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Evaluating the effectiveness of Literacy and Numeracy Programs Using Educational Report Analysis: A Case Study at SD Sumbermulyo

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ABSTRACT

Literacy and numeracy are essential foundational competencies, yet many primary schools continue to face challenges in meeting expected mastery levels. SD Sumbermulyo in Sarang District, Rembang Regency implements literacy and numeracy programs aligned with the Merdeka Curriculum; however, educational report data show significant gaps in student achievement. This study aims to evaluate the effectiveness of these programs by analyzing their planning, implementation, and control, as well as students' competency outcomes. Using a qualitative approach, data were collected through interviews with school stakeholders, classroom observations, and analysis of educational reports. The findings reveal that although the school has organized structured programs supported by teacher involvement and basic learning resources, more than 60% of students especially in lower grades have not met minimum reading and arithmetic standards. The study concludes that improving program effectiveness requires data-based adjustments, enhanced learning materials, improved time allocation for literacy activities, and stronger collaboration among teachers, parents, and the community. Overall, this research highlights the importance of educational report analysis as a practical tool for evaluating and strengthening literacy and numeracy programs in primary schools.

1. Introduction

Quality education is a key pillar in the development of human resources in Indonesia. One crucial aspect of improving education quality is the effective management of literacy and numeracy programs. Literacy and numeracy are fundamental skills that students must master to prepare for academic challenges and everyday life (Dasor et al., 2021). Literacy involves the ability to understand and use information in various formats and contexts, as well as the ability to think

critically and communicate effectively (Wibisono et al., 2024). Meanwhile, numeracy refers to the ability to understand and use mathematical concepts in daily life, such as problem-solving and making decisions based on numbers (Ibda et al., 2023).

However, in Indonesia, the management of literacy and numeracy in primary education still faces various challenges. Based on data from the Educational Report of SD Sumbermulyo, it was found that more than 60% of students at this school have not met the minimum competency standards in reading literacy and mathematics numeracy as set by national standards (Kemendikbudristek, 2023). This condition indicates serious issues in the effectiveness of the existing learning process, particularly in mastering the basic literacy and numeracy skills that should serve as the foundation for further learning at higher levels (Ashri & Pujiastuti, 2021).

Educational reports serve as an evaluation tool used to assess student learning outcomes over a specific period, such as a semester or academic year. These reports not only focus on academic performance but also include information on social, emotional development, and non-academic skills (Hazimah & Sutisna, 2023). Educational reports provide a more comprehensive evaluation, offering a clearer picture of student progress and developmental needs (Indahwati et al., 2023). These reports also serve as a communication tool between students, teachers, and parents, allowing all parties to monitor student development in greater detail (Kiriana & Widiasih, 2023).

According to Rosdiana & Wahira (2024), educational reports are platforms that provide data on the overall evaluation of the education system as a basis for planning and improving educational quality at the school and regional levels. These reports not only display student academic grades but also include literacy and numeracy competencies, school climate, and student character, all of which can be used to improve educational quality (Shabrina, 2022). Therefore, educational reports become an essential instrument for evaluating the effectiveness of literacy and numeracy programs in primary schools, including at SD Sumbermulyo.

Although literacy and numeracy programs have been implemented in primary schools, the results achieved are still far from expectations. Based on the analysis of the educational report at SD Sumbermulyo, there is an urgent need to evaluate the existing literacy and numeracy programs and design more systematic, data-based interventions to improve student learning outcomes. As a data-based evaluation tool, educational reports enable the identification of strengths and weaknesses in learning aspects and provide objective information about the development of students' literacy and numeracy competencies.

Literacy and numeracy are fundamental skills not only important for academic achievement but also for life skills that will benefit students throughout their lives. Effective literacy and numeracy programs depend heavily on good management, from planning and implementation to control, all of which must be adjusted to the

needs and characteristics of the students. According to Rahmania et al. (2024), good management of literacy and numeracy programs includes several aspects, such as careful planning, appropriate selection of methods and materials, and data-based evaluation that allows for continuous improvement in learning.

Good management also involves key components in educational reports that can reflect the effectiveness of the program, such as academic grades, social skills, motivation, and student participation in learning activities (Musakirawati et al., 2023). In the context of SD Sumbermulyo, educational reports play an important role in evaluating student achievements in literacy and numeracy and in planning more focused, data-based improvement measures. These reports not only document students' progress but also serve as a valuable reference for identifying learning gaps, determining priority areas for intervention, and guiding teachers in designing targeted instructional strategies that support continuous quality enhancement.

Although several studies have discussed the importance of literacy and numeracy in primary education and the use of educational reports as evaluation tools (Kiriana & Widiasih, 2023; Toha & Zumrotun, 2024), there is a gap in research that specifically focuses on the management of literacy and numeracy programs through the analysis of educational reports at the primary school level. Most previous studies have focused on the general implementation of literacy and numeracy programs and their influence on overall academic outcomes. However, this study offers a more detailed approach by analyzing the management of literacy and numeracy programs at SD Sumbermulyo based on educational reports, focusing on literacy and numeracy aspects, and examining how this data can be used to plan and improve the quality of education in the school. This study also contributes by directly linking the outcomes of educational reports with the effectiveness of literacy and numeracy program implementation, which has not been extensively explored in the existing literature.

This study aims to analyze the management of literacy and numeracy programs at SD Sumbermulyo based on the analysis of educational reports, in order to provide recommendations that can enhance students' literacy and numeracy competencies sustainably. By using educational reports as an evaluation instrument, it is expected that the findings of this study can offer a clearer and more comprehensive understanding of the effectiveness of literacy and numeracy programs at the school, as well as provide practical recommendations for developing programs that are more effective, data-driven, and aligned with students' actual learning needs to support continuous improvement.

2. Methodology

This study uses a qualitative approach aimed at understanding phenomena in depth through analysis of behaviors, experiences, and processes occurring with the research subjects. According to Creswell (2019), qualitative approaches are employed to explore and understand the meanings individuals or groups attach to a

particular social issue. This research seeks to gather rich and detailed information through direct interaction with the subjects, allowing the researcher to gain a comprehensive understanding of the phenomena being studied. In the context of education, qualitative approaches are particularly relevant for analyzing phenomena in depth and obtaining a holistic view of the implementation of educational reports in managing literacy and numeracy at SD Sumbermulyo, Sarang District, Rembang Regency.

The research type used in this study is phenomenology. Sugiyono (2023) explains that phenomenology is used to understand the subjective experiences of individuals regarding a phenomenon in their lives. The phenomenological approach is chosen to delve deeply into the experiences of teachers, students, and other stakeholders in the implementation of educational reports at the school. This study focuses on how they perceive, understand, and respond to the implementation of educational reports in managing literacy and numeracy. Additionally, this study explores the supporting and hindering factors influencing the understanding and application of literacy and numeracy concepts in the school environment.

This study was conducted at SD Negeri Sumbermulyo, located in Sumbermulyo Village, Sarang District, Rembang Regency, Central Java. The location was chosen for several reasons: first, SD Negeri Sumbermulyo actively utilizes educational reports in the evaluation and planning of lessons, which is relevant for assessing its application and impact on managing literacy and numeracy. Second, this school represents a rural primary school that is striving to improve the quality of education, particularly in literacy and numeracy, which is a priority in national education policies (Musakirawati et al., 2023). Third, the strategic location of the school in Sarang District facilitates data collection through direct observation and interviews with relevant stakeholders.

The study was conducted over the period from January to June 2025. This timeframe covers all stages of the research, including planning, data collection, data analysis, and report preparation. This research uses a qualitative approach with a descriptive research type aimed at providing an in-depth overview of the management of literacy and numeracy programs at SD Sumbermulyo based on educational reports. The research process was carried out in systematic stages as follows: (1) Preparation Stage: (a) Identification of issues related to the management of literacy and numeracy based on preliminary data from SD Sumbermulyo's educational report. (b) Literature review to understand national policies on literacy and numeracy, such as the National Literacy Program (School Literacy Movement) and the Minimum Competency Assessment (AKM). (2) Instrument Design: The researcher designed research instruments, such as structured interview guides and observation sheets aimed at collecting data on teaching strategies, challenges, and the implementation of literacy and numeracy programs at the school. (3) Coordination and Permission: The researcher coordinated with the school to obtain research permission and explain the research objectives to ensure the acceptance of the study.

According to Sugiyono (2018), research subjects are the parties who provide data or information related to the problem being studied. In this study, the research subjects include: (1) 10 teachers involved directly in the implementation of literacy and numeracy programs at SD Sumbermulyo, (2) 1 school principal who is responsible for the management and evaluation of school programs, (3) 184 active students who are the primary targets of the literacy and numeracy programs at SD Sumbermulyo. A purposive sampling technique was used, selecting 5 students from the total 184 who participate in the literacy and numeracy programs at the school.

Research instruments are tools used by the researcher to collect relevant data that supports the research objectives. The instruments used in this study include interview guides, observation sheets, and documentation formats, which are designed to obtain valid and reliable data (Sugiyono, 2023: 82). (1) Interview Guide: Designed to collect information from the school principal, teachers, students, and parents about the management of literacy and numeracy and the role of educational reports in the learning process. (2) Observation Sheets: Used to record learning activities related to literacy and numeracy. (3) Documentation: Collection of relevant documents, such as educational reports, lesson plans, and teaching materials.

The data collected in this study is qualitative in nature and related to the management of literacy and numeracy programs at SD Sumbermulyo. The data sources include primary data from in-depth interviews with the school principal, teachers, students, and parents, as well as secondary data from related documents such as educational reports and AKM assessment results. Data collection techniques used in this study include interviews, observations, and documentation, carried out systematically and with data triangulation to ensure the validity of the information. Data analysis was performed qualitatively using the following steps: data collection, data reduction, coding, data presentation, data verification, and conclusion drawing, in accordance with the principles of qualitative data analysis (Abdussamad, 2021: 39).

3. Results and Discussion

SD Negeri Sumbermulyo is a primary school under the Ministry of Education and Culture, located in Sumbermulyo Village, Sarang District, Rembang Regency. Established on April 1, 1985, the school is a public institution accredited with a B grade by the National Accreditation Board for Schools/Madrasahs (BAN-S/M) in 2017. The school is committed to providing high-quality primary education to the local community, with a vision to develop students who are intelligent, character-driven, and environmentally conscious. The school implements the Merdeka Curriculum, focusing on strengthening character and contextual learning, with literacy and numeracy as integral components of daily learning. With 175 students and supported by 9 professional teachers, SD Sumbermulyo strives to create a learning environment that supports the development of students' fundamental literacy and numeracy skills.

To obtain deeper insights into the implementation, challenges, and effectiveness of literacy and numeracy programs, this study employed a qualitative case study design. Data were collected through semi-structured interviews with the principal, nine classroom teachers, and two school committee representatives. Interviews were conducted over a three-week period and were supported by observations and document analysis from the school's educational reports. Each interview session lasted between 30–45 minutes, focusing on program planning, implementation, evaluation, and obstacles encountered. The interview guide ensured consistency across respondents while allowing flexibility for probing deeper into emerging themes. Interview Guide Questions are presented in Table 1 as follows:

Table 1. Interview Guide Questions

No.	Interview Question
1	How is the planning process for literacy and numeracy programs conducted?
2	What factors influence the organization and division of roles in the program?
3	How are literacy and numeracy learning activities implemented in daily practice?
4	What challenges do teachers face in carrying out literacy and numeracy programs?
5	How does the school monitor and evaluate the success of these programs?
6	What strategies are used to improve student literacy and numeracy outcomes?
7	How do educational report data contribute to program development and decision-making?
8	What facilities or resources are needed to support program effectiveness?

Planning of Literacy and Numeracy Programs

Based on the analysis of educational report data, SD Sumbermulyo has designed a structured literacy and numeracy program that is data-driven and based on student performance outcomes. The program planning involves setting objectives, achievement targets, success indicators, and clear evaluation schedules. This program aims to enhance students' basic reading competencies and foundational mathematical operations, with measurable success indicators evaluated through literacy assessments and numerical activity observations. Educational report analysis data shows that 65% of lower-grade students have not achieved the basic reading competency, and 50% of higher-grade students face difficulties in basic arithmetic operations. Therefore, the literacy and numeracy program is focused on achieving significant improvements in competency, with evaluations conducted every two months for literacy and at the end of each semester for numeracy.

Organization of Literacy and Numeracy Programs

The literacy and numeracy program at SD Sumbermulyo is organized through the formation of a special team consisting of classroom teachers, the school principal, and school committee representatives. All teachers are actively involved in the planning and implementation of the program, with 4 training sessions held annually to enhance teachers' competencies in literacy and numeracy. Ninety percent of the teachers reported that their roles related to this program were clear and well-structured, which facilitated coordination and implementation. In terms of facilities, SD Sumbermulyo has provided a reading corner in each classroom, numeracy teaching aids in all classrooms, and a library with over 1,200 books. The use of

interactive digital media such as YouTube Edu and Marbel also supports a more dynamic learning experience.

Implementation of Literacy and Numeracy Programs

The implementation of the literacy and numeracy program at SD Sumbermulyo can be observed in three main aspects: student learning activities, teacher adjustments to methods, and classroom program implementation. Students engage in daily reading activities for 15 minutes before lessons start, summarize the readings, and solve contextual numeracy exercises daily. Teacher adjustments include the use of locally contextualized learning media and the implementation of differentiated teaching based on student ability. This activity is observed through the use of Student Work Sheets (LKS), which are regularly collected and used as evaluation tools. Program success indicators, such as the increased number of students competent in reading and arithmetic, as well as student participation in literacy activities, are regularly measured. Evaluations are conducted every two months for literacy and at the end of each semester for numeracy. The findings from the research indicate that by using data from educational reports, SD Sumbermulyo can adjust the literacy and numeracy program to meet the needs of students.

Control of Literacy and Numeracy Programs

To ensure the sustainability and effectiveness of the literacy and numeracy programs, SD Sumbermulyo implements control mechanisms, including periodic monitoring and evaluation, identification of obstacles, and systematic follow-up. The control process is carried out by the school principal through classroom observations and teacher discussions, as well as documenting obstacles encountered during implementation. Evaluations are conducted using monitoring forms that record progress and issues faced during the program's implementation. Identified challenges include a lack of reading materials and teaching aids, which are continuously addressed by acquiring additional books and more varied numeracy teaching aids. To assess the effectiveness of managing literacy and numeracy programs at SD Sumbermulyo, data is collected through the analysis of educational report results and observations of student competency achievements in literacy and numeracy. The following Table 1 shows the distribution of literacy and numeracy competency achievements at each grade level, reflecting how well students have reached the set targets.

Table 2. Literacy and Numeracy Competency Achievements

Grade	Number of Students	Competent in Literacy (%)	Competent in Numeracy (%)	Target Achievement (%)
Grade 1-2	60	35%	40%	75%
Grade 3-4	55	45%	50%	80%
Grade 5-6	60	55%	60%	85%

Source: Data from the observation and analysis of SD Sumbermulyo's educational reports, 2025

Based on the data in Table 2, it was found that the literacy and numeracy competency achievements at SD Sumbermulyo are still below the established targets. In Grades 1-2, only 35% of students are competent in literacy and 40% in numeracy, far below the target of 75%. Similarly, in Grades 3-4, 45% have achieved literacy competency and 50% numeracy, still not reaching the 80% target. In contrast, Grades 5-6 show better results, with 55% competent in literacy and 60% in numeracy, though the target is 85%. These findings indicate a significant gap in literacy and numeracy mastery across all grade levels at SD Sumbermulyo. The main challenges identified include the insufficient time allocated for literacy activities outside of lesson hours and the limited teaching aids that support interactive numeracy learning. Therefore, the management of literacy and numeracy programs needs to be adjusted to accommodate the diverse needs of students, taking into account external factors that influence the quality of learning.

Discussion

Planning of Literacy and Numeracy Programs at SD Sumbermulyo Based on Educational Report Analysis

The planning of literacy and numeracy programs at SD Sumbermulyo begins with the analysis of educational report data, particularly focusing on reading and arithmetic competency indicators. Educational reports function as data-driven evaluative instruments that provide an objective representation of students' actual abilities. Educational report analysis emphasizes the importance of using diagnostic data as the foundation for the school's strategic planning. By critically analyzing the report data, the school can identify priority areas, particularly those indicators still showing red (low) or yellow (adequate) statuses (Ashri & Pujiastuti, 2021). This data becomes the basis for the school to not only identify weaknesses but also formulate concrete and targeted solutions.

The next step in the planning process is to set program objectives based on areas that have not met the targets in the report, such as poor reading comprehension or difficulties in basic arithmetic operations. In managing literacy and numeracy, goal-setting must be based on real needs and should be specific and measurable. According to primary education management theory, effective planning involves setting both short-term and long-term goals based on data. These goals are not decided unilaterally by the school principal but are the result of collaboration among the entire teaching team (Dasor et al., 2021). This aligns with the principle of participatory management, which emphasizes the involvement of all school stakeholders (Hasanah et al., 2023).

The follow-up action plan (Rencana Tindak Lanjut – RTL) is developed by involving teachers and the principal in a discussion forum, so the decisions taken reflect the needs observed in the field. In the theory of primary education management, effective planning should create a collaborative space where teachers become part of the policymaking process rather than mere technical implementers. The RTL is developed step-by-step, with a focus on solving major issues faced by

students, such as poor comprehension of explanatory texts or difficulties understanding fractions. With teacher involvement, the program becomes more contextual and adaptive to the characteristics of each class. This approach also strengthens teachers' sense of ownership over the program's implementation (Rohim & Rofiki, 2024).

SD Sumbermulyo's literacy and numeracy program is also aligned with the Merdeka Curriculum, particularly its principles of differentiation and student-centered learning. The Merdeka Curriculum provides room for educational units to design literacy and numeracy strengthening programs flexibly, based on local needs. In educational management theory, alignment between the program and the curriculum is essential to ensure that activities do not overlap. In other words, the literacy program does not exist in isolation, but rather reinforces what should be happening in the core learning process. Thus, the synergy between the curriculum and the program becomes the key to successful meaningful learning (Sumarni, 2023).

In the planning process, SD Sumbermulyo also clearly defines success indicators, such as improvement in literacy and numeracy scores in formative assessments, student participation in reading activities, and increased family involvement in literacy activities. In Education Evaluation Theory, success indicators are measurement tools used to assess the effectiveness of a program. These indicators should be specific, measurable, and relevant to the program's goals, ensuring that the program's implementation has a clear direction and that its outcomes can be systematically evaluated (Wibisono et al., 2024).

Organization to Support Literacy and Numeracy Programs at SD Sumbermulyo

The organization of human resources for the literacy and numeracy program at SD Sumbermulyo is carried out through the formation of a special team consisting of class teachers, homeroom teachers, and the principal. This team functions as the primary driver of the program and is responsible for coordinating the implementation in their respective classes. In primary education management theory, forming a collaborative implementation team is crucial for building a sense of ownership and shared responsibility for the success of the program. The involvement of the school principal in the team also strengthens managerial commitment and accelerates strategic decision-making (Larasati et al., 2024).

The school assigns clear roles among team members. Each teacher has specific responsibilities, such as being in charge of literacy for lower grades, coordinating numeracy for upper grades, and managing activity documentation. This role-based delegation follows the principle of role-based and expertise-based management, as explained in organizational theory in education. With appropriate delegation, the activities become more effective and efficient because each implementer understands the boundaries and scope of their responsibilities. To strengthen teachers' capacities, the school organizes training and workshops focused on active learning methods, contextual literacy strategies, and the use of numeracy media

based on games. These workshops are crucial to ensure that teachers do not only implement the program procedurally but also understand the underlying pedagogical philosophy and approach. In educational human resource management theory, enhancing teachers' competencies is a long-term investment that is essential for improving the quality of learning. These training sessions also provide opportunities for reflection and sharing of best practices among teachers (Haryati & Murniati, 2024).

Support for facilities is another key aspect in supporting the program's implementation. SD Sumbermulyo provides a reading corner in every classroom as a commitment to fostering a strong and sustainable literacy culture. The reading corner serves not only as a designated reading area but also as a space for exploration, creativity, and interaction with various types of age-appropriate reading materials that stimulate students' interest. Attractive arrangements, colorful displays, and student involvement in organizing and maintaining the reading corner are also implemented as strategies to increase their sense of ownership of the facility and encourage more consistent reading habits.

The school also provides numeracy teaching aids and thematic reading books tailored to the grade level and student context. For example, using concrete objects such as buttons, counting blocks, or number cards helps students understand basic arithmetic concepts. In numeracy learning, concrete media play a significant role as a bridge between abstract mathematical concepts and students' real-world experiences, especially for primary school children who are at the concrete operational stage according to Piaget's theory. The reading books are also selected carefully, considering the students' interests and reading abilities at each grade level.

Implementation of Literacy and Numeracy Programs at SD Sumbermulyo

One form of implementing literacy at SD Sumbermulyo is the 15-minute reading habit every morning before lessons start. This activity is carried out simultaneously in all classes, with students reading non-textbook materials such as folk tales, fables, or light informative reading. This activity aims to build an interest in and habit of reading in a fun way. In literacy habituation theory, consistent routine activities can foster a literacy culture from an early age (Rohmatilah et al., 2022). Besides building habits, this activity also serves as a positive transition before the lesson begins. Teachers do not assess the content of the students' reading, but encourage active involvement and light reflection. This routine has created a more peaceful and focused learning atmosphere. Thus, this program shows the effectiveness of a non-formal approach to internalizing literacy values in students' daily lives.

Evaluation of the Effectiveness of Literacy and Numeracy Programs at SD Sumbermulyo

The evaluation of the effectiveness of the literacy and numeracy programs at SD Sumbermulyo reveals several key insights, particularly in the context of achieving the set educational goals. While the school has made efforts to implement a data-driven approach by using educational reports to inform program planning and adjustments, the results show that there are still significant gaps between the program's objectives and the students' actual achievements. As reflected in the educational reports, the literacy and numeracy competencies of students, especially in the lower grades, have not met the targeted goals. For instance, only 35% of students in the lower grades are competent in literacy, and 40% in numeracy, far below the set target of 75%. These results highlight the challenges in the effectiveness of the current program, especially in terms of how it is meeting the diverse learning needs of students. One possible explanation for this gap is the insufficient time allocated for literacy activities outside of regular lessons, as well as the limited availability of interactive learning aids that can engage students in numeracy learning. Additionally, while the program incorporates the Merdeka Curriculum, which allows flexibility, there appears to be a need for more targeted differentiation in instruction to address the varying levels of student ability. This indicates that, despite a strong foundation in planning and organization, there is still a need for continuous refinement of teaching methods, resource allocation, and time management to enhance the overall effectiveness of literacy and numeracy programs at SD Sumbermulyo.

4. Conclusion

The management of the literacy and numeracy programs at SD Sumbermulyo has been systematically implemented through data-driven planning based on educational report analysis, involving the entire school community in the organization, and carrying out routine activities that support the improvement of students' literacy and numeracy skills. This study demonstrates that effective planning, based on data from educational reports, is crucial for the successful management of literacy and numeracy programs. It allows for the identification of strengths and weaknesses, enabling the formulation of precise and targeted solutions.

However, despite progress in achieving literacy and numeracy competencies, the results have not met the expected targets, particularly in the lower grades. This highlights the need for more intensive adjustments to the program, both in terms of teaching methods and strengthening parental and community involvement in supporting students' literacy and numeracy. The literacy and numeracy programs at SD Sumbermulyo are progressing well, but to achieve optimal results, improvements in supporting infrastructure and more focused, continuous evaluations are required. Challenges faced during program implementation, such as limited teaching aids and insufficient time allocated for literacy activities, also need

further attention. Innovations in teaching methods and the use of technology to support more effective literacy and numeracy learning are essential. The study recommends that SD Sumbermulyo strengthen the management of the program through regular evaluations and more comprehensive use of educational reports to improve the quality of literacy and numeracy learning in primary schools.

This research brings novelty by examining the management of literacy and numeracy programs at SD Sumbermulyo using educational report analysis as a foundation for planning and evaluating the program. Another novelty lies in the more detailed approach to utilizing educational report data to design programs that are more relevant to students' needs. Most previous research has focused on the general implementation of literacy and numeracy programs, without deeply considering the use of educational report-based evaluation data for more effective planning. Therefore, this study contributes to the understanding of how educational report analysis serves as a vital tool for evidence-based planning and evaluation in primary education.

However, this study has several limitations. One of the main limitations is the short research period, which only covers one academic year and therefore does not provide a long-term view of the impact of the literacy and numeracy programs on students' academic development. Additionally, this study was conducted in a single school (SD Sumbermulyo), meaning the findings may not fully represent other schools with different characteristics. The limited number of participants involved in the study is also a constraint, as broader and more diverse data could yield more generalizable results. For future research, it is recommended that similar studies involve more schools in various regions with different characteristics. Long-term studies are also necessary to assess the impact of literacy and numeracy programs on students' achievements over a longer period. Additionally, future research could explore the use of technology to support literacy and numeracy programs and involve parents and the community as strategic partners in strengthening literacy and numeracy learning in primary schools.

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