

IMPLEMENTATION OF HUMANISTIC-BASED LEARNING IN STRENGTHENING LITERACY AND NUMERATION IN PRIMARY SCHOOLS

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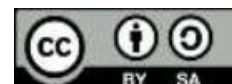
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ABSTRACT

This study aims to describe the application of a humanistic approach to learning to improve elementary school students' literacy and numeracy skills. The study used a descriptive qualitative method with data collection techniques through interviews, observations, documentation, and tests on 25 students in grade 3A of Daarul Muttaqien Integrated Islamic Elementary School, Surabaya. The results showed that the humanistic approach was able to improve students' participation, self-confidence, literacy skills, and numeracy skills. Students became more active in discussions, dared to express their opinions, and were able to relate learning materials to everyday life. Improved literacy was seen from the ability to understand reading, while improved numeracy was seen in the ability to solve contextual problems. Most students achieved good to very good learning outcomes. In addition, students felt the learning process was more enjoyable and meaningful because the material was linked to their real experiences. Thus, the humanistic approach is an effective learning strategy to improve the quality of learning and strengthen literacy and numeracy in elementary schools.

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INTRODUCTION

Education is an important component in improving the quality of human resources and education is the main step taken to improve the quality of human resources. Meanwhile, human resources are a key element in the success that drives national development, including improving the quality of Indonesian society and nation, as well as maintaining national order where compliance with national laws and social norms is realized (Murtafiah 2021) . In line with this view, (Jumadi 2023) explains that the ability of human resources has a major influence on the level of competitiveness of graduates . The quality of teaching staff along with administrative management are the main elements in producing superior graduates from an educational institution . With this , educational institutions that have quality Islamic human resources tend to have better competitiveness because they are able to produce more competent graduates than other educational institutions .

Therefore, the government continues to strive to make various improvements to improve the quality of human resources. One step taken is to develop human resource capabilities starting from the elementary education level. Therefore, it is at this stage that students' abilities begin to develop and are shaped according to the skills, knowledge, and emotional aspects of students. (Muliastri 2020) states that elementary schools function as a place to develop students' basic abilities, which include emotional, mental, and intellectual intelligence. At the elementary education level, students are provided with initial knowledge and character development tailored to their stage of development to serve as a foundation for pursuing further education (Ifrida et al. 2023). The existence of elementary schools, along with other educational institutions, plays a vital role in producing a generation capable of facing various challenges in the future. In responding to the demands of 21st-century education, educational institutions are not only required to teach basic skills such as reading, writing, and arithmetic, but also need to instill other competencies related to technology, information management, and social interaction skills (Ziara Aftira Zaulia, Lutfiah Hanum 2025).

Planning to strengthen students' abilities in these areas is one of the steps implemented, as this process plays a crucial role in supporting the optimal development of basic literacy and numeracy skills. According to Hidayati et al. (2023), reading, writing, and arithmetic are fundamental to understanding other subjects. These skills must be taught optimally from elementary school so that students have no difficulty understanding more complex content in other subjects and can successfully progress to the next level of school.

According to Shinta and Ain (2021), developing the characteristics of future generations is a major concern. Issues frequently discussed in the media clearly demonstrate that some students are not receiving adequate character development. They lack manners, do not hesitate to insult classmates and even teachers, and exhibit selfish and dishonest behavior. It seems that our society has lost the local wisdom that has been part of our culture for centuries. Student characteristics are very diverse in elementary schools, so learning usually uses concrete media that are close to students' lives. A humanistic approach can provide students with meaningful learning experiences. This approach was chosen because it can comprehensively develop students' cognitive and emotional abilities and skills.

The authorities apply a humanistic approach in literacy and numeracy learning so that students' self-confidence will increase and students feel their abilities are starting to improve and students' activeness in voicing their opinions can also be encouraged and the relationship between learning materials and their experiences can be strengthened. Students' self-confidence also continues to develop during learning. Reporting from the description, the researcher's interest in this problem encouraged the implementation of research entitled "Implementation of Humanistic-Based Learning in Strengthening Literacy and Numeracy in Elementary Schools."

LITERATURE REVIEWS

Humanistic Learning Theory

In the field of education, there are several well-known educational theories. One of them is humanistic theory, which focuses on human behavior. This concept originally emerged from the study of psychology and subsequently influenced the development of educational practice and theory, becoming known as the humanistic approach (Ulandari Safitri 2024). Humanistic

learning theory is a learning perspective that aims to help humans become truly human. Humanistic learning theory views education as a process of individual growth in all aspects of life, not just cognitive abilities. Therefore, this approach emphasizes emotional aspects, relationships with others, and the values inherent in each person (Mahmud and Pratiwi 2019) .

This opinion aligns with Prasetya's (2020) statement that humanistic education is an effort to develop individuals according to their potential and provide control with freedom and respect for human dignity. Self-confidence is an individual's belief in their own abilities. This attitude enables a person to act with more confidence, carry out tasks without feeling pressured, and dare to be accountable for their every action . A person communicates politely with others , strives for success , and is aware of their strengths and weaknesses . Self -confidence develops through the process of an individual responding to external stimuli in interactions with the environment (Ziara Aftira Zaulia, Lutfiah Hanum 2025) .

According to (Ach. Sahrowi, Surdi Harianto 2025) the implementation of the humanistic approach has been successfully carried out at the Darul Ulum Banyuanyar Pamekasan Islamic Boarding School during the learning process , which has a significant impact on the spiritual development of its students . This approach reflects empathetic interactions between teachers and students , context- based learning that focuses on meaning , and a boarding school atmosphere that encourages the instillation of emotional and spiritual values . The school views students as individuals who have different characteristics and potentials so that the educational process is not only directed at understanding Islamic knowledge cognitively , but also at the formation of identity and the instillation of religious values in depth .

In Islamic education in the current digital era , the humanistic approach is considered an appropriate alternative because it emphasizes the development of students ' emotional and spiritual aspects , so that the balance between thinking skills and character formation can be maintained . From this, it can be concluded that humanistic principles are able to foster broad - minded individuals in the digital era (Abidin et al. 2024) . In research conducted by (Rianto et al. 2025) based on an analysis of various academic journals and research literature , it was found that the five core principles of Carl Rogers' humanistic theory are closely related to student - centered learning . These principles are :

1. the need to learn , students' natural motivation to understand the world around them
2. meaningful learning , where learning materials are connected to students' personal experiences .
3. Learning without fear , a safe learning environment can be created
4. Independent learning , the importance of intrinsic motivation and learning autonomy is emphasized.
5. Learning as a process of change , learning is understood as a path to student personal development .
6. From the opinions of various studies, it can be concluded that the humanistic approach is an approach used to develop the emotional values possessed by students with the aim of increasing their existing competencies without any coercion .

Elementary School Literacy Theory

Literacy in elementary schools is a basic skill that includes reading, understanding, and critically processing information. Literacy skills encompass more than just reading; they include the ability to interpret, evaluate, and critically process information. Literacy is a key foundation in the learning process because it influences students' ability to understand various subjects. Students can acquire knowledge indirectly through reading books or texts. Information obtained from reading activities can be utilized in everyday life, enabling students to understand and apply it effectively (Ifrida et al. 2023).

According to (Hikmah 2024), the school library relocation program is a crucial step in increasing students' interest in reading. This program requires serious attention because libraries play a significant role in supporting the development of students' literacy skills, especially if the library is moved to an area outside the school building. Therefore, the presence of a library can increase students' interest in reading, allowing them to read a variety of books to broaden their knowledge. Many factors contribute to students' low literacy skills.

Factors that influence this include students being more interested in other activities such as playing and using gadgets compared to reading books, students having weak basic literacy skills which can hinder their reading and writing skills, lack of motivation in students, lack of confidence in their own abilities to improve their literacy skills (Yusron Abdu Ansya, Anggun Agia Ardhita, Filza Mulya Rahma, Kurnia Sari 2024). Developing reading and writing skills in students is not easy, but through the various steps that have been explained, teachers and parents can help students improve their literacy and speaking skills. This support will encourage students to achieve more optimal academic abilities and support their success in the future (Nurcahyono 2023).

The low reading and writing skills of students are influenced by the implementation of inappropriate learning models. The approach applied by teachers has not been able to encourage the development of critical thinking patterns or form student independence in learning. In the actual educational environment, there is a tendency to only focus on memorizing concepts. Traditionally, learning outcomes are measured based on the number of concepts memorized, which hinders students from developing independent thinking skills and hinders the development of reading, writing, and arithmetic skills. These problems can be overcome through the implementation of learning models designed to incorporate key 21st-century competencies in the student development process. This model is only available for temporary use and can only be used if the number of characters is changed to improve the PjBL, PBL, and collaboration models. (Rudiawan, Makrina Tindangen, Djumroh Rosifah 2023).

The results of a study conducted by Rudiawan, Makrina Tindangen, and Djumroh Rosifah (2023) showed that students' low literacy skills were influenced by the use of inappropriate learning models, especially learning that emphasized memorization of concepts. This learning environment hindered the development of critical thinking, led to a lack of learning autonomy, and ultimately led to a decline in literacy and numeracy skills. The study also confirmed that similar problems occur in practice. However, the study used a humanistic approach that focused on students' needs, interests, and learning experiences. Through this approach, the learning process took place in a more comfortable, active atmosphere and provided a more meaningful learning experience for students.

Through descriptive qualitative research , we can show that the application of a humanistic approach has the following effects :

1. Increased enthusiasm for learning among students ,
2. Growing students' self - confidence ,
3. Increased contextual understanding of literacy and numeracy content .

Although previous studies have discussed the importance of implementing innovative models such as PjBL, PBL, and cooperative learning, this study shows that the humanistic approach is also effective in improving students' literacy and numeracy skills. This approach not only focuses on achieving learning outcomes, but also pays attention to the learning process and the conditions and comfort of students while studying .

Elementary School Numeracy Theory

In 2019, Ekowati explained that numeracy literacy relates to a person's ability to use reasoning to understand and process mathematical information encountered in everyday life through symbols and language , both written and spoken . A similar opinion was expressed by Mahmud and Pratiwi (2019) , who stated that numeracy skills include the ability to count objects verbally and understand the value or magnitude of those objects .

Numerical relationships refer to the ability to distinguish between quantities of objects , for example , using expressions such as " more ," " less ," " higher ," " lower ," and so on . According to learning trajectory analysis, children 's numeracy skills will be affected . Self - initiative is very important for students to develop a positive attitude towards learning numerical skills . Willingness to learn and perseverance are important qualities in this process . Once students are accustomed to solving problems independently , they can easily acquire numerical competence . Persistent and diligent learning , fostered from an early age , develops a variety of problem - solving skills through the application of numerical knowledge (Siti Quratul Ain 2023) .

RESEARCH METHODS

The approach applied in this study is qualitative with descriptive type. The data collection process was carried out through interviews, observations, documentation, literacy and numeracy ability tests, and field notes. The researcher also utilized the implementation of tests during the learning activities to support and strengthen the research findings. The researcher determined the research object at 25 students of class 3A at Daarul Muttaqien Surabaya Integrated Islamic Elementary School and in its implementation the researcher gave a numeracy test in the form of 10 essay questions while the literacy test was composed of 5 multiple choice questions and 5 essay questions. The researcher gave a weighting of 10 points for each question in the numeracy test and in the literacy test the researcher gave a score of 8 for each multiple choice question and a score of 12 for the essay question.

RESULTS

Through research conducted at Daarul Muttaqien Integrated Islamic Elementary School, data were obtained through interviews, observations, tests, and field notes. The research was conducted through several stages, beginning with the preparation of lesson plans based on the

conditions and needs of grade 3A students. Learning materials were then linked to students' daily experiences for easier understanding. During learning activities, the teacher acted as a facilitator, while students were given an active role as the center of learning so that the strategies used could be tailored to their learning needs. The research results are explained as follows :

Observation

Observations of the Indonesian language learning process in class 3A of Daarul Muttaqien Integrated Islamic Elementary School show that the humanistic approach is being implemented effectively. This implementation has had a positive impact on student engagement in learning, particularly in strengthening reading, writing, and numeracy skills .

Humanistic- Based Learning Planning

During the planning process, learning is structured with an emphasis on active student involvement in each learning activity. This is evident when students enthusiastically participate in the lesson and respond readily to teacher questions. The strategies, media, and methods used are also tailored to the individual circumstances and characteristics of each student to ensure effective delivery. Meanwhile, teachers connect the material to situations relevant to students' lives, facilitating a more thorough understanding of the learning concepts .

Implementation of Humanistic- Based Learning

During the learning activities , the teacher successfully built a conducive and enjoyable learning environment for students . The teacher's open attitude and respect for each student's response made them feel more comfortable in learning . In addition , students were also given space to express opinions and encouraged to be more active in expressing ideas and thoughts during the learning process . The teacher also showed an attitude of respect for the differences in student abilities by appreciating every effort and progress shown . During the learning activities, the teacher functions as a learning companion by providing a variety of resources and learning experiences for students. With this, the learning process is not only focused on the teacher's explanation, but also encourages active student involvement in each learning activity .

Strengthening Literacy

In terms of literacy skills, students demonstrated a fairly good understanding of the reading material they studied. They could retell the text in their own words and answer questions based on the material they had read. To support this literacy development, teachers utilized a variety of learning media, such as reading materials, images, and videos relevant to the subject matter. This diverse use of media made the learning process more engaging and helped students grasp the material more easily .

Numeracy Reinforcement

In the numeracy aspect , students are able to understand the concept of numbers and calculations well . Students can also check the calculation results again to ensure they are correct . Apart from that , students are able to solve simple questions and understand the instructions given in the questions . Apart from that, teachers connect numeracy material with conditions that are

often encountered in everyday life so that learning feels more real and easier for students to understand .

Student Interaction and Response

During the learning process, interactions between teachers and students were well-established and had a positive impact. Students were actively engaged in discussions and demonstrated a strong interest in the learning process. Their enthusiasm was evident in their commitment to learning activities and their attention to the material being explained. Furthermore, reciprocal communication between teachers and students was effective . Communication was active , mutually respectful , and created a pleasant learning atmosphere .

Field Notes

Some important findings during the observation include :

1. Students are active in expressing opinions , discussing , and participating in learning .
2. Students' interest and motivation in learning are relatively high , especially when given discussion assignments .
3. Effective reciprocal communication is formed between teachers and students .
4. Teachers use interesting strategies, media and teaching materials to support the learning process .

Interview

The results of observations and interviews conducted on April 8, 2026 with several grade 3 students showed that the learning process in class provided a pleasant learning experience for the majority of students .

Learning experience with a humanistic approach

The majority of students expressed that they enjoyed the learning process in class. This was influenced by the teacher's teaching methods, which were considered interesting and not monotonous, as well as the various activities that made students more enthusiastic about participating in the lesson. The teacher also gave students space to ask questions and express opinions, so they felt more confident when speaking in class. The relaxed learning atmosphere also made students feel comfortable during the lesson . They could study in a relaxed manner but still focused . Several students also said that they preferred learning when there were activities such as games , group work , or presentations because they made them more active .

1. Students ' literacy skills

In terms of literacy , most students stated that they enjoyed reading , although some felt less interested . However , almost all students reported being able to understand the content of the reading quite well . When experiencing difficulties in understanding the reading , students usually chose to ask the teacher. The teacher was considered helpful by re - explaining the material or helping read difficult sections . Some students were able to re-explain the content of the reading using their own sentences , although the delivery was still quite simple. This condition shows that reading comprehension skills are starting to develop, but still require direction and guidance from the teacher .

2. Students' numeracy skills

Regarding the numeracy aspect, there was a wide variety of student opinions. Some students enjoyed math because they considered it easy and enjoyable, especially when they understood how to do it. On the other hand, some students admitted to not liking math because they experienced difficulties, especially when working on more complex problems such as division. However, the majority of students were able to complete simple calculations independently. They also understood that numeracy skills are often applied in everyday life, for example when counting money or determining the number of items. This condition shows that students' numeracy skills are starting to develop, although the understanding of each student still varies.

3. Student involvement and feelings

Interview results showed that students' enthusiasm for learning activities was relatively high. Students appeared to be willing to participate in Q&A sessions and express their opinions during discussions. They also found group learning more enjoyable because they could collaborate and exchange support with classmates. Meanwhile, students reported understanding lessons more quickly when teachers presented the material simply, accompanied by real-life examples, and varied learning activities. Learning that included games or interactive activities was one of the most popular among students.

4. Non-Verbal responses of students during interviews

During the interview process, some students appeared enthusiastic and eager to answer questions. They appeared confident when sharing their learning experiences. On the other hand, several students appeared hesitant and unsure when answering certain questions, requiring more time to respond. This situation indicates that students' communication skills are not yet evenly distributed and still need to be continuously improved. The following is documentation of the interviews conducted.



Figure 1. Student Interview

Literacy and Numeracy Test

Researchers obtain research results from data obtained from interviews as well as test results and observation activities that have been carried out so that based on these data an increase in students' understanding of literacy and numeracy can be demonstrated and this can be seen from students' ability to understand and answer questions related to reading texts and in solving contextual problems related to basic arithmetic operations .

Table 1. Student Literacy Test Results

No	Category	Value Range	Number of Students	Percentage	Information
1.	Very good	85 – 100	11	44%	Already understand the reading very well
2.	Good	70 – 84	9	36%	Understand the reading well
3.	Enough	55 – 69	3	12%	Need guidance
4.	Not enough	<55	2	8%	Need intensive assistance

From the table data above, it can be seen that :

1. The majority of students , 80 % , are in the good to very good category .
2. Only a small number of students are still classified as lacking .

The findings show that the humanistic learning approach has a positive impact on students' learning process , especially in improving reading comprehension , building self - confidence in answering questions , and encouraging active student involvement during learning activities .

Table 2. Student Numeracy Test Results

No	Category	Value Range	Number of Students	Percentage	Information
1.	Very good	85 – 100	10	40%	Very capable of solving problems
2.	Good	70 – 84	9	36%	Able to solve problems
3.	Enough	55 – 69	4	16%	Need practice
4.	Not enough	<55	2	8%	Need special guidance

From the table data above, it can be seen that :

1. A total of 76% of students are in the good to very good category.
2. Meanwhile, only a small number of students are still classified as less than

The following is documentation of tests conducted on students .



Figure 2. Literacy and Numeracy Test Documentation

Evaluation results show that the majority of students are performing in the good to excellent category. This is reflected not only in test scores but also in changes in classroom learning behavior, which are becoming more active. Students are showing greater courage in asking questions and are more confident in expressing their opinions. These findings are further supported by interview results, which indicate that students feel more comfortable and have higher learning motivation .

CONCLUSION

The research results show that the implementation of humanistic- based learning is effective in strengthening the literacy and numeracy skills of elementary school students . This is evidenced by the test results , which are mostly in the good to very good category . Meanwhile , this method also encourages increased student activeness , self - confidence , and motivation in learning . Furthermore , humanistic learning provides a more meaningful learning experience because the material is always linked to students' real lives . Therefore , this approach can be an alternative learning strategy that is suitable for improving the quality of elementary education , especially in strengthening literacy and numeracy . Although the results show an increase , there are still some students in the sufficient and less than adequate categories . This shows that the humanistic approach needs to be combined with other strategies to be more optimal. This can be further improved as a reference for future research .

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