Implementation of Transformative Learning to Improve Primary School Students' Literacy and Numeration Skills in 8th Teaching Campus Program

Dwi Ivayana Sari[1], Parrohah[2]

[1,2]STKIP PGRI Bangkalan, Jl. Soekarno Hatta No. 52 Bangkalan, Indonesia

ABSTRACT: The literacy and numeracy program was the main program in implementation of 8th teaching campus at Alas Kembang 2 Bangkalan State Elementary School, East Java, Indonesia. Based on results of initial observations and pretests of the minimum competency assessment, the literacy and numeracy abilities of 5th students at the Alas Kembang 2 Bangkalan State Elementary School were low. This was because the learning process was not supported by student experience. Transformative learning through experience (experiential learning) was one solution to improve literacy and numeracy skills. This was because students will have different backgrounds, learning styles, motivations and needs and students will be motivated to learn if what they learn can be applied immediately. The aim of this research was to describe the improvement in literacy and numeracy skills of 5th students through implementation of transformative learning at the Alas Kembang 2 Bangkalan State Elementary School. Data analysis was carried out using percentages. If the posttest results of the Minimum Competency Assessment were greater than the posttest results of the Minimum Competency Assessment, then the student's literacy and numeracy skills were increase. The results of this research show that transformative learning through experience (experiential learning) can improve the literacy and numeracy skills of 5th students at the Alas Kembang 2 Bangkalan State Elementary School. This learning can be used as input for teachers in developing elementary school students' literacy and numeracy skills.

KEYWORDS: Numeracy literacy, Transformational learning, 8th teaching campus

INTRODUCTION

The 8th teaching campus program is one of the government's programs in realizing the Independent Learning – Independent Campus program. This program provides opportunities for students to learn outside the classroom by providing assistance to teachers and education staff at the basic education level. According to Setyadi, et al (2021), campus teaching is a strategic effort from the Ministry of Education and Culture that must be welcomed in the field. This is because teaching campuses play a role in making literacy and numeracy a success for Indonesian education. This program can be taken by students from all study programs at universities. Students contribute directly to advancing basic education in all schools in Indonesia, especially in frontier, outermost and underdeveloped areas. .

One of the target schools for the 8th teaching campus is the Alas Kembang 2 Bangkalan State Elementary School. The 8th campus teaching activity will be carried out for approximately 4 months, starting 9 September 2024 and will end on 28 December 2024. The 8th teaching campus activities include: literacy and numeracy activities, technology adaptation and school administration. This activity is the main program launched by the Ministry of Research, Technology and Higher Education.

Among the three main programs, literacy and numeracy activities are the most important programs. This is because literacy and numeracy skills are the minimum abilities that children must have in order to carry out the learning process and become a guide to facing the industrial revolution 4.0 era towards society 5.0 era.

In the 4.0 era, human resources are needed who have high competency, skills, character and literacy abilities. This is in accordance with the opinion of Herawan (2019) who states that literacy and numeracy aim to apply reasoning to each individual. Literacy and numeracy are basic competencies needed by students to analyze reading and numbers in various contexts, so that literacy and numeracy become the most important units for facing daily problems and responding to 21st century challenges.

Literacy and numeracy are two basic skills that are very important in improving the quality of education. Literacy is the ability to write, read and understand language effectively, while numeracy is the ability to count, understand and apply number concepts (Widiansyah & Fitriansyah 2022). Quality education requires strong literacy and numeracy skills. Good literacy and numeracy enable students to understand the information received, complete assigned tasks, and develop critical thinking. This is in accordance with the opinion of Diana & Saputri (2021).

Beside that, literacy and numeracy skills are also important in everyday life. Literacy helps someone to be able to good communicate, manage and understand information. Meanwhile, numeracy helps someone to understand calculations correctly and solve problems with mathematical thinking (Ekawati & Wahyuni, 2022). Thus, literacy and numeracy are very important in improving education, because these two skills help students to acquire more complex skills and knowledge in the future. Therefore, the role of literacy and numeracy is very important in realizing quality education.

However, based on initial observations carried out by the 8th teaching campus student team, it was found that the literacy and numeracy abilities of students at the Alas Kembang 2 Bangkalan State Elementary School were relatively low. This is caused by a lack of motivation, independence, and learning patterns that do not encourage children to carry out learning activities. So students don't understand the material, especially numeracy material. In fact, according to Sari (2021) Elementary School (SD) is the level where children begin to know several concepts in mathematics, because at the elementary school level, children's thinking is at the concrete and even semi-formal stage. This problem is the duty and responsibility of students at the 8th teaching campus to help the target school (the Alas Kembang 2 Bangkalan State Elementary School) in improving literacy skills and numeracy.

Based on the problems that have been described, one method to overcome the weaknesses in literacy and numeracy of elementary school students at the Alas Kembang 2 Bangkalan State Elementary School is through the implementation of transformative learning. Transformative learning theory was developed by Jack Mezirow, a Professor of Adult and Continuing Education in America, who stated that a constructivist orientation explains how students interpret their experiences, centered on building meaning and then learning (Nur, 2020). Transformative learning according to Fitriana and Ridlwan (2021) is the process of influencing change in a concrete frame of reference. Meanwhile, according to Marbun (2022), transformative learning is an approach, method and strategy for teaching and learning, not just the transfer of knowledge, but a relationship between teachers and students that produces positive values and has an impact on the development of knowledge and changes in character.

Marbun (2022) further stated that there are 3 transformative learning strategies that can be used by educators, namely (1) interactive learning strategies, (2) learning strategies through experience and (3) independent learning strategies. (1) Interactive learning strategies refer to forms of discussion and sharing between students, (2) experiential learning strategy through experience using an inductive sequence form, student-centered and activity-oriented. The emphasis in learning strategies through experience is the learning process, not the learning outcomes. (3) Independent learning strategies aim to build individual initiative, independence and self-improvement. The focus is on planning independent learning by students.

However, based on the three learning strategies above, a transformative learning strategy that is suitable for grade 5 students is an experiential learning strategy. This is because experiential learning will bring students into the context that exists around them. This is in accordance with the opinion of Fitriana and Ridlwan (2021) who explain that in transformative learning, the experience that students have is very important, because with a lot of experience they will have different backgrounds, learning styles, motivations and needs and they will motivated to learn if what is learned can be immediately applied.

Based on the explanation above, the aim of this research is to describe the improvement in literacy and numeracy skills of 5th students through the implementation of transformative learning at the Alas Kembang 2 Bangkalan State Elementary School.

METHOD

This eighth campus teaching activity was carried out at the Alas Kembang 2 Bangkalan State Elementary School. In this activity, transformative learning was implemented in 5th grade. Data collection began September 17-December 20 2024. The following were the research stages.

1. The First Stage (Activity Design)
   a. Initial observations with the aim of describing the initial condition of 5th grade students at the Alas Kembang 2 Bangkalan State Elementary School, especially the students' literacy and numeracy skills.
   b. Prepare a pretest instrument in the form of Minimum Competency Assessment questions
   c. Prepare equipment/devices during the Minimum Competency Assessment pretest activities
   d. Prepare a Transformative Learning Implementation Plan, along with learning media that supports its implementation
   e. Prepare a posttest instrument in the form of Minimum Competency Assessment questions
   f. Prepare equipment/devices during the Minimum Competency Assessment posttest activities

2. The Second Stage (Implementation)
   a. Implementation of the Minimum Competency Assessment pretest
   b. Implementation of learning transformative in 5th grade for 4 weeks
   c. Implementation of midtest
   d. Implementation of learning transformative in 5th grade for 4 weeks
   e. Implementation of the Minimum Competency Assessment posttest
3. The Third Stage (Evaluation)
   Data analysis was carried out using percentages. If the posttest results of the Minimum Competency Assessment were greater than the posttest results of the Minimum Competency Assessment, then the student's literacy and numeracy skills were increase.

RESULTS AND DISCUSSION

The research implementation began with initial data collection in the form of a Minimum Competency Assessment pretest which was carried out on 17 – 21 September 2024. The Minimum Competency Assessment Pretest is carried out for 1 week due to several obstacles such as weak signals, limited laptop devices, and other obstacles

After the results of the Minimum Competency Assessment pretest were obtained, the author created an appropriate learning plan for class 5 of Alas Kembang 2 Bangkalan State Elementary School. This activity will be held from 30 September – 5 October 2024. The author's activities were reading several articles, learning method books, and other reading sources. Finally, transformative learning is obtained using experiential learning strategies. The learning process was not only carried out in the classroom, but was implemented outside the classroom. Learning media was also provided by the team. The implementation of transformative learning can be seen in the following figure.

Figure 1. Basic multiplication numeration activities carried out outdoors

Transformative learning using experiential learning strategies was not only in the form of experimental learning in class, but the questions given were mathematical problems in everyday life in the student's context. This was in accordance with the opinion of Nudiati & Sudiapermana (2020) who state that one of the literacy movements was numeracy literacy which aims to increase knowledge and skills in using various kinds of numbers and symbols related to basic mathematics to solve practical problems in

everyday life then analyzing information displayed in various forms and interpreting the results of the analysis to predict and make decisions. Transformative learning using experiential learning strategies will be implemented from 7 October – 2 November 2024.

However, the midtest was carried out to reflect on the shortcomings of implementing transformative learning. Midtest will be held on 4 – 5 November 2024. The results of the midtest showed that the teacher carried out learning in a monotonous manner, did not motivate students enough, the media used was not suitable for experiential learning, and the questions given had to be in accordance with the material taught at the meeting.

Based on the shortcomings above, a transformative learning process was carried out on November 11–December 7 2024. The learning process in the second learning cycle is carried out by correcting the shortcomings in the first learning cycle, as well as maintaining the advantages in the first learning cycle.

After transformative learning is carried out, a post-test Minimum Competency Assessment will be carried out on December 9 - 14 2024. Table 1 and Table 2 below show a comparison of the pretest results and posttest results of the Minimum Competency Assessment of literacy skills for 5th grade students at Alas Kembang 2 Bangkalan State Elementary School.

Table 1. Minimum Competency Assessment Pretest Results (Literacy Ability)

No	Question Form	Competence	Number of Students	The Number of Students Who Answered Correctly	Percentage of Students Answering Correctly
1	Multiple choice	Finding explicit information (who, when, where, why, how) in fiction texts continues to increase according to level.	6	3	50%
2	Matching	Find explicit information (who, when, where, why, how) in fiction texts that continue to increase according to level.	6	3	50%
3	Complex multiple choice	Finding explicit information (who, when, where, why, how) in fiction texts continues to increase according to level.	6	2	33%
4	Multiple choice	Find explicit information (who, when, where, why, how) in fiction texts that continue to increase according to level.	6	3	50%
5	True or false	Find explicit information (who, when, where, why, how) in fiction texts that continue to increase according to level.	6	2	33%
6	True or false	Find explicit information (who, when, where, why, how) in fiction texts that continue to increase according to level.	6	4	67%
7	Multiple choice	Assess the suitability between illustrations and the content of the fictional text increases according to the level.	6	3	50%

International Journal of Current Science Research and Review

ISSN: 2581-8341

Volume 08 Issue 01 January 2025

DOI: 10.47191/ijcsrr/V8-i1-13, Impact Factor: 7.943

IJCSRR @ 2025

www.ijcsrr.org

8	Matching	Inferring the feelings and haracteristics of characters as well as other intrinsic elements such as the setting of the story, events in the story based on detailed information in the fictional text which continues to increase according to the level.	6	3	50%
9	True or false	Develop inferences (conclusions) related to the content of the text to determine what something is comments/questions/statements relevant to the content of the text in fiction texts.	6	5	83%
10	Multiple choice	Relate the contents of fictional texts to personal experiences according to the level.	6	4	67%
11	True or false	Identify and explain problems faced by story characters in fictional texts according to their level.	6	5	83%
12	Complex multiple choice	Find explicit information (who, when, where, why, how) in information texts that continue to increase according to level.	6	3	50%
13	Multiple choice	Find explicit information (who, when, where, why, how) in information texts that continue to increase according to level.	6	3	50%
14	Complex multiple choice	Find explicit information (who, when, where, why, how) in information texts that continue to increase according to level.	6	3	50%
15	Matching	Find explicit information (who, when, where, why, how) in information texts that continue to increase according to level.	6	2	33%
16	Multiple choice	Find explicit information (who, when, where, why, how) in information texts that continue to increase according to level.	6	3	50%
17	Complex multiple choice	Assess the suitability of the illustrations with the content of the informational text increases according to the level.	6	4	67%

International Journal of Current Science Research and Review

ISSN: 2581-8341

Volume 08 Issue 01 January 2025

DOI: 10.47191/ijcsrr/V8-i1-13, Impact Factor: 7.943

IJCSRR @ 2025

www.ijcsrr.org

18	True or false	Explains the main idea and several supporting ideas in informational texts that continue to increase according to level.	6	1	17%
19	True or false	Explains the main idea and several supporting ideas in informational texts that continue to increase according to level.	6	3	50%
20	Complex multiple choice	Explains the main idea and several supporting ideas in informational texts that continue to increase according to level.	6	0	0%

Based on Table 1 above, it can be seen that of the 20 questions, there were only 15 questions where 50% or more of the students answered correctly, namely 50% of students answered question number 1 correctly, 50% of students answered question number 2 correctly, 50% of students answered question number 4 correctly, 67% of students answered question number 6 correctly, 50% of students answered question number 7 correctly, 50% of students answered question number 8 correctly, 83% of students answered question number 9 correctly, 67% of students answered question number 10 correctly, 83% of students answered question number 11 correctly, 50% of students answered question number 12 correctly, 50% of students answered question number 13 correctly, 50% of students answered question number 14 correctly, 50% of students answered question number 16 correctly, 67% of students answered question number 17 correctly and 67% of students answered question number 19 correctly.
Furthermore, the results of the posttest assessment of minimum competency can be seen in Table 2 below.

Table 2. Minimum Competency Assessment Posttest Results (Literacy Ability)

No	Question Form	Competence	Number of Students	The Number of Students Who Answered Correctly	Percentage of Students Answering Correctly
1	Multiple choice	Finding explicit information (who, when, where, why, how) in fiction texts continues to increase according to level.	6	6	100%
2	Matching	Find explicit information (who, when, where, why, how) in fiction texts that continue to increase according to level.	6	5	83%
3	Complex multiple choice	Finding explicit information (who, when, where, why, how) in fiction texts continues to increase according to level.	6	5	83%
4	Multiple choice	Find explicit information (who, when, where, why, how) in fiction texts that continue to increase according to level.	6	4	67%
5	True or false	Find explicit information (who, when, where, why, how) in	6	5	83%

		fiction texts that continue to increase according to level.			
6	True or false	Find explicit information (who, when, where, why, how) in fiction texts that continue to increase according to level.	6	6	100%
7	Multiple choice	Assess the suitability between illustrations and the content of the fictional text increases according to the level.	6	3	50%
8	Matching	Inferring the feelings and haracteristics of characters as well as other intrinsic elements such as the setting of the story, events in the story based on detailed information in the fictional text which continues to increase according to the level.	6	6	100%
9	True or false	Develop inferences (conclusions) related to the content of the text to determine what something is comments/questions/statements relevant to the content of the text in fiction texts.	6	6	100%
10	Multiple choice	Relate the contents of fictional texts to personal experiences according to the level.	6	6	100%
11	True or false	Identify and explain problems faced by story characters in fictional texts according to their level.	6	2	33%
12	Complex multiple choice	Find explicit information (who, when, where, why, how) in information texts that continue to increase according to level.	6	6	100%
13	Multiple choice	Find explicit information (who, when, where, why, how) in information texts that continue to increase according to level.	6	3	50%
14	Complex multiple choice	Find explicit information (who, when, where, why, how) in information texts that continue to increase according to level.	6	4	67%

15	Matching	Find explicit information (who, when, where, why, how) in information texts that continue to increase according to level.	6	5	83%
16	Multiple choice	Find explicit information (who, when, where, why, how) in information texts that continue to increase according to level.	6	2	33%
17	Complex multiple choice	Assess the suitability of the illustrations with the content of the informational text increases according to the level.	6	3	50%
18	True or false	Explains the main idea and several supporting ideas in informational texts that continue to increase according to level.	6	5	83%
19	True or false	Explains the main idea and several supporting ideas in informational texts that continue to increase according to level.	6	5	83%
20	Complex multiple choice	Explains the main idea and several supporting ideas in informational texts that continue to increase according to level.	6	2	33%

Based on Table 2 above, it can be seen that of the 20 questions, there were 18 questions where 50% or more of the students answered correctly, namely 100% of students answered question number 1 correctly, 83% of students answered question number 2 correctly, 83% of students answered question number 3 correctly, 67% of students answered question number 4 correctly, 83% of students answered question number 5 correctly, 100% of students answered question number 6 correctly, 50% of students answered question number 7 correctly, 100% of students answered question number 8 correctly, 100% of students answered question number 9 correctly, 100% of students answered question number 10 correctly, 100% of students answered question number 12 correctly, 50% of students answered question number 13 correctly, 67% of students answered question number 14 correctly, 83% of students answered question number 15 correctly, 50% of students answered question number 17 correctly, 83% of students answered question number 18 correctly and 83% of students answered question number 19 correctly.

Based on the results of the pretest and posttest assessment of minimum competency (literacy skills), it was found that there was an increase in the number of questions answered correctly by 50% and above of the total number of students. This shows that the literacy skills of 5th grade students at Alas Kembang 2 Bangkalan State Elementary School increased after implementing transformative learning.

Table 3 and Table 4 below show a comparison of the pretest results and posttest results of the minimum competency assessment (numeracy ability) of grade 5 students at Alas Kembang 2 Bangkalan State Elementary School.

Table 3. Minimum Competency Assessment Pretest Results (Numeracy Ability)

No	Question Form	Competence	Number of Students	The Number of Students Who Answered Correctly	Percentage of Students Answering Correctly
1	Matching	Solve simple equations using multiplication/division operations only (in the form child friendly).	6	0	0%
2	True or false	Solve simple equations using multiplication/division operations only (in the form child friendly).	6	1	17%
3	Complex multiple choice	Solve simple equations using multiplication/division operations only (in the form child friendly).	6	2	33%
4	Multiple choice	Solve simple equations using multiplication/division operations only (in the form child friendly).	6	2	33%
5	Complex multiple choice	Recognize simple number patterns and continue those patterns.	6	0	0%
6	True or false	Recognize simple number patterns and continue those patterns.	6	1	17%
7	Multiple choice	Using addition/ subtraction/ multiplication/ division of two whole numbers (max. six digits), including calculating the square of a whole number (max. three digits).	6	1	17%
8	Complex multiple choice	Using addition/ subtraction/ multiplication/ division of two whole numbers (max. six digits), including calculating the square of a whole number (max. three digits).	6	0	0%
9	True or false	Understand fractions and positive mixed fractions with one or two digit denominators (e.g. 5/12, 2⅗).	6	0	0%
10	Complex multiple choice	Understand fractions and positive mixed fractions with one or two digit denominators (e.g. 5/12, 2⅗).	6	0	0%
11	Complex multiple choice	Calculating the perimeter and area of a rectangle if the length and width are known, and calculating the length or width if the area/perimeter is known and is wrong one side.	6	1	17%

12	True or false	Get to know the standard units for length/distance (km, m, cm, mm), weight (gr, kg), time (seconds, minutes, hours)	6	1	17%
13	True or false	Using addition/ subtraction/ multiplication/ division of two whole numbers (max. six digits), including calculating the square of a whole number (max. three digits).	6	2	33%
14	Complex multiple choice	Using addition/ subtraction/ multiplication/ division of two whole numbers (max. six digits), including calculating the square of a whole number (max. three digits).	6	3	50%
15	Multiple choice	Understand whole numbers (max. six numbers) (includes number symbols, place value concept - generalization)	6	0	0%
16	Complex multiple choice	Understand whole numbers (max. six numbers) (includes number symbols, place value concept - generalization)	6	0	0%
17	True or false	Comparing two fractions, including comparing fractions and numbers chopped.	6	3	50%
18	Multiple choice	Comparing two fractions, including comparing fractions and numbers chopped.	6	2	33%
19	True or false	Calculate the perimeter and area of a rectangle if the length and width are known, and calculate the length or width if the area/perimeter and one side are known.	6	2	33%
20	Complex multiple choice	Calculate the perimeter and area of a rectangle if the length and width are known, and calculate the length or width if the area/perimeter and one side are known.	6	1	17%

Based on Table 3 above, it can be seen that of the 20 questions, there were only 15 questions where 50% or more of the students answered correctly, namely 50% of students answered question number 14 correctly and 50% of students answered question number 17 correctly.

Furthermore, the results of the posttest assessment of minimum competency can be seen in Table 4 below.

Table 4. Minimum Competency Assessment Posttest Results (Numeracy Ability)

No	Question Form	Competence	Number of Students	The Number of Students Who Answered Correctly	Percentage of Students Answering Correctly
1	Matching	Solve simple equations using multiplication/division operations only (in the form child friendly).	6	5	83%
2	True or false	Solve simple equations using multiplication/division operations only (in the form child friendly).	6	5	83%
3	Complex multiple choice	Solve simple equations using multiplication/division operations only (in the form child friendly).	6	5	83%
4	Multiple choice	Solve simple equations using multiplication/division operations only (in the form child friendly).	6	6	100%
5	Complex multiple choice	Recognize simple number patterns and continue those patterns.	6	2	33%
6	True or false	Recognize simple number patterns and continue those patterns.	6	6	100%
7	Multiple choice	Using addition/ subtraction/ multiplication/ division of two whole numbers (max. six digits), including calculating the square of a whole number (max. three digits).	6	6	100%
8	Complex multiple choice	Using addition/ subtraction/ multiplication/ division of two whole numbers (max. six digits), including calculating the square of a whole number (max. three digits).	6	4	67%
9	True or false	Understand fractions and positive mixed fractions with one or two digit denominators (e.g. 5/12, 2⅗).	6	4	67%
10	Complex multiple choice	Understand fractions and positive mixed fractions with one or two digit denominators (e.g. 5/12, 2⅗).	6	5	83%
11	Complex multiple choice	Calculating the perimeter and area of a rectangle if the length and width are known, and calculating the length or width if the area/perimeter is known and is wrong one side.	6	6	100%

International Journal of Current Science Research and Review

ISSN: 2581-8341

Volume 08 Issue 01 January 2025

DOI: 10.47191/ijcsrr/V8-i1-13, Impact Factor: 7.943

IJCSRR @ 2025

www.ijcsrr.org

12	True or false	Get to know the standard units for length/distance (km, m, cm, mm), weight (gr, kg), time (seconds, minutes, hours)	6	3	50%
13	True or false	Using addition/ subtraction/ multiplication/ division of two whole numbers (max. six digits), including calculating the square of a whole number (max. three digits).	6	5	83%
14	Complex multiple choice	Using addition/ subtraction/ multiplication/ division of two whole numbers (max. six digits), including calculating the square of a whole number (max. three digits).	6	4	67%
15	Multiple choice	Understand whole numbers (max. six numbers) (includes number symbols, place value concept - generalization)	6	4	67%
16	Complex multiple choice	Understand whole numbers (max. Six numbers) (includes number symbols, place value concept - generalization)	6	4	67%
17	True or false	Comparing two fractions, including comparing fractions and numbers chopped.	6	6	100%
18	Multiple choice	Comparing two fractions, including comparing fractions and numbers chopped.	6	4	67%
19	True or false	Calculate the perimeter and area of a rectangle if the length and width are known, and calculate the length or width if the area/perimeter and one side are known.	6	5	83%
20	Complex multiple choice	Calculate the perimeter and area of a rectangle if the length and width are known, and calculate the length or width if the area/perimeter and one side are known.	6	5	83%

Based on Table 3 above, it can be seen that of the 20 questions, there were 19 questions where 50% or more of the students answered correctly, namely 83% of students answered question number 1 correctly, 83% of students answered question number 2 correctly, 83% of students answered question number 3 correctly, 100% of students answered question number 4 correctly, 100% of students answered question number 6 correctly, 100% of students answered question number 7 correctly, 50% of students answered question number 8 correctly, 67% of students answered question number 9 correctly, 83% of students answered question number 10 correctly, 100% of students answered question number 11 correctly, 50% of students answered question number 12 correctly, 83% of students answered question number 13 correctly, 67% of students answered question number 14 correctly, 67% of students answered question number 15 correctly, 67% of students answered question number 16 correctly, 100% of students answered question number 17 correctly, 67% of students answered question number 18 correctly, 83% of students answered question number 19 correctly, and 83% of students answered question number 20 correctly.

Based on the results of the pretest and posttest assessment of minimum competency (numeracy skills), it was found that there was an increase in the number of questions answered correctly by 50% and above of the total number of students. This shows that the numeracy skills of 5th grade students at Alas Kembang 2 Bangkalan State Elementary School increased after implementing transformative learning. This is in accordance with the opinion of Fitriana & Ridlwan (2021) who state that the concept of transformative learning based on contextual literacy and numeracy aims to increase literacy related to students' daily lives through story problems. This learning gives students the opportunity to engage with real problems in a variety of different contexts, so that they can consolidate and expand basic numeracy skills. Furthermore, Sari & Sari (2019) said that elementary school students are very motivated by learning that is appropriate to their experience, according to the context. Sari, Hefi, Rosida (2023) stated that students need consistent habituation from their learning experiences.

CONCLUSIONS

In order to improve the literacy and numeracy skills of 5th grade elementary school students, this can be done by implementing transformative learning using experiential learning strategies. This is because through experimental activities students are able to have experience and motivate themselves to learn. Story questions in everyday life are also able to motivate students to learn, because the questions given are appropriate to the student's context. Campus teaching activities are always held once every semester. This transformative learning can be applied by the KM team to improve students' literacy and numeracy skills.

REFERENCES

1. Diana, H. A., & Saputri, V. (2021). Model Project Based Learning Terintegrasi STEAM terhadap Kecerdasdan Emosionla dan Kemampuan Berpikir Kritis Siswa Berbasis Soal Numerasi. *Numeracy*, *8*(2), 113-127.
2. Ekawati, R., Firdaus, F. & Wahyuni, Y. S. (2022). Pentingnya Literasi Numerasi dalam Kehidupan Sehari-hari Bersama Radia RRI. *Menara Pengabdian. 2*(2), 46-52.
3. Fitriana, E., Ridlwan, M. K. (2021). Pembelajaran Transformatif Berbasis Literasi dan Numerasi di Sekolah Dasar. *Trihayu: Jurnal Pendidikan Ke-SD-an*, *8*(1), 1284-1291.
4. Herawan, E. (2022). Literasi Numerasi di Era Digital bagi Pendidik Abad 21. *Prosiding Seminar Nasional Pendidikan Sultan Agung IV*, 23-32.
5. Marbun, P. (2019). Strategi Pembelajaran Transformatif. *Diegesis: Jurnal Teologi*, *4*(2), 41-49.
6. Nur, I. R. D. (2020). Pembelajaran Transformatif Berbasis Storytelling Sebagai Salah Satu Alternatif Pembelajaran pada Anak di Era Pandemic Covid-19. *Prosiding Seminar Nasional Matematika dan Pendidikan Matematika (Sesiomadika) 2020*, *3*(1), 8-18.
7. Sari, D.I., (2021). Aspek-Aspek Berpikir Probabilistik Siswa Sekolah Dasar (SD). *APOTEMA: Jurnal Program Studi Pendidikan Matematika*, *7*(1), 12-34
8. Sari, D.I., Rusnita, H.D., Rosida, L. (2023). Pendampingan Belajar Menggunakan Majalah Cilukba untuk Kemampuan Literasi dan Numerasi siswa di SD Negeri Sepulu 1. *Jurnal Edukasi Pengabdian Masyarakat*, *2*(4), 252-258
9. Sari, D. I., Sari, Nurmawati. (2019). Pengembangan perangkat pembelajaran berbasis realistic mathematics education pada materi aritmatika sosial. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, *8*(2), 310-322
10. Setyadi, Y. D., Wulandari, D., Lestari, L. D., Meliasari, W. O., Sari, I. N. (2021). Peran Mahasiswa Kampus Mengajar 2 Sebagai "Agent of Change and Social Control". *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, *5*(6), 1542-1547
11. Widiansyah, A., & Fitriansyah, F. (2022). Implementasi Kampus Mengajar melalui Program Literasi dan Numerasi dalam Meningkatkan Mutu Pendidikan di Sekolah Dasar. *Prosiding Seminar Nasional Penelitian LPPM UMJ*, 1-8