

BUKTI KORESPONDENSI
ARTIKEL JURNAL SINTA 2

Judul : **THE ROLE OF GEOGRAPHY EDUCATION LECTURERS IN MEASURING STUDENTS' BASIC LITERACY AND NUMERACY SKILLS AT SDN PUJUT DISTRICT, CENTRAL LOMBOK REGENCY**

Jurnal : **Jurnal Geografi**

<https://jurnal.unimed.ac.id/2012/index.php/geo/article/view/42453>

<https://doi.org/10.24114/jg.v15i1.42453> - (Vol 15, No 1 - 2023)

available at <http://jurnal.unimed.ac.id/2012/index.php/geo>

e-issn (2549-7057) & p-issn (2085-8167).

Penulis : Junaidin1, Siti Sanisah1, Agus Herianto1, Ravinesh Rohit Prasad2

Article History:

Received: January 12, 2023

Revision: February 16, 2023

Accepted: February 22, 2023.

Keywords:

Lecture Role

Literacy Abilitu

Basic Numeracy of Students.

Corresponding Author

E-mail: junaidingeo@gmail.com



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



Kotak Masuk



Restu Restu 12 Feb

kepada saya, Siti, Agus ▾



Dear Author

We have received the results of the review (review) of your article manuscript with ID #42453 (Title: The Role of Geography Education Lecturers in Measuring Students' Basic Literacy and Numeracy Skills at SDN Pujut District, Central Lombok Regency). Would you please correct your manuscript according to the comments from the reviewers (attached to your article)? In addition, please put a mark (different colour) on the manuscript of the article that you are revising to make it easier for reviewers to see the results of your improvement.

Please immediately improve your article and send it back to us JOURNAL OF GEOGRAPHY (no later than February 15, 2023). Please send your revised article manuscript via the OJS JOURNAL GEOGRAPHY system by the deadline so your manuscript can be processed further.

Note:

Please revises your manuscript accurately. Otherwise, we will return the article.

Best Regard
Editorial Board

JURNAL GEOGRAFI

<http://jurnal.unimed.ac.id/2012/index.php/geo>





[JG] Unsuitable Submission Kotak Masuk



M Taufik Rahmadi, M.Sc 20 Jan

kepada saya



Junaidin Junaidin:

An initial review of "PERAN DOSEN PENDIDIKAN GEOGRAFI DALAM MENGUKUR KEMAMPUAN LITERASI DAN NUMERASI DASAR SISWA DI SDN KECAMATAN PUJUT KABUPATEN

LOMBOK TENGAH" has made it clear that this submission does not fit within the scope and focus of JURNAL GEOGRAFI. I recommend that you consult the description of this journal under About, as well as its current contents, to learn more about the work that we publish. You might also consider submitting this manuscript to another, more suitable journal.

M Taufik Rahmadi, M.Sc
(SCOPUS ID: 57217870441) Department of Geography Education, Universitas Negeri Medan
Phone +6281262337575
taufikrahmadi@unimed.ac.id

JURNAL GEOGRAFI
<http://jurnal.unimed.ac.id/2012/index.php/geo>
jurnalgeografi@unimed.ac.id

Balas

Balas ke semua

Teruskan





[JG] Submission Acknowledgement

Kotak Masuk



M. Taufik Rahmadi 12 Jan

kepada saya



Junaidin Junaidin:

Thank you for submitting the manuscript, "THE ROLE OF GEOGRAPHY EDUCATION LECTURERS IN MEASURING STUDENTS' BASIC LITERACY AND NUMERACY SKILLS AT SDN PUJUT DISTRICT, CENTRAL LOMBOK REGENCY" to JURNAL GEOGRAFI. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL:

<https://jurnal.unimed.ac.id/2012/index.php/geo/author/submission/42453>

Username: junaidin

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

M. Taufik Rahmadi
JURNAL GEOGRAFI

JURNAL GEOGRAFI
<http://jurnal.unimed.ac.id/2012/index.php/geo>
jurnalgeografi@unimed.ac.id





[JG] Editor Decision

Kotak Masuk

Restu Restu 12 Feb

kepada saya



Dear Author

We have received the results of the review (review) of your article manuscript with ID #42453 (Title: The Role of Geography Education Lecturers in Measuring Students' Basic Literacy and Numeracy Skills at SDN Pujut District, Central Lombok Regency). Would you please correct your manuscript according to the comments from the reviewers (attached to your article)? In addition, please put a mark (different colour) on the manuscript of the article that you are revising to make it easier for reviewers to see the results of your improvement.

Please immediately improve your article and send it back to us JOURNAL OF GEOGRAPHY (no later than February 15, 2023). Please send your revised article manuscript via the OJS JOURNAL GEOGRAPHY system by the deadline so your manuscript can be processed further.

Note:

Please revises your manuscript accurately. Otherwise, we will return the article.

Best Regard
Editorial Board

JURNAL GEOGRAFI

<http://jurnal.unimed.ac.id/2012/index.php/geo>
jurnalgeografi@unimed.ac.id

43



Medan, February 22, 2023

No : 07/Reception/JG/01/2023

Attachments :-

Subject : Receipt of Publication Manuscripts

Dear : **Junaidin, Siti Sanisa, Agus Herianto, Rsvinesh Rohit Prasad**
Universitas Muhammadiyah Mataram

Editorial Board of the Jurnal Geografi, Universitas Negeri Medan, through their gratitude for sending scientific articles to be published in the **JURNAL GEOGRAFI** (Print-ISSN: 2085-8167 | Online-ISSN: 2549-7057) with ID#42453 and the title:

THE ROLE OF GEOGRAPHY EDUCATION LECTURERS IN MEASURING STUDENTS' BASIC LITERACY AND NUMERACY SKILLS AT SDN PUJUT DISTRICT, CENTRAL LOMBOK REGENCY

Based on the results of the review conducted by the editors and reviewers, your article is declared **ACCEPTED** and will be published in **JURNAL GEOGRAFI** Volume **15** Number **1**, **February** edition of **2023**.

As a notice, starting from the volume 11 edition, Number 2 of 2019, the **JURNAL GEOGRAFI** has been Accredited by the Ministry of Research, Technology and Higher Education (Rank 2) in accordance with the Decree of the Director-General of Research and Development Strengthening of the Ministry of Research Technology and Higher Education Number 36 / E / KPT / 2019, Date; December 13, 2019.

Thank You for your attention.

Best Regards,



M Taufik Rahmadi, M.Sc

Editorial Board

JURNAL GEOGRAFI - UNIMED

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

Abstract

Literacy (reading) and numeracy (numeracy) skills are the basis of lifelong learning and for an individual to participate fully in society. This skill is expected to be able to empower students to find meaning in what they are learning, think critically and creatively and be able to fulfill and grow the best potential. This research is a qualitative descriptive research with FGD, In Depth Interviews, which is a sample of research by parents, principals, and 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. 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.

Keywords: lecturer role, literacy ability, basic numeracy of students

Abstract

Literacy (reading) and numeracy (counting) skills are the foundation for lifelong learning and for an individual to participate fully in society. This skill is expected to be able to empower students to find meaning in what is learned, think critically and creatively and be able to fulfill and grow their best potential. This research is a qualitative descriptive study with FGDs, In Depth Interviews, which is a research sample of parents, school principals, and 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. The results of the study show that the role of geography education lecturers is very significant in measuring literacy and numeracy skills applied to all areas of learning in an integrated manner.

Keywords: Role of Lecturer, Literacy Skills, Students' Basic Numeracy

INTRODUCTION

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 be able to empower students to find meaning in what they are learning, think critically and creatively, and be able to fulfill and grow the 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 in order to support the ability of students to be involved in education, reach their potential, and participate fully in society (Fitriana & Khoiri Ridlwan, 2021).

The Ministry of Education and Culture of the Republic of Indonesia defines literacy as a person's ability to understand, critically analyze

and create various forms of communication, including oral, written, visual, digital and multimedia to achieve goals. Literacy helps learners apply reading, writing, speaking and listening skills to a variety of subject areas. While 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, both at home and in society (Mahmud & Pratiwi, 2019).

Education is a process of learning knowledge, skills, teaching and research. In realizing the structure of teaching and learning, students can develop their potential. With

Commented [TR1]: Abstrak minimal 200 kata dan maksimal 250 kata

pada abstrak belum terlihat metode penelitian, tujuan penelitian, teknik analisis data, dan kesimpulan

Commented [TR2]: Pendahuluan masih sangat sederhana, kurang referensi, dan tidak adanya kebaharuan penelitian

Tambahkan referensi minimal 25 referensi pada pendahuluan (referensi nasional dan internasional bereputasi) dan lakukan sitasi pada artikel jurnal geografi

education, a teacher can have intelligence, noble character, personality, and skills that are beneficial to themselves and society. Education has a very large role in the process of shaping the character, scientific and mental development of a child who is able to maintain and improve knowledge that can form students in their intelligence. As the purpose of problem education that shapes the character and civilization of the nation that is martyred in order to educate the nation, aims to develop students to become human beings who have faith and piety in the one true god, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Strengthening the literacy and numeracy skills of students has been pursued by the government in such a structured manner, including collaborating with non-governmental parties. West Nusa Tenggara has been doing the same thing since 2018 and it is important to understand its achievements. Therefore, in order 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, namely: students, parents, teachers, principals, and representatives of the village government.

The family has an important role in children's interest in learning and the success of student learning at school, if the family, especially parents, is stimulating, encouraging and guiding their children's learning activities. This allows the child to have an interest in learning, achieving high learning achievements. 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.

Learning during the *current COVID-19* pandemic, teachers give many tasks to their students without providing material first. So that the ability to recognize letters and numbers is very low with these conditions, and makes children's mental and psychists also decrease because they are required to study 24 hours

without stopping. The government also urged teachers to give material on understanding *covid-19* at home but that was not done by teachers in giving material. Learning is the process of discovering science. Learning is a process for students in building their own ideas or understanding, then teaching and learning activities

In order to obtain valid and reliable research results related to the basic literacy and numeracy skills of SDN students in the research area, a comprehensive understanding of all parties is needed about the concept of literacy and numeracy itself, character education, inclusion education refinement and suitability or synchronization of programs that will be implemented through comprehensive policies to improve student literacy and numeracy in the future.

After getting an overview related to the above, it is hoped that in the future schools or education stakeholders can work together to further synchronize various programs to improve and strengthen literacy and numeracy programs in West Nusa Tenggara Province, especially in pujut district, Central Lombok regency. Based on this description, the researcher wants to examine the "Role of geography education lecturers in measuring students' basic literacy and numeracy skills at SDN Pujut District, Central Lombok Regency".

RESEARCH METHODS

The method used in this study used a qualitative descriptive method with FGD, *In Depth Interviews*. Random sampling technique by applying *stratified random sampling*, which became a research sample of 10 students, 5 male students, 5 female students with an age range of 6-13, 10 parents of students, 4 principals, and 2 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 2 enumerators and 2 observers from lecturers of the geography education study program FKIP University of Muhammadiyah Mataram. The process of *collecting* data by enumerators using paper-based instruments, furthermore, the data is

Commented [TR3]: Metode penelitian sangat sederhana ? Apakah anda yakin dengan penelitian anda ?

Pada metode lengkapi dengan pembahasan lokasi penelitian, metode yang digunakan, teknik analisis data, dan kerangka berpikir penelitian anda

Commented [TR4]: Dasar pengambilan sampel apa ? Perlu referensi dalam pengambilan sampel ?

analyzed qualitatively by guiding the approach of Miles and Huberman (1992: 20) in a book entitled *Qualitative Data Analysis: A Sourcebook of New Method*.

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 southern part of Lombok Island. Musin in pujut district consists of two, because pujut district is an area with a tropical climate, namely the rainy season and the dry season (Pujut, 2019). Pujut Subdistrict

The area is in the form of beaches, lowlands and undulating hills with an area height between 0-210 meters above sea level. The natural conditions are drier than other areas on the island of Lombok, this research was carried out for 3 (three) months, namely June – August 2021.

Commented [TR5]: Hasil penelitian anda perlu dibandingkan dengan hasil penelitian sebelumnya pada pembahasan ini
 Artikel anda sangat sederhana, ini seperti sebuah tugas akhir

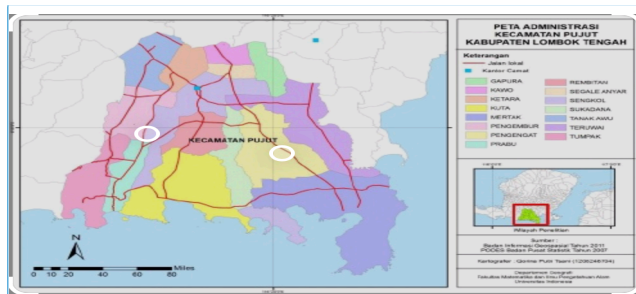


Figure 1. Administrative Map of Pujut Subdistrict

Commented [TR6]: Buat peta sesuai standar kartografis

The Role of Geography Education Lecturers in Measuring Literacy and Numeracy

In order to find out 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. Basic literacy ability of students in grades 1-6 (71.09%), Core literacy (26.93%). Basic numeracy (78.73%), Core numeracy at 41.81%. The

students who have passed the basic literacy test show that they are quite fluent in reading. But in terms of understanding of what is read, it still needs to be improved. Grade 3 Literacy Comprehension has only two reading Texts to assess the Reading Comprehension (RC) element.

Students' ability in core literacy for high grades is still relatively low, namely grade 4 at 37%, grade 5 at 31% and grade 6 at 32%. The core numeracy ability of students as a whole is still relatively low, especially in decimal, spatial and geometric sub-tasks as well as pattern identification including in solving data and statistical problems. In high grades, the ability of female students is slightly better than that of male students on almost all sub-tasks.

Commented [TR7]: Tampilkan data dengan diagram

Unpleasant practices in the world of education must be a common concern and then solutions are sought so that children become more comfortable and safe 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 the development of literacy and numeracy skills.

Literacy and Numeracy According to Stakeholders

Parents

The laying off of students certainly has its own consequences for parents, because the burden of teaching more or less moves from educators to parents (Aziza & Yunus, 2020). However, the school did not give up hands, in order to help students and parents in learning activities during the pandemic. For this reason, schools / madrasahs make several important efforts to ensure that students continue to carry out 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 to the student's work and a combination of the two. Most principals (80%) provide support to parents and students based on data that is 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 outbreak of the pandemic 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, although it is undeniable that in the process there are also advantages that can be used as a reference in subsequent activities.

The disadvantages include (1) more learning activities are carried out from home, even if entering school is carried out in shifts with a reduced number of study hours. In addition, the subject matter presented by the teacher is not like face-to-face learning; (2) children use more time to play, especially *playing 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 have been identified by parents-guardians of students, namely (1) a number of 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 can 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 dominant 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 that 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 fulfillment of learning tools and media at home is also very limited, while 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).

In order to overcome various obstacles that exist, 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 with the intention of minimizing 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, cannot and parents are also reluctant to force the child to learn.

Village Representative

Cooperation between parties and integrated in programs and activities is a prerequisite for the smooth development process, including in the field of education to the level of educational 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, there have been many programs managed by the village government, including supporting the implementation of education. Activities are intended to improve comfort, welfare and services to the community 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, there are several activities that 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 determination of the program is carried out on the basis of community proposals carried out through the Musrenbang mechanism (deliberation of development plans) at the village level, because that is what the community really 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 of providing 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 is 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 that each individual is expected to make adjustments to life procedures in accordance with health protocols set by the government in order to break the chain of 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 the use of curriculum. The education unit is expected to make adjustments to the learning curriculum used with learning conditions. However, not all schools do this. There are still many schools that do not distinguish the use of the curriculum at the time before and during the Covid-19 pandemic. The teaching of literacy education in schools has taken place, including the Merdeka Belajar-Kampus Merdeka Program, as well as 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, 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

In general, the basic literacy ability of early grade students in Pujut District, Central Lombok Regency is 77.24%. The lower the grade level, the weaker the student's basic reading ability (pre-literacy) while for core literacy the ability of these early grade students is still below 30%. Perceptions of students, teachers, principals, parents about literacy and numeracy and efforts to support student learning were pretty good before the pandemic and declined since the pandemic.

The results of the literacy and numeracy ability test of 10 elementary school students in grades 1-6 in Pujut District, Central Lombok Regency, were given by Geography Education Lecturers as enumerators and observers. The ability of teachers in Central Lombok District is considered to have decreased. The lack of parental support is considered to be an obstacle in learning literacy, numeracy and character education. The support of teachers, principals and schools in helping students' mastery of literacy and numeracy has been quite a lot.

The greatest support is providing 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 the world of education must be a common concern and then solutions are sought so that children become more comfortable and safe 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 the development of 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.

THANK YOU SPEECH

All praise belongs only to Allah Almighty, we praise Him, ask For His help, and ask For His forgiveness. He has perfected His religion and

with it He has perfected His favors to us, as well as meridhai islam as a religion. Shalawat and greetings may still be bestowed on the lord of the great Prophet Muhammad SAW, along with his family, friends, and all his followers who remain istiqamah until the day of the Apocalypse. *Alhamdulillah hirobbilalamin*, thanks to the help and strength of Allah SWT, finally the article from this research with the title "The Role of Geography Education Lecturers in Measuring Basic Literacy and Numeracy Abilities of Students at SDN Pujut District, Central Lombok Regency".

The implementation of this research could not have been possible without the guidance and assistance of various parties. On this occasion, let me say thank you and respect to:

1. Drs. Sayuti, M.Pd, as the Fasda of the Ministry of Education and Culture of Central Lombok Regency, NTB, who has given many instructions and directions in the implementation of this research.
2. Sasmahedan, S.Pd as the Head of SDN 2 Kuta, Pujut District, who has provided a lot of input, guidance, direction, and guidance.
3. Budiati Ningsih, S.Pd, as a class teacher at SDN 2 Kuta, Pujut District, who has given a lot of guidance and direction.
4. The lecturers of the geography study program, who have contributed a lot about the literacy and numeracy skills of Pujut District.
5. All parties who have provided a lot of assistance and support in the completion of the implementation of this research

BIBLIOGRAPHY

- Antonius. (2020). The Role of Village Head Communication in Education Development. *FOCUS: Scientific publications for students, teaching staff and alumni of Kapuas Sintang University.* , 18(2).
<https://doi.org/10.51826/fokus.v18i2.417>
- Aziza, F. N., & Jonah, M. (2020). The Role of Parents in Guiding Children During Study From Home During the Covid 19 Pandemic. National Conference on Education, 19–21.ome During the Covid 19

Commented [TR8]: Perhatikan format penulisan, jika ini skripsi harap disesuaikan dengan artikel

Artikel ini masih jauh dari layak

Commented [TR9]: Minimal referensi 40 referensi dari artikel bereputasi nasional dan internasional

- Pandemic. *National Conference on Education*, 19–21.
- Cahyani, A. D., Yulianingsih, W., & Roesminingsih, M. V. (2021). Synergy between Parents and Educators in Child Learning Assistance during the Covid-19 Pandemic. *Journal of Obsession : Journal of Early Childhood Education*, 6(2), 1054–1069.
<https://doi.org/10.31004/obsesi.v6i2.1130>
- Dantes, N., & Handayani, N. N. L. (2021). Improving School Literacy and Numeracy Literacy through a Blended Learning Model in Grade V Students of SD Kota Singaraja. *WIDYALAYA: Journal of Educational Sciences*, 1(3), 269–283.
<http://jurnal.ekadanta.org/index.php/Widyalaya/article/view/121>
- Fitriana, E., & Khoiri Ridlwan, M. (2021). Transformative Learning Based on Literacy and Numeracy in Elementary Schools. *TRIHAYU: Journal of Elementary Education*, 8(1).
<https://doi.org/10.30738/trihayu.v8i1.11137>
- Indonesia, K. P. and K. R. (2020). Ministry of Education and Culture of the Republic of Indonesia. 2020, 2011–2013.
- Mahmud, M. R., & Pratiwi, I. M. (2019). Student Numeracy Literacy In Unstructured Problem Solving. *KALAMATIKA Journal of Mathematics Education*, 4(1), 69–88.
<https://doi.org/10.22236/kalamatika.vol4no1.2019pp69-88>
- Mastoah, I., & MS, Z. (2020). Parents' Obstacles in Accompanying Children to Learn during the Covid-19 Period in Serang City. *As-Sibyan: Journal of Early Childhood Education*, 5(2), 121–128.
<http://jurnal.uinbanten.ac.id/index.php/as-sibyan/article/view/3663>
- Pujut. (2019). Statistics and Spatial of Pujut District 2019. In *Central Bureau of Statistics Pujut*.
<https://satudata.lomboktengahkab.go.id/download/5e3d0dd3e2275>
- Suparjan, S., & Mariyadi, M. (2020). Teaching and Learning Process During the Covid19 Pandemic at the Elementary School Level in West Kalimantan. *JOURNAL OF DIDIKA:*

SCIENTIFIC VEHICLE FOR BASIC EDUCATION, 6(2).
<https://doi.org/10.29408/didika.v6i2.3044>

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

Abstract

Literacy (reading) and numeracy (numeracy) skills are the basis of lifelong learning and for an individual to participate fully in society. This skill is expected to be able to empower students to find meaning in what they are learning, think critically and creatively and be able to fulfill and grow the best potential. This research is a qualitative descriptive research with FGD, In Depth Interviews, which is a sample of research by parents, principals, and 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. 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.

Keywords: lecturer role, literacy ability, basic numeracy of students

Abstract

Literacy (reading) and numeracy (counting) skills are the foundation for lifelong learning and for an individual to participate fully in society. This skill is expected to be able to empower students to find meaning in what is learned, think critically and creatively and be able to fulfill and grow their best potential. This research is a qualitative descriptive study with FGDs, In Depth Interviews, which is a research sample of parents, school principals, and 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. The results of the study show that the role of geography education lecturers is very significant in measuring literacy and numeracy skills applied to all areas of learning in an integrated manner.

Keywords: Role of Lecturer, Literacy Skills, Students' Basic Numeracy

INTRODUCTION

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 be able to empower students to find meaning in what they are learning, think critically and creatively, and be able to fulfill and grow the 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 in order to support the ability of students to be involved in education, reach their potential, and participate fully in society (Fitriana & Khoiri Ridlwan, 2021).

The Ministry of Education and Culture of the Republic of Indonesia defines literacy as a person's ability to understand, critically analyze

and create various forms of communication, including oral, written, visual, digital and multimedia to achieve goals. Literacy helps learners apply reading, writing, speaking and listening skills to a variety of subject areas. While 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, both at home and in society (Mahmud & Pratiwi, 2019).

Education is a process of learning knowledge, skills, teaching and research. In realizing the structure of teaching and learning, students can develop their potential. With

Commented [TR1]: try to read your article again? Think about your article, is it suitable for publication?

Commented [TR2]: Your introduction is very simple, almost average based on your opinion? References that you use very little?

This article is not suitable for publication before it is completely revised

Commented [TR3]: Your introduction must have novelty value, if there is no novelty value this research needs to be questioned again

education, a teacher can have intelligence, noble character, personality, and skills that are beneficial to themselves and society. Education has a very large role in the process of shaping the character, scientific and mental development of a child who is able to maintain and improve knowledge that can form students in their intelligence. As the purpose of problem education that shapes the character and civilization of the nation that is martyred in order to educate the nation, aims to develop students to become human beings who have faith and piety in the one true god, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Strengthening the literacy and numeracy skills of students has been pursued by the government in such a structured manner, including collaborating with non-governmental parties. West Nusa Tenggara has been doing the same thing since 2018 and it is important to understand its achievements. Therefore, in order 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, namely: students, parents, teachers, principals, and representatives of the village government.

The family has an important role in children's interest in learning and the success of student learning at school, if the family, especially parents, is stimulating, encouraging and guiding their children's learning activities. This allows the child to have an interest in learning, achieving high learning achievements. 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.

Learning during the *current COVID-19* pandemic, teachers give many tasks to their students without providing material first. So that the ability to recognize letters and numbers is very low with these conditions, and makes children's mental and psychists also decrease because they are required to study 24 hours

without stopping. The government also urged teachers to give material on understanding *covid-19* at home but that was not done by teachers in giving material. Learning is the process of discovering science. Learning is a process for students in building their own ideas or understanding, then teaching and learning activities

In order to obtain valid and reliable research results related to the basic literacy and numeracy skills of SDN students in the research area, a comprehensive understanding of all parties is needed about the concept of literacy and numeracy itself, character education, inclusion education refinement and suitability or synchronization of programs that will be implemented through comprehensive policies to improve student literacy and numeracy in the future.

After getting an overview related to the above, it is hoped that in the future schools or education stakeholders can work together to further synchronize various programs to improve and strengthen literacy and numeracy programs in West Nusa Tenggara Province, especially in pujut district, Central Lombok regency. Based on this description, the researcher wants to examine the "Role of geography education lecturers in measuring students' basic literacy and numeracy skills at SDN Pujut District, Central Lombok Regency".

RESEARCH METHODS

The method used in this study used a qualitative descriptive method with FGD, *In Depth Interviews*. Random sampling technique by applying *stratified random sampling*, which became a research sample of 10 students, 5 male students, 5 female students with an age range of 6-13, 10 parents of students, 4 principals, and 2 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 2 enumerators and 2 observers from lecturers of the geography education study program FKIP University of Muhammadiyah Mataram. The process of *collecting* data by enumerators using paper-based instruments, furthermore, the data is

Commented [TR4]: Are you sure this is the only method of your research?

this is very bad for a manuscript article

analyzed qualitatively by guiding the approach of Miles and Huberman (1992: 20) in a book entitled *Qualitative Data Analysis: A Sourcebook of New Method*.

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 southern part of Lombok Island. Musin in pujut district consists of two, because pujut district is an area with a tropical climate, namely the rainy season and the dry season (Pujut, 2019). Pujut Subdistrict

The area is in the form of beaches, lowlands and undulating hills with an area height between 0-210 meters above sea level. The natural conditions are drier than other areas on the island of Lombok, this research was carried out for 3 (three) months, namely June – August 2021.

Commented [TR5]: your results are still questionable, is the data the result of processing or essay?

if the processing results need to be displayed the data you get and the processing you do

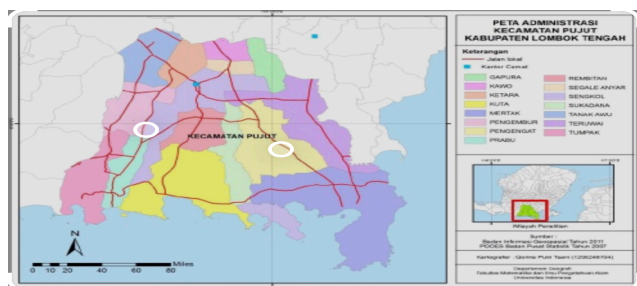


Figure 1. Administrative Map of Pujut Subdistrict

The Role of Geography Education Lecturers in Measuring Literacy and Numeracy

In order to find out 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. Basic literacy ability of students in grades 1-6 (71.09%), Core literacy (26.93%). Basic numeracy (78.73%), Core numeracy at 41.81%. The

students who have passed the basic literacy test show that they are quite fluent in reading. But in terms of understanding of what is read, it still needs to be improved. Grade 3 Literacy Comprehension has only two reading Texts to assess the Reading Comprehension (RC) element.

Students' ability in core literacy for high grades is still relatively low, namely grade 4 at 37%, grade 5 at 31% and grade 6 at 32%. The core numeracy ability of students as a whole is still relatively low, especially in decimal, spatial and geometric sub-tasks as well as pattern identification including in solving data and statistical problems. In high grades, the ability of female students is slightly better than that of male students on almost all sub-tasks.

Unpleasant practices in the world of education must be a common concern and then solutions are sought so that children become more comfortable and safe 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 the development of literacy and numeracy skills.

Literacy and Numeracy According to Stakeholders

Parents

The laying off of students certainly has its own consequences for parents, because the burden of teaching more or less moves from educators to parents (Aziza & Yunus, 2020). However, the school did not give up hands, in order to help students and parents in learning activities during the pandemic. For this reason, schools / madrasahs make several important efforts to ensure that students continue to carry out 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 to the student's work and a combination of the two. Most principals (80%) provide support to parents and students based on data that is 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 outbreak of the pandemic 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, although it is undeniable that in the process there are also advantages that can be used as a reference in subsequent activities.

The disadvantages include (1) more learning activities are carried out from home, even if entering school is carried out in shifts with a reduced number of study hours. In addition, the subject matter presented by the teacher is not like face-to-face learning; (2) children use more time to play, especially *playing 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 have been identified by parents-guardians of students, namely (1) a number of 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 can 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 dominant 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 that 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 fulfillment of learning tools and media at home is also very limited, while 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).

In order to overcome various obstacles that exist, 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 with the intention of minimizing 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, cannot and parents are also reluctant to force the child to learn.

Village Representative

Cooperation between parties and integrated in programs and activities is a prerequisite for the smooth development process, including in the field of education to the level of educational 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, there have been many programs managed by the village government, including supporting the implementation of education. Activities are intended to improve comfort, welfare and services to the community 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, there are several activities that 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 determination of the program is carried out on the basis of community proposals carried out through the Musrenbang mechanism (deliberation of development plans) at the village level, because that is what the community really 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 of providing 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 is 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 that each individual is expected to make adjustments to life procedures in accordance with health protocols set by the government in order to break the chain of 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 the use of curriculum. The education unit is expected to make adjustments to the learning curriculum used with learning conditions. However, not all schools do this. There are still many schools that do not distinguish the use of the curriculum at the time before and during the Covid-19 pandemic. The teaching of literacy education in schools has taken place, including the Merdeka Belajar-Kampus Merdeka Program, as well as 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, 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

In general, the basic literacy ability of early grade students in Pujut District, Central Lombok Regency is 77.24%. The lower the grade level, the weaker the student's basic reading ability (pre-literacy) while for core literacy the ability of these early grade students is still below 30%. Perceptions of students, teachers, principals, parents about literacy and numeracy and efforts to support student learning were pretty good before the pandemic and declined since the pandemic.

The results of the literacy and numeracy ability test of 10 elementary school students in grades 1-6 in Pujut District, Central Lombok Regency, were given by Geography Education Lecturers as enumerators and observers. The ability of teachers in Central Lombok District is considered to have decreased. The lack of parental support is considered to be an obstacle in learning literacy, numeracy and character education. The support of teachers, principals and schools in helping students' mastery of literacy and numeracy has been quite a lot.

The greatest support is providing 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 the world of education must be a common concern and then solutions are sought so that children become more comfortable and safe 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 the development of 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.

THANK YOU SPEECH

All praise belongs only to Allah Almighty, we praise Him, ask For His help, and ask For His forgiveness. He has perfected His religion and

with it He has perfected His favors to us, as well as meridhai islam as a religion. Shalawat and greetings may still be bestowed on the lord of the great Prophet Muhammad SAW, along with his family, friends, and all his followers who remain istiqamah until the day of the Apocalypse. *Alhamdulillah hirobbilalamin*, thanks to the help and strength of Allah SWT, finally the article from this research with the title "The Role of Geography Education Lecturers in Measuring Basic Literacy and Numeracy Abilities of Students at SDN Pujut District, Central Lombok Regency".

The implementation of this research could not have been possible without the guidance and assistance of various parties. On this occasion, let me say thank you and respect to:

1. Drs. Sayuti, M.Pd, as the Fasda of the Ministry of Education and Culture of Central Lombok Regency, NTB, who has given many instructions and directions in the implementation of this research.
2. Sasmahedan, S.Pd as the Head of SDN 2 Kuta, Pujut District, who has provided a lot of input, guidance, direction, and guidance.
3. Budiati Ningsih, S.Pd, as a class teacher at SDN 2 Kuta, Pujut District, who has given a lot of guidance and direction.
4. The lecturers of the geography study program, who have contributed a lot about the literacy and numeracy skills of Pujut District.
5. All parties who have provided a lot of assistance and support in the completion of the implementation of this research

BIBLIOGRAPHY

- Antonius. (2020). The Role of Village Head Communication in Education Development. *FOCUS: Scientific publications for students, teaching staff and alumni of Kapuas Sintang University.* , 18(2).
<https://doi.org/10.51826/fokus.v18i2.417>
- Aziza, F. N., & Jonah, M. (2020). The Role of Parents in Guiding Children During Study From Home During the Covid 19 Pandemic. National Conference on Education, 19–21.ome During the Covid 19

Commented [TR7]: very few references
very unworthy

Commented [TR6]: is this the result of your student's work?

- Pandemic. *National Conference on Education*, 19–21.
- Cahyani, A. D., Yulianingsih, W., & Roesminingsih, M. V. (2021). Synergy between Parents and Educators in Child Learning Assistance during the Covid-19 Pandemic. *Journal of Obsession : Journal of Early Childhood Education*, 6(2), 1054–1069.
<https://doi.org/10.31004/obsesi.v6i2.1130>
- Dantes, N., & Handayani, N. N. L. (2021). Improving School Literacy and Numeracy Literacy through a Blended Learning Model in Grade V Students of SD Kota Singaraja. *WIDYALAYA: Journal of Educational Sciences*, 1(3), 269–283.
<http://jurnal.ekadanta.org/index.php/Widyalaya/article/view/121>
- Fitriana, E., & Khoiri Ridlwan, M. (2021). Transformative Learning Based on Literacy and Numeracy in Elementary Schools. *TRIHAYU: Journal of Elementary Education*, 8(1).
<https://doi.org/10.30738/trihayu.v8i1.11137>
- Indonesia, K. P. and K. R. (2020). Ministry of Education and Culture of the Republic of Indonesia. 2020, 2011–2013.
- Mahmud, M. R., & Pratiwi, I. M. (2019). Student Numeracy Literacy In Unstructured Problem Solving. *KALAMATIKA Journal of Mathematics Education*, 4(1), 69–88.
<https://doi.org/10.22236/kalamatika.vol4no1.2019pp69-88>
- Mastoah, I., & MS, Z. (2020). Parents' Obstacles in Accompanying Children to Learn during the Covid-19 Period in Serang City. *As-Sibyan: Journal of Early Childhood Education*, 5(2), 121–128.
<http://jurnal.uinbanten.ac.id/index.php/as-sibyan/article/view/3663>
- Pujut. (2019). Statistics and Spatial of Pujut District 2019. In *Central Bureau of Statistics Pujut*.
<https://satudata.lomboktengahkab.go.id/download/5e3d0dd3e2275>
- Suparjan, S., & Mariyadi, M. (2020). Teaching and Learning Process During the Covid19 Pandemic at the Elementary School Level in West Kalimantan. *JOURNAL OF DIDIKA:*

SCIENTIFIC VEHICLE FOR BASIC EDUCATION, 6(2).
<https://doi.org/10.29408/didika.v6i2.3044>