting which is usually found in every class. This numeracy activity is the task. given by the teacher such as making spatial structures and applying them in everyday life easy to understand.

Suggestion

Based on the implementation of socialization at SDN 5 Sesait, there are several suggestions that can be conveyed as follows:

1. For students.

Students are expected to raise awareness of the importance of learning numeracy literacy from an early age by reading non-subject books so that they become accustomed to analyzing numeracy information later.

2. For teachers.

- a. Teachers should be more active in organizing their abilities in teaching numeracy literacy in learning. .

b. Teachers should vary their numeracy literacy learning system more in a more enjoyable way, such as using a variety of media or tools so that students do not get bored easily in learning.

3. For schools.

Schools are expected to be able to understand the needs of their students which can support increasing numeracy literacy skills by increasing programs or extracurriculars which are related to numeracy literacy.

4. BIBLIOGRAPHY

- Anggraini Rosita Dkk. Peningkatan Kemampuan Literasi Numeras Siswa SD Melalui Pendekatan Media Pembelajaran Berbasis Game. *Jurnal Ilmiah Mahasiswa*, Vol. 2 No. 5 September 2024. (Di Akses Pada Tanggal 3 September 2024).
- Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, beliefs, and culture shape the classroom. *Educational Technology Research and Development*, 58(4), 425-448.
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.
- Iskandarwasid, Sunendar Dadang. (2008). *Strategi Pembelajaran Bahasa*. Bandung: PT Remaja Rosdakarya.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- Perdana Rizal, Suwandari Meidawati. Literasi Numerasi Dalam Pembelajaran Tematik Siswa Kelas Atas Sekolah Dasar. *Mathematics Education Journal*, Vol. 3., 1, Mei 2021, Pp. 9-15. (Di Akses Pada Tanggal 3 September 2024).
- Kurniawan, A., & Masjudin, M. (2018, March). Pengembangan buku ajar microteaching berbasis praktik untuk meningkatkan keterampilan mengajar calon guru. In *Prosiding Seminar Nasional Pendidik dan Pengembang Pendidikan Indonesia* (Vol. 1, No. 1, pp. 9-16).
- Asy'ari, M., Ikhsan, M., & Muhali, M. (2018, September). Apa Itu Metakognisi Dan Mengapa Penting?. In *Prosiding Seminar Nasional Lembaga Penelitian Dan Pendidikan (LPP) Mandala* (pp. 340-344).
- Muliyani, S. E., & Jannah, H. (2018, September). Pengaruh Kualitas Pelayanan Operator Madrasah Terhadap Kepuasan Kerja Guru Madrasah Aliyah Plus Nurul Islam Sekarbela Kota Mataram. In *Prosiding Seminar Nasional Lembaga Penelitian Dan Pendidikan (LPP) Mandala* (pp. 393-404).
- Muhali, M. (2018, September). Arah Pengembangan Pendidikan Masa Kini Menurut Perspektif Revolusi Industri 4.0. In *Prosiding Seminar Nasional Lembaga Penelitian dan Pendidikan (LPP) Mandala*.
- Sadukh, S. M. (2018, September). MENINGKATKAN PRESTASI BELAJAR PENDIDIKAN AGAMA KRISTEN PADA SISWA KELAS VI SD INPRES OEPURA 3 TAHUN AJARAN 2017/2018 MELALUI PENERAPAN METODE DEMONSTRASI. In *Prosiding Seminar Nasional Lembaga Penelitian Dan Pendidikan (LPP) Mandala* (pp. 507-515).
- Pujilestari, P. (2018, September). Analisis Kemampuan Komunikasi Matematis Mahasiswa Dalam Menyelesaikan Masalah Matematika. In *Prosiding Seminar Nasional Lembaga Penelitian Dan Pendidikan (LPP) Mandala* (pp. 461-464).