



The Role Of Kampus Mengajar 6 Program In Increasing Students' Literacy And Numeracy Ability At Sdn Ngampel 1

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ABSTRACT

Kampus Mengajar 6 Program is a government initiative that aims to improve students' literacy and numeracy through the involvement of college students as teachers. This research aims to determine the role of Kampus Mengajar 6 Program in improving students' literacy and numeracy skills at SDN Ngampel 1. Literacy and numeracy are important in education and daily life. Literacy and numeracy are the basis for students to develop the skills needed in various aspects of life. The research method used is a qualitative approach with data collection through interviews, observations, and document analysis. Based on the results of the data analysis, the results of the study indicate that the implementation of the work program of Kampus Mengajar 6 program at SDN Ngampel 1 was successful and had a positive impact on students' literacy and numeracy skills. This can be seen from the results of the pre-test and post-test of AKM for grade 5 students. The pre-test results were 67% for AKM Literacy and 34% for numeracy. Furthermore, the results of the AKM post-test were 75% for literacy and 71% for numeracy. In literacy, there was an increase of up to 8% and numeracy increased by 37%. The AKM pre-test and post-test were attended by 26 students of grade 5. The results of the study showed that the involvement of college students in Kampus Mengajar 6 program in the learning process had a positive impact on improving students' literacy and numeracy skills. Students showed significant progress in reading, writing, and understanding basic mathematical concepts. Therefore, Kampus Mengajar Program can be used as one of the solutions to improve the quality of elementary school education in Indonesia.

KEYWORDS: Kampus Mengajar, Literacy, Numeracy.

1.0 INTRODUCTION

Literacy and numeracy skills are basic competencies that every student must master from an early age to ensure academic success and lifelong learning. Literacy skills empower students to understand, interpret, and manage the information they encounter, while opening up access to broad knowledge from various sources (Teguh, 2020; Harahap., et al, 2022). On the other hand, numeracy skills encourage students to convey ideas effectively, provide reasons, analyse, solve, formulate, and interpret various problems related to numbers, in various situations and forms (Suswandari, 2021; Rohim, 2021). In other words, basic skills in literacy and numeracy are essential skills for students to evaluate texts and numbers in various contexts. With adequate mastery of literacy and numeracy, a person can actively participate in community life, be involved in social activities and play a role in the development of technology and innovation (Fitriana & Ridlwan, 2021).



In addition, by developing and improving literacy and numeracy competencies, individuals can improve their quality of life and have a positive impact on society. However, many elementary schools, especially those in rural or disadvantaged areas, still face challenges in improving students' abilities in these areas. According to a survey report by PISA, Indonesia was ranked 62nd out of 70 countries in terms of literacy in 2021. However, in 2022, Indonesia experienced an increase in ranking, rising five positions to become one of 81 countries assessed, although it is still in the bottom 11 rankings. Overall, Indonesia's literacy rate is reported to have reached 96%. This shows that Indonesian literacy is still very low and this can be a serious problem because low literacy and numeracy skills can have a negative impact on student development, their understanding of lessons, and the potential for limiting their academic development. One of the steps taken by the government to overcome this problem is to implement Merdeka Belajar Kampus Merdeka (MBKM) policy with a program called Kampus Mengajar.

Kampus Mengajar is part of the MBKM program that has been implemented since 2021 until now. The first batch of Kampus Mengajar started in early 2021 and is currently ongoing until the eighth batch. The Kampus Mengajar program is designed with the aim of inviting students to play a role in efforts to improve students' literacy and numeracy skills, especially at the elementary and secondary school levels. Through this program, students will be guided by field supervisors, whether from the same university or not, to work together with teachers in creating interactive, inspiring, and enjoyable learning so that they can create meaningful learning experiences for students (Muyassaroh., et al, 2022).

The Kampus Mengajar program facilitates students to participate in off-campus learning and interact directly with the community. This program not only supports academic growth in elementary schools but also encourages meaningful interactions between volunteer students and the local community. This program provides opportunities for students to develop themselves and learn through active participation in supporting the learning process in schools, especially at the elementary school level (Iriawan & Saefudin, 2021). With Kampus Mengajar, students can act as agents of change who go directly to schools to help improve the quality of educational services and the teaching and learning process for all students, especially in difficult and limited conditions experienced by various schools.

The results of previous research, on Kampus Mengajar Program batch 5 has a significant role in improving the quality of innovative learning and can be used as a basis for improving and developing this program, making a significant and positive contribution in elementary school (Utami et al., 2023). This program has succeeded in having a positive impact on improving students' literacy and numeracy skills, although the change has not reached 100% (Naitili, 2024). Kampus Mengajar also allows students to be directly involved and play an active role in formal educational institutions, increase students' perspectives and broaden their horizons within the school environment, and make students to be more creative, innovative and confident as part of society (An-nisa & Legowo, 2022). Livia Mutiara Shabrina (2022) said that students' literacy and numeracy can be improved with group learning methods. The implementation of this program provides many positive experiences so that it becomes a strong foundation for conducting more detailed and in-depth research on the role of the Kampus Mengajar 6 program on students' literacy and numeracy skills, especially at SDN Ngampel 1.

The purpose of this study is to provide a comprehensive view of the role of kampus mengajar



6 program in increasing students literacy and numeracy ability at SDN Ngampel 1. It is hoped that the findings of this study can provide a deeper understanding and contribute to the scientific literature on the role of the Kampus Mengajar program and its influence on improving students' literacy and numeracy skills. These findings are also expected to provide practical recommendations that are useful for the development of the Kampus Mengajar program in the future, with the aim of achieving more optimal results in improving the quality of basic education.

2.0 LITERATURE RESEARCH

2.1 KAMPUS MENGAJAR

The Kampus Mengajar program is one of the Merdeka Belajar Kampus Merdeka (MBKM) programs which is an initiative of the government in order to improve literacy and numeracy at the elementary and secondary levels. The Kampus Mengajar program focuses on developing the character and independence of students through educational experiences in the school environment (Yanuarsari et al., 2022) The form of implementation of the Kampus Mengajar program usually involves a variety of activities such as Literacy and Numeracy Clubs, Reading Houses, Reading Corners and Class AKM Assistance. This program has been implemented in various elementary schools in Indonesia, with positive results showing an increase in students' literacy and numeracy skills (C. A. Naitili, 2024). The scope of the Kampus Mengajar program includes literacy, numeracy, technology adaptation, management and utilization of quality reading books and libraries, management and utilization of reading corners, environmental preservation or climate change mitigation, student character development and activities outside the classroom. Through this program, volunteer students are given the opportunity to carry out work programs at target schools to improve literacy and numeracy.

2.2 LITERACY

Literacy encompasses a broad range of skills and competencies that enable individuals to engage effectively with written and spoken language. The definitions of literacy have evolved significantly, reflecting changes in society and technology. UNESCO defines literacy as the ability to identify, understand, interpret, create, communicate, and compute using printed and written materials across varying contexts. This definition emphasizes that literacy is not just about reading and writing but also involves a continuum of learning that allows individuals to achieve their goals, develop their knowledge, and participate fully in their communities. While NCES defines literacy as the ability to understand, use, and respond appropriately to written texts. This includes the reading and writing skills necessary to function in society. Components of Literacy is the ability to read, write, speak, listen, use technology, and apply numeracy skills. It requires enough skill and confidence to express and understand ideas, make decisions, solve problems, and engage in society effectively. In summary, literacy is a dynamic concept that goes beyond basic reading and writing skills to include a wide array of competencies necessary for navigating modern life effectively.

2.3 NUMERACY

Numeracy is defined as the ability to understand and work with numbers, which includes basic arithmetic operations such as addition, subtraction, multiplication, and division. It also involves more



complex skills like interpreting data and applying mathematical reasoning in real-world situations. According to Alberta Education, numeracy is the ability, confidence, and willingness to engage with quantitative and spatial information to make informed decisions across all aspects of daily living. This definition emphasizes the importance of both understanding numbers and applying that understanding effectively. UNESCO also describes numeracy as the knowledge and skills required to manage mathematical demands posed by diverse situations. This includes not only basic arithmetic but also the ability to interpret graphical data, understand measurements, and engage with more complex mathematical concepts. The term "numeracy" was first introduced in Crowther's report in England in 1959, who defined it as a reflection of literacy related to quantitative thinking. Numeracy is not just about counting, but also involves the ability to think critically and analytically about information presented in numerical form. By improving numeracy skills, individuals can better face the challenges of everyday life and contribute positively to society.

3.0 RESEARCH METHOD

This study uses a descriptive qualitative approach to describe the activities of the Kampus Mengajar 6 program and its role in improving students' literacy and numeracy. Data were collected through observation, interviews and discussions with teachers during the presentation of the work program, and analysis of related documents. With this approach, researchers can gain a deep understanding of the role of this program in improving students' literacy and numeracy skills. This study was conducted from August 14 to December 1, 2023 at SDN Ngampel 1, Mojoroto, Kediri. The data used in this study came from the implementation of activities from the Kampus Mengajar program batch 6 in order to improve the literacy and numeracy of SDN Ngampel 1 students. The researcher acted as the main instrument, carrying out observation and interview functions, and making notes or reports (Sugiyono, 2019).

4.0 RESULT AND DISCUSSION

On July 18, 2023, participants of the Kampus Mengajar 6 program carried out online briefings via the Zoom platform and broadcast live via YouTube by the Directorate General of Higher Education as the program organizer. The briefing lasted for 3 weeks until August 8, 2023. The briefing aims to equip participants with the expertise and skills needed to become teacher partners in schools. This includes the development of creative and innovative learning strategies, as well as the ability to adapt to technology in education. For 3 weeks, participants in the Kampus Mengajar program 6 received materials covering literacy, numeracy, assessment, national vision, soft skills, and current issues.

After completing the briefing activities, participants began to go to the target schools accompanied by field supervisors. Initial assignment activities include reporting students and supervisors to the target schools by bringing a letter of assignment from the education office. After that, students, supervisors, schools, and school supervisors attended the FKKS (School Communication and Coordination Forum) with the Kampus Mengajar Program Team regarding the description of the Kampus Mengajar program. Then, participants in the Kampus Mengajar program began to conduct observations covering the following aspects: classroom environment, school environment, school organization, observation of the learning process, including: learning tools, such as curriculum, syllabus, Learning Implementation Plan (RPP), learning methods and learning strategies as well as media and learning resources.

The results of the observations carried out are as follows: SDN Ngampel 1 consists of 6 parallel classes with a total of 151 students. This school has 1 principal, 8 teachers, and 1 administrative staff. SDN Ngampel 1 has implemented the 2013 Curriculum in grades 3 and 6 and kurikulum merdeka in grades 1,2,4 and 5. At SDN Ngampel 1 there are only 5 classrooms because there is a school building that is being renovated. As a result, students from grades 2 and 3 must take turns in using the classroom and the health and library room using a temporary/non-permanent room. School facilities at SDN Ngampel 1 include a projector, wifi, and chromebook.

Based on the results of interviews and discussions with teachers on September 13, 2023 which were carried out during FKKS II (School Communication and Coordination Forum), it was conveyed that the Role of the Kampus Mengajar 6 Program is very helpful for schools. The work program offered by the ministry is very useful. The work program designed by the participants of the Kampus Mengajar 6 program also supports the objectives of the Kampus Mengajar program, such as the School Literacy Movement (GLS), Reading Corner, library activation, digital teaching materials, and so on. The Kampus Mengajar Batch 6 program provides additional teaching staff in elementary schools. Through student participation, the program has succeeded in reducing the workload of teachers and allowing more time and attention to be given to each student, especially those who are still struggling with reading, writing and arithmetic. Students involved in the program help teach, provide guidance, and carry out additional activities outside of class hours.



Picture 1. Interview and discuss with teachers

4.1 The Implementation of Kampus Mengajar 6 Program at SDN Ngampel 1

The Kampus Mengajar program provides an opportunity for students from various study programs to improve their skills in teaching. The main objective of this program is to support the improvement of literacy and numeracy through various programs that have been designed by the ministry and by Kampus Mengajar batch 6 students. The program carried out by the ministry involves students as intermediaries to socialize applications such as the Minimum Competency Assessment (AKM) and the Merdeka Mengajar Platform (PMM) in the schools where they work. These two tools are designed to motivate teachers in achieving the goals of Pancasila education and help them improve the quality of teaching. In addition, students also design special programs that will be implemented at SDN Ngampel 1, with a focus on improving students' literacy and numeracy skills. Several programs offered by Kampus Mengajar Batch 6 at SDN Ngampel 1 that specifically aim to improve students' literacy and numeracy skills consist of:

4.1.1 AKM Class Mentoring



This program aims to assist students and help teachers in a series of AKM Class implementation activities. This assistance is carried out on grade 5 students and aims to diagnose the learning outcomes of each student. On a scheduled basis, students conduct training and provide tutoring in completing AKM questions, where AKM questions are related to literacy and numeracy. The implementation of this work program is carried out in a structured manner according to the schedule agreed upon by class teachers and students of the Kampus Mengajar 6 program.



Picture 2. AKM Class Mentoring

4.1.2 Calistung Class

Calistung is an initiative program from participants of the Kampus Mengajar 6 program which aims to provide intensive assistance to students who have not fully mastered the basic skills of reading, writing, and arithmetic. This activity is carried out outside of class hours and is scheduled regularly. According to interviews with class teachers, students record the names of students who need intensive guidance in the aspects of reading, writing, and basic arithmetic. Students who are identified receive intensive guidance according to the specified schedule. The calistung class is implemented using the concept of joyful learning by using learning media that attract students' interest in learning such as flash cards, alphabet boards and counting boards.



Picture 3. Calistung Class

4.1.3 Numeracy Game

This program aims to train and improve students' numeracy skills through interactive games from several websites and applications. The games include digital snakes and ladders numeracy games with fractional material, puzzle numeracy games with length unit material, Plickers numeracy games for quizzes, and fractional wheel numeracy games. Through this program, students are trained to solve problems individually or in groups.



Picture 4. Numeracy Game

4.1.4 Wordwall and Quiziz

Similar to the numeracy game, in an effort to improve students' literacy and numeracy, participants of Kampus Mengajar 6 program using the website and wordwall and quiziz applications as learning media. Both applications contain literacy and numeracy quiz content with various interesting templates. Students complete the quizzes in groups so that they can create good teamwork. The concept of joyful learning like this is very interesting for students to learn.



Picture 5. Wordwall and Quiziz

4.1.5 Reading Corners

This program is in the form of creating a literacy corner in the classroom that has a space to be used as a reading corner. The reading corner is decorated with previously made decorations and installing hanging shelves to place reading books selected from the library and the results of donations which have been grouped according to the characteristics and age range of students. Through this program, every day students are programmed to do reading activities during recess to fill their free time.



Picture 6. Reading Corner

4.2 The Role of Kampus Mengajar 6 Program on Increasing Students' Literacy and Numeracy Abilities of SDN Ngampel 1

Table 1. Competency of Literacy in AKM Assessment

No.	Kompetensi
1.	Menemukan informasi tersurat (siapa, kapan, di mana, mengapa, bagaimana) pada teks fiksi yang terus meningkat sesuai jenjangnya.
2.	Menilai kesesuaian antara ilustrasi dengan isi teks fiksi yang terus meningkat sesuai jenjangnya.
3.	Menyimpulkan perasaan dan sifat tokoh serta elemen intrinsik lain seperti latar cerita, kejadian-kejadian dalam cerita berdasarkan informasi rinci di dalam teks fiksi yang terus meningkat sesuai jenjangnya.
4.	Menyusun inferensi (kesimpulan) terkait isi teks untuk menentukan apakah suatu komentar/pertanyaan/ pernyataan relevan dengan isi teks pada teks fiksi.
5.	Mengaitkan isi teks fiksi dengan pengalaman pribadi sesuai jenjangnya.
6.	Mengidentifikasi dan menjelaskan permasalahan yang dihadapi tokoh cerita pada teks fiksi sesuai jenjangnya.
7.	Menyimpulkan kejadian, prosedur, gagasan atau konsep berdasarkan informasi rinci di dalam teks informasi yang sesuai jenjangnya.
8.	Membandingkan hal-hal utama (misalnya perbedaan kejadian, prosedur, ciri-ciri benda) dalam teks informasi yang terus meningkat sesuai jenjangnya.
9.	Menjelaskan ide pokok dan beberapa ide pendukung pada teks informasi yang terus meningkat sesuai jenjangnya.

Table 2. Competency of Numerasi in AKM Assessment

No.	Kompetensi
1.	Menyelesaikan persamaan sederhana menggunakan operasi penjumlahan atau pengurangan (dalam bentuk sederhana)
2.	Mengenali dan melanjutkan pola bilangan membesar dan mengecil yang melibatkan penjumlahan dan pengurangan pada bilangan cacah sampai 100.

3.	Menggunakan penjumlahan/ pengurangan/perkalian/ pembagian dua bilangan cacah (maks. empat angka), termasuk menghitung kuadrat dari suatu bilangan cacah (maks. tiga angka).(termasuk mengestimasi hasil operasi)
4.	Menentukan faktor suatu bilangan cacah dan mengenal bilangan prima
5.	Memahami bilangan cacah (sampai empat angka, mencakup lambang bilangan, konsep nilai tempat – ribuan, ratusan,puluhan, satuan)
6.	Menyajikan, menganalisis dan menginterpretasi data dalam bentuk turus, piktogram dan diagram batang (skala satu satuan).
7.	Mengidentifikasi ciri-ciri dari segiempat, segitiga, segibanyak, dan lingkaran.
8.	Menentukan panjang dan berat benda menggunakan satuan baku (termasuk menentukan satuan yang tepat)

To determine the impact of implementing the Kampus Mengajar 6 program in improving student literacy and numeracy, participants in the Kampus Mengajar 6 program conducted a Minimum Competency Assessment (AKM) test on grade 5 students consisting of a pre-test and post-test of literacy and numeracy. Based on tables 1 and 2, both are literacy and numeracy competencies tested in the students' AKM pre-test and post-test. Literacy competencies in the AKM test include students' ability to find explicit information (who, when, where, why, how) in fictional texts, assess the suitability between illustrations and the contents of fictional texts, draw inferences (conclusions) related to the contents of the text and others. While in numeracy, the competencies include solving simple equations using addition or subtraction operations (in simple form), recognizing and continuing increasing and decreasing number patterns involving addition and subtraction in whole numbers up to 100, understanding whole numbers (up to four digits, including number symbols, place value concepts - thousands, hundreds, tens, units) and others.

Based on the competencies above, the Kampus Mengajar 6 program has been able to increase literacy and numeracy by 8% for literacy and 37% for numeracy. In the pre-test of students' literacy and numeracy AKM, the results were 67% correct answers for literacy and 34% correct answers for numeracy. This test was carried out before the implementation of the program. While the results of the students' AKM post-test, the results were 75% correct answers for literacy and 71% correct answers for numeracy. The AKM post-test was carried out after the implementation of the program. The AKM test was attended by 26 5th grade students divided into 4 test sessions due to limited facilities owned by the school. The school only has 7 chromebooks and limited wifi strength which requires this test to be divided into 4 sessions and carried out for 2 days.

Based on the results of the students' AKM test above, this shows that the implementation of the Kampus Mengajar 6 program has a positive impact on efforts to improve students' literacy and numeracy competencies at SDN Ngampel 1. This is in accordance with the purpose of this study to determine the impact of Kampus Mengajar 6 in improving students' literacy and numeracy. The role of the Kampus Mengajar 6 program has been proven to have a significant impact on students in improving their literacy and numeracy skills. The positive impact is due to the learning concept designed by students of the Kampus Mengajar 6 program by not only paying attention to the urgency of the program but by combining the concept of learning while playing, it can certainly attract students' interest in learning enthusiasm so that they can achieve the learning goals optimally.



In addition, the program designed and implemented by students of the Kampus Mengajar 6 Program also pays attention to the abilities of the students. This is because each child has different literacy and numeracy abilities, especially in their development (Perdana & Suswandari, 2021). For example, in the reading, writing and arithmetic class, the media used adjusts to the students' abilities, such as the use of alphabet boards and counting boards for lower grade students and for upper grade students using media that is relevant to their abilities, such as finding information in story books. In implementing the program, students also look for opportunities and utilize the available facilities and then create them to be able to create interesting and fun learning activities for students. In this case, students use school projectors in the implementation of wordwall and quiz games which can attract students to learn. Students work together with teachers to create interactive, inspiring, and enjoyable learning so that they can create meaningful learning experiences for students (Muyassaroh., et al, 2022).

4.3 Obstacles in Implementing the Work Program of Kampus Mengajar 6 Program at SDN Ngampel 1

In carrying out the work program, participants from Kampus Mengajar 6 encountered several obstacles in its implementation, both from the school and the Kampus Mengajar team. The main obstacle in implementing the program was the limited facilities and infrastructure, namely the limited library and classrooms. At the beginning of the program, the school was renovating the building, which resulted in classroom 3 having to take turns with classroom 2. The impact of the building renovation also required the library to be temporarily closed until an undetermined time due to the lack of a replacement room. This of course hampers the implementation of the program, one of the goals of Kampus Mengajar 6 is to actively manage the library to support student learning. Therefore, the creation of a reading corner greatly helps students to continue reading books even though they are not in the library.

In addition to the constraints of facilities and infrastructure, students also face difficulties in maintaining the consistency of program implementation because the busy schedule at school causes time constraints for them. Sometimes, the program schedule clashes with existing school activities or agendas. In addition, the lesson schedule often changes, making it difficult to divide your time for program implementation. Some students also have to divide their time between school visits and tasks given by the Campus Teaching Team such as making weekly reports, attending weekly sharing sessions, attending coaching clinic programs and other activities that add to the complexity of their time management.

Students' participants of Kampus Mengajar 6 knowledge and skills are also a challenge because the majority of those placed in this educational unit have diverse educational backgrounds, especially not in the context of elementary school education. Given that teaching in elementary schools is something new to them, when faced with learning problems, students often have difficulty finding the right solution. Moreover, the characters of elementary school students are very diverse, making it very difficult for them to implement the program.

5.0 CONCLUSIONS

Based on the results of this study, it can be concluded that the Role of the Kampus Mengajar 6 Program at SDN Ngampel 1 has succeeded in achieving its initial goal in improving the literacy and numeracy skills of elementary school students. The results of the study indicate that Kampus Mengajar 6 students are able to design and implement programs that pay attention to the needs and abilities of individual students. The positive impact of this program can be seen from the significant increase in students' literacy and numeracy skills, as illustrated by the results of the pre-test and post-test. The Kampus Mengajar Program is able to create an innovative and interesting learning atmosphere, involving students in fun literacy and numeracy activities. The existence of calistung class, reading corners and creative learning methods are important factors in achieving this success.

However, the study also identified several obstacles, especially related to the variety of educational backgrounds of students, limited time management, and limited facilities and infrastructure at school. Support from various parties, including schools, related agencies, and the Kampus Mengajar Team, is recognized as the key to overcoming these obstacles. In addition, the importance of continuing collaboration between students and teachers to ensure the sustainability of the program and improve the quality of learning.

Thus, the Kampus Mengajar 6 Program at SDN Ngampel 1 not only succeeded in achieving its main objective, but also made a significant positive contribution to students' literacy and numeracy skills. Continuous efforts and continuous improvement are needed so that this program can provide a long-term and sustainable positive impact in improving the quality of education at the school.



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