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The Role of Geography Education Lecturers in Measuring Students' Basic Literacy and Numeracy Skills at SDN Pujut District, Central Lombok Regency

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ABSTRACT

The strategy to improve the quality of education in schools is to improve the management of literacy culture. Literacy refers to the process of reading, writing, and speaking to build, integrate, and critique meaning. Many researchers studied teachers' role in improving elementary school students' literacy and forgot how lecturers also have an essential role. This study aims to identify geography education lecturers' role in measuring students' basic literacy and numeracy skills at SDN Pujut District, Central Lombok Regency. Research Methods use descriptive qualitative. Interviews, observation, and descriptive analysis of documents by purposive sampling obtained data. To increase the credibility of research informants using the principle of data saturation. The results of this study show that students' literacy and numeracy skills are still low because teachers' ability in Central Lombok Regency is also considered to have decreased, so the support of parents is considered a servant. This research also shows that the role of geography education lecturers is very significant in measuring literacy and numeracy skills applied to all fields of learning in an integrated manner so that the roles of teachers and lecturers both have an essential role in measuring the literacy and numeracy of elementary school students.

INTRODUCTION

Indonesia has entered the industrial era 4.0. In this era, educators are expected to be able to increase their human resources from an early age (Sinuhaji et al., 2013). The quality of education is seen in student output or learning achievement and other components, such as teacher development programs, teaching materials, teaching methods, facilities and infrastructure (Marmoah et al., 2022). The strategy to improve the quality of education in schools is to improve the management of literacy culture. Literacy refers to reading, writing, and speaking to build, integrate, and critique meaning (Frankel et al., 2016). Even though it is part of the responsibility of school management. The strong interaction between the school and home environment and the importance of practising literacy culture has been carried out. Even some

researchers created a 'third room' through schools, families and village communities (Iskhak et al., 2021).

Literacy uses reading, writing, and spoken language to extract, construct, integrate, and critique meaning through interaction and engagement with multimodal texts in social contexts (Pearson & Billman, 2016). This definition emphasizes a key shift in reading comprehension/literacy that has increased significantly over the past 30 years (Auberry, 2018). There are at least a few key meanings in it; namely, literacy involves production processes, for example, writing and speaking (receptive, for example, reading, listening (Nurasiah et al., 2017), especially in their constructive, or transactive characters (Cremin et al., 2018) and literacy facilitates access to information acquisition and problem-solving (Romance & Vitale, 2012).

Education must be able to realize literate learners who can face obstacles in the future (Krajcik & Merritt, 2012). To achieve these literacy goals, schools must prepare a variety of activities, including literacy programs (Halvorsen et al., 2012). Literacy can be recognized in several programs, such as reading recovery, walking notes, library visits, reading months, and others (Costello, 2012; Fauziah & Lestari, 2018; Marlyono et al., 2016).

Reading skills (literacy) and numeracy (numeracy) are the basis of lifelong learning and for an individual to participate fully in society. This skill is expected to empower students to find meaning in their learning, think critically and creatively, and fulfil and grow their best potential. This can only be fulfilled if the strengthening of literacy and numeracy is applied to all areas of learning in an integrated manner. Literacy and numeracy are very important for every elementary school student to support students' ability to be involved in education, reach their potential, and participate fully in society (Fitriana & Khoiri Ridlwan, 2021).

Literacy helps learners apply reading, writing, speaking and listening skills to various subjects. At the same time, numeracy can be understood as the ability to understand and apply mathematical concepts, processes and skills to solve problems and make decisions in a variety of situations, including scenarios in real life. Numeracy includes skills to apply mathematical concepts and rules in real situations (Dantes & Handayani, 2021). Numeracy skills are needed in every aspect of life at home and in society (Mahmud & Pratiwi, 2019).

The government has pursued strengthening students' literacy and numeracy skills in a structured manner, including collaborating with non-governmental parties. West Nusa Tenggara has been doing the same thing since 2018; it is important to understand its achievements. Therefore, to get a comprehensive picture of the condition of literacy and numeracy skills of SDN students in Pujut District, Central Lombok Regency, a baseline survey of

students' basic literacy and numeracy was held. The survey was conducted on six groups of respondents: students, parents, teachers, principals, and representatives of the village government.

The family has an important role in children's interest in learning and student learning success at school if the family, especially parents, is stimulating, encouraging and guiding their children's learning activities (Inten, 2017). This makes children interested in learning and achieve high learning achievements (Yulianingsih, 2016). On the other hand, if parents are indifferent to children's learning activities, usually children lack or do not have the enthusiasm to learn, so it is difficult for children to be interested in learning religion and find it difficult to achieve achievements in school optimally (Yulianingsih, 2016) and (Althafi & Ramadhana, 2021).

Previous studies have been more likely to study the role of teachers as conducted (Wahyuni, 2017; Susanti & Syam, 2017; Jariah & Marjani, 2019; (Amilia, 2019; Safitri & Dafit, 2021; Dasor et al., 2021). From the explanation described above, no more specific research has been found discussing the role of lecturers in measuring the numeracy literacy ability of students, especially in elementary schools. This is what makes a research gap found by researchers. In this study, researchers will analyze the numeracy literacy skills of students at the elementary school level. Therefore, the formulation of the problem in this study is "How to measure the basic numeracy literacy ability of elementary school students).

RESEARCH METHODS

Types of Research

This research is descriptive qualitative research. The research was conducted at SDN Pujut District, Central Lombok Regency. This research emphasizes qualitative research because it has at least several reasons, namely dynamic research favouring the truth of the context in the field. It involves a process of reflection and

emotion to build new logic and arguments about facts in the field and is subjective.

To answer research questions, this study only uses primary data sources. Primary sources are information that informants directly provide to researchers (Sugiyono, 2011). Primary data from this study were obtained from observations and in-depth interviews with all informants, both parents, principals, and village representatives (Figure 1).

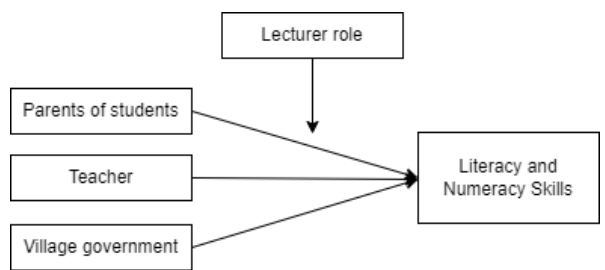


Figure 1. Research Framework

Research Informant

Two important standards in the withdrawal and determination of sample size for data collection in this study are the principles of conformity and depth. The principle of conformity is applied through the conformity between the research objectives, the way of sampling, and the size of the sample. Meanwhile, the principle of depth is assessed through the saturation of the information obtained (saturation) and the credibility of the data obtained (Utarini, 2020). The number of samples in this study was not justified based on statistical generalizations to the population but rather the quality of the information produced, which is a function of the principle of the suitability of the research objectives and the way of sampling.

Sampling Design

The decision regarding the sample size refers to the principle of saturation and the credibility of the data. In sampling, this study uses the purposive sampling technique. In this non-random sampling technique, researchers determine sampling by setting specific criteria that follow the research objectives so that they are expected to answer research problems. The purposive

sampling technique is used because not all samples have criteria corresponding to the phenomenon under study. Therefore, the authors chose this technique by establishing certain considerations or criteria that must be met by the samples used in this study.

Random sampling technique by applying stratified random sampling, which became a research sample of 10 students, five male students, five female students with an age range of 6-13, 10 parents of students, four principals, and two village representatives to describe the role of geography education lecturers in measuring students' basic literacy and numeracy skills at SDN Pujut District, Central Lombok Regency. Recording documents and interviews involving two enumerators and two observers from lecturers of the geography education study program at FKIP University of Muhammadiyah Mataram. The process of collecting data by enumerators using paper-based instruments, furthermore, the data is analyzed qualitatively by guiding the approach of Miles and Huberman (1992).

Data analysis

In this study, the data analysis used is descriptive, with the stages of data reduction, data presentation, data verification and conclusion.

RESULTS AND DISCUSSION

Research Location

This research was conducted in Pujut District, Central Lombok Regency, located at a position of 82° 7' - 8° 30' South Latitude and 116° 10' - 116° 30' East Longitude, longitudinal starting from the foot of Mount Rinjani in the North to the coast of Kuta in the South with several small islands around it. Pujut Subdistrict is located in the middle to the southern part of Lombok Island. Musim in Pujut district and dry seasons (Pujut, 2019). Pujut Subdistrict is in the form of beaches, lowlands, and undulating hills with an area of 0-210 meters above sea level.

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The first step the researcher took to

determine the extent of the student's reading and writing fluency skills was to ask the student to read a conversation in the reading text in the grade II thematic package book.

The ability test results can be immediately concluded and given action for students who are not fluent in reading will be made a special group to practice literacy and numeracy skills only. Six students must be more guided and given understanding by motivating the importance of literacy skills for the future and the present. The learning implementation process is also distinguished by special, such as using flashcard learning media; this is so that students can respond to learning pleasantly so that it will be more understandable.

A teacher needs trials in implementing learning to know the students' skills and to what extent and pays more attention to the aspects students need. In other words, learning cannot be equalized because the results alone can be different. According to (Aeni, 2016), every teaching should not only provide knowledge to meet the cognitive realm (cognitive) but also meet the Affective aspects in the form of various values needed and those that can affect a person's personality and behaviour.

To determine the literacy and numeracy skills of 10 elementary school students in grades 1-6 in Pujut District, Central Lombok Regency, Geography Education Lecturers were given as enumerators and observers provided two types of tests. Both tests were adapted from TIMSS & PIRLS International Study Center by the Balitbang Education Assessment Center of the Ministry of National Education of the Republic of Indonesia. In general, the literacy and numeracy skills of students in Central Lombok are quite varied. However, it seems that six respondents should be more guided and motivated.

Students' core numeracy ability in data and statistics is still relatively low. In high grades, female students' ability is slightly better than male students on almost all sub-tasks. Unpleasant practices in education must be a common concern, and solutions are sought so that children become more

comfortable and safer in a school environment to learn well. The conduciveness of learning in schools, supported by maximum assistance from families at home, is the main prerequisite for increasing student motivation and learning outcomes, especially in developing literacy and numeracy skills.

Researchers try to carry out this group learning to improve literacy and numeracy to make it easier for students to focus according to their skills. The group learning system is a cooperative learning approach. According to (Sonjaya et al., 2017), Cooperative Learning is commonly applied in teaching and learning activities in the classroom. Cooperative Learning is very simple to do in the classroom for novice teachers. Cooperative Learning is limited to developing conventional learning through quizzes or test questions, discussions, and lectures. In Cooperative Learning in practice, students are emphasized to study with their peers together.

The activities of lecturers teaching in elementary schools make a lot of time for researchers to help teachers improve elementary school students' literacy and numeracy skills. As for the implementation by dividing two groups of students in the learning process, this is done so that students are not disturbed by each other because of their different abilities. Implementing the program is also assisted by several evaluations for students who are not fluent in reading and PjBL (Project Based Learning) activities for all elementary school students. Every learning will not work if it is limited to one particular method. Each method has weaknesses and advantages (Aeni, 2016).

Based on the results of searching for literacy articles, literacy researchers from among lecturers are still few, as (Fauziah & Lestari, 2018) conveyed. Lecturers are more likely to discuss how the impact of campus teaching (Fidesrinur et al., 2022), but lecturers do not encourage literacy achievement in elementary schools (Hasni A et al., 2022).

Lecturers and teachers are not only

the spearheads of "transfer of knowledge" activities for students but also an important part of 'Transfer of value' activities that any technology cannot replace. The role of lecturers and teachers as the spearhead of education in the era of digital technology needs to be understood as a shared obligation and responsibility.

Literacy and Numeracy According to Stakeholders

Parents

The laying off of students certainly has consequences for parents because the burden of teaching more or fewer moves from educators to parents (Aziza & Yunus, 2020). However, the school did not give up its hands to help students and parents with learning activities during the Pandemic. For this reason, schools/madrasahs make several important efforts to ensure that students continue learning activities even though they are not in school. It can be seen that schools do not only provide one type of support to support the smooth learning of students at home (Cahyani et al., 2021).

The most widely done thing is to give a reading book, give feedback by the teacher on the student's work and a combination of the two. Most principals (80%) support parents and students based on data in the school and in the hands of teachers. Meanwhile, 20% of principals acknowledged that the provision of support was not based on existing data. That is, support is provided similarly towards all students without regard to learning characteristics or other conditions. Parents of students assessed that literacy and numeracy play a role in children's growth. Parents mostly feel that guiding and teaching children is important, but Most parents feel that they have played a role but have never been fully involved in the child's learning.

The pandemic outbreak that affected the education and learning of students in schools reaped various responses from parents. Learning approaches implemented during the Pandemic, such as online and BDR (Learning from Home), are considered

parents and guardians (100%) ineffective/less than optimal. Parents see that there are many shortcomings in learning. However, it is undeniable that there are also advantages that can be used as a reference in subsequent activities.

The disadvantages include (1) more learning activities from home, even if entering school is carried out in shifts with fewer study hours. In addition, the subject matter presented by the teacher is not like face-to-face learning; (2) children use more time playing, especially playing with gadgets; (3) parents and guardians are dissatisfied with the learning process; (4) the infrequent interaction between students and teachers and also between students so that it makes children bored at home; (5) learning activities at home are not optimal, even students are indicated to experience symptoms of being reluctant to learn.

The advantages of online learning and BDR applied in the pandemic era that has been identified by parents-guardians of students, namely (1) several 6% of participants said that children become more often at home so that parents and guardians of students or other family members become more time together and guide children; (2) as many as 9% of respondents said that the process could be used as a space to educate children to be more independent and disciplined and (3) the remaining 85% of respondents said that the learning process during the Pandemic did not have any advantages. Precisely what is a lot is the shortcomings.

In the learning process carried out by parents, students feel that they experience chief obstacles in learning assistance activities carried out by families at home. The problem is the ability of parents and guardians of students regarding the subject matter learned by children is felt to be insufficient, especially the subject matter of students who are in high grades (4,5 and 6). On the other hand, parents feel they do not have enough time to always accompany their children to study at home because they also have to work according to their respective professions. The fulfilment of

learning tools and media at home is also very limited, and children tend to get bored quickly. Children tend to be unruly when studying at home with family members. Parents and guardians of accompanying students also tend to be easily emotional (Mastoah & MS, 2020).

To overcome various obstacles, parents carry out several initiatives in the hope that their children can follow the learning well even though they are learning more at home. (1) assistance in children's learning activities at home is often handed over to older siblings, uncles or aunts; this is done to minimize the child's spoiled nature when dealing with parents; (2) ask the child to create a study group with his friends so that they can guide each other and (3) promise the child a reward if they study hard. From the in-depth dialogue that is carried out, some parents also admit that they often take over tasks to do tasks. This is done because the child does not want to do tasks and cannot, and parents are also reluctant to force the child to learn.

Village Representative

Cooperation between parties and integration with programs and activities is a prerequisite for the smooth development process, including in the field of education to the level of academic units. At the basic education level, the education unit is expected and can build a harmonious, cooperative relationship with the nearest government authority where the education unit is located. Of course, in this case, what is meant is the village-kelurahan government. So far, many programs have been managed by the village government, including supporting the implementation of education. Activities are intended to improve the community's comfort, welfare and services so that the community can enjoy development directly and evenly (Antonius, 2020).

The village-kelurahan government (50%) so far (especially in the last two years) has a good relationship with education providers within the scope of the work area. Among the activities managed by the village government, several activities support the

development of education in the village. For example, the construction of smart houses, the procurement of foreign language courses, the construction of educational infrastructure, especially for the PAUD (Early Childhood Education) level, the management of village libraries, as well as the provision of scholarships for outstanding students and or students who come from economically weak families. The program's determination is based on community proposals through the Musrenbang mechanism (deliberation of development plans) at the village level because that is what the community needs.

Planning activities at the village level are held in stages from the hamlet level by involving the community, including teachers in the village, but as representatives themselves, not representatives of the school. The village has a program to provide free scholarships to improve students' abilities. Development of tourist villages. The village government considers that this program can help strengthen human resources in the village and the leading sector in schools.

Village head

The implementation of education in schools for the last two years has undergone a serious shift in various aspects, including learning activities. The Covid-19 Pandemic is alleged to be the main cause of these changes in conditions, so each individual is expected to adjust life procedures following health protocols set by the government to break the chain of the spread of Covid-19. The world of education is no exception, including the daily lives of students and educators in the school area (Suparjan & Mariyadi, 2020).

Many teaching and learning activities have been adjusted, including using the curriculum. The education unit is expected to adjust the learning curriculum with learning conditions. However, not all schools do this. Many schools still do not distinguish the use of the curriculum at the time before and during the Covid-19 Pandemic. Teaching literacy education in

schools has taken place, including the Merdeka Belajar-Kampus Merdeka Program and the All Smart Children Program from INOVASI. In terms of research related to literacy, it has also been carried out, such as language skills studies, children's textbook studies, and studies on the role of mother tongue in early grades. In terms of community service, it has also been carried out such as literacy volunteers, literacy ambassadors in the surrounding environment, and To the school program

CONCLUSION

To determine the literacy and numeracy skills of 10 elementary school students in grades 1-6 in Pujut District, Central Lombok Regency, Geography Education Lecturers were given as enumerators and observers provided two types of tests. Both tests were adapted from TIMSS & PIRLS International Study Center by the Balitbang Education Assessment Center of the Ministry of National Education of the Republic of Indonesia. In general, the literacy and numeracy skills of students in Central Lombok are quite varied. However, it seems six respondents should be more guided and motivated.

Researchers try to carry out this group learning to improve literacy and numeracy to make it easier for students to focus according to their skills.

Teachers' ability in Central Lombok District is also considered to have decreased. The lack of parental support hinders learning literacy, numeracy and character education. The support of teachers, principals and schools in helping students master literacy and numeracy has been quite a lot.

The greatest support is reading books, providing feedback on student work and a blend of the two. Support is provided similarly to all students without regard to learning characteristics or other conditions. Unpleasant practices in education must be a common concern, and solutions are sought so that children become more comfortable and safer in a school environment to learn well. The conduciveness of learning in

schools, supported by maximum assistance from families at home, is the main prerequisite for increasing student motivation and learning outcomes, especially in developing literacy and numeracy skills.

The results showed that the role of geography education lecturers is very significant in measuring literacy and numeracy skills applied to all fields of learning in an integrated manner.

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