

All Smart Children (SAC) Program Planning Through Literacy and Numeration at Darek 2 State Elementary School, Indonesia

Nurul Ahyana¹, Untung Waluyo¹, Mohamad Mustari¹

¹ *University of Mataram*

Jl. Majapahit No 62 Mataram, Nusa Tenggara Barat, Indonesia

DOI: [10.22178/pos.92-11](https://doi.org/10.22178/pos.92-11)

LCC Subject Category: L7-991

Received 26.04.2023

Accepted 28.05.2023

Published online 31.05.2023

Corresponding Author:

nurul.ahyana@yahoo.com

© 2023 The Authors. This article is licensed under a Creative Commons Attribution 4.0 License 

Abstract. This study aims to determine the planning program All Smart Children (known as SAC) through Literacy and Numeracy at SD Negeri 2 Darek. This study used descriptive qualitative methods, while data collection techniques used observation, interviews, and documentation. The research results show that basic literacy and numeracy planning includes facilities, activity schedules, and learning activities. The research results conclude that the basic literacy program, which consists of planning, has been implemented correctly, as seen from using the SAC program.

Keywords: All Smart Kids (SAC); Basic Literacy and Numeracy; Planning.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state [1]. The world of education cannot be separated from literacy and numeracy. Education can be used as a forum to produce students capable of literacy and numeracy [2]. In the early stages, reading and writing literacy are emphasized because these two skill-based are the basis for developing literacy in various ways.

The new learning phenomenon results in various characteristics of students that are different from one another in terms of reading, writing, arithmetic or what is known as literacy skills [3]. Basic literacy skills have an important role in achieving academic success. Therefore, it is essential to have basic literacy skills and be taught from an early age the importance of literacy skills for students [4]. The government issued a new movement, namely the school literacy movement, to foster interest in students' reading, literacy, and numeracy skills [5].

The School Literacy Movement has not shown results in developing students' reading interests and literacy skills, so it can be said that students

still have low literacy skills [6]. And the results so far have not been optimal and satisfactory for all parties. Two significant issues are suspected to be stumbling blocks to the success of the training implementation. First, according to [7], teachers' understanding and skills of discovery and inquiry-based learning models in schools on the island of Lombok are also shallow. The assessment results by the Ministry of cultural education in 2019 showed that the quality of education in NTB was in Indonesia's 33rd out of 34 provinces. The NTB Province is only ahead of the Papua Province. Indicators of low student interest in reading in NTB and high illiteracy rates make NTB one of the three provinces with the lowest proficiency index. Based on the literacy and numeracy activity index issued by the Education and culture policy research centre of the Ministry of Education and Culture, especially on the skills dimension, NTB is also in a low position. This shows that the literacy and numeracy skills of students in NTB can still be categorized as very low.

To improve literacy and numeracy learning outcomes at the regional level, the Indonesian government is working with the Australian government through the Ministry of Education, Culture, Research and Technology. This collaboration is through an innovation program for Indonesian children (INOVASI) in West Nusa Tenggara, in-

cluding Central Lombok. The Ministry of Education and Culture and Research, Technology and Higher Education's team monitored the implementation of the innovation program in several schools, including Muhajirin, Lajut District and SDN 2 Sengkol, Pujut District, stating that the INOVASI program (basic literacy and numeracy skills) which is a collaborative program between the University of Mataram (Unram) and INOVASI in Central Lombok has been increasing student learning abilities and this program is expected to encourage improving the quality of education in this area,

The Central Lombok District education office is expanding the impact of the All Smart Children Program (basic literacy skills) by collaborating with INOVASI, the Indonesian-Australian government cooperation agency, with the hope that in the future, the SAC program can become a role model for learning in Central Lombok, especially at the elementary school level. In the implementation of the program, the innovation party conducts training. The basic literacy and numeracy advanced SAC program focuses on improving students' basic literacy and numeracy skills.

Although the description of the SAC training program for teachers in Central Lombok seems excellent and innovative, there is a tiny clear picture of the SAC training program's impact on the trainees' performance in schools, especially in the Central Lombok District. So far, there have been no reports of research results that reveal the impact of this training in schools, especially the level of teacher competency in developing literacy and numeracy learning in schools. So far, little is known about whether they can utilize the results of SAC training in schools. This research generally tries to reveal the pattern of using the SAC training model and developing teacher skills in delivering literacy and numeracy materials at SDN 2 Darek, Praya Barat Daya District.

Meanwhile, according to educators who teach at SDN 2 Darek, the low interest in reading or illiteracy is due to several factors influencing it, one of which is that many students do not live with their parents but live with their grandparents, so learning at home is not well controlled. They even tend not to learn from their explanations too. The learning achievements of students in Indonesian subjects with a KKM 70, the highest score is 90. The lowest score is 50.60; and 49 children have a score below the KKM, and 41 get scores above the KKM, in mathematics with a

KKM of 60, the highest score is 83, and the lowest score is 40, 50, 60, where students who score below the KKM are 53 people and above the KKM are 34 people.

From KKM and Education Report Cards or Quality Report Cards of SD Negeri 2 Darek. This shows that students' reading and numeracy skills at SDN 2 Darek are still very low. The literacy level in the education report cards is still yellow, while the numbers are red. This shows that students have pretty diverse literacy abilities. Namely, some students are not yet fluent in reading, do not know letters well, and students who already have good reading skills. In addition, students have pretty diverse numeracy abilities. Namely, they don't remember numbers, don't understand place value, can't count, and students who can count. To deal with the low basic numeracy literacy skills of students in West Nusa Tenggara, especially at SDN 2 Darek, Praya Barat Daya District, Central Lombok Regency, INOVASI initiated an All Smart Kids program. This SAC approach uses learning that adapts the TaRL (Teaching at the level) learning principle, namely learning with levels. In the SAC approach, students are grouped based on their status or ability level, regardless of age, unlike the learning model in Indonesia, where students are grouped based on age (Grade 1 for children aged 7, 8 years, etc.). This learning model has proven effective in reducing illiteracy in various countries.

METHOD

This qualitative research was conducted at SDN 2 Darek, Praya Barat Daya District, Central Lombok Regency. This research carried out the SAC program through literacy and numeracy at SDN 2 Darek. For source the primary data in this study are the Principal, teachers, students, and guardians of students.

Research data can be grouped into two types, namely primary data and secondary data. Primary data sources are obtained by obtaining references directly from respondents, recording the primary data sources through interviews or observations obtained through a combined effort from viewing, listening and asking questions obtained from subjects: Principal, Deputy Head of Curriculum, Teacher and Learners.

Secondary data sources are indirect sources that can provide additional and strengthened research data. Sources of data in this qualitative

research, besides words, language, and informants' actions, can also be obtained through literature studies using books and internet media to support analysis and discussion.

In this study, to obtain information, researchers used data collection techniques, namely interviews, observation, and documentation.

Data analysis in this study was carried out using data reduction, data display, and conclusion drawing/verification. The validity of the data is done to prove whether the researcher is a scientific researcher and to test the data obtained. Data validity tests in qualitative research include tests, credibility, transferability, dependability, and compatibility.

RESULTS AND DISCUSSION

Based on observations made by researchers, planning for the SAC program was carried out at a task division meeting at the beginning of the school year, which was carried out by the Principal as the person in charge and involved all educators. The results of the task division meeting, the Principal and all teaching staff, namely planning the initial steps by using the learning method applying the TaRL principle, preparing modules, story books, teaching materials, substation tools and worksheets, besides the school plans to procure facilities such as increasing the number books, expanding the library space, reading corners, and planning lessons in the classroom (procurement of teaching aids, provision of learning modules, story books etc.).

The results of the interviews conducted by the researchers with six informants also supported the findings from observations and document inspections. Informant 1 school principal stated:

"As a result of the meeting, as the school principal, I was in charge of planning the SAC program at SDN 2 Darek, stipulating/indicating all teaching staff from PAI and PJOK teachers applied learning based on the SAC program approach. And prepare all the necessary teaching aids according to the learning module instructions from INOVASI". (principal, Thursday 01 December 2022 at 09:30 WITA).

Continuing this statement, Wakasek, who is also a grade IV teacher, explained that the implementation of the SAC program was arranged and planned at a task distribution meeting at the beginning of the year and involved all teaching staff

as executors in planning the implementation of activities, Excerpts of an interview with LH teachers (Informant 4) state:

"In the implementation of this SAC program, there is planning, and all class teachers are involved, from PAI teachers, PJOK, operators, homeroom teachers, and planning the procurement of teaching materials and teaching aids (grade IV teacher, Friday 02 December 2022 at 09:50).

From the results of the interviews above, it can be concluded that, before implementing the SAC program, the Principal and teachers or other educators held a meeting at the beginning of the school year and planned to add facilities (reading corners, library rooms, story books, etc.) to the activities. In terms of literacy and numeracy implemented at SDN 2 Darek, there are several planned activities, such as literacy in reading, writing, and arithmetic, as well as preparing learning media/other teaching aids to support the success of the SAC program.

Learning planning for basic literacy and numeracy based on the SAC approach at SDN 2 Darek in this study is the preparation of teachers in carrying out basic literacy and numeracy learning, where the teacher prepares teaching materials, worksheets, media/visual aids, substation cards, and story books according to the instructions learning module that will be implemented at that time.

Based on observations on the learning process of both basic literacy and numeracy, it can be seen that the teacher's preparation for carrying out basic literacy and numeracy learning is the existence of learning modules, worksheets distributed to students, and media/visual aids for understanding the concept of place value. These reading stories, of course, have prepared story books and substation cards for initial activities in learning numeracy, which shows that the lesson plan has been well prepared. The preparation seen during the observation was supported by an interview with the MS teacher, who said that:

"We prepare learning media, such as learning modules, story books, substation cards, and worksheets. First, the child's mental readiness, which is, of course, inseparable from the morning spirit, then preparing everything needed in learning such as modules, worksheets, there are story books for literacy learning. There are also substations for numeracy learning" (teacher of grade 4 and grade 3, Friday, 02 December 2022).

From the teacher interviews, it can be concluded that before implementing literacy and numeracy learning, the teacher prepares everything needed, such as modules containing learning steps, media/visual aids, worksheets, teaching materials, storybooks, and card substitution. Interviews were also conducted with students, where students with the initials RS and AS said the same thing, namely:

"We distributed story books with the teacher, and there were also worksheets for answering questions".

Based on the results of observations and interviews that program planning and basic literacy and numeracy learning planning based on the SAC approach have been well prepared because according to what is contained in the basic literacy and numeracy learning module, this is also supported by documentation such as modules, sheets work, storybooks, and credit cards. The following is an excerpt from the interview with the school principal:

"For planning basic literacy activities that are applied, namely activity literacy reading, writing and arithmetic such as morning spirit, reading corner, tadarus on Friday, class bulletin, memorizing multiplication, memorizing Pancasila and youth oaths, and singing national songs" (Principal, Thursday 01 December 2022 at 09:30 WITA).

From the description of the school principal above, it is real what happened in the field and made a routine every morning, especially morning spirit or reading 10 minutes before starting learning. Regarding the MS teacher's statement that literacy and numeracy are included in the planning for implementing these activities. Furthermore, the school principal said that the reasons for preparing the literacy and numeracy program planning were as follows:

"For planning with the reason of arousing students' interest in reading, love for the motherland, by the vision and mission by increasing the faith and piety of students and balancing competition with madrasas so that elementary schools are taught in addition to a religious vision with the majority of Muslims" (Interview with school principal, Thursday 01 December 2022 at 09:30 WITA).

From the statement of the Principal, it can be concluded that it is genuinely held and is still running today. The basic literacy program with literacy activities such as reading, writing, and arithmetic literacy found that a plan had been

implemented in the basic literacy program. In addition, to support the basic literacy and numeracy program, there are several activities such as morning spirit, reading corners, Friday tadarus or reading short verses, memorizing multiplication, memorizing Pancasila and the youth oath, and singing national songs. The SAC approach in literacy and numeracy includes learning activities (beginners, letters, words, paragraphs, story I, and story II). These efforts were made to increase students' interest in reading. For literacy, program activities are implemented at the beginning of learning or before the lesson begins.

Based on the results of interviews with school principals, they said that funding planning for implementing basic literacy came from several sources. The following interview excerpt reported:

"Planning funding for basic literacy and numeracy at SDN 2 Darek, namely from the school or BOS funds, the INOVASI Team and the Education Office" (Principal, Friday 02 December 2022, 09:30).

This aligns with the statement of the school operator, who said there is a facility plan with the funding from INOVASI and BOS funds needed when implementing Literacy and numeracy activities at SDN 2 Darek school. The following are excerpts from the interview with school operators (12 informants):

"We received funding for facility planning at SDN 2 Darek from INOVASI and BOS funds".

This was justified by the statement of the school principal, who said that the planning of the facilities used in literacy program activities, the source of funds came from the boss's funds and the INOVASI SAC program. The following is an excerpt from the interview with the school principal:

"Due to participating in literacy and numeracy activities with the SAC program, planning to get assisted facilities. In addition, there are funds from BOS, such as expanding the library, adding more books, creating a reading corner, and class bulletin" (Interview with school principal, Thursday 01 December 2022, 09:30 WITA).

From the above opinion, it can be concluded that the funding plan obtained for the basic literacy program activities was linked to the SAC approach in getting funds from the school and the INOVASI team. In addition, the source of the facil-

ity planning funds used for basic literacy program activities are from BOS funds such as libraries and reading corners, and there is funding from the INOVASI team. The Deputy Head of Secretary said there were plans from other parties to implement the literacy and numeracy programs. The following are excerpts from the interview with the vice principal (source 5) stating the following:

"Because this school participates in literacy and numeracy activities with the SAC program, there is a literacy team whose planning has been formed, consisting of Regional Facilitators (Fasda), and homeroom teachers for class I to class VI homeroom teachers" (Interview with school principal, Thursday 01 December 2022 at 09:30 WITA).

Based on the results of the interviews, for planning parties implementing literacy and numeracy programs, a team from INOVASI or Regional Facilitators and class teachers are responsible for activities. The results of interviews conducted with the class IV teacher said an activity plan supported the implementation of the literacy program, basic numeracy at school. The following are excerpts from interviews with teachers in grade IV (source 4) stating:

"Yes, the planning of activities carried out to support literacy and numeracy at SDN 2 Darek is like morning spirit, reading corners, reading short verses or one-day wan surahs, memorizing multiplication, memorizing Pancasila and youth oaths, singing national songs" (Interview with class IV teacher, Friday 02 December 2022 at 09:30 WITA).

From the statement of the Principal, vice principal, operators and class IV teachers regarding the planning for the implementation of the SAC program, it has been designed and scheduled for performance, and there is good cooperation so that it produces good results. INOVASI or Regional Facilitators, and class teachers who are responsible for activities. Then from the results of a joint agreement planning literacy and numeracy activities to be carried out on Tuesdays and Saturdays, Friday tadarus or reciting short verses, memorizing multiplication, memorizing Pancasila and youth oaths, and singing national songs. The results of interviews were conducted with the Principal, who said that facilities are planned to implement the planned literacy program. The following is an excerpt from the interview with the school principal:

"Planning facilities in its implementation, for example, in the morning spirit, namely facilities that are prepared like a storybook, reading corner, found in every class at SDN 2 Darek, a collection of books placed in the corner of the room with reading books from school" (Interview with school principal, Thursday 01 December 2022 at 09:30 WITA).

The interview results with Ms. RR as a teacher in class I (informant 12) said there was planning for literacy activities with the facilities. The following is an excerpt from the interview:

"At SDN 2 Darek there are posters and bulletin boards. For planning to memorize multiplication, Pancasila, youth oaths, and singing national songs with books prepared in the library. For Friday, tadarus with Islamic Religious Education (PAI) teachers. We hold dhuhr prayers too" (Interview with grade IV teacher, Friday 02 December 2022 at 09:30 WITA).

Based on the results of the Principal's interview with the grade IV teacher related to planning literacy activities with proven facilities, foster posters, children's work, and bulletin boards were found. Besides that, there were various literacy activities with various facilities available. From this statement, the data from interviews with parents of students (10 informants) were strengthened as follows:

"Alhamdulillah, now this school is progressing a lot, and when I pick up my children from school, I accidentally go around the school, and there are lots of displays on the walls, and the results of the children, the library is getting bigger and better. Apart from that, I also saw a lot of books placed in the corners of each classroom" (Interview with parents, Saturday 03 December 2022 at 09:30 WITA).

It can be concluded from the explanation above that various kinds of facilities are needed, some are printed, and some are using books in the library or the reading corner in the classroom. In addition, there are also posters around the school. As for this statement, with US students in class IV, some books are read during literacy activities. The following are excerpts of interviews with students (source 8)

"The books that I often read come from school, and I never bring story books from home" (Interview with Grade IV students, Monday 05 December 2022 at 09:30 WITA).

From the explanation of the statement above, it can be concluded that literacy activities at school regarding the facilities used come from the school. No literacy activity facilities were donated, and students never brought storybooks. Literacy activities are implemented by sticking their work on a wall or a particular board. These activities can make students awaken their literacy skills. The following is a more detailed data presentation on the primary literacy planning research results at SDN 2 Darek.

Based on the research results, planning for the All Smart Children Program (SAC) begins with a task distribution meeting led by the school principal at the beginning school year around July. A work meeting is a form of group communication media that functions as a tool to reach a consensus. Results planning or planning is used as the basis for achieving the expected goals of the All Smart Children Program (SAC). By the results of the meeting, the school principal and his teaching staff planned the first steps for implementing the TaRL learning method. This is in line with the results of the [8] that planning determines what will be implemented and how to implement it.

The planning meeting for the implementation of the SAC Program at Darek Elementary School was conducted by all parties, the school principal as the leader of the meeting, class teachers, subject teachers, operators, and the school committee. This is to the research results [9] that the Principal as a leader must be able to plan, organize and mobilize so that the institution can achieve the goals that have been set. This is also to the research results of [7], which say that planning is a process that prioritizes priorities in plans and workforce management activities that must be in line with and aligned with the goals of an organization as a whole whose focus is to get people at the right place and at the right time.

Based on the SAC approach, the intended basic literacy and numeracy learning plan are:

1. Teacher preparation in carrying out basic literacy and numeracy learning, where the teacher prepares modules, teaching materials, worksheets, media/visual aids, substation cards, and story books. Based on the results of observations and interviews conducted with teachers and students, as well as supported by documentation, the results show that the basic literacy and numeracy learning plan based on the SAC approach

is well prepared by the teacher. In literacy and numeracy lesson planning at SDN 2 Darek, namely the teacher divides literacy groups into group I (beginners and letters), group II (words and paragraphs), and group III (story I and story II). While learning numeracy, the teacher prepares learning modules, substation cards, media/props, and worksheets.

b) A literacy and numeracy schedule is designed so that teachers and students know the implementation schedule, and the school also prepares a morning spirit schedule. Morning spirit is a reading activity 10 minutes before learning begins and planning a program for carrying out knowledge, namely the first week of literacy and the second week of numeracy which are carried out alternately at SDN 2 Darek.

c) Facility Planning Facilities are the physical facilities needed to support implementing the literacy and numeracy program at SDN 2 Darek. The planned facilities include expanding the library space, increasing the number of books, creating a reading corner, and creating a classroom bulletin.

CONCLUSIONS

From the results of the study, it can be concluded that the SAC program planning through basic literacy and numeracy at SDN 2 Darek has been well prepared by the teacher according to the planning at the meeting results as follows:

a) Facility planning by expanding the library space, increasing the number of books, making reading corners and bulletin boards classes from BOS funds and the INOVASI team;

b) Planning a literacy schedule by compiling a morning spirit schedule every day before class;

c) Planning for literacy and numeracy learning activities based on the SAC approach has been well prepared because, in good literacy learning as well as numeration, there are learning modules, story books, substation cards, teaching materials, and worksheets of the three elements mentioned above, namely facility planning, literacy schedule planning.

REFERENCES

1. Apriatni, S., Pujiastuti, H., & Fathurrohman, M. (2022). Kemampuan Literasi Numerasi Siswa MAN 2 Kota Serang pada Materi Trigonometri [Numeracy Literacy Skills of MAN 2 Serang City Students on Trigonometry Material]. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(12), 5782–5794. doi: [10.54371/jiip.v5i12.1263](https://doi.org/10.54371/jiip.v5i12.1263) (in Indonesian).
2. Dewi, E. R., Rohmadi, S. H., Kustiarini, K., & Hakim, P. R. (2023). Pendampingan Penyusunan Instrumen Penilaian Berbasis AKM Literasi Numerasi bagi Guru MI [Assistance in Developing Assessment Instruments Based on AKM Literacy Numeracy for MI Teachers]. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, 5(1), 204. doi: [10.20527/btjpm.v5i1.6979](https://doi.org/10.20527/btjpm.v5i1.6979) (in Indonesian).
3. Fauzi, M. (2020). Strategi Pembelajaran Masa Pandemi COVID-19 [Learning strategies during the COVID-19 pandemic]. *Al-Ibrah*, 2(2), 120–145 (in Indonesian).
4. Anita Dian Pratiwi, Aryo Andri Nugroho, Rina Dwi Setyawati, & Susilo Raharjo. (2023). Analisis Kemampuan Literasi Numerasi Pada Siswa Kelas IV Di SD Negeri Tlogosari 01 Semarang [Analysis of Numeracy Literacy Skills of Fourth Grade Students at SD Negeri Tlogosari 01 Semarang]. *JANACITTA*, 6(1), 38–47. doi: [10.35473/jnctt.v6i1.2263](https://doi.org/10.35473/jnctt.v6i1.2263) (in Indonesian).
5. Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian pendidikan, ilmu pendidikan dan unsur-unsur Pendidikan [Definition of education, science of education and elements of education]. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8 (in Indonesian).
6. Sofanudin, A. (Ed.). (2020). *Literasi Keagamaan dan Karakter Peserta Didik* [Religious Literacy and Learner Character]. doi: [10.31219/osf.io/3h7z5](https://doi.org/10.31219/osf.io/3h7z5) (in Indonesian).
7. Makki, M., Sudirman, S., Tahir, M., & Jaelani, A. K. (2021). Kinerja Manajerial Kepala Sekolah Dasar di Kota Mataram [Managerial Performance of Elementary School Principals in Mataram City]. *Jurnal Ilmiah Profesi Pendidikan*, 6(3), 561–569. doi: [10.29303/jipp.v6i3.294](https://doi.org/10.29303/jipp.v6i3.294) (in Indonesian).
8. Fahrudin, M. (2021). *Penerepan Permainan Monopoli Karier Dalam Bimbingan Kelompok Untuk Perencanaan Karier Siswa Kelas IX Di Sekolah SMP* [Application of Career Monopoly Game in Group Guidance for Career Planning of Class IX Students in Junior High School] (Doctoral Dissertation). Retrieved from <https://repository.unipasby.ac.id/id/eprint/1012> (in Indonesian).
9. Riadi, S., Sukardi, S., & Hakim, M. (2020). Pelaksanaan Manajemen Sumber Daya Manusia di Sekolah Menengah Kejuruan Negeri 4 Mataram [Implementation of Human Resource Management at State Vocational High School 4 Mataram]. *Jurnal Praktisi Administrasi Pendidikan*, 4(1) (in Indonesian).