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Evaluation Of The Numeracy Literacy Movement (GLN) Program For Elementary School Students In The Selayar Islands

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Abstract

This study aims to evaluate the implementation of the Numeracy Literacy Movement (GLN) Program for elementary school students in the Selayar Islands. The research employed an evaluation approach using the CIPP (Context, Input, Process, and Product) model with a qualitative descriptive method. Data were collected through observations, interviews, and documentation, and analyzed systematically to assess the effectiveness of the program. The results indicate that the implementation of the GLN program has generally been carried out in a fairly good category; however, it has not been evenly distributed across schools and is not yet fully optimal. In terms of context, the program aligns with students' needs, although its relevance varies depending on school conditions. From the input aspect, the program shows adequate readiness, but still faces limitations in teacher training, learning resources, and funding support. In the process aspect, the program has been implemented through reading habituation and integration into learning, although the quality of implementation remains inconsistent. Meanwhile, in the product aspect, the program has contributed to improving students' reading interest, comprehension, and basic numeracy skills, despite uneven and less sustainable outcomes.

Keywords: Evaluation, Numeracy Literacy, GLN Program, Elementary School

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INTRODUCTION

Education at the primary school level plays a crucial role as the foundational stage in preparing students to meet the demands of 21st-century competencies. At this stage, learners are introduced to essential skills that not only support academic achievement but also shape their ability to function effectively in real-life contexts. Among these competencies, literacy and numeracy occupy a central position, as they serve as the basic prerequisites for critical thinking, problem-solving, and active participation in an increasingly complex, knowledge-based society. Literacy is no longer limited to the ability to read and write, but extends to the capacity to understand, interpret, and use information meaningfully. Similarly, numeracy encompasses not only basic arithmetic skills but also the ability to apply mathematical reasoning in everyday situations. These competencies are closely linked to the quality of human resources and the competitiveness of a nation in the global arena, making their development a top priority in educational policy and practice(Gaviño & Chua, 2022).

In response to these demands, the Indonesian government has initiated the National Literacy Movement (Gerakan Literasi Nasional/GLN) as a strategic effort to foster a culture of literacy and numeracy among students. This program is implemented through the School Literacy Movement (Gerakan Literasi Sekolah/GLS), which integrates literacy activities into daily school routines, such as reading for fifteen minutes before lessons, providing reading corners, and embedding literacy practices into classroom instruction. Over time, the program has evolved to include a stronger emphasis on numeracy, recognizing its importance in developing logical reasoning and data interpretation skills. Furthermore, the GLN aligns with the “Merdeka Belajar” policy, which promotes meaningful, contextual, and student-centered learning experiences aimed at developing higher-order thinking skills. Through this framework, students are expected not only to acquire knowledge but also to apply it reflectively and adaptively in various contexts(Pujiningsih et al., 2026).

Despite the widespread implementation of the GLN program, empirical evidence indicates that its outcomes have not yet met expectations. National assessment data reveal that a significant proportion of primary school students still fall below the minimum competency standards in both literacy and numeracy. This gap between policy expectations and actual outcomes raises concerns about the effectiveness of program implementation. The issue becomes even more complex in geographically disadvantaged areas such as the Selayar Islands, where limited access to learning resources, inadequate infrastructure, and uneven teacher capacity present significant challenges. Preliminary observations suggest that literacy activities in schools

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are often conducted as routine or symbolic practices, such as reading sessions without meaningful follow-up, while numeracy instruction tends to focus on conventional calculation exercises rather than contextual problem-solving. These conditions indicate that the implementation of the GLN has not fully achieved its intended objectives, particularly in fostering deep understanding and critical thinking skills among students(Setyaningsih et al., n.d.).

From a theoretical perspective, the implementation of literacy and numeracy programs can be understood through the lens of constructivist learning theory, which emphasizes the active role of learners in constructing knowledge through meaningful interactions with their environment. Learning is not a passive process but involves engagement, reflection, and application. Therefore, the success of the GLN should not be measured solely by the frequency of literacy activities but by the extent to which these activities enhance students' comprehension and reasoning abilities. In addition, evaluating the effectiveness of such programs requires a comprehensive framework that considers multiple aspects of implementation. The Context, Input, Process, and Product (CIPP) evaluation model provides a holistic approach by examining the relevance of program goals, the adequacy of resources, the quality of implementation, and the outcomes achieved. This model is particularly suitable for evaluating complex educational programs like the GLN, as it allows for a systematic analysis of strengths, weaknesses, and areas for improvement(Sebayang, 2023).

Previous studies on literacy programs have identified several limitations, including a predominant focus on reading literacy while neglecting numeracy, limited methodological scope, and a lack of contextual analysis, particularly in remote or island regions. Most evaluations tend to emphasize process aspects without adequately linking them to long-term outcomes, such as improvements in students' critical thinking and problem-solving abilities. Furthermore, existing research is largely concentrated in urban or well-resourced areas, leaving a gap in understanding the challenges faced in geographically isolated regions. This highlights the need for a more comprehensive and context-sensitive evaluation that integrates both literacy and numeracy dimensions and considers the unique characteristics of the Selayar Islands(Suwandayani et al., 2020).

Based on these considerations, this study aims to evaluate the implementation of the National Literacy Movement (GLN) in primary schools in the Selayar Islands using the CIPP evaluation model. By examining the context, input, process, and product of the program, this evaluation seeks to provide a comprehensive understanding of its effectiveness and identify factors influencing its success or failure. The findings are expected to contribute both theoretically

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and practically by offering insights into improving literacy and numeracy programs, particularly in under-resourced and geographically challenging contexts. Ultimately, this study aspires to support the development of more adaptive, sustainable, and impactful educational policies that enhance students' literacy and numeracy competencies as essential life skills(Hidayat et al., 2024).

The Nature of Problem-Based Learning (PBL)

Problem-Based Learning (PBL) is a student-centered learning model that emphasizes real-world problem solving as the context for learning. In PBL, students do not passively receive information but actively construct knowledge through investigation, discussion, and reflection. This model is designed to develop critical thinking skills, problem-solving abilities, and collaborative skills, which are essential competencies in 21st-century learning.

Theoretically, PBL is rooted in constructivist learning theory, which states that knowledge is built by individuals through interaction with their environment. In this context, the teacher acts as a facilitator who guides students in discovering concepts through meaningful learning experiences. The PBL process typically begins with the presentation of an authentic problem, followed by problem identification, data collection, information processing, and the presentation of solutions(Prodyanatasari, 2024).

The advantages of PBL in science learning are significant because science materials are closely related to natural phenomena encountered in everyday life. Therefore, the use of PBL helps students understand concepts more deeply and contextually. Additionally, PBL encourages active student participation, increases learning motivation, and enhances higher-order thinking skills (HOTS).

However, the implementation of PBL also presents challenges, such as requiring more time, the need for teachers to design relevant problems, and students' readiness to engage in independent learning. Therefore, appropriate evaluation instruments are needed to align with the characteristics of PBL so that both the learning process and outcomes can be measured effectively(Rakhmawati & Mustadi, 2022).

The Concept and Role of Formative Assessment in Learning

Formative assessment is a type of evaluation conducted during the learning process with the aim of monitoring students' progress and providing constructive feedback. Unlike summative assessment, which evaluates final outcomes, formative assessment focuses more on the learning process and continuous improvement.

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In PBL-based learning, formative assessment plays a crucial role because learning is not only evaluated based on final results but also on the thinking processes and problem-solving steps carried out by students. Formative assessment helps teachers identify students' learning difficulties, adjust instructional strategies, and provide appropriate guidance according to students' needs(Iswara et al., 2022).

Theoretically, formative assessment is supported by the concept of assessment for learning, which emphasizes using assessment to improve the quality of learning. It is not limited to multiple-choice questions but can also include essays, projects, presentations, and problem-based tasks that require analysis and synthesis.

In the context of science learning, formative assessment is highly relevant for measuring students' conceptual understanding in depth. Science learning requires not only memorization but also the ability to explain phenomena, connect concepts, and apply knowledge in real-life situations. Therefore, formative assessment instruments must be designed to measure higher-order cognitive skills(Santosa, 2023).Effective use of formative assessment also positively impacts students' motivation. Continuous feedback allows students to recognize their strengths and weaknesses, enabling them to improve their learning strategies. Thus, formative assessment functions not only as an evaluation tool but also as an integral part of the learning process.

Development of PBL-Based Test Instruments

The development of PBL-based test instruments is a systematic process of designing evaluation tools that align with the characteristics of problem-based learning. These instruments must be able to measure not only learning outcomes but also students' thinking processes in solving problems.

The stages of instrument development generally include needs analysis, formulation of objectives, preparation of test blueprints, item writing, validation, pilot testing, and revision. In the context of PBL, test items should be based on contextual problems relevant to students' daily lives. The questions should require analytical, evaluative, and creative thinking skills(Widianingsih, n.d.).

The quality of test instruments is determined by their validity and reliability. Validity refers to the extent to which an instrument measures what it is intended to measure, while reliability refers to the consistency of the measurement results. Therefore, expert validation and empirical testing are essential in the development process. Additionally, PBL-based test instruments must consider readability, difficulty level, and discrimination power. Good test items should be able to

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distinguish between students who understand the concepts well and those who do not. Thus, the test results can provide accurate information about students' abilities(Abbacan et al., 2025).

The development of these instruments must also be integrated with the learning process. This means that the test items are not separate from learning activities but become part of the learning experience itself. This aligns with the principle of authentic assessment, where evaluation is conducted in meaningful and real-life contexts.

Conceptual Understanding in Science and Its Improvement Through PBL

Conceptual understanding refers to students' ability to comprehend, interpret, and apply a concept accurately. In science learning, conceptual understanding is crucial because scientific concepts are interconnected and form the basis for explaining natural phenomena. Conceptual understanding goes beyond memorization; it includes the ability to explain, relate, and apply concepts in new situations. Therefore, learning that focuses solely on memorization is insufficient to develop deep understanding(Jogo et al., 2024).

PBL is an effective approach for improving conceptual understanding in science. Through PBL, students are presented with real-world problems that require them to apply various concepts they have learned. This process helps students build connections between theory and practice, making their understanding more meaningful.

Moreover, PBL encourages students to actively seek information, engage in discussions, and reflect on their learning outcomes. These activities strongly support the development of deep conceptual understanding. Research has shown that students who learn through PBL tend to have better conceptual understanding compared to those who learn through conventional methods(Baharuddin et al., 2025).

The use of PBL-based formative test instruments also contributes to improving conceptual understanding. Through well-designed assessments aligned with PBL, students can evaluate their level of understanding and receive feedback for improvement. Therefore, the combination of PBL and formative assessment is an effective strategy for enhancing the quality of science learning(Suprawata & Riastini, 2022).

DISCUSSION

Context Evaluation of the Numeracy Literacy Movement (GLN) Program

The context evaluation focuses on examining the background, needs, and policy foundations underlying the implementation of the Numeracy Literacy Movement (GLN) program

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in elementary schools in the Selayar Islands. Based on the findings, the GLN program is rooted in the national education policy that emphasizes strengthening students' literacy and numeracy skills as essential competencies for the 21st century. Numeracy literacy is not only the ability to perform mathematical calculations but also the capacity to apply mathematical reasoning in real-life contexts(Aishalya et al., 2022).

The results indicate that the implementation of GLN in the Selayar Islands is highly relevant to the educational needs of students. Many students still experience difficulties in understanding basic mathematical concepts, problem-solving, and interpreting numerical information. This condition highlights the urgency of implementing a structured numeracy literacy program to bridge the gap between expected competencies and actual student performance.

Furthermore, the geographical condition of the Selayar Islands, which consists of scattered islands, poses challenges in educational access and quality. Therefore, the GLN program serves as a strategic intervention to improve the quality of education, particularly in numeracy skills. Schools generally show positive responses to the program, as it aligns with their needs to enhance students' learning outcomes(Rakhmawati & Mustadi, 2021).

However, the study also reveals that not all stakeholders fully understand the objectives and importance of the GLN program. Some teachers and school administrators perceive the program as an additional burden rather than an integrated part of the learning process. This indicates that socialization and dissemination of program goals need to be strengthened.

In conclusion, from a context perspective, the GLN program is highly relevant and necessary for improving students' numeracy literacy. Nevertheless, there is still a need to enhance stakeholders' understanding and commitment to ensure the program is effectively implemented(Nufus et al., 2023).

Input Evaluation of the GLN Program

The input evaluation examines the resources, strategies, and planning that support the implementation of the GLN program. This includes human resources, facilities, infrastructure, and program guidelines.The findings show that teachers play a central role in implementing the GLN program. Most teachers have adequate educational backgrounds; however, not all of them have received specific training related to numeracy literacy. As a result, some teachers face difficulties in integrating numeracy literacy into classroom learning effectively. This suggests that professional development and training programs are essential to enhance teachers' competencies(Nasrullah et al., 2024).

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In terms of facilities and infrastructure, the availability of learning resources such as books, teaching aids, and media varies across schools. Some schools have sufficient resources to support numeracy literacy activities, while others face limitations due to budget constraints and geographical challenges. This disparity affects the quality of program implementation. The program guidelines and planning documents are generally available, but their utilization is not optimal. Some schools implement the program without fully referring to the established guidelines, leading to inconsistencies in execution. This indicates the need for better monitoring and guidance from education authorities(Achir et al., 2025).

Another important aspect is the involvement of stakeholders, including school principals, parents, and the community. The study finds that the support from school principals is relatively strong, as they facilitate program implementation and encourage teachers' participation. However, parental and community involvement is still limited, which reduces the program's potential impact.

Overall, the input evaluation suggests that while the basic components for implementing the GLN program are available, there are still significant gaps in teacher capacity, resource distribution, and stakeholder involvement. Addressing these issues is crucial to ensure the effectiveness of the program(Wijaya et al., 2022).

Process Evaluation of the GLN Program

The process evaluation focuses on how the GLN program is implemented in schools, including teaching and learning activities, program management, and monitoring.The findings indicate that the implementation of numeracy literacy activities varies among schools. Some teachers successfully integrate numeracy literacy into daily learning through interactive and contextual approaches, such as problem-based learning and real-life applications. These practices help students develop a deeper understanding of mathematical concepts.

However, in some cases, the implementation is still limited to routine exercises and textbook-based activities, which do not fully reflect the principles of numeracy literacy. This suggests that teachers need further support in adopting innovative and student-centered teaching methods(Suryaningsih et al., 2025).

The management of the GLN program at the school level is generally adequate. School principals play an active role in coordinating activities and ensuring that the program is implemented according to the plan. Regular meetings and discussions are conducted to evaluate progress and address challenges.

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Monitoring and evaluation mechanisms are present but not consistently implemented. Some schools conduct regular assessments of students' numeracy skills, while others lack systematic evaluation practices. This inconsistency affects the ability to measure the program's effectiveness and identify areas for improvement(Ketaren et al., 2022).

Another important finding is related to student engagement. Students show varying levels of interest and participation in numeracy literacy activities. In schools where teachers use creative and interactive methods, students tend to be more engaged and motivated. Conversely, in classrooms with conventional teaching approaches, students often show low interest.

In summary, the process evaluation reveals that the implementation of the GLN program has shown positive progress, but there are still challenges related to teaching practices, consistency, and monitoring. Continuous support and supervision are needed to improve the quality of program implementation(Ode & Afrilia, 2022).

Product Evaluation of the GLN Program

The product evaluation assesses the outcomes and impacts of the GLN program on students' numeracy literacy skills and overall educational quality. The findings indicate that the GLN program has contributed to improving students' numeracy skills, particularly in basic arithmetic operations and problem-solving. Students demonstrate better ability to interpret numerical data and apply mathematical concepts in real-life situations. This improvement is more evident in schools that implement the program consistently and effectively.

In addition to cognitive outcomes, the program also has a positive impact on students' attitudes toward mathematics. Many students show increased confidence and interest in learning mathematics, which is an important factor in achieving long-term educational success. However, the level of improvement varies across schools. Some schools report significant progress, while others show only moderate or limited improvement. This variation is influenced by factors such as teacher competence, availability of resources, and quality of implementation(Setyaningsih et al., n.d.).

Another important outcome is the increased awareness among teachers and school administrators regarding the importance of numeracy literacy. The program encourages them to adopt more innovative teaching approaches and focus on developing students' critical thinking skills. Despite these positive outcomes, the study also identifies several challenges. The sustainability of the program is still uncertain, especially in schools with limited resources. Additionally, the lack of standardized assessment tools makes it difficult to measure students'

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progress accurately(Suwandayani et al., 2020).

In conclusion, the product evaluation shows that the GLN program has a positive impact on students' numeracy literacy and overall learning outcomes. However, to maximize its effectiveness, there is a need for continuous improvement in program implementation, resource allocation, and evaluation mechanisms.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the implementation of the Numeracy Literacy Movement (GLN) Program in elementary schools in the Selayar Islands has generally been carried out in a fairly good category, although it has not been evenly distributed and is not yet fully optimal. From the context aspect, the program is aligned with students' needs in improving literacy and numeracy skills; however, its relevance is still influenced by differences in school conditions and environments. In terms of input, the readiness of program implementation is considered adequate, as indicated by teacher involvement and the availability of basic facilities, although limitations remain in training opportunities, learning media, and funding support. From the process perspective, the GLN program has been implemented through reading habituation activities and integration into classroom learning, but the quality of implementation is not yet consistent across schools. Meanwhile, in the product aspect, the program has shown positive impacts, such as increased reading interest, improved reading comprehension, and the development of students' basic numeracy skills, although these outcomes are not evenly achieved and are not yet fully sustainable. Overall, the effectiveness of the program is still influenced by various constraints, including limited resources, lack of consistency in implementation, and environmental and geographical factors; therefore, further strengthening is needed to ensure that the GLN program can be implemented more optimally and sustainably.

FUTURE DIRECTIONS

Future directions for the Numeracy Literacy Movement (GLN) Program should focus on strengthening the quality, consistency, and sustainability of its implementation across schools. Efforts need to be directed toward enhancing teacher capacity through continuous professional development and targeted training in contextual numeracy and literacy integration. In addition, improving the availability and distribution of learning resources, including diverse reading materials and numeracy-based instructional media, is essential to support more effective

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classroom practices. Greater involvement of parents and communities should also be encouraged to build a stronger literacy culture beyond the school environment. Furthermore, establishing more systematic monitoring and evaluation mechanisms will help ensure program consistency and measure student progress more accurately. Addressing geographical challenges and reducing disparities between schools should become a priority so that all students have equal opportunities to benefit from the program. Overall, future improvements should aim at creating a more integrated, adaptive, and sustainable GLN implementation that can continuously enhance students' literacy and numeracy competencies..

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