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Classroom Action Research Mentoring for Teachers to Improve Numeracy Literacy Based on Local Wisdom

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Abstract

The main objectives of this community service activity are (1) to strengthen literacy and numeracy competencies, (2) to make learning more contextual by utilizing local wisdom, and (3) to strengthen numeracy literacy competencies sustainably through Classroom Action Research (CAR). The method used is Participatory Action Research (PAR), which consists of five stages, namely (1) the knowing stage, which is to find a picture of the state of the MGMP Mathematics of Banjar Regency Middle Schools in depth; (2) the understanding stage, which is to understand the main problems of the MGMP Mathematics based on initial observations; (3) the planning stage, which is to compile problem solving based on the results of discussions between partners and the community service team; (4) the action stage, which is to implement a workshop on integrating numeracy literacy with local wisdom through Classroom Action Research; and (5) the changing stage, which is to implement problem solving actions in the form of teacher assistance to practice the material that has been given. The pre-test results showed that the average score was 65.48. However, after the participants completed the activity, the average score on the post-test results increased by 13.5 to 78.97. Practicing teachers who were assisted by the community service team also succeeded in improving learning outcomes. This success is expected to be an inspiration, role model, and discussion partner for other participants. The community service team suggested that similar programs be continued and expanded. Sustainability needs to be encouraged by increasing the independence of participants to practice it in their respective schools.

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INTRODUCTION

Literacy skills are crucial in the era of the Industrial Revolution 4.0. Literacy is the ability to read, write, think critically, and find solutions to problems around us by utilizing information from various sources (Kusmiarti & Hamzah, 2019). Literacy now has a

broad meaning, no longer limited to literacy in the traditional sense. The Ministry of Education and Culture (Kemdikbud) divides literacy into six basic literacy categories (Hasanah & Silitonga, 2020), namely Literacy in Reading and Writing, Numeracy Literacy, Cultural and Citizenship Literacy, Financial Literacy, Digital Literacy, and Science Literacy.

One important dimension of literacy for the younger generation in the changing times is numeracy literacy, which is the ability to interpret and use various numbers and mathematical symbols to solve practical problems in everyday life. Numeracy literacy is an essential competency for the younger generation to develop their potential into intelligent, creative, independent, and religious individuals (Meliantina, 2019). In addition, numeracy skills help solve everyday life problems, such as the use of graphs in political and economic information (Khasanah & Putri, 2021).

Education faces significant challenges in preparing human resources to face various changes. The younger generation will struggle to compete with artificial intelligence if education is not relevant to the developments of the times and industry needs. The Organization for Economic Co-operation and Development (OECD) measures the numeracy literacy of various countries every three years. The latest Program for International Student Assessment (PISA) test results from 2022, which involved 81 countries, show that Indonesia's ranking improved by five positions compared to the 2018 score (Press Release Manager of Kemdikbudristek, 2023). However, the score itself decreased by 13 points to 366 from 379 in 2018 (Organisation for Economic et al., 2023)This data indicates that the quality of education in Indonesia is still lagging, and continuous efforts are needed for the country to compete.

This situation is similar to the numeracy literacy level of students in South Kalimantan. The trial results of the Assessment Competency of Students (AKM) at all levels published by the South Kalimantan Provincial Performance Report (LPMP) show that numeracy scores for students in South Kalimantan are still low, especially at the junior high school (SMP) level, which is ranked lowest, with the highest score reaching only 58.33 (LPMP South Kalimantan Province, 2020). Meanwhile, the government has planned to transfer the National Capital (IKN) to East Kalimantan. This decision will have significant impacts on North Paser and Kutai Kartanegara as the locations for the IKN, including the surrounding areas, such as South Kalimantan (Komalasari & Humaidi, 2023). This situation demands an improvement in the quality of human resources in the local community to face the economic, social, and cultural changes.

Banjar Regency is a very interesting region in relation to this issue. This region consists of 20 subdistricts and is the third largest in South Kalimantan, with a population of 506,839 people (Kominfo Kabupaten Banjar, 2024). Despite this, one-third of the population does not continue their education in formal schools at the junior high school level (Diskominfo Kabupaten Banjar, 2024), people generally prefer non-formal schools, especially pesantren (Klikkalimantan, 2020). The number of junior high schools in the region consists of 76 schools (Ministry of Education, Culture, Research and Technology, 2024). This situation places the Banjar Regency Human Development Index at five positions below the provincial average with a score of 74.01 (Murjani, 2023).

Quality human resources determine the success of a region's development. The community has the opportunity to achieve this goal when supported by good education services (Huriaty et al., 2018; Yuliana & Afriani, 2020). Many aspects determine the quality of education, such as curriculum, learning methods, learning media, infrastructure, and so on. However, teachers hold the key to the effectiveness of learning, so their competence determines the quality of education.

Teachers' competencies can be continuously improved through subject teachers' meetings (MGMP). The Banjar Regency Junior High School Mathematics MGMP has 57 active members. Members regularly meet every month to discuss current topics. Unfortunately, not all schools are registered as MGMP members because the vast area covered means that teachers in schools that are too far away choose not to join. This forum is very useful because teachers can exchange experiences with each other. Teachers can help each other in implementing learning in their respective workplaces (Hidayati et al., 2020).

Members of the Banjar Regency Junior High School Mathematics MGMP need ongoing mentoring activities related to numeracy literacy, both in the form of lectures and classroom practice (Danaryanti et al., 2019; Karim et al., 2019) . The lack of awareness and ability of teachers and students is the cause of numeracy literacy in schools is not optimal (Alfin, 2018) . In fact, in the era of disruption, the quality of qualified human resources is needed (Khasanah & Putri, 2021). Therefore, strengthening numeracy literacy should be carried out regularly in this forum (Winda et al., 2023).

Understanding numeracy literacy will be more effective by utilizing local wisdom because it is contextual and strengthens the sense of community (Humaidi & Kasmilawati, 2023). In previous activities, teachers have proven successful in improving the quality of their learning through the integration of local wisdom with literacy learning (Humaidi et al., 2024). In addition, inheritance to the younger generation is an indicator to determine the loyalty of the community to its culture (Humaidi & Hasuna, 2019). Therefore, students need to be encouraged to have pride in their culture rather than foreign cultures that are not always suitable for the conditions of South Kalimantan (Humaidi, 2019). The Banjar community also faces a major challenge to maintain its identity so that the large presence of migrants does not erode it due to the development of IKN (Komalasari & Humaidi, 2023).

However, the numeracy literacy training activities that have been implemented are generally not sustainable, so the competencies acquired during the training are not developed. Participants should develop competence in independently integrating local wisdom with numeracy literacy learning. Community service activities need to include programs that support continuous improvement according to the situation in the field while improving teachers' professional and pedagogical competencies. Classroom Action Research (CAR) is a program that is in accordance with these objectives. Teachers not only teach but are also required to develop, innovate, and create in learning (Chairunnisa et al., 2020). To ensure the program's sustainability, the community service team also includes CAR practices in this activity so that teachers can solve classroom problems appropriately according to the context and improve the quality of their learning systematically and purposefully.

This activity seeks to strengthen the numeracy literacy skills of teachers who are members of the Banjar Regency Junior High School Mathematics MGMP so that they have the competencies needed to teach their students. This activity uses the local wisdom of the Banjar community to make learning more contextualized so that students can practice it more easily because the material they learn is closely related to their daily lives. In addition, to ensure that the activity can be implemented sustainably, the service team also directs participants to use CAR so that teachers can improve the quality of their learning independently. Participants are encouraged to discuss this topic regularly through MGMP. Thus, this program can continue to be sustainable and improve from time to time.

METHODS

This community service activity was conducted for mathematics teachers who are members of MGMP Mathematics SMP Banjar Regency, totaling 57 people at SMPN 3 Martapura for six months. The community service team uses *Participatory Action Research* (PAR) which consists of five stages, namely knowing, understanding, planning, action, and changing (Afandi et al., 2022). The stages in question can be observed in the following Figure 1.

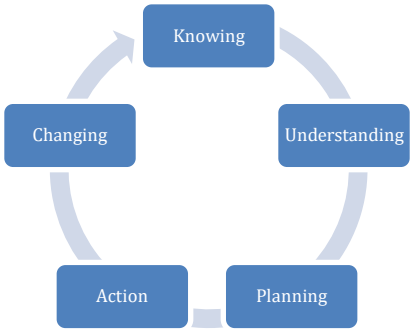

Figure 1 Cycle of service activities

Knowing

The team conducted initial observations to identify the partners' problems. They also conducted interviews and reviewed available documents and data. The team identified two main issues: students' numeracy literacy was weak due to non-contextual learning, and the current numeracy literacy strengthening program was not sustainable.

Understanding

The community service team conducted a study to find solutions to these problems by interviewing the Chair of the MGMP for Mathematics in Banjar Regency and reviewing academic documents, including research results from the community service team that could be implemented. The team concluded that the solution to these problems was strengthening numeracy literacy through integrating local wisdom in teaching and strengthening sustainable numeracy literacy through CAR.

Planning

The team visited the Head of the Banjar Regency Junior High School Mathematics MGMP to discuss the technical implementation of community service activities, such as the number of participants to be involved and the timing of the activities. The service team came directly to the location of the MGMP monthly meeting to socialize the series of activities to be carried out for all MGMP members.

Action

The activities in this activity consisted of conducting workshops and mentoring teachers on implementing the materials.

a. Workshop

The workshop activities consisted of lectures, discussions, and questions and answers delivered by resource persons to the participants. These namely teachers are members of the Banjar Regency Junior High School Mathematics MGMP and Mathematics Education lecturers. At this stage, the teachers as partners gained additional knowledge about literacy and numeracy competencies integrated with local wisdom.

The workshop was held twice. The first meeting focused on literacy and numeracy competencies based on local wisdom, while the second focused on Classroom Action Research. In the first workshop, the participants were presented with material on the urgency of literacy and numeracy competencies and their integration with the local wisdom potential of communities in Banjar district. In addition, participants also received good practice examples of literacy and numeracy learning based on local wisdom to learn from as examples. The provision of material aims to broaden teachers' knowledge of Numeracy Literacy.

In the second workshop, the resource person explained the practical stages of implementing Classroom Action Research. The resource person delivered the material through lectures, practical examples, questions and answers, and discussions. The resource person also guided participants in conveying problems in the classroom. Teachers were directed to understand the problem and find solutions to these problems by utilizing local wisdom so that participants become trained in writing and compiling CAR (Waluyo & Sukatiman, 2021).

b. Teacher Mentoring

The participants were involved as much as possible in this activity. They were encouraged to choose the correct learning problems, namely large and strategic problems, preferred, real, and problematic, so that the problem-solving carried out can provide large and clear benefits. In addition, the teachers were also encouraged to collaborate with other teachers by exchanging ideas to determine the right problem (Ekawarna et al., 2021). The participants consulted with the service team to follow up on the planned activities with classroom research. Literacy and Numeracy Learning Based on Local Wisdom is a model offered as a problem-solving solution. The teachers defined, designed, and developed this model to solve problems in the field. CAR is implemented in two cycles to find the most optimal learning pattern. The teachers trained and explored themselves in carrying out CAR to improve the quality of their learning sustainably.

During the mentoring sessions, a representative teacher practiced the theory that had been learned, namely CAR, on integrating literacy and numeracy with local wisdom, which had been presented in the previous two workshops. At this stage, one teacher representative practiced the material at their school. The community service team conducted intensive scheduled mentoring at the school of the participating teacher as a sample to observe and provide suggestions for improvements related to the activity, specifically at SMPN 1 Martapura.

The selected teacher received intensive guidance on the technical aspects of implementing CAR. The teacher planned, implemented, observed, and reflected in each cycle. The community service team guided the teacher in conducting at least two meetings to ensure optimal integration of local wisdom with numeracy literacy.

Participants' mentoring began with understanding CAR concepts up to the practice stage. The community service team and the teacher collaborated to produce a good CAR by jointly identifying the needs in the classroom so the teacher could determine all stages, from planning, implementation, observation, and reflection.

c. Changing

To ensure the program's sustainability, the team reflected on the activities' implementation. This activity was carried out to evaluate the teachers' progress in practicing CAR, specifically integrating local wisdom in literacy and numeracy teaching, as well as the challenges faced by the teachers in the MGMP for Mathematics at the SMP level in Banjar Regency. Other participants observed and provided suggestions for

improvement. The community service team also presented the results of the activities to the local government, represented by the Head of the School who oversees the MGMP, so that it could be used as a reference for future training programs.

Then, to measure the success of this program, the community service team conducted a pretest before the activities began and a posttest at the end of the sessions. This data was intended to identify the difference in competencies gained by the participants before and after participating in the activities. The team also collected student performance data from the teacher's mentoring practice in cycles 1 and 2. This data aimed to describe the extent of the improvement achieved by the practicing teacher.

RESULTS AND DISCUSSION

The community service team carried out many series of activities for participants through this program, namely Socialization through Technical Exposure of Activity Implementation to participants before the program began; Training through Numeracy Literacy Workshop activities and Classroom Action Research Workshop; Application of Technology through integration of Numeracy Literacy literacy with Local Wisdom and Classroom Action Research; Mentoring and Evaluation through mentoring PTK practices for teachers in sample schools; and Program Sustainability through reflection on the implementation of activity materials by practicing teachers.

Workshop

The first workshop focused on Numeracy Literacy Based on Local Wisdom. The team developed a module so participants could study it independently to improve their numeracy literacy competencies. It includes integrating local wisdom values from Banjar Regency to enrich students' learning experiences. Education and culture should indeed go hand in hand. Education is not merely about individual development but also about working together to improve the social environment (Humaidi & Adrian, 2017). Many potential local wisdoms can be used for numeracy literacy learning, such as dance, food, customs, and certain places in the form of historical buildings, religious buildings, or regional monuments (Afriani & Yuliana, 2022). The main materials used in this workshop are as follows:

1. Definition of Literacy
2. Definition of numeration
3. The Importance of Literacy & Numeracy in Today's World
4. What is Local Wisdom
5. Characteristics of Banjar Regency
6. Link between Literacy & Numeracy with Banjar District Local Wisdom

The series of activities consists of five stages: listening to the resource person's presentation, discussing the training module material, doing assignments, consulting on task completion, and self-study. The community service team developed a module to support these activities. This module is not limited to being an additional teaching material in classroom learning but can also be used as a student self-study resource. This module is expected to foster a deeper understanding of literacy and numeracy through a contextual approach while teaching the importance of appreciating local culture and traditions. As a result, students can develop academic skills while cultivating a love for their regional cultural heritage.

The second workshop raised the theme of Classroom Action Research. CAR training can influence teachers' professional competence (Aribowo et al., 2020). The expected learning outcomes in this workshop activity are that participants understand CAR's

concepts and technical implementation, from making proposals and implementing CAR to making reports. The expected learning outcomes in this activity are that participants understand CAR's concepts and technical implementation, from making proposals and carrying out CAR to making reports. Through CAR, teachers will go through a series of research processes, use systematics, and be responsible for the results empirically and objectively (Ulfa, 2022). The main material of this activity is divided into two, namely, Topics on the Basic Concepts of CAR and Writing Data Collection Instruments. The details of this activity material are as follows.

1. Basic Concepts of Classroom Action Research
    a. Purpose of CAR
    b. CAR Stages
    c. Research Planning
    d. Data Collection
    e. Data Analysis
    f. Proposal Systematics
    g. CAR Report
2. Data Collection Instruments
    a. Definition
    b. Types of Data Collection Instruments
    c. The function of Data Collection Instrument
    d. Validity of Data Collection Instruments

An overview of the delivery of material in the workshop activities can be observed in Figure 2.

Figure 2 Material presentation

In this activity, participants were guided by resource persons to design CAR proposals and their instruments. Teachers try to reflect on whether their learning practices have been effective. CAR will encourage teachers to solve various problems by constantly trying to find innovations to improve their learning quality. Teachers will move from their comfort zone to explore various possibilities that lead to improved learning quality.

Teacher Assistance

The team provided intensive guidance to one teacher representative to practice the materials presented in the previous workshop. The teacher practiced the material delivered to the school with one observer tasked with observing and providing feedback. Teachers must always develop pedagogical skills, knowledge novelty, real learning in the field, and personal reflection (Waluyo & Sukatiman, 2021). The selected teacher is Emma Rahmawaty, S.Pd. from SMPN 3 Martapura with Transformation Geometry material.

The teacher explained students' issues, including difficulty understanding concepts, lack of active participation in learning, the material being disconnected from daily life, and low learning outcomes (test scores). A collaborator teacher accompanied the practicing teacher during the workshop. The collaborating teacher was in charge of observing the activities carried out and providing suggestions for improvement of existing weaknesses. The collaborator teacher in this activity was Rusnani Hemi, S.Ag., who also served as a mathematics teacher at SMPN 3 Martapura. The collaborator teacher was chosen because she has seniority, so she has more experience in learning. The collaborating teacher is also an accomplished teacher with experience participating in scientific writing competitions at the national level and representing Kalimantan. An overview of the discussion for improvement suggestions for practicing teachers can be observed in Figure 3.

Figure 3 Practical teacher assistance

Based on the interview with the collaborating teacher, the teacher improvements made during this program are as follows.

1. Lesson Planning

The teacher has designed learning activities from the opening, core activities consisting of 5 phases, and closing. The five phases in core activities consist of (a) orienting students to the problem, (b) organizing students to learn, (c) guiding both individual and group investigations, (d) developing and presenting work, and (e) analyzing and evaluating the problem-solving process. Learning activities have also applied numeracy literacy principles. In addition, elements of local wisdom have also been included.

2. Learning Implementation

The teacher successfully improved the learning atmosphere to be more active and fun. At first, the teacher used conventional media like mirror tables to explain Transformational Geometry. However, the teacher admitted this method was less effective because students still did not understand. In addition, the collaborator teacher also explained that, based on his experience, the media was less interesting. The practicing teacher worked with the collaborator teacher to find the right solution. The teacher replaced it with a more modern Transformative Geometry illustration through a projector with a more contextual display. This method makes it easier for students to understand the material. Another problem is that the teacher uses the dominant Banjar language to explain the material. Based on the discussion with the collaborating teacher, the teacher changed the way of communication by using Indonesian because the class condition showed that some students were not Banjar speakers. The choice of Indonesian language aims to make the teacher's explanation easier for these students to understand.

Learning methods are increasingly varied to suit students' characteristics. Teachers are no longer fixated on the lecture and exercise method alone; teachers improve their methods with collaborative learning that emphasizes group assignments. This method

allows students to work together to find solutions to the tasks given by the teacher. In addition, this method makes students more actively involved in every learning phase.

3. Use of Local Wisdom

In the first cycle, the collaborator teacher explained that integrating local wisdom was not optimal. The teacher had indeed linked the Transformational Geometry material with the locality of the Banjar Regency community, but it was still limited to a brief description. This point was improved in the second cycle. Teachers integrated local wisdom more broadly through the materials, media, and questions, contextualizing the learning activities.

The teacher used a problem closely related to the Banjar community to solve the Geometry Transformation problem, namely the sasirangan motif. The problem reads, "Ani is a craftsman of Banjar's sasirangan fabric. She is sketching a flying hornbill motif. Ani wants to create a mirror effect on the hornbill motif to give the impression of symmetry. If the coordinates of the Enggang bird's left-wing tip point are A(3,2) and the right-wing tip point is B(7,2). Determine the shadow coordinates of points A and B if they are mirrored on the y-axis." This problem contextualizes the material so students can relate math material to solve everyday problems.

4. Classroom Action Research

The practicing teacher has implemented all stages in each CAR cycle. The CAR stages include four stages: planning, action, observation, and reflection. In the planning stage, teachers work with the community service team and collaborator teachers to design numeracy literacy learning based on local wisdom through lesson plans. In the action stage, teachers practice the lesson plan in the classroom. This stage coincides with the observation stage, which involves the community service team and collaborator teachers observing the strengths and weaknesses of the learning activities. At the reflection stage, the practicing teacher receives suggestions for improvement from the community service team and collaborating teachers. The second cycle repeated the four stages from the beginning but after going through the improvement stage.

The teacher collected learning outcomes each cycle using a test as the data collection tool. This data became one of the indicators used to measure the success of each cycle. The learning outcome data illustrates how much the students' numeracy literacy competency improved between the first and second cycles. The increase in competence can be observed in Figure 4.

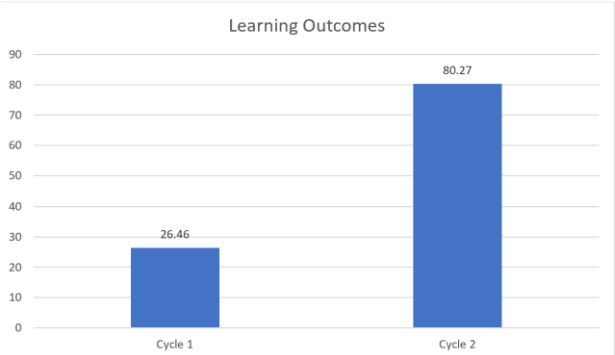

Figure 4 Improvement of students' numeracy literacy competency

Based on this data, students' numeracy literacy skills increased significantly. The average score of students was only 26.46 in the first cycle, then increased by 53.81 to

80.27 in the second cycle. The students could understand numeracy literacy better by linking it to the local wisdom around them.

5. Other Aspects

In the first cycle, the teaching media were still simple for calculating Transformational Geometry. However, in the second cycle, the teacher replaced them with more modern media, such as a projector. Interaction between the teacher and students emerged in the first cycle but was limited to question and answer. In the second cycle, the teacher involved students more intensively, making the learning environment more interactive. In the first cycle, the teacher predominantly used the Banjar language. The collaborator teacher suggested that the practicing teacher use Indonesian as the language of instruction because not all students were proficient in Banjar. The teacher modified their communication pattern in the second cycle, making the teaching more communicative. These various improvements led to a significant increase in learning outcomes in the second cycle. In the second cycle, the problems that the practice teacher has expressed were successfully improved. Students began to dare to ask the teacher and comment on their friends' opinions, and some students could conclude the learning.

Pretests and post-tests were distributed at the activity's beginning and end to measure this program's success. The improvement achieved in this activity can be observed by comparing the two tests. The test consisted of 15 questions that measured seven aspects, namely Numeracy Literacy Based on Local Wisdom, Learning Planning, Learning Implementation, CAR Data Collection and Analysis, CAR Report, Motivation, and Material Relevance. The test instrument was distributed to all 32 participants. The comparison diagram of the Pretest and Posttest results in this activity is depicted in Figure 5.

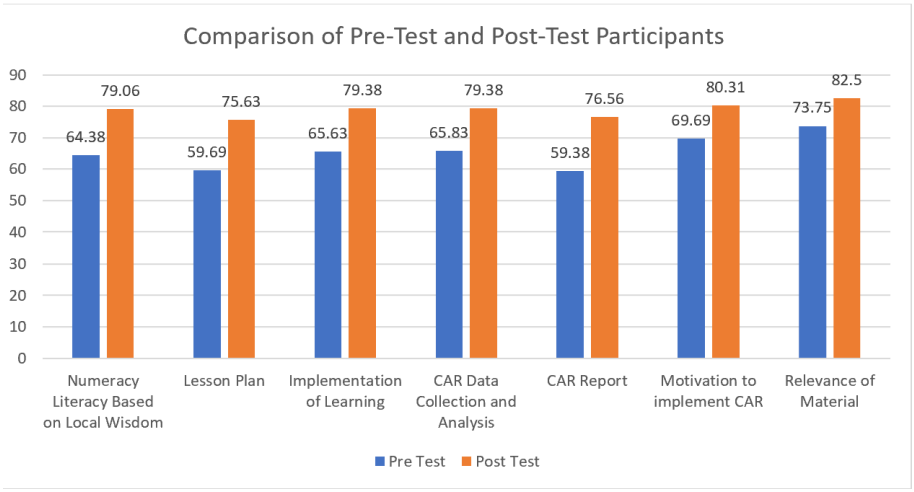

Figure 5 Comparison diagram of pretest and posttest

The posttest data shows an improvement in each aspect compared to the pretest. Before participating in the activity, the average score was 65.48. After the activity, the average score increased by 13.5 to 78.97. This shows that the activity successfully improved the teachers' numeracy literacy competencies.

The era of disruption requires human resources with good numeracy literacy skills. This ability is needed in daily life, from economic activities to politics. Teachers need to be equipped with this skill to teach it to students so they can compete in the future (Humaidi et al., 2023). Strengthening numeracy literacy is the main policy direction in the independent learning curriculum (Gazali et al., 2024). Systematic improvement in integrating local wisdom with numeracy literacy skills is why CAR material is included

in this activity. Other teachers are expected to be inspired by practicing teachers who successfully improve the quality of their learning. Practicing teachers can also become *role models*, examples, and discussion partners for other teachers interested in practicing. Thus, this program can continue because teachers have a mechanism to improve their success rate occasionally.

CONCLUSION

The teachers' numeracy literacy competencies improved after participating in this community service activity. Based on the posttest results, the average score of participants increased by 13.5 points from the pretest across the seven measured aspects. Participants expressed their satisfaction after participating in this activity. The teachers gained new insights into numeracy literacy from the guest speakers.

Learning became more contextual after utilizing local wisdom. The practicing teacher, who received mentoring, showed how using local wisdom in teaching material successfully enhanced students' numeracy literacy competencies. The learning outcomes data collected shows that students' understanding of Transformational Geometry increased by 53.81 in the second cycle. This happened because the learning was more contextual, allowing students to relate numeracy literacy to solving everyday problems.

Classroom Action Research (CAR) proved to be an effective choice for strengthening numeracy literacy competencies sustainably. This method provides a systematic mechanism for making directed improvements. Teachers can also continuously improve by independently integrating local wisdom into their teaching activities. This ensures teachers no longer depend on the community service team and guest speakers to solve classroom teaching problems.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

Conceptualization, Preparation of the original draft, Review, and Editing: AH; Methodology, Data curation: DH; Formal analysis, Data analysis: DA. All authors have read and agreed to the content of this article.

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