

TEACHER STRATEGIES IN DEVELOPING A CULTURE OF LITERACY AND NUMERACY IN GRADE V STUDENTS AT MIN 1 MATARAM

¹A. Basir

¹Student, Faculty of Tarbiyah and Teacher Training, Mataram State Islamic University, Indonesia

Corresponding Author Email: ab@gmail.com

ABSTRACTS	ARTICLE INFO
<p>This study aims to determine: 1) teacher strategies in developing a culture of literacy in students, 2) teacher strategies in developing a culture of numeracy in students. The research method used was descriptive qualitative. The subjects studied were the principal, teachers, and grade V students at MIN 1 Mataram. This study used descriptive qualitative research to describe teacher strategies in developing a culture of literacy and numeracy in students. The results showed that: 1) Teacher strategies in developing a culture of literacy include inductive and deductive strategies. The steps in the inductive strategy begin with guidance, habituation, development, and evaluation. In the deductive strategy, the teacher first explains the general meaning of the material, then provides examples or more specific steps. 2) Teachers' strategies for developing a culture of numeracy begin with conditioning the physical environment. Furthermore, in developing a culture of numeracy in students, teachers adapt their strategies to the lesson plans (RPP) to ensure more focused learning. To develop a culture of numeracy, teachers employ three methods: a) problem-based learning (PBL), b) collaborative learning, and c) the Realistic Mathematics Education (RME) method.</p>	<p>Article History: <i>Received: May 15th 2026</i> <i>Revised: May 28th 2026</i> <i>Published: May 2026</i></p> <hr/> <p>Keywords: <i>Strategy, Literacy, Numeracy</i></p>

INTRODUCTION

Based on the researcher's observations on March 28, 2024, at MIN 1 Mataram, the school's literacy program was quite active. Regarding literacy, the researcher found that student literacy activities at MIN 1 Mataram were quite active. The school's literacy program includes holding a 30-minute morning Quran recitation every Tuesday through Thursday before class. Furthermore, each class has a reading corner containing books provided for students to access or read in class. Each class is also assigned a 15-minute library visit. Students in the upper grades (grades IV, V, and VI) are specifically asked to lead the faith and piety (Imtaq), and some students are also asked to present written works such as poetry,

stories of the prophets, Arabic dialogues, and so on. Through this program, it is hoped that students' literacy culture at school can continue to be developed.

Based on an interview with Mrs. Baiq Sri Wardyah, a fifth-grade teacher regarding numeracy, the teacher uses a realistic mathematics approach in classroom learning. The teacher's program or strategy for improving students' numeracy skills includes linking mathematical concepts to various activities. This can improve students' numeracy skills while enhancing their understanding of mathematics learning materials.

Based on this background, the researcher is interested in further researching teacher strategies in developing a culture of literacy and numeracy among fifth-grade students at MIN 1 Mataram. This includes the strategies used by teachers to develop a culture of literacy and numeracy, as well as the forms of literacy and numeracy development in fifth-grade students at MIN 1 Mataram. The researcher chose the upper grades as the research subjects because it is important to pay attention to students' literacy and numeracy skills, especially in upper grades, so that teachers can equip them with the necessary skills before they progress to higher education.

RESEARCH METHODS

This study aims to describe teacher strategies in developing students' literacy and numeracy culture. Therefore, the researcher will use a qualitative research approach with a descriptive qualitative approach. According to Andi Pratowo, a qualitative research method is a systematic research approach to examine or investigate an object in a natural setting without any manipulation or hypothesis testing. It also emphasizes generalizations based on quantitative measurements, but rather on the meaning behind the observed phenomena. This study describes teacher strategies in developing students' literacy and numeracy culture in general.

RESEARCH FINDING AND DISCUSSION

Based on observations in grade V of MIN 1 Mataram, changes to the mathematics learning approach in the classroom are needed, including: 1) using contexts close to students' daily experiences and consistently connecting various mathematical topics to real-world situations; 2) emphasizing conceptual understanding and, especially, reasoning within context, rather than solely on arithmetic or computational skills. Furthermore, for non-mathematics learning, numeracy elements should be introduced or inserted into discussions of other subjects so that students have ample opportunities to practice their mathematical knowledge and skills within the context of other subjects. Furthermore, schools should collaborate with parents to remind students to regularly read at home and at school. Based on the existing practices, the principal and teachers realized that there was a slight difference between the literacy sessions before and after the sessions, which resulted in significant changes in students' understanding of the lessons. Therefore, teachers play a crucial role in guiding students in reading and arithmetic.

Dick and Carey explain that a learning strategy comprises all components of learning materials and procedures or stages of learning activities used by teachers to help students achieve specific learning objectives. According to them, a learning strategy is not limited to

procedures or stages of learning activities alone, but also includes the organization of the material or learning program package delivered to students.

From the theoretical explanation above, we can see that using a learning strategy will make learning more organized and easier for students to understand, and teachers will find it easier to deliver a lesson. This ensures that learning objectives are achieved and aligned with the established learning objectives.

Strategies for developing student numeracy in schools can be implemented through the following strategies:

1. Providing a physical environment that provides numeracy stimulation for students and a creative environment (makerspace) that facilitates numeracy interactions.
2. Creating a positive socio-affective environment that supports a growth mindset, emphasizing that numeracy is a fundamental skill that every student must possess and is everyone's responsibility, not just the role of the math teacher.
3. Implement comprehensive and relevant school programs for various planned student groups, such as early numeracy programs for early childhood education students.
4. Emphasize reasoning and modeling processes in solving mathematics problems and apply numeracy across the curriculum in subjects other than mathematics.

The following are examples of classroom numeracy literacy activities. 1) Before starting the lesson, the teacher links student activities before arriving at school with numeracy literacy reinforcement. 2) Numeracy literacy reinforcement can also be achieved by integrating the subject matter being taught.

CONCLUSION

The following conclusions can be drawn: 1. Teacher strategies for developing a culture of literacy include inductive and deductive strategies. The inductive strategy is also known as a learning strategy from the specific to the general, where material is processed from concrete examples. The steps in the inductive strategy begin with guidance, habituation, development, and evaluation. While the inductive strategy processes material from the specific to the general, the deductive strategy, on the other hand, provides a general overview to the specific. In this case, the teacher first explains the general meaning of the material, then provides examples or more specific steps. 2. The teacher's strategy for developing a culture of numeracy begins with conditioning the physical environment. Teachers always encourage students to keep the classroom clean so that students can learn comfortably and the learning process becomes conducive. Furthermore, in developing a culture of numeracy, teachers adapt the strategies used to the lesson plans (RPP) to ensure more focused learning. To develop a culture of numeracy, teachers use three methods: a) using the problem-based learning (PBL) model, b) collaborative learning, and c) using the Realistic Mathematics Education learning method.

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