Learning Literacy And Numeracy Through Fun Learning Approach

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ABSTRACT

The challenge of improving literacy and numeracy is still a major focus in many countries, including Indonesia. Based on the Program for International Student Assessment (PISA) in 2022, the results of the evaluation of the literacy and numeracy skills of students in Indonesia again showed a disappointing ranking. This is in line with the problems found at the community service location, namely low student interest in reading. So this research has a goal as a community service effort to improve and optimize students' literacy and numeracy skills through a fun learning approach. This community service activity was carried out at SDN Gunung Sunda which is located in Cikakak District, Sukabumi Regency, West Java. The community service methods used are observation, lecture, and training methods. The results obtained in this study are students are more fond of reading and motivated in terms of literacy and numeracy by using a fun learning approach.

INTRODUCTION

Literacy and numeracy skills are skills that are needed by everyone in the 21st century (Rahma et al., n.d.). Literacy and numeracy skills are needed to develop and compete globally. The need for literacy and numeracy skills arises along with the development of technology and communication today which has made information and knowledge easily accessible to everyone (Sugiarto, 2020). So when someone does not have good literacy or literacy skills, it will lead to various problems.

Strengthening literacy and numeracy is very important for students. Students should be taught numeracy and literacy since elementary school. Literacy and numeracy skills are the foundation so that students can learn material on different aspects of subject knowledge at school (Hidayati et al., 2023). At the primary school level, literacy and

numeracy skills should be taught as well as possible so that students do not find it difficult to understand more complex material from other subject areas (Ifrida et al., 2023). This should also be the foundation for students to continue their studies.

Literacy and numeracy skills are not just possessed by a person immediately, there needs to be habituation so that literacy and numeracy skills develop (Dasor et al., 2021). Therefore, habituation to literacy and numeracy is mandatory to be instilled starting at the basic education level. Schools as the place where education takes place certainly have a big role in instilling literacy and numeracy skills in their students, so that students are familiar with these literacy and numeracy skills. In striving for this, schools have made various policies to be able to improve literacy and numeracy in students even though they still have various shortcomings.

The challenge of improving literacy and numeracy remains a major focus in many countries, including Indonesia. Although education in Indonesia has made great efforts in improving literacy and numeracy in students, there are still various problems for these efforts to be realised. Based on the 2022 Programme for International Student Assessment (PISA), the results of the evaluation of the literacy and numeracy skills of students in Indonesia again showed a disappointing ranking in this evaluation. According to the official PISA report, Indonesia ranks 71st for literacy and 70th for numeracy among 79 participating countries. (OECD, 2023). Indonesia's low ranking in the PISA evaluation is certainly a whip for the world of education to increase efforts to improve literacy and numeracy. In this case, schools, teachers and parents must be able to collaborate in an effort to familiarise learners with literacy and numeracy. In response to this, an approach that gives learners a sense of interest in literacy and numeracy is needed.

The concept of fun learning has emerged as a way to engage students in the learning process while improving their literacy and numeracy skills. (Jatmika et al., 2023). By incorporating games, interactive activities and real-life simulations into the curriculum, educators can create a more dynamic and enjoyable learning environment. Fun learning not only fosters a love for learning, but also encourages active participation and critical thinking. When students are engaged and motivated, they are more likely to retain information and develop a deeper understanding of the subject (Rahman, 2022).

Through concerted efforts to implement a fun learning approach, education systems can empower students to become well-rounded individuals with the essential skills to excel in a rapidly evolving world. By focusing on fun learning, educators can nurture a generation of creative thinkers, problem solvers and effective communicators who are equipped to navigate the complexities of the modern world (Mulyati, 2019). In

addition, the incorporation of playful learning into the curriculum can also cater to individual learning styles and diverse student needs. This approach recognizes that not all students learn in the same way and seeks to provide a range of learning experiences to meet different strengths and preferences.

Based on a study conducted in one of the primary schools in Sukabumi District, West Java, namely SDN Gunung Sunda. A problem was found related to the lack of literacy and numeracy skills in students. The principal of SDN Gunung Sunda revealed that there are still some students who are not fluent in reading and counting. Departing from these problems, KKN Nusa Putra University seeks to realize and optimize the potential of students in terms of literacy and numeracy by presenting a fun learning approach. This effort is made to foster students' motivation in terms of literacy and numeracy development, so that these skills make students accustomed to reading and counting.

METHOD

The methods used are 1) the observation method, goes directly to determine the location where this activity will be carried out, namely at Gunung Sunda State Elementary School. Then, prepare materials and media that will be socialized in future work program activities, 2) lecture method, the service activities are carried out by explaining learning literacy and numeracy through a fun learning approach, 3) training method, the participants practice directly about literacy which is done outside the classroom and numeracy is done by learning to count using the singing method.

RESULT AND DISCUSSION

Real work lecture or often abbreviated as KKN is a service activity carried out as a mandatory student program at Nusa Putra University, Sukabumi. This activity is carried out on the basis of implementing the tridharma of higher education, namely community service. In addition to implementing the tridharma of higher education, the implementation of KKN is also a form of the Trilogy of Nusa Putra University, namely love for others. KKN has the goal of providing and spreading benefits to others (Hilal et al., 2021). KKN Nusa Putra University has a program in an effort to improve literacy and numeracy of elementary school students with a fun learning approach. This is certainly expected to be a solution

to the existing problems related to the low literacy and numeracy of students at SDN Gunung Sunda.

Fun learning is a strategy to make learning fun and effective, and this approach helps teachers in implementing the program, as well as facilitating the delivery of learning materials (Pratiwi, 2019). In other words, the fun learning approach is a strategy used to overcome student boredom by presenting a fun learning atmosphere. The fun learning approach emphasizes the interaction between students and teachers in learning, this interaction can create a bond between the two parties so that learning can run pleasantly (Inayah, 2021). The fun learning approach is a learning that encourages communication between teachers and students so that student growth and development can be better where the application always motivates and appreciates students (Mutiawati & Herawati, 2020). The implementation of this fun learning approach is supported by learning theory, namely:

1. Behaviourism learning theory where Pavlov states that students who have been given a stimulus repeatedly will produce a conditioned response. In this case, when the stimulus given by the teacher in learning activities or other activities is fun, it will produce a good response in students, such as increasing student motivation to learn, read, write and other activities (Margaretha, 2020).

2. Cognitive social learning theory where according to Albert Bandura reveals that important aspects that can affect the learning process include determination based on experience, determination based on the environment, and determination based on the situation. In this case, when learning or other positive activities are based on experiences, environments and situations that make students happy, the desire to do the same will increase, and vice versa. (Hardiyanti, 2020).

(Jatmika et al., 2023) in her research suggested that the fun learning approach can increase students' participation and interest in literacy development. In addition, research by (Nurahmah et al., 2023) which stated that the fun learning approach improved students' reading skills. Based on this research, researchers used the fun learning approach to be applied at SDN

Gunung Sunda. Improving literacy and numeracy using the fun learning approach is carried out in several stages, namely the planning stage, the implementation stage and the reflection or evaluation stage.

The first stage, namely the planning stage, was carried out by developing a literacy and numeracy improvement program and socializing this program to the school. This socialization was carried out to inform the work program that would be carried out, which was related to improving literacy and numeracy so that there would be no conflict of interest in it. Socialization is done by building communication by conducting dialogue with the community or certain parties (Widiyana et al., 2020).

The second stage, namely the implementation stage, is carried out by building literacy habits for students, namely reading books for 15 minutes before learning takes place. In addition to the 15-minute habituation of reading books before learning, another activity is to focus on teaching students who cannot read, this activity is specifically for high grade students, namely grade 4 and grade 5 with limitations in reading ability. The 15-minute reading activity before learning encourages learners to have more interest in reading (Prayoga et al., 2023; Septiani & Wardhana, 2022).

This literacy habituation activity is carried out in the classroom and outside the classroom, this is done so that students do not feel bored and get a more meaningful reading experience. Learning carried out outside the classroom or outdoor study can increase students' learning motivation and cognitive abilities possessed by students (Muqtadir et al., 2024; Novitasari & Rahman, 2023). In addition to being carried out at school, this literacy habituation activity is also carried out at the KKN post, this aims to enable students to bring literacy habits applied at school to be carried out in their home environment.

Figure 1. Literacy habituation activities outside the classroom

Figure 2. Literacy habituation activities in the classroom

**Figure 3.** Literacy habituation activities at KKN

In addition to literacy habituation, numeracy habituation is carried out by inviting all students to learn to count using the help of songs with the theme of counting. This numeracy habituation activity is specifically for low-grade students who often experience difficulties in counting. Using the method of singing with

numbers can improve students' numeracy ability and (Rahmayani, 2023). The implementation of literacy and numeracy habituation is interspersed with fun activities and packed with play activities. In optimizing literacy and numeracy, students are also given book prizes as appreciation and efforts to make students more fond of reading.


Figure 4. Book distribution activities

The third stage, namely the evaluation stage, is carried out after the program runs for a while. Based on the visits made after the literacy and numeracy program was implemented, we found that there was an increase in literacy and numeracy in the school. This was conveyed directly by the school who stated that literacy and numeracy habituation activities with a fun learning approach can increase students' interest. In addition, students revealed that they became more fond of reading. This can be seen in the chart of the number of library visits The running of the literacy and numeracy habituation program with the fun learning approach is indicated by the involvement of the school and teachers who are always active in implementing and continuing the fun learning approach. The running of the student literacy and numeracy program with this fun learning approach has an impact on increasing the number of student visits to the school library, this can be seen in the table of the number of student visits to the library in grades 4 and 5 below.
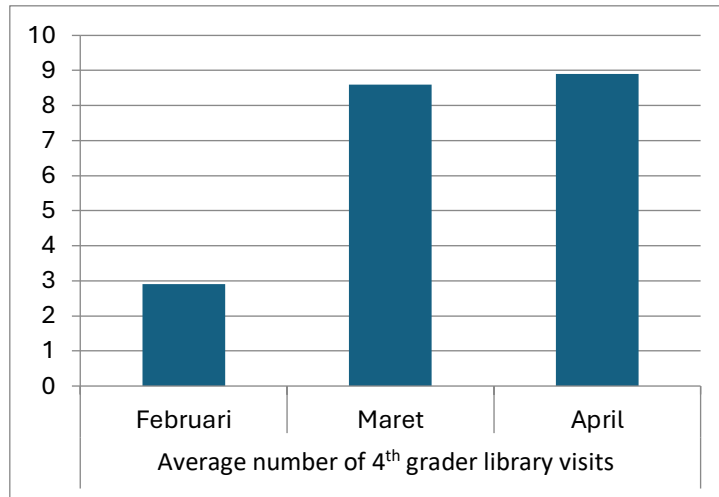
Figure 5. 4th Grade Library Visit Chart
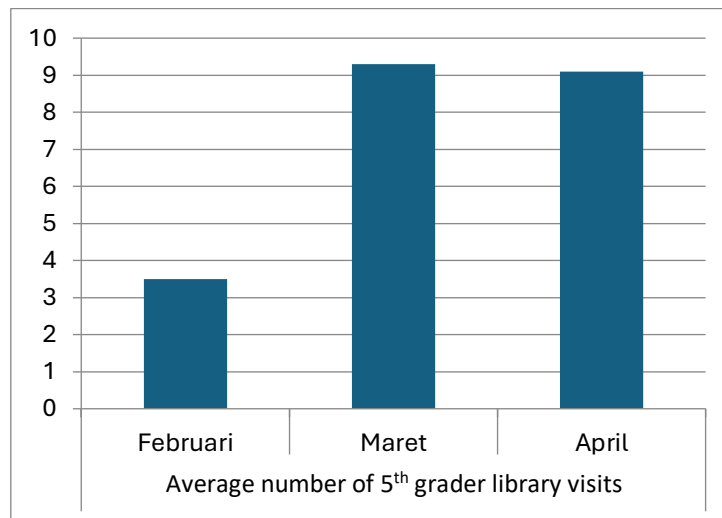
Figure 6. 5th Grade Library Visit Chart

Based on the chart image above, it can be seen that before the implementation of the program, the number of visits to the library of grade 4 and grade 5 students had an average of only 2 and 3 visits per month, namely in February. However, the teacher revealed that after the implementation of the literacy and numeracy habituation program using the fun learning approach, the number of visits to the school library in grades 4 and 5 increased, namely with an average of 8 visits per month in March and April for grade 4, and an average of 9 visits per month in March and April for grade 5. This proves that the use of this

fun learning approach has a good impact on encouraging students' literacy and numeracy habits.

One of the teachers revealed that not only during the habituation of literacy and numeracy the fun learning approach is used, but also during classroom learning. In addition to improving literacy and numeracy skills, fun learning can also instill important life skills such as teamwork, adaptability, and resilience. Fun learning not only equips students with the foundational skills needed for academic success, but it also fosters curiosity, creativity, and a passion for lifelong learning. By integrating fun learning into an educational framework, we can foster a generation of empowered individuals who are ready to make meaningful contributions to society.

CONCLUSION

Problems related to the lack of literacy and numeracy skills in students found at SDN Gunung Sunda are just a few of the problems regarding literacy and numeracy in Indonesia. The fun learning approach is an alternative that teachers can use to overcome these problems. KKN Universitas Nusaputra runs a literacy and numeracy improvement program using a fun learning approach and is carried out in three stages, namely planning, implementation and evaluation. The results obtained are that students are more fond of reading and motivated in terms of literacy and numeracy using a fun learning approach.

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