Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES
P-ISSN 2581-1657
E-ISSN 2581-2203

Implementation of the Educational Intervention Program to Improve the Quality of Learning at SD Negeri 018 Galang

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ARTICLE INFO

Article history:

Received: 08 Jan 2026
Revised: 10 March 2026
Accepted: 14 April 2026
Published online: 21 April 2026

Keywords:

Teaching Campus,
Students,
Basic Education

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Article Doi:

https://doi.org/10.31258/jes.10.4.p.951-964

A B S T R A C T

The educational intervention program integrates theoretical knowledge with classroom practice at SD Negeri 018 Galang. This study examined the effect of a problem-based learning (PBL) model on students' literacy and numeracy skills. A pre-test and post-test experimental design was employed with a sample of 15 students. The instruments consisted of expert-validated literacy and numeracy tests. Data were analyzed using normality tests, Wilcoxon signed ranks tests, and paired sample t-tests. The pre-test results indicated that literacy scores were not normally distributed ($p = 0.010$), while post-test literacy scores showed a normal distribution ($p = 0.165$). Numeracy scores, both before and after the intervention, were normally distributed. Of the 15 participants, 12 students experienced a decline in literacy scores ($Z = -2.458$, $p = 0.014$). A significant difference was found between pre-test and post-test scores ($t = -3.287$, $p = 0.005$), suggesting the need for careful evaluation of the learning model. Overall, the findings revealed a decrease in literacy outcomes, indicating that the applied strategies require adjustment to better support learning. In contrast, numeracy outcomes showed significant improvement, reflecting effective problem-based learning through contextual activities and educational games related to daily experiences.

1. Introduction

Essentially, almost all schools face challenges with their students' academic abilities. One example is schools in the outskirts, which face the problem of low academic performance (Umar & Widodo, 2022). Those living in suburban areas, whether in agricultural areas or the hinterland, tend to lack adequate access to urban educational opportunities (Nurlaily et al., 2021). In these circumstances, students can help address the challenges faced by almost every country by providing knowledge and skills to rural areas or educational areas in need (Dwiardha et al., 2022).

In the independent learning curriculum, learning seeks to create a Pancasila-based student profile. The Ministry of Education and Culture emphasizes the development of Pancasila students in its vision and mission (Jamaludin et al., 2022). Considering that education is a fundamental factor in a nation's progress, and its progress can be measured by the quality and effectiveness of its education system, a program is needed to support activities to improve literacy and numeracy skills (Silitonga & Simanjuntak, 2022).

The Independent Campus offers eight learning opportunities: independent study, internships, student exchanges, research, humanitarian projects, entrepreneurship, teaching support in educational units, internships, and thematic community service (Shofia et al., 2023). The purpose of implementing this educational intervention program is to strengthen students' responsibility in supporting the learning process in secondary schools near their homes (Ellahi & Dafit, 2025). Low levels of interest in reading and low levels of students' reading skills at school are a major concern for teachers involved in efforts to improve the quality of education. One of the targeted schools is SD Negeri 018 Galang, located in Sijantung Village, Galang District, Batam City, Riau Islands. This school was assigned to students for meaningful reasons, one of which is to improve literacy and numeracy skills.

Numeracy literacy is a basic skill needed by children and is considered to play a crucial role in an individual's intellectual development (Aryani et al., 2021). Mathematical reading activities, or numeracy literacy, are beneficial for improving the quality of human resources and well-being. Numeracy education is crucial for elementary school students so they can contribute to the progress and development of a nation (Anita et al., 2023). According to Khoirunnisa et al. 2023, numeracy literacy plays a crucial role in mathematics learning in the era of independent learning. One of the materials used to assess students' numeracy literacy skills in this context is data presentation, as this material is highly relevant to everyday life.

This school has many enthusiastic students who struggle in less-than-ideal conditions. The wooden chairs in the classrooms are worn, faded, and some are even cracked. With such a large student population, the classrooms often feel cramped and crowded. There are many teachers, but they struggle to provide the individual attention each student needs. The role of teachers is not merely to convey information to students; they must also function as facilitators, helping to create a fun, energetic, anxiety-free learning environment, and encouraging students to express their opinions openly (Esi et al., 2016).

Furthermore, the facilities are very limited. The school lacks a laboratory for experiments, preventing students from experiencing deeper learning in science. Adequate facilities stimulate students to study harder, increase their independence, and encourage them to explore more about science (Sahpitri, 2022). In addition to the availability of learning facilities and parental support, students' motivation to learn also plays a crucial role in academic achievement. This is because motivation serves as a driving force that encourages students to participate in the learning process, either willingly or unwillingly (Prianto, 2017).

In this study, the learning model used was Problem-Based Learning (PBL). According to (Awami et al., 2022; Gunawan; et al., 2026), Problem-Based Learning (PBL) is a learning model that uses problems as a context, where students are trained to improve their numeracy literacy skills and attempt to solve problems while gaining knowledge. This learning approach model presents students with problems to understand the subject matter. The problems presented in PBL are initially related to everyday life, which are then solved by the students (Cindarwati et al., 2024; Natasya et al., 2025).

With this educational intervention program, it is hoped that the activities implemented at SD Negeri 018 Galang will lead to better educational development and create benefits not only for students but also for students, teachers, lecturers, and the school. This program demonstrates the campus's dedication, through its students, to the success of national education (Arumsari et al., 2022; Kamalia et al., 2022). This activity will change students' views on theory and practice, especially in schools, where they can assess the extent to which the implementation of educational programs has influenced students' perceptions (Marta & Cholis, 2023).

2. Methodology

This research was conducted at SD Negeri 018 Galang, located in Sijantung Village, Galang District, Batam City, using quantitative methods with an experimental design. This research method aimed to identify the effect of implementing a problem-based learning model on students' literacy and numeracy skills. According to Sunawan et al. (2017), quantitative research is a type of research that produces new findings obtained through statistical procedures or other methods of measurement. The subjects in this study consisted of 15 fifth-grade students at SD Negeri 018 Galang.

The research instrument used by the researchers was data from pre- and post-test results, which aimed to assess students' numeracy literacy skills. The instrument's accuracy was tested through a validation process, and its relationship to the research indicators was conducted by experts (Alfiatunnisa et al., 2022; Ridiyawati et al., 2025). The items in the instrument can be used to assess expected knowledge. The content validity indicators considered include: 1) the appropriateness of the indicators to the questions, 2) the appropriateness of the questions to the aspects being studied, 3) the clarity of the language or images in the questions, 4) the appropriateness of the questions to the sample, and 5) the appropriateness of the material or concepts being tested (Novikasari, 2017; Hardiman et al., 2025).

Data collection was conducted before and after the implementation of the problem-based learning (PBL) model. Data were analyzed using paired-sample t-tests to assess the significance of improvements in student abilities. Because the distribution of literacy pretest results was non-normal, the Wilcoxon test was used to obtain a more accurate picture of the changes. The analysis showed significant improvements in numeracy skills, while literacy skills experienced challenges.

3. Results and Discussion

Classroom Conditions

The research was conducted at SD Negeri 018 Galang involving students from class 5A and 5B. From the total population of both classes, 15 students were selected randomly as research samples. The selected students represented a range of academic abilities, consisting of both male and female learners with relatively balanced gender composition. Based on classroom observations, students showed diverse characteristics in terms of participation, motivation, and understanding. Some students were actively involved in answering questions and participating in discussions, while others tended to be more passive and required encouragement from the teacher. In terms of literacy and numeracy skills, students demonstrated varying levels of competence, where a few students were able to interpret contextual problems effectively, while others still faced difficulties in understanding instructions and identifying relevant information. This heterogeneity indicated that students required a learning approach that could accommodate different learning needs and encourage active participation from all learners.

Prior to the implementation of the research treatment, the learning process in both classes was generally carried out using conventional teaching methods. The teacher primarily used lecture-based instruction combined with textbook exercises. Literacy learning activities were mostly limited to reading short texts followed by direct questions, while numeracy learning emphasized procedural calculations rather than contextual problem solving. As a result, students tended to receive information passively and had limited opportunities to explore problems or engage in discussions. In addition, students experienced difficulties in connecting reading comprehension with mathematical reasoning, especially when dealing with story-based problems. These classroom conditions suggested the need for an instructional approach that could actively involve students in meaningful learning experiences. Therefore, the Problem-Based Learning (PBL) model was implemented to improve students' literacy and numeracy skills through real-life problem-solving activities.

Implementation of Problem-Based Learning During the Research

The research was conducted through several learning sessions using the Problem-Based Learning (PBL) model. Before the implementation of the learning treatment, students were given a pre-test using AKM-based questions developed by the Ministry of Education (Kemdikbud). The pre-test was administered to 15 students selected randomly from classes 5A and 5B to measure their initial literacy and numeracy abilities. After the learning intervention, a post-test with similar characteristics was conducted to evaluate students' improvement. The use of AKM-based instruments aimed to assess students' higher-order thinking skills, particularly in understanding contextual problems and applying reasoning.

At the beginning of each lesson, the teacher introduced a contextual problem related to students' daily experiences. This stage aimed to stimulate students' curiosity and activate their prior knowledge. The teacher explained the learning objectives and

guided students to understand the problem scenario. Students were then divided into small groups consisting of three to four members. In their groups, students discussed their initial understanding of the problem and shared ideas about possible solution strategies. The teacher acted as a facilitator who ensured that all students were involved in the discussion process.

During the problem analysis stage, students carefully read the given text, identified important information, and highlighted relevant numerical data. This activity encouraged students to connect literacy skills with numeracy skills. Students discussed various solution strategies within their groups and evaluated the most appropriate approach. The teacher provided guidance and clarification when necessary without directly giving answers, allowing students to construct their own understanding through discussion. In the investigation stage, students explored different methods to solve the problem. They performed calculations, tested possible strategies, and compared their answers with group members. This stage emphasized the integration of reading comprehension and mathematical reasoning. Students actively engaged in analyzing information, making decisions, and solving problems collaboratively.

After completing the investigation, each group presented their findings in front of the class. Students explained their reasoning and the steps they used to solve the problem, while other groups provided feedback or alternative perspectives. This presentation session created an interactive learning environment and helped students improve their communication skills. At the end of the lesson, the teacher and students conducted a reflection session to summarize key concepts and evaluate the learning process. Students shared their experiences and discussed the challenges they encountered, which helped deepen their understanding of literacy and numeracy concepts.

Problem 1

The first problem presented to students involved a contextual scenario related to a school library. In this problem, students were given a short story describing the situation of a library that planned to arrange several books onto a number of available shelves. The story contained information about the total number of books and the number of shelves provided in the library. Students were required to read the story carefully, identify the relevant numerical information, and determine how the books could be distributed equally across the shelves. Through this activity, students were encouraged to interpret written information and translate it into mathematical calculations. In addition, the problem required students to discuss possible strategies with their group members before deciding on the most appropriate solution. The discussion process allowed students to compare different ideas and reasoning processes. By engaging in this activity, students practiced combining literacy skills, such as reading comprehension and information identification, with numeracy skills involving division and logical reasoning.

Problem 2

The second problem presented a scenario related to a school event in which students needed to prepare snack packages for participants. The problem described the total number of snack items available and explained that each package required a specific number of items. Students were asked to determine how many snack packages could be prepared using the available items and whether the quantity of snacks was sufficient for all participants. To solve the problem, students needed to read and understand the information contained in the text, identify the relevant numerical data, and perform calculations to obtain the correct result. This activity encouraged students to analyze textual information carefully before applying mathematical operations. During the discussion stage, students collaborated with their group members to develop possible solutions and explain their reasoning. The teacher monitored the discussion process and provided guidance when necessary to ensure that students remained focused on the problem-solving task. Through this problem, students practiced applying numeracy skills in a contextual situation while strengthening their literacy ability to interpret written information accurately.

Learning Media Used in the Research

During the implementation of the Problem-Based Learning (PBL) model, several learning media were used to support students' understanding and engagement. These media helped students analyze problems, organize their ideas, and communicate their reasoning more effectively. The first medium used in this research was problem-based worksheets containing contextual stories. These worksheets guided students to identify important information and solve problems systematically. An example of the worksheet used in this study is presented in Figure 1 below.

Figure 1. Example of Problem-Based Worksheet Used in PBL Learning

The second medium used during the learning process was visual illustration cards. These cards presented problems using diagrams and pictures to help students understand numerical relationships more easily. The use of visual representations made learning more engaging and supported students in interpreting contextual problems. The example of visual illustration cards used in this study can be seen in Figure 2 below.

Figure 2. Visual Illustration Cards for Supporting Numeracy Understanding

The third medium used in this research was group discussion sheets. These sheets were used by students to record ideas, calculations, and conclusions during group work. In addition, they helped students present their discussion results more systematically. The example of the group discussion sheet is shown in Figure 3 below.

Figure 3. Group Discussion Sheet Used for Collaborative Learning

Following the implementation of the Problem-Based Learning (PBL) model supported by various learning media, the effectiveness of the learning process was evaluated through pre-test and post-test results. These tests were administered to measure students' literacy and numeracy skills before and after the intervention. The data obtained from both tests were then analyzed descriptively and inferentially to identify any significant differences in students' performance. The results of the analysis are presented in the following sections, which include descriptive statistics of literacy and numeracy scores, as well as hypothesis testing to determine the significance of the differences observed. The presentation of the data begins with literacy outcomes, followed by numeracy outcomes.

a. Literacy

The descriptive statistics of students' literacy scores in the pre-test and post-test are presented in Table 1.

Table 1. Descriptive Statistics of Literacy

Descriptive Statistics	Pre Test	Post Test
AND	15	15
Range	65	50
Minimum	30	40
Maximum	95	90
Mean	78.67	67.00
Std. Deviation	15.684	13.601

The descriptive analysis results show a range of scores between 30 and 95, with a minimum score of 30 and a maximum score of 95. The average student literacy score on the pre-test was 78.67, indicating a good understanding of literacy skills. However, the data showed significant variation, with a standard deviation of 15.684. This indicates significant differences in achievement among students, despite the relatively high average score.

After implementing the learning model, the post-test results showed a different picture. The average student score dropped to 67.00. The post-test score ranged between 40 and 90, with a minimum score of 40 and a maximum score of 90. Although the average and range of scores decreased, the standard deviation also decreased to 13.601. This decrease may indicate that student achievement has become more homogeneous, with smaller differences among student scores compared to the pre-test. To provide a clearer comparison between students' performance in the pre-test and post-test, the distribution of literacy scores is illustrated in Figure 4 below.

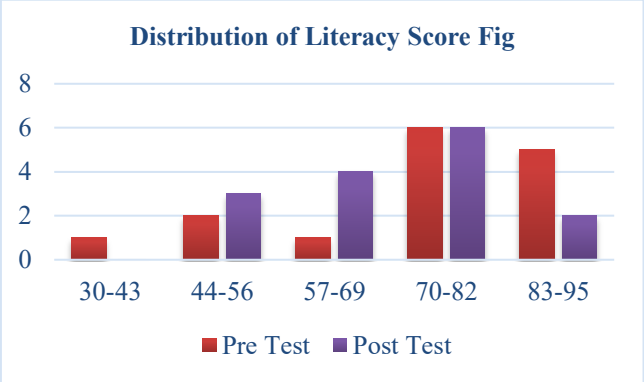

Figure 4. Literacy Pre-Test and Post-Test Diagram

A comparison chart between pre-test and post-test results shows significant changes in student understanding. The analysis of the results shows that many students scored in the low pre-test range, with most scores distributed between 10 and 59. This indicates that most students had limited initial understanding.

b. Numeracy

The descriptive statistics of students' numeracy scores in the pre-test and post-test are presented in Table 2 below.

Table 2. Descriptive Statistics of Numeracy

Descriptive Statistics	Pre Test	Post Test
AND	15	15
Range	55	60
Minimum	20	30
Maximum	75	90
Mean	47.00	61.33
Std. Deviation	16.013	17.975

The descriptive analysis of the pre-test and post-test revealed interesting changes in student understanding. In the pre-test, the recorded score range was 55, with a minimum score of 20 and a maximum score of 75. This indicates significant variation. Meanwhile, in the post-test, the range was wider, at 60, with a minimum score of 30 and a maximum score of 90. This increase in the maximum score indicates that the learning program successfully brought some students to a higher level of understanding, although some still experienced difficulties.

The average pre-test score was 47.00, indicating that overall, students' understanding before the program was low. However, after the program, the average increased to 61.33. However, when we look at the standard deviation, we get a more complete picture. In the pre-test, the standard deviation was 16.013, and it increased to 17.975 in the post-test. To further illustrate the comparison between pre-test and post-test scores in numeracy, the data are visualized in Figure 5 below.

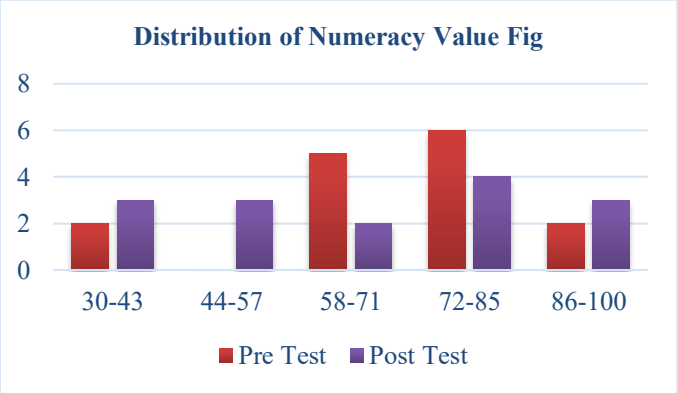

Figure 5. Diagram of Pre-Test and Post-Test Numeras

Data Analysis Test

a. Normality Test

The results of the normality test using the Kolmogorov-Smirnov and Shapiro-Wilk tests are presented in Table 3 below.

Table 3. Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Lite	.255	15	.010	.747	15	.001
Post Test rasi	.187	15	.165	.943	15	.418
Pre Test ıerasi	.136	15	.200*	.967	15	.805
Post Test ıerasi	.152	15	.200*	.957	15	.647

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Normality analysis was conducted to evaluate the distribution of pre-test and post-test scores in literacy and numeracy using the Kolmogorov-Smirnov and Shapiro-Wilk tests. The results showed that the literacy pre-test data were not normally distributed, with a Kolmogorov-Smirnov significance value of 0.010 and a Shapiro-Wilk significance value of 0.001. In contrast, the literacy post-test was normally distributed, with a Kolmogorov-Smirnov significance value of 0.165 and a Shapiro-Wilk significance value of 0.418. For numeracy, both the pre-test and post-test showed a normal distribution, with the pre-test having a Kolmogorov-Smirnov significance value of 0.200 and a Shapiro-Wilk significance value of 0.805. The numeracy post-test was also normally distributed, with a Kolmogorov-Smirnov significance value of 0.200 and a Shapiro-Wilk significance value of 0.647.

Data Hypothesis Testing

a. Wilcoxon Signed Ranks Test

The results of the Wilcoxon Signed Ranks Test are presented in Table 4 below.

Table 4. Wilcoxon Signed Ranks Test Results

Ranks

		N	Mean Rank	Sum of Ranks
posttest – pretest	Negative Ranks	12[a]	6,71	80.50
	Positive Ranks	1[b]	10,50	10.50
	Ties	2[c]		
	Total	15		

a. posttest < pretest
b. posttest > pretest
c. posttest = pretest

Test Statistics[a]

	post test – pre test
Z	-2.458[b]
Asymp. Sig. (2-tailed)	.014

a. Wilcoxon Signed Ranks Test
b. Based on positive ranks.

An analysis using the Wilcoxon Signed Ranks Test was conducted to compare the literacy pre-test and post-test scores of 15 students. The results showed that 12 students experienced a decrease in scores with an average negative rating of 6.71, while only 1 student showed an increase (an average positive rating of 10.50) and 2 other students had the same scores in both tests. The Z-score obtained was -2.458 with a p-value of 0.014. Since the p-value <0.05, it can be concluded that there is a significant difference between the pre-test and post-test scores.

b. Paired Sample T-Test Numeracy

The results of the Paired Sample T-Test are presented in Table 5 below.

Table 5. Paired Sample T-Test Results

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	**Std. Deviation**	**Std. Error Mean**	**Lower**	**Upper**	**t**	**df**	**Sig. (2-tailed)**
Pair 1	pretest - posttest	-14.333	16.889	4.361	-23.686	-4.981	-3.287	14	.005

The results of the Paired Samples T-Test showed a significant difference between the pretest and posttest scores with an average score difference of -4.333, indicating

a lower posttest score. The standard deviation of the difference was 16.898, with an average uncertainty (Std. Error Mean) of 4.361. The 95% confidence interval ranged from -23.606 to -4.981, indicating a significant difference. The t-value was -3.287 with 14 degrees of freedom and a significance value (p) of 0.005, well below 0.05. This confirms that there is a significant difference between the pretest and posttest scores, indicating the need for further evaluation of the factors that influence learning outcomes.

4. Conclusion

The educational intervention had a significant positive impact on students, who had the opportunity to learn and develop themselves outside of class. This program also made a significant contribution to the implementation of learning at SD Negeri 018 Galang. The benefits of this intervention were felt not only by the students, but also by both students and teachers. One positive outcome achieved by students was an increase in reading interest through the literacy program. However, post-test results showed that students' literacy skills had decreased compared to the pre-test, which presented a challenge for the intervention team to analyze and find solutions. Meanwhile, through the numeracy program, although students' literacy declined, their numeracy skills significantly improved. Students were taught the importance of mathematical skills in everyday life and how numeracy can help them solve practical problems.

Project-Based Learning (PBL) is implemented as an effective learning method, where students engage in real-life projects relevant to their life contexts. This not only develops collaboration and problem-solving skills but also provides hands-on experience in applying numeracy knowledge. Various work programs have been implemented as a step to improve the culture of literacy and numeracy among students. Students are also active in providing motivation to students in improving literacy and numeracy, as well as utilizing the skills they gain through PBL and other programs for students' daily lives.

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How to cite this article:

Rizki, S. A., Hartanto, S., & Gusmania, Y. (2026). Implementation of the Educational Intervention Program to Improve the Quality of Learning at SD Negeri 018 Galang. *Journal of Educational Sciences*, *10(4)*, 951-964.