

# Training and Mentoring to Strengthen Literacy and Numeracy in the Learning Recovery of the Ogan Ilir Region

Syarifuddin<sup>1</sup>, Hamdi Aksan<sup>1</sup>, Didi Jaya Santri<sup>1</sup>, Izzah<sup>1</sup>, Apit Fathurohman<sup>1</sup>, Rani Oktapiani<sup>1</sup>, Dea Lestari<sup>1</sup>

<sup>1</sup>Faculty of Teaching and Education Sciences, Sriwijaya University, Indonesia

Received: October 17, 2024

Revised: November 27, 2024

Accepted: December 15, 2024

Published: December 31, 2024

Corresponding Author:

Syarifuddin

[syarifuddin@fkip.unsri.ac.id](mailto:syarifuddin@fkip.unsri.ac.id)

DOI: [10.29303/ujcs.v5i4.755](https://doi.org/10.29303/ujcs.v5i4.755)

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**Abstract:** The literacy and numeracy training and mentoring program in Ogan Ilir aims to enhance the competencies of junior high school teachers in supporting the improvement of literacy and numeracy in learning recovery. This program consists of outreach activities, training, and intensive mentoring over two days designed to help teachers improve literacy and numeracy in their respective schools. As an initial step, a pretest was given to the participants to measure their initial understanding of literacy and numeracy. During the training, participants were provided with materials through interactive sessions, group discussions, and hands-on practice to design a literacy and numeracy improvement program. At the end of the training, a post-test was conducted to evaluate the improvement in participants' understanding and skills, with results showing an increase in most participants. This program concludes with monitoring and evaluation through reports and visits to schools to ensure the implementation of training results in their respective educational environments. Overall, this activity can strengthen teachers' literacy and numeracy skills in supporting learning recovery.

**Keywords:** Literacy; Numeracy; Learning Recovery

## Introduction

Literacy and numeracy are two very important basic competencies. Literacy skills relate to the ability to understand, analyze, and use information effectively. Numeracy is the ability to learn to produce ideas, methods, facts, and mathematical tools that can be used to solve everyday problems in various contexts. In simple terms, literacy and numeracy relate to the ability to understand, write, and read (Hapudin & Mujazi, 2024). Literacy and numeracy competencies are the basis of the learning process that students will obtain in pursuing education, in addition, these abilities are also valuable provisions for facing the challenges of everyday life and being globally competitive (Rohim, 2023; Yekti & Mufarrihah, 2022).

To measure the level of literacy skills, Indonesia has participated in various surveys, including PIRLS and PISA. Since 2000, Indonesia has participated in PISA or the Programme for International Student Assessment (PISA) organized by the Organization for Economic

Cooperation and Development (OECD). Both surveys have had quite an impact on various countries to realize their positions in both fields. One of the objectives is to obtain an evaluation that is used as a basis for decision-making in formulating policies in the field of education (Argina et al., 2021; Nugrahanto & Zuchdi, 2019). PISA has 72 member countries worldwide, and tests students who are 15 years old, namely when they are in grade 9 of Junior High School (SMP) or early Senior High School (SMA), with basic tests such as reading, mathematics, and science. This test is held every three years and focuses on one subject. The results of PISA 2018 Indonesia have been announced by the OECD. Based on these findings, Indonesia's ranking has improved compared to the results of PISA 2015. In the last four years, namely 2006, 2009, 2012, and 2015, Indonesian students obtained a low average science literacy score of 382 to 403. Furthermore, in 2018, the ranking decreased again with a science literacy score of 39 (Hidayah et al., 2019; Merta et al., 2020). From these data, it can be seen that the problem of low literacy in Indonesia is a serious

## How to Cite:

Syarifuddin, S., Aksan, H., Santri, D. J., Izzah, I., Fathurohman, A., Oktapiani, R., & Lestari, D. (2024). Training and Mentoring to Strengthen Literacy and Numeracy in the Learning Recovery of the Ogan Ilir Region. *Unram Journal of Community Service*, 5(4), 473-477. <https://doi.org/10.29303/ujcs.v5i4.755>

problem. Low science literacy causes students' lack of ability to utilize science in everyday life, difficult problems to solve, and slow decision-making (Yusmar & Fadilah, 2023).

In 2018, the results of the Programme for International Student Assessment (PISA) 2022 showed a decline in learning outcomes globally influenced by the pandemic, including in Indonesia. Although Indonesia's ranking in PISA 2022 increased by 5-6 positions compared to 2018, Indonesia is still in the lower group (Yuda & Rosmilawati, 2024). However, based on the results of the 2023 National Assessment, the condition of students' Literacy and Numeracy Skills in Indonesia shows that there are still educational units that require intervention to improve literacy and numeracy skills. Specifically, there are 10,591 Junior High Schools with a total of 1,195,139 students throughout Indonesia that require the intervention as intended.

In an effort to restore learning, the Ministry of Education, Culture, Research, and Technology has initiated several policies through Merdeka Belajar and taken various strategic steps, one of which is through the implementation of the Learning Recovery program through Strengthening Literacy and Numeracy. As an effort to realize real action and program sustainability, PDM10 then held Advocacy for Learning Recovery through Strengthening Literacy and Numeracy, with the ultimate goal of disseminating learning recovery strategies and programs through strengthening literacy and numeracy by Learning Communities in the regions. Therefore, there is a need to increase understanding of literacy and numeracy through learning communities for junior high school teachers by designing learning tools, including in Ogan Ilir Regency. This is in accordance with the Curriculum which states that mathematics learning must be contextual which strengthens literacy and numeracy. This shows how important learning tools are that use contexts that are appropriate to students' daily lives so that they are easy to understand and meaningful to strengthen literacy and numeracy.

## Method

The activity model for Literacy and Numeracy Strengthening Training and Mentoring in Learning Recovery in the Ogan Ilir Region that will be implemented is counseling, training and mentoring on strengthening literacy and numeracy competencies in learning and assessment of mathematics and non-mathematics subjects through the Ogan Ilir Regency learning community. Through the lecture method in the form of presentations, training and mentoring when designing learning tools starting from the Learning Implementation Plan (RPP), Student Activities, learning

media and assessments in accordance with the curriculum that emphasizes 'Independent Learning' and supervision during mentoring activities for educational units in the learning community. This literacy and numeracy training and mentoring will be carried out intensively for two full days. To ensure the success of the program and provide constructive feedback, this activity will be complemented by two monitoring and evaluations (monev). The first monev will be carried out in the middle of the training to see how far participants have absorbed the material and identify the obstacles faced. Meanwhile, the second monev will be carried out after the training to measure the impact of the training on learning practices in the classroom. The methods used in this activity are:

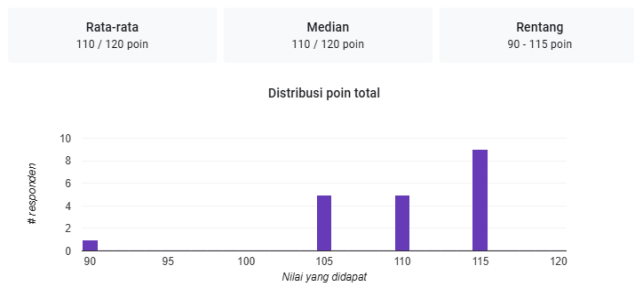
1. socialization of learning recovery through strengthening literacy and numeracy;
2. socialization of the dissemination framework for learning recovery in the regions;
3. socialization of strategies for strengthening learning communities in learning recovery;
4. socialization of learning recovery programs in educational units through strengthening learning communities;
5. reintroduction of literacy and numeracy;
6. strengthening literacy and numeracy in learning and assessment in junior high schools;
7. practice of strengthening literacy and numeracy in learning and assessment in junior high schools;
8. supporting networks for learning recovery;
9. preparation of follow-up plans (RTL)

## Result and Discussion

This community service activity was carried out for two days on October 16-17, 2024 in the Meeting Room of the Faculty of Teacher Training and Education, Sriwijaya University, located in Indaralaya City, Ogan Ilir Regency. Participants who attended this activity consisted of 11 junior high schools throughout Ogan Ilir Regency, with each school sending 2 people (Principal and 1 Vice Principal for curriculum) who received a red report card on their educational unit's education report card.

Before the activity began on the first day, namely October 16, 2024, participants first worked on a Pretest of 120 questions via a Google form that had been created by the committee team. The pretest is used as an evaluation tool before the community service activity begins. The main purpose of this pretest is to determine the participants' initial understanding of the literacy and numeracy material in recovery learning. The results of this pretest will be the main reference for the community service team in determining the direction of the activity, in addition, the results of the pretest are used as an

evaluation tool in measuring the success of training and mentoring activities to strengthen literacy and numeracy in learning recovery in the Ogan Ilir Region. The results of the pretest activities carried out can be seen in the distribution in the Figure 1.



**Figure 1.** Distribution Graph of Participant Pretest Scores  
Source: Processed from participant pretest score data

The graph shows the distribution of participant pretest scores. From the data, it is known that no participants have obtained a perfect score. This shows that participants' understanding of literacy and numeracy in learning recovery still needs to be improved.

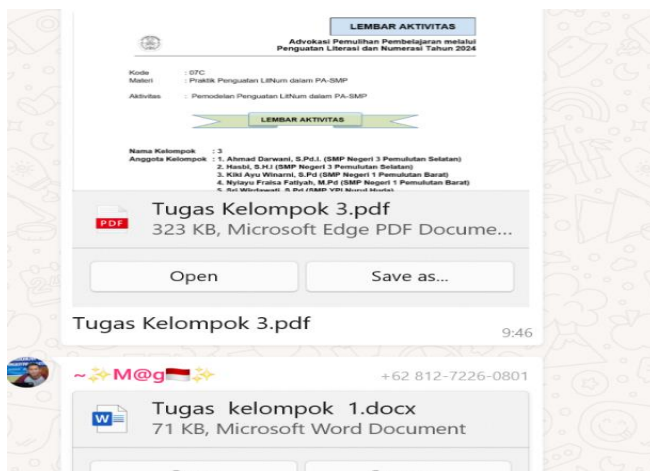
After all participants who attended had completed the pretest, the Training and Mentoring for Strengthening Literacy and Numeracy in Learning Recovery in the Ogan Ilir Region continued with the presentation of material delivered interactively by involving two-way discussions between the facilitator and participants.



**Figure 2.** Material Delivery

The material presented on the first day includes learning recovery through strengthening numeracy literacy, learning recovery programs in educational units through strengthening learning communities, in addition, participants are also introduced to the concept of literacy and numeracy.

Furthermore, on the second day, October 17, 2024, the material provided is strengthening literacy and numeracy in learning and assessment in junior high schools. The next is the practice of strengthening literacy and numeracy in learning and assessment in junior high schools. The last material is the Learning Recovery Support Network. On the second day, participants were also given various assignments through group activity sheets.



**Figure 3.** Group assignments collected by participants via WhatsApp group

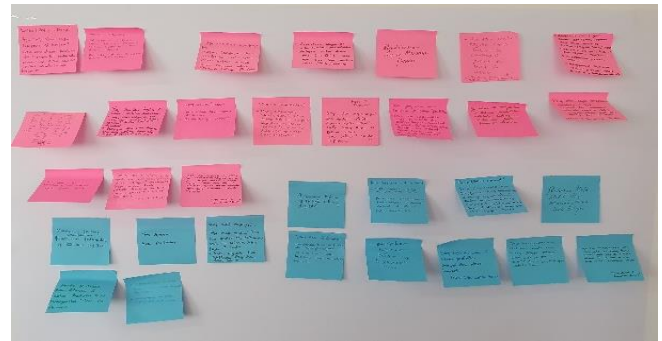
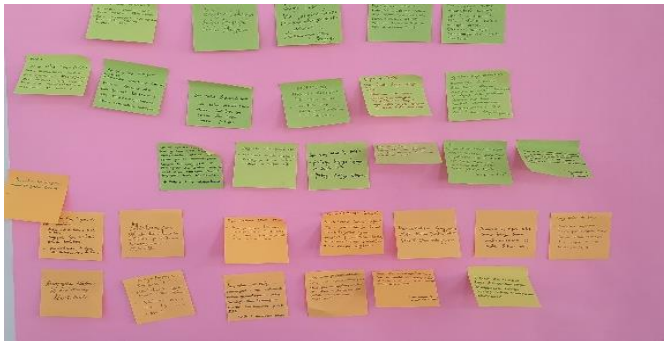
Through the activity sheet, participants can directly practice the literacy and numeracy strengthening method through Literacy and Numeracy modeling, namely identifying videos and readings about the potential of natural resources and their relationship to disaster mitigation that has the potential to occur in the area. From several answers collected, it can be seen that

participants have been able to work on the activity sheet quite well, this can also be seen from the answers that can compare information in videos and books and the ability of participants to manage information so that they can answer questions on activity sheet 2 and pour the results of the discussion on a concept map.



After being given material and discussion through the assignment of activity sheets, participants were also asked to write on two sheets of sticky notes, namely

what has been learned and the next steps, namely what will be done to strengthen literacy and numeracy at the original institution.



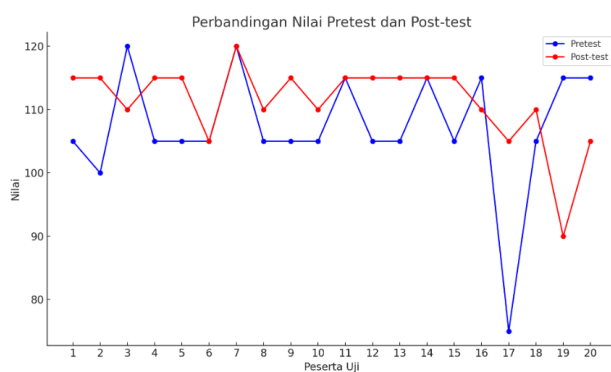
**Figure 4.** Participants Write About What They Have Learned and What They Will Do

In addition to using sticky notes, participants also conveyed the program or what would be done through short videos. The program was outlined in sticky notes and the short video became the basis for the community service team to conduct monitoring and evaluation after the Literacy and Numeracy Strengthening Training and Mentoring in Learning Recovery in the Ogan Ilir Region.

indicated by the red line for each participant who took part in the Literacy and Numeracy Strengthening Training and Mentoring in the context of Learning Recovery in the Ogan Ilir Region. On the horizontal axis is the number of participants, while the vertical axis shows the value obtained. From the graph, the change in value between the pretest and posttest can be seen, which provides an overview of the increase or decrease in the performance of each participant after the intervention or learning was carried out. Overall, this graph shows a positive upward trend in most participants.

The next activity was for all participants to work on the post-test questions that had been prepared through Google Forms. By using the post-test, the community service team can measure the readiness of teachers to contribute to strengthening numeracy literacy in the Ogan Ilir region. The post-test also provides useful feedback to participants regarding the strengths and weaknesses of their understanding of strengthening literacy in learning recovery. Through this post-test activity, the community service team can also measure the success of the activities that have been carried out, namely by comparing them with the results of the participants' pre-test at the beginning of the activity.

After going through a series of pretest activities, providing materials, questions and answers, assignments and posttests. Furthermore, monitoring and evaluation were carried out by visiting several schools that were used as samples and reporting participants through the WhatApps group about activities or efforts to improve numeracy literacy carried out in each school. From the reports provided and direct visits, an overview of the implementation of efforts to improve literacy and numeracy was obtained.



**Figure 5.** Comparison Graph of Pre-test and Post-test Scores

The graph of the pretest and posttest comparison results above shows a comparison between the pretest value indicated by the blue line with the posttest value

## Conclusion

Training and Mentoring Activities Training and Mentoring for Strengthening Literacy and Numeracy in Learning Recovery in the Ogan Ilir Region is effective in improving the competence of junior high school teachers in literacy and numeracy-based learning. The results of the pre-test given before the training showed that the participants' understanding and abilities in this area still need to be strengthened. Through an approach involving counseling, training, interactive discussions, and practical exercises, participants were trained to develop literacy and numeracy strengthening programs. The results of the post-test showed an increase in the understanding and skills of most participants, indicating

that this training was able to improve their readiness to implement literacy and numeracy learning in schools. In addition, through monitoring and evaluation activities carried out after the training, it was seen that most participants had begun to apply the results of the training in their respective schools, so that the main objective of the program, namely post-pandemic learning recovery through strengthening literacy and numeracy, could be achieved. Overall, this program is expected to contribute to improving the quality of education in Ogan Ilir and be an inspiration for similar efforts in other regions.

### Acknowledgments

Gratitude is expressed to the Community Service Unit of the FKIP, Sriwijaya University, which has funded this activity through the 2024 Community Service Grant Fund with Contract Number 1953/UN9.FKIP/TU.SB5/2024, dated September 17, 2024.

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