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MI Teacher's Strategy in Improving Numeracy Literacy: A Literature Analysis of Elementary Mathematics Learning Practices

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Abstract: This study aims to explore Madrasah Ibtidaiyah (MI) teachers' strategies in improving numeracy literacy through basic mathematics learning practices. Using a library research approach with an integrative literature review method, this study analyzed various scientific sources from Google Scholar, Scispace, DOAJ, and Scopus databases. The articles reviewed were selected based on their relevance to the themes of numeracy literacy, basic mathematics learning strategies and the context of Islamic education at the primary level, with publications between 2015 and 2024. Data were analyzed using thematic analysis to identify patterns of effective strategies. The results showed that effective strategies include continuous training for teachers, integration of digital technology, use of contextual approaches, and strengthening collaboration between schools, parents and communities. In addition, the integration of Islamic values in mathematics learning is proven to increase students' motivation and understanding. This study recommends the development of teacher training based on local context and technology and further research on the effectiveness of home and school collaboration in strengthening numeracy. The findings are expected to be a strategic reference for educators, curriculum developers and policy makers in improving the quality of basic education in the madrasah environment.

Keywords: Numeracy Literacy, Teacher Strategies, Madrasah Ibtidaiyah, Mathematics Learning, Integrative Literature Review.

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A. INTRODUCTION

Numeracy literacy is an individual's ability to understand, use and analyze numerical information in various life contexts. In the context of basic education, numeracy literacy is an important foundation for students to develop logical thinking and problem solving skills. According to Maghfiroh et al. (2021), numeracy literacy not only includes the ability to count, but also involves understanding mathematical concepts and their application in everyday life. Similarly, Muliantara and Suarni (2024) emphasized that numeracy literacy must be integrated into cross-subject learning so that students are able to understand the interconnectedness of concepts thoroughly and contextually.

Teachers have a central role in improving students' numeracy literacy in Madrasah Ibtidaiyah (MI). Research by Faadhilaha et al. (2024) showed that the integration of Islamic values in mathematics learning can increase students' motivation and understanding of mathematical concepts in a more meaningful way. In addition, innovative approaches such as the educational game method are also considered effective in building basic numeracy skills in MI students (Ministry of Education, Culture, Research and Technology, 2023). Another

learning strategy is the Problem-Based Learning approach, which according to Fitrah and Kusnadi (2022) can train students' critical thinking and problem-solving skills actively from an early age.

Effective basic mathematics learning practices in MI involve the use of concrete media and contextual approaches. The Indonesian Ministry of Religious Affairs (2023) emphasizes the importance of using learning media that are meaningful and relevant to students' lives in improving numeracy competency assessment results. In addition, problem-based approaches as developed by Fitrah and Kusnadi (2022) can improve students' conceptual understanding and mathematical logic. The integration of Islamic values in mathematics learning is also an important aspect, as expressed by Puspita (2024), to provide religious as well as contextual meaning in understanding numerical concepts.

Although various strategies have been implemented, there are still challenges in improving numeracy literacy in MI. According to Muliantara and Suarni (2024), teachers' low understanding of the concept of numeracy literacy and the lack of learning resources are the main obstacles in strengthening students' numeracy skills. Maghfiroh et al. (2021) also mentioned that the integration of the realistic approach in numeracy learning has not been fully utilized optimally by educators. Meanwhile, Faadhilaha et al. (2024) underlined that the integration of Islamic values in mathematics learning requires an appropriate pedagogical approach so as not to obscure the mathematical concept itself.

Overcoming these challenges requires collaborative strategies involving teachers, curriculum developers and education stakeholders. The Ministry of Education, Culture, Research and Technology (2023) recommends strengthening teachers' capacity through numeracy literacy training based on real-life contexts. Fitrah and Kusnadi (2022) emphasized the importance of implementing contextual learning models that integrate problem solving and character values. On the other hand, Faadhilaha et al. (2024) emphasized the importance of curriculum development that explicitly integrates Islamic values in mathematics learning to suit the characteristics of madrasah students.

From various studies that have been reviewed, it appears that teachers' strategies in improving numeracy literacy in MI involve the use of innovative and contextual learning methods. However, there is still a gap in terms of effective implementation, especially related to teachers' understanding and integration of Islamic values in mathematics learning. The novelty of this study lies in the comprehensive analysis of teachers' strategies in improving numeracy literacy through effective and contextualized basic mathematics learning practices in MI. The purpose of this study is to analyze MI teachers' strategies in improving numeracy literacy and formulate recommendations for effective basic mathematics learning practices to support the improvement of students' numeracy literacy.

B. METHOD

This study uses a library research approach with an integrative literature review method, which aims to explore and synthesize the strategies of Madrasah Ibtidaiyah (MI) teachers in improving numeracy literacy through basic mathematics learning practices. This approach allows researchers to gather empirical evidence from various scientific sources, identify strategic patterns that have been applied in learning contexts, and develop evidence-based recommendations. As described by Snyder (2019), integrative reviews are useful for summarizing scattered knowledge in the literature, while building new perspectives in addressing emerging educational issues.

Data sources in this study were obtained from four trusted scientific databases, namely Google Scholar, Scispace, Directory of Open Access Journals (DOAJ), and Scopus. The search focused on articles relevant to the themes of numeracy literacy, basic mathematics teaching strategies, and learning practices at the MI level or equivalent basic education. Inclusion criteria included articles published between 2015 and 2024, in both Indonesian and English, that explicitly discussed teacher strategies or numeracy learning. Articles that were not peer-reviewed, not available for full access, or not thematically relevant were excluded from the analysis.

The literature search process was conducted using keywords such as "numeracy literacy teacher strategy", "mathematics instruction in elementary schools", "numeracy in Islamic primary education", and "Madrasah Ibtidaiyah mathematics pedagogy". The search was conducted by compiling a combination of keywords and Boolean operators (AND, OR) to expand the relevant results. After that, an initial screening process based on title and abstract was conducted, followed by a full reading of the selected articles to ensure their appropriateness to the focus of the study. Selected articles were then classified thematically, such as learning models, learning media, contextual numeracy approach, and learning outcome evaluation.

The data was analyzed using thematic analysis method, by identifying the main patterns, themes and strategies that emerged from various literature sources. To ensure validity, this study used sources from international and national indexed journals that have gone through a peer-review process. The literature selection and coding procedures were systematic and iterative to increase the reliability of the results. Content validity was also strengthened by comparing findings from various educational contexts, both national and international, so that the results of the analysis are able to provide a comprehensive and reliable picture.

C. RESULTS AND DISCUSSION

1. Teachers' Strategic Role in Promoting Numeracy Literacy in MI

The strategic role of teachers in promoting literacy and numeracy in Madrasah Ibtidaiyah (MI) is an important element for the development of students' basic skills. Teachers not only function as teachers, but also as facilitators who are able to create a learning environment that supports the improvement of literacy and numeracy skills. Along with the curriculum objectives that emphasize competency-based learning, teachers need to take various ways to develop efficient strategies and tools in teaching.First of all, teachers must have a good understanding of literacy and numeracy. Literacy includes students' ability to understand, analyze and apply information from various texts, while numeracy relates to the application of mathematical concepts in everyday life (Rahmasari, 2022). Therefore, training and developing teachers' abilities in creating literacy and numeracy-based questions and preparing appropriate learning tools is crucial. According to Musyrifah et al., the development of appropriate mathematics teaching materials can help teachers improve the quality of their teaching and enrich students' learning experiences (Musyrifah et al., 2022).

Furthermore, the importance of using technology in teaching literacy and numeracy cannot be ignored. Teachers are expected to utilize available technology to develop question banks based on literacy and numeracy, which is a challenge in many schools (Prayanti et al., 2023). Training that includes the utilization of various digital platforms such as Wordwall and Kahoot has shown a positive influence on teachers' ability to design questions that appeal to students (Prayanti et al., 2023). Thus, the integration of technology in education not only facilitates the delivery of materials but also increases student engagement in the learning process. In addition to training, ongoing mentoring is also needed to ensure teachers can continue to develop their competencies in teaching literacy and numeracy. Sriningsih revealed that ongoing mentoring can improve teachers' competence in developing lesson plans that meet literacy and numeracy needs (Sriningsih, 2023). Similar approaches are adopted by other educational institutions in their service programs where teachers are given direct support in implementing literacy and numeracy strategies in the classroom (Marlena et al., 2022; Suryanti et al., 2022).

In the context of implementation in MI, teachers need to develop varied and creative methods to increase students' interest and motivation in learning. An active and interactive learning approach is very helpful in creating a pleasant learning atmosphere. Meliyanti and Aryanto emphasize the importance of the teacher's role in inspiring students and creating a strong literacy culture in the school environment, so that learning becomes more meaningful for students (Meliyanti & Aryanto, 2022). This must be supported by the availability of adequate facilities and infrastructure to support literacy and numeracy activities in the classroom (Chamdani & Suryandari, 2022; Husniati et al., 2022). Overall, improving literacy and numeracy in MI is strongly related to teachers' efforts in developing their professionalism through training, the use of technology, as well as ongoing support from institutions. Therefore, initiatives from the government, such as the Kampus Mengajar program, aim to optimize literacy and numeracy learning in primary schools, and MI should be actively involved in this process to ensure that students get a quality education (Noerbella, 2022).

2. Basic Mathematics Learning Innovation to Strengthen Numeracy Literacy

Innovation in primary mathematics learning is essential for strengthening students' numeracy literacy. Through an integrated approach between learning motivation, teacher skills and the use of technology, we can create an environment that supports the improvement of numeracy literacy in primary school students. Research by Hasibuan et al. showed a positive relationship between motivation to learn mathematics and students' numeracy literacy level (Hasibuan et al., 2022). High motivation in learning mathematics contributes to students' ability to understand and apply numeracy literacy concepts in everyday life.The importance of teacher readiness in teaching literacy and numeracy is also a major focus. Lestari et al. emphasized that teachers who understand and are skilled in applying the TPACK (Technological Pedagogical Content Knowledge) concept can improve the quality of literacy and numeracy teaching (Lestari et al., 2023). In this effort, teacher competency training is essential, as exemplified by Marlena et al. who conducted a training program to improve teachers' understanding of literacy and numeracy (Marlena et al., 2022).

The Kampus Mengajar program is one of the innovative initiatives to strengthen basic education, especially in the 3T (frontier, remote and isolated) areas. According to Pardede et al., the program aims to improve students' literacy and numeracy knowledge and provide direct support through teaching in schools in need (Pardede et al., 2022). By involving students as facilitators, this activity can also foster a sense of leadership among students (Setiyawan et al., 2022). This is in line with the findings of Khalifatun et al. who underlined the importance of curriculum innovation to fit the needs of the times (Khalifatun et al., 2024).Innovations in learning media, such as the use of learning videos and educational games, also support the development of numeracy literacy. Prabowo showed that learning videos can improve student learning outcomes, while Chalik and Cahyani developed board games as a medium to support literacy and numeracy (Prabowo, 2022; Chalik & Cahyani, 2024). This method offers a fun and interactive approach for students, allowing them to be more involved in the learning process.

Furthermore, in a broader context, programs such as Kampus Mengajar not only improve literacy and numeracy, but also help in disseminating knowledge and best practices among teachers and students. Vitantri and Syafrudin reported that students' mathematical literacy skills in problem solving are still low, indicating the need to focus on teaching quality (Vitantri & Syafrudin, 2022). With the right approach in training and developing learning media, a significant improvement in students' literacy and numeracy skills is expected (Muliantara & Suarni, 2022).Finally, it is important to remember that collaborative elements in learning, such as support from parents, communities and educational institutions, strongly support the success of this learning innovation. By combining all these components, we can create a strong foundation in strengthening literacy and numeracy among primary school students, which are essential skills for their future.

3. Implementation Challenges and Recommendations for Strengthening Numeracy Literacy in MI

The implementation of strengthening literacy and numeracy in Madrasah Ibtidaiyah (MI) is faced with a number of complex challenges that require attention and support from various parties. One of the main challenges is the low readiness of teachers to teach literacy and numeracy. Research shows that teachers who are poorly trained and do not have an adequate understanding of the new curriculum will find it difficult to implement effective teaching strategies (Lestari et al., 2023). Kastrena et al. noted that there is a need for intensive training for teachers to improve their skills in teaching literacy and numeracy (Kastrena et al., 2024).Besides teachers' skills, another challenge is the limited educational resources that support literacy and numeracy teaching. In many MIs, facilities and teaching materials are still minimal, which results in a suboptimal learning process (Annisa et al., 2022). In line with this, research by Musyrifah et al. revealed that developing appropriate teaching materials is an important step to support effective teaching (Musyrifah et al., 2022). Therefore, it is important to strengthen cooperation between educational institutions, government and communities to provide the necessary resources.

Furthermore, a review conducted by Pamungkas et al. underlines the importance of community-based programs, such as the Teaching Campus Program, in improving literacy and numeracy among students (Pamungkas et al., 2023). The program not only provides educational support, but also creates student involvement in facilitating learning, which can bring new perspectives for students. The presence of university students as mentors can increase students' motivation and aspirations, thus fostering their passion for learning and better literacy skills (Jusmirad et al., 2023). Recommendations to address this challenge include improving training programs for teachers so that they are better equipped to implement various learning models. For example, the use of project-based learning has been shown to be effective in improving students' literacy and numeracy skills in MI, as revealed by Faridah et al. (Faridah et al., 2022). Schools are also advised to create a more interactive and fun learning environment, for example by using technology in learning, such as game-based learning or using interesting educational applications (Ulfa et al., 2022).

In order to optimize the strengthening of literacy and numeracy, there is a need for regular evaluation to monitor student progress. Lestari emphasizes the importance of structured assessments to identify student progress in literacy and numeracy and provide constructive feedback for teachers (Lestari et al., 2023). Finally, the involvement of parents and communities in supporting literacy and numeracy programs is also very important. Cooperative programs between schools and parents will ensure that learning not only happens in the classroom but also at home, which can improve students' overall academic outcomes (Pardede et al., 2022).

D. CONCLUSIONS AND SUGGESTIONS

Madrasah Ibtidaiyah (MI) teachers' strategies in improving numeracy literacy play a key role in shaping students' basic abilities in logical thinking and problem solving. Through continuous training, utilization of learning technology and strong institutional support, teachers can create an effective and contextualized learning environment. The integration of Islamic values, the use of interactive approaches, and collaboration with parents and communities are supporting factors in strengthening literacy and numeracy practices in MI. Therefore, varied, innovative and student needs-based learning strategies are needed to ensure a comprehensive improvement in the quality of basic education.

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