

## IMPLEMENTATION OF INTEGRATED LITERACY AND NUMERACY LEARNING TO SUPPORT THE NATIONAL ASSESSMENT

Erwin Ginting<sup>1</sup> Ika Sartika<sup>2</sup>

Universitas Potensi Utama<sup>1</sup>  
Akademi Maritim Belawan<sup>2</sup>  
[erwinginting82@gmail.com](mailto:erwinginting82@gmail.com)<sup>1</sup>  
[ikapinim@gmail.com](mailto:ikapinim@gmail.com)<sup>1</sup>

### ABSTRACT

Literacy and numeracy are fundamental competencies assessed in Indonesia's National Assessment (Asesmen Nasional). However, many schools still face challenges in implementing integrated literacy and numeracy learning across subjects. Teachers often apply literacy and numeracy separately, resulting in limited student comprehension and problem-solving skills. This community service program aims to support schools through the implementation of integrated literacy and numeracy learning to enhance students' readiness for the National Assessment. The program was conducted through teacher training, learning material development, classroom implementation assistance, and evaluation activities. The results indicate improved teacher understanding of integrated literacy and numeracy concepts, enhanced instructional practices, and increased student engagement in learning activities. This program demonstrates that integrated literacy and numeracy learning can effectively support the achievement of National Assessment objectives and improve the quality of school learning.

**Keywords:** Community Service, Literacy, Numeracy, Integrated Learning, National Assessment

### INTRODUCTION

The National Assessment is a national evaluation system designed to measure the quality of education in Indonesia by assessing students' literacy, numeracy, and learning environment. Literacy and numeracy competencies are essential skills that enable students to understand information, analyze data, solve problems, and make informed decisions in daily life.

Despite the importance of these competencies, many schools still struggle to implement effective literacy and numeracy learning. Learning activities are often subject-centered and focus on procedural knowledge rather than contextual understanding. Teachers frequently experience difficulties in integrating literacy and numeracy skills into classroom instruction in a meaningful and systematic manner.

Integrated literacy and numeracy learning emphasizes the combination of reading comprehension, critical thinking, mathematical reasoning, and real-life problem-solving within learning activities. Therefore, this community service program focuses on implementing integrated literacy and numeracy learning as an effort to support the National Assessment and improve overall learning quality in schools.

## **PROBLEM IDENTIFICATION**

Based on preliminary observations and discussions with teachers, several problems were identified:

1. Limited teacher understanding of integrated literacy and numeracy learning concepts.
2. Lack of instructional strategies that integrate literacy and numeracy across subjects.
3. Limited availability of contextual learning materials aligned with the National Assessment.
4. Low student engagement in literacy and numeracy-based learning activities.
5. Inadequate preparation for National Assessment-oriented learning practices.

These challenges highlight the need for structured assistance and capacity-building programs for teachers and schools.

## **METHODOLOGY**

### **Target Participants**

The participants of this community service program were teachers and students from partner schools at the primary and secondary education levels. Teachers from mathematics and language-related subjects were actively involved in the program.

### **Implementation Methods**

The community service program was implemented using the following methods:

1. **Teacher Training**  
Training sessions were conducted to introduce the concepts of integrated literacy and numeracy learning, National Assessment frameworks, and effective instructional strategies.
2. **Learning Material Development**  
Teachers were assisted in developing integrated literacy and numeracy learning materials, including lesson plans, student worksheets, and assessment instruments aligned with National Assessment indicators.
3. **Classroom Implementation Assistance**  
The program team provided mentoring and assistance during the implementation of integrated learning activities in classrooms.
4. **Evaluation and Reflection**  
Program effectiveness was evaluated through observations, pre-test and post-test results, and teacher feedback questionnaires.

## **RESULTS AND DISCUSSION**

The implementation of the community service program produced several positive outcomes:

1. **Improved Teacher Competence**  
Teachers demonstrated increased understanding of integrated literacy and numeracy learning and were able to design contextual learning activities aligned with the National Assessment.

**2. Enhanced Learning Practices**

Learning activities became more interactive, contextual, and student-centered, encouraging critical thinking and problem-solving skills.

**3. Increased Student Engagement**

Students showed higher participation and interest in literacy and numeracy-based learning activities, particularly when learning tasks were connected to real-life contexts.

**4. Support for National Assessment Readiness**

Integrated learning practices helped students develop skills relevant to literacy and numeracy assessments in the National Assessment.

These findings indicate that integrated literacy and numeracy learning can significantly improve teaching quality and support the achievement of National Assessment objectives.

**CONCLUSION**

This community service program successfully supported schools through the implementation of integrated literacy and numeracy learning to enhance readiness for the National Assessment. Teacher training, learning material development, and classroom mentoring contributed to improved instructional practices and student engagement. Integrated literacy and numeracy learning is an effective approach to strengthening essential competencies and improving educational quality. Continuous assistance and program sustainability are recommended to ensure long-term impact.

**RECOMMENDATIONS**

1. Expand integrated literacy and numeracy training to a wider range of schools.
2. Strengthen collaboration between teachers across subject areas.
3. Develop more contextual learning resources aligned with National Assessment indicators.
4. Integrate digital tools to support literacy and numeracy learning.

**REFERENCES**

- OECD. (2019). *PISA 2018 Assessment and Analytical Framework*. OECD Publishing.
- Ministry of Education, Culture, Research, and Technology. (2021). *National Assessment Framework*.
- Darling-Hammond, L., et al. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140.
- Mullis, I. V. S., & Martin, M. O. (2017). *TIMSS 2019 Assessment Frameworks*. IEA.