

Training and Mentoring Strengthening Literacy and Numeracy in Recovery Learning in Musi Banyuasin Regency

Camellia¹, Rizki Maharani^{1*}, Kurnisar¹, Nila Sari¹, Muhammad Alipraja¹, Nuraini¹, Syahriza Alfayyad¹

Pancasila and Citizenship Education, Sriwijaya University, Palembang, Indonesia

Received: October 24, 2024

Revised: November 27, 2024

Accepted: December 18, 2024

Published: December 31, 2024

Corresponding Author:

Rizki Maharani

rizkimaharani@unsri.ac.id

DOI: [10.29303/ujcs.v5i4.759](https://doi.org/10.29303/ujcs.v5i4.759)

© 2024 The Authors. This open-access article is distributed under a (CC-BY License)



Abstract: They are strengthening training and mentoring literacy and numeracy in Musi Banyuasin Regency through training and mentoring for Principals and Vice Curriculum in Junior High Schools (SMP). Based on the results of the National Assessment and the Program for International Students Assessment (PISA) 2022, post-pandemic learning recovery is essential in Indonesia, especially in improving student literacy and numeracy. This activity aims to strengthen participants' understanding and competence in designing and implementing learning that integrates literacy and numeracy by the Merdeka Curriculum. The methods used in this activity include counselling, intensive training, and assistance in designing learning tools, such as Learning Implementation Plans (RPP), learning media, and assessments. The activity also includes evaluation through pretests and posttests to measure changes in participant understanding. The results show significant improvement in literacy and numeracy understanding, with the average posttest score of participants increasing from 50 to 70. The evaluation results showed high satisfaction from participants with the material provided and its relevance to needs in the field. This activity strengthened collaboration between education managers and learning communities and positively impacted the recovery of education quality in Musi Banyuasin Regency post-pandemic. Hopefully, this activity can be sustainable in improving literacy and numeracy at the junior high school level.

Keywords: Training; Mentoring; Strengthening; Literacy and Numeracy.

Introduction

Literacy is an ability that leads to activities to access information through reading, writing, studying, observing (Fitri, 2024), and interpreting information critically, idealistically, dialectically and autocratically, where technology can be used as a way to increase the effectiveness of literacy activities (Fajriati et al., 2024). For this reason, educational interventions, both formal and non-formal, must be made a priority to improve students' literacy competencies since elementary school because this will support the quality of education itself and the progress of a nation (Tino, 2024; Khatima et al., 2020). Numeracy, also called numeracy literacy and mathematical literacy, can be interpreted as the ability to think using concepts, procedures, facts, and mathematical tools to solve everyday problems in

various types of contexts that are relevant to individuals as citizens of Indonesia and the world (Affiah, et al., 2024). Numeracy is interpreted as the ability a person has to use their mathematical knowledge to explain events, solve problems, or make decisions in everyday life (Kartono, 2024).

Based on the results of National Assessment 2023, the state of Ability The literacy and numeracy of students in Indonesia shows that there is still unit education that requires intervention to increase literacy and numeracy. By specific, 10,591 Schools Intermediate First with the number of students reached 1,195,139 throughout Indonesia who needed intervention as intended. The Program for International Student Assessment (PISA) 2022 results show a decline in the results of studies globally affected by the pandemic, including in Indonesia. Although Indonesia's ranking in

How to Cite:

Camellia, Maharani, R., Kurnisar, K., Nila Sari, Muhammad Alipraja, Nuraini, N., & Alfayyad, S. (2024). Training and Mentoring Strengthening Literacy and Numeracy in Recovery Learning in Musi Banyuasin Regency. *Unram Journal of Community Service*, 5(4), 518-523. <https://doi.org/10.29303/ujcs.v5i4.759>

PISA 2022 has increased by 5-6 positions compared to 2018, Indonesia is still in a lower group.

The Ministry of Education, Culture, Research, and Technology launched several policies through Independent Learning and various step strategies to recover learning. Wrong. The only one is through the organisation program Recovery Learning through Strengthening Literacy and Numeracy, implemented by the Directorate General PAUD Dikdasmen for all level Education units in 514 departments of education in 36 provinces, as well as special for PAUD level that gets grant books in 2022.

From April to May 2024, PDM10 together unit work under Directorate General PAUD Dikdasmen has to organise Technical Guidance (Bimtek) Strengthening Capacity Local Government in Recovery Learning through Strengthening Literacy and Numeracy who invites, accompanies and encourages Local Government - in matter, This is the Provincial/District/City and Provincial Education Office-for accelerate effort recovery learning in the area For all level. Activities This is also supported by the Ministry of Home Affairs, which focuses on improving literacy (and numeracy) throughout Indonesia.

As an effort to embody the program's action and sustainability, PDM10's next organised activity is Advocacy Recovery Learning through Strengthening Literacy and Numeracy, with the objective of ending the promotion of recovery strategies and programs learning through strengthening literacy and numeracy through Community Study in the area.

Learning communities are an effective platform for improving the learning and teaching process through various methods and strategies (Wiliyanti et al., 2024). For example, in the research "Applying Strategic Management in a Shared Language Learning Community," this activity was carried out to train language skills and national character, as well as increase self-confidence and achieve future dreams. This research uses an implementation method which consists of three stages: preparation, online and offline program implementation, as well as evaluation and reporting (Muti'atun, and Hidayah, 2023). In addition, the research "Efforts to Increase the Interest and Learning Achievement of Grade IV Elementary School Students in Science Learning Using the PjBL Strategy" shows that the PjBL strategy can increase students' interest and learning achievement by identifying relevant projects, facilitating group discussions, and encouraging discovery and exploration (Fatimah et al., 2024). Thus, learning communities can be a useful means of improving the quality of education and forming children's character effectively. Apart from that, learning communities have significant benefits such as providing interaction facilities, improving the quality of public services,

improving communication skills, especially in the areas of literacy and numeracy, and also educating community members as a forum for improving the quality of education in the teaching and learning process.

In order to ensure that this is achieved, on occasion, we advocate here. We invite all stakeholders to participate in a way that is active in mutual cooperation and works together to increase quality Education that is sustainable through collaboration unit education and service education province/district/city as well as stakeholders' interests other for increasing skills literacy and numeracy participant educate in a way sustainable in 2024.

Based on the explanation, the problem occurs in teachers who cannot carry out learning and assessments that strengthen literacy and numeracy. Therefore, there is a need to increase understanding of literacy and numeracy through a learning community for junior high school teachers by designing learning tools in Musi Banyuasin Regency. This is by the curriculum, which states that mathematics learning must be contextual and strengthen literacy and numeracy. This shows how important learning tools are in using contexts appropriate to students' daily lives so that they are easy to understand and meaningful to strengthen literacy and numeracy.

Teachers need training And mentoring related explicitly to strengthening everyday mathematics, social And numeracy through community Study; first, mentoring all target educational units in 2 (two) cycles of community learning activities between educational units for each learning community group that aims increase competence literacy And numeracy participant educate Every The learning community group will involve an average of 5 target educational unit – second, providing support for the implementation of educational unit mentoring programs in learning communities.

According to the "Independent Learning" education policy, teachers are expected to be able to design learning tools that are in accordance with the curriculum in order for teachers and students to innovate and improve the quality of learning independently. However, in reality, literacy and numeracy competencies in learning and assessment in both mathematics and non-mathematics subjects of junior high school students, according to 21st-century skills, are not yet optimal.

Therefore, it is essential to provide training and mentoring for junior high school mathematics and non-mathematics teachers to strengthen their literacy and numeracy competencies.

Method

Model activity: counselling, training, and mentoring about strengthening competence, literacy and numeracy in learning and assessing eye lesson mathematics and non-mathematics through community Study Musi Banyuasin Regency. Through presentations, training and mentoring, When designing device learning, start from Plan Implementation Learning (RPP), Activities participant's education, learning media and assessment by a curriculum that emphasises 'Freedom of Learning ' as well supervision during activity mentoring unit education in community Study done.

Training and mentoring literacy and numeracy This will implemented in an intensive for two days. To ensure program success and provide bait constructive feedback, activities will equipped with two times monitoring and evaluation (money). During the implementation training, Monev First will be done to see where the participant has absorbed materials and identified the obstacles faced. Monitoring and evaluation second will done after training To measure the impact of training on practice classroom learning. Methods used in activity This is socialisation recovery learning through strengthening literacy And numeracy; socialisation framework scanning recovery learning in area; socialisation strategy strengthening community Study in recovery learning; socialisation program recovery learning in unit education through strengthening community learn; get to know return literacy And numeracy; reinforcement literacy And numeracy in learning and assessment in Junior high school; practice strengthening literacy And numeracy in learning And assessment in Junior High School; Network Supporter recovery learning; compilation plan act carry on (RTL).

Results and Discussion

Community Service Activities (known with PPM) in Musi Banyuasin Regency aim to train and assist in strengthening literacy and numeracy to support post-pandemic learning recovery. This activity was carried out by referring to the results of previous communication with the Principal and Deputy Curriculum of Junior High Schools in Musi Banyuasin Regency, which highlighted the importance of strengthening literacy and numeracy as a top priority in improving the quality of education, especially for schools that received red report cards.

The initial stage of implementing community service activities involved intensive discussions to determine themes relevant to the participant's needs. Based on the results of discussions and communication

with related parties, the selected material focused on strengthening literacy and numeracy. This is based on actual needs in the field, considering that literacy and numeracy are essential aspects in recovering learning that was hampered during the pandemic. To prepare a structured activity plan, the community service team submitted a proposal to the Research and Community Service Institute (LPPM) of Sriwijaya University, which was then approved for implementation. Further coordination is carried out through the WhatsApp Group media, allowing more effective communication between the service team and participants. This platform facilitates technical arrangements related to the implementation schedule, event schedule, and task division and supports smooth communication throughout the activity process. This shows the importance of using technology to support implementing PPM activities, especially in long-distance and post-pandemic recovery.



Figure 1. The opening was attended by the Dean of FKIP Unsri and the Head of the Musi Banyuasin Education Office

The community service activity was carried out over two days, November 11 and 12, 2024, from 08.00 to 15.00 WIB. This event consists of three main sessions: opening, core material, and closing.



Figure 2. Chairman Devotion give draft base Literacy Numeracy

Description of the objectives and stages of the activity. This greeting was also followed by a speech from the participant's representative, who expressed gratitude for the opportunity to participate in this training and mentoring and the hope to gain new knowledge that can be implemented in their duties as Principal and Deputy Curriculum. Furthermore, Participants took a pretest to measure their initial knowledge regarding literacy and numeracy. This pretest was conducted online using a Google Form the service team had prepared. The results of this pretest are the basis for determining the extent of the participant's initial understanding of the material to be presented.



Figure 3. Provision Material Literacy Numeracy

The material presented includes practical strategies that the Principal and Deputy Curriculum can implement to improve the quality of literacy and numeracy in their schools. Participants were given an understanding of the importance of strengthening literacy and numeracy in enhancing student learning achievement, especially after the impact of the pandemic, which hampered the learning process. Participants were allowed to ask questions and share experiences regarding their challenges in implementing literacy and numeracy in their respective schools. Several participants expressed their obstacles, such as lack of resources and limited time to focus on aspects of literacy and numeracy amidst other curriculum demands. The speakers responded to these questions by providing practical solutions and recommendations related to literacy and numeracy management that can be adjusted to the conditions of each school. This discussion gives new knowledge to participants and strengthens collaboration between participants in finding solutions to challenges faced in the field. This shows that in addition to providing material, this PPM activity also opens up space for participants to learn

from each other's experiences and support each other in the process of educational recovery.

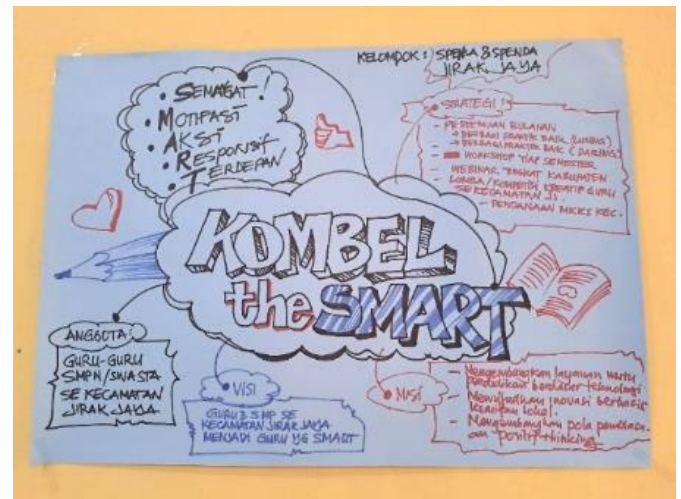


Figure 4. Product Results Participant Literacy Numeracy



Figure 5. Product Results Participant Literacy Numeracy

Further assistance will be provided through product presentations that participants have prepared. This core activity was followed with high enthusiasm as participants presented the results of their work in the form of teaching media products relevant to strengthening literacy and numeracy. The service team evaluated each product presented, providing constructive feedback and suggestions for further development.

Based on the evaluation results, around 90% of participants succeeded in compiling good products per the training objectives. This shows a high level of understanding from participants regarding the material and their ability to implement this knowledge in the form of products that can be used in everyday learning.

Table 1. Comparison of Pretest Values And Posttest

Respondents	Pretest	Posttest
ICE	54/90	70/90
SS	54/90	70/90
HWS	54/90	76/90
I	54/90	70/90
SR	60/90	76/90
LN	60/90	80/90
MS	54/90	70/90
SUL	42/90	70/90
A	30/90	70/90
M	48/90	76/90
NJ	48/90	70/90
H	48/90	70/90
AP	72/90	70/90
YES	42/90	70/90
T	36/90	70/90
RH	54/90	70/90
J	36/90	60/90
JNS	36/90	70/90
M	36/90	60/90
SM	54/90	70/90
J	60/90	64/90
FNS	72/90	88/90
FI	48/90	70/90
K	72/90	75/90
B	36/90	70/90
AT	42/90	70/90
NS	54/90	70/90
TWS	48/90	70/90
Score	1,404	1.985
Average	50.14	71

The success of the implementation of this activity can be seen from the increase in participants' understanding of the material that has been delivered. The community service team evaluated the effectiveness of the training using a pretest and posttest. The evaluation results showed a significant increase in participants' understanding. Based on a comparison of the pretest and posttest scores, the average score of participants increased from 50 in the pretest to 70 in the posttest, with a difference of 21 points. The post-test results showed a significant increase in participants' understanding of literacy and numeracy, as reflected in the scores compared to the pre-test results. This indicates that the training and mentoring activities achieved their primary objective: strengthening participants' understanding of the importance of literacy and numeracy in learning recovery.

As a form of final evaluation, participants were also asked to complete a satisfaction questionnaire regarding implementing PPM activities. The results of this questionnaire showed that, on average, participants felt delighted with the community service activities that had been carried out. They considered that the training and mentoring broadened their horizons regarding literacy and numeracy and provided them with practical skills

that could be directly applied in schools. This shows that this activity has achieved its goal, namely improving the quality of education at the junior high school level in Musi Banyuasin Regency.

Conclusion

Training and mentoring to strengthen literacy and numeracy in Musi Banyuasin Regency has significantly contributed to increasing the capacity of Principals and Curriculum Vice to manage learning in their schools. This activity not only increases participants' understanding of the material but also allows them to discuss and share experiences in overcoming obstacles faced in the field. With the increased knowledge and skills gained, it is hoped that participants can be more effective in supporting learning recovery in their schools, especially in improving the quality of student literacy and numeracy. This PPM activity also illustrates that a collaboration-based approach and good communication between the service team and participants can accelerate achieving more optimal community service goals.

Overall, implementing Community Service (PPM) has positively contributed to increasing the Principal and Deputy Curriculum of Junior High Schools' capacity to manage learning with a focus on literacy and numeracy. The evaluation results showing increased understanding, success in product creation, and high levels of participant satisfaction indicate that this activity has significantly impacted the quality of teaching in the schools involved. With this activity, it is hoped that participants can continue to develop their skills in strengthening literacy and numeracy and improving the quality of education in Musi Banyuasin Regency, especially during the post-pandemic recovery period.

Acknowledgements

The publication of this article was funded by DIPA of Public Service Agency of Universitas Sriwijaya 2024. SP DIPA-023.17.2.677515/2024, On November 26, 2024. In accordance with the Dean's Decree 23657/UN9.FKIP/TU.SK/2024, On October 30, 2024.

References

- Affiah, E. N. A. C. ., Khasanah, L. S. ., Firdaus, T. C. M. ., Febita, F. ., Apriandi, D. ., & Setyansah, R. K. . (2024). Analisis Kemampuan Literasi Numerasi Ditinjau Dari Motivasi Belajar Siswa Sman 1 Barat. *Jurnal Lebesgue : Jurnal Ilmiah Pendidikan Matematika, Matematika Dan Statistika*, 5(2), 642-649. <https://doi.org/10.46306/lb.v5i2.532>
- Fajriati, R., Mutiawati, M., & Ashlan, S. (2024). Analisis kemampuan literasi bahasa siswa kelas V SDN

- Banda Aceh. *Journal of Education Science (JES)*, 10(1), 120-124.
- Khatima, H., Sayidiman, S., Pagarra, H. (2020). Analisis kesulitan guru dalam menyusun rancangan pembelajaran tematik di kelas tematik di kelas V dan VI upt sdn 3 turatea kecamatan turatea kabupaten Jeneponto, *Pinisi Journal Of Education*, 1(2). 1-8.
- Kartono, K., Ghasya, D. A. V., & Johan, G. M. (2024). Pelaksanaan Program Literasi dan Numerasi dalam Kerangka Kurikulum Merdeka di Sekolah Dasar. *FONDATIA*, 8(2), 433-442. <https://doi.org/10.36088/fondatia.v8i2.4798>
- Muti'atun, M., & Hidayah, F. (2023). The Implementation Of Differentiated Learning In Pai Dan Budi Pekerti Subject At Smpn 3 Genteng Banyuwangi. *International Conference on Humanity Education and Society (ICHES)*, 2(1). Retrieved from <https://proceedingsiches.com/index.php/ojs/article/view/91>
- Fitri, S.D., Selfiyana, S., Sadiyah, K., Indah Rakhmatika, Musyarofah, Nur Afifah, M. Davy Handiawan, & Prayogi, A. (2023). Penggunaan Media Pembelajaran Digital Dalam Meningkatkan Keterampilan Literasi Peserta Didik Di MA Pembangunan Jakarta. *MULTIPLE: Journal of Global and Multidisciplinary*, 2(6), 1931-1940. Retrieved from <https://journal.institercom-edu.org/index.php/multiple/article/view/382>
- Fatimah, S., Anggraini, R., & Riswari, L. A. (2024). Peningkatan Hasil Belajar Siswa Melalui Model Pembelajaran Project Based Learning (PjBL) Pada Siswa Kelas IV Sekolah Dasar. *Jurnal Basicedu*, 8(1), 319-326. <https://doi.org/10.31004/basicedu.v8i1.7109>
- Tino, S. (2024). Membentuk identitas nasional. *Abdima Dejournal*, 1(1), 113-123. Retrieved from <https://abdima.e-jurnal.web.id>
- Wiliyanti, V. ., Buana, L. S. A. ., Haryati, H., Rusmayani, N. G. A. L. ., Dewi, K. A. K. ., & Novita, F. . (2024). Analisis Penggunaan Media Berbasis Teknologi Dalam Meningkatkan Minat Belajar Mahasiswa. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 7(3), 6790-6797. <https://doi.org/10.31004/jrpp.v7i3.29220>