

## Transforming Literacy And Numeracy Learning Through Weekly Outing Class

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### Abstract

The general objective of the "Litnum Challenge" Numeracy Literacy innovation in the form of a Weekly Outing Class For Champions is to improve students' literacy and numeracy competencies holistically through interesting and competitive out-of-class learning activities. The purpose of this study is *first*, to identify how outing class-based literacy patterns; and *second*, how students respond to the program. Through this study, it will be able to contribute to organizing literacy in schools with the currently developing outing class approach. The method used is qualitative, with researchers as key instruments. The results of the study show that Weekly Outing Class-based literacy is carried out on Wednesdays and Fridays as an innovation at SMP Negeri 3 Angkona to overcome student boredom. From the evaluation results, student motivation increased before and after the Weekly Outing Class-based literacy activities. This study contributes to school innovation in improving literacy which is currently a national issue.

Keywords: Learning; Literacy; Weekly\_Outng Class; Angkona

### 1. Introduction

Literacy culture in Indonesia is an interesting issue for further study, given that literacy rates among the community are still relatively low. Literacy has not yet fully become a part of people's daily lives, thus not being firmly rooted as an ingrained culture[1]. Education plays a strategic role in determining the direction and future of the younger generation. Beyond merely transferring knowledge, education is also a crucial tool for character formation and developing relevant competencies to face future challenges. To achieve these goals, attention is needed to advance educational programs, particularly in the development of 21st-century skills. These skills encompass aspects of literacy, numeracy, critical thinking, problem-solving, and effective communication.

Furthermore, the P21 (Partnership for 21st Century Learning) initiative emphasizes the importance of mastering life skills and career readiness as an integral part of modern education[2], which encourages interest in reading and literacy[3]. Literacy and numeracy skills are essential foundations in the learning process and development of student competencies at the elementary and secondary levels of education. Numeracy literacy is the knowledge and skills to use various numbers and symbols related to basic mathematics to solve practical problems in various contexts of everyday life and analyze information presented in various forms, then use the interpretation of the results of the analysis to predict and make decisions[4].

Based on observations conducted at SMP Negeri 3 Angkona, it was found that the learning environment, both inside and outside the classroom, still requires better attention and arrangement. To develop literacy and numeracy, SMPN 3 Angkona has implemented the School Literacy Movement supported by integrated learning across various subjects. Furthermore, the LitNum Challenge (Literacy and Numeracy) Weekly Outing Class for

Champion educational innovation at SMP Negeri 3 Angkona was born from the need to provide more lively, enjoyable, and meaningful literacy and numeracy learning for students. Literacy can be achieved through project-based learning[5], so it needs to be cultivated[6]

Until now, literacy has often been perceived as simply reading texts without critical understanding, while numeracy is considered merely mechanical calculations unrelated to everyday life. This quickly leads to students becoming bored and less motivated to develop higher-order thinking skills. Through the LitNum Challenge, SMP Negeri 3 Angkona presents weekly outing-based learning integrated with real-life activities in the surrounding area.

This study aims to: *first* , identify literacy patterns based on outing classes; and *second*, how students respond to the program. This study will contribute to the development of literacy in schools using the currently emerging outing class approach.

## **2. Methodology**

### **2.1 Types of Research and Approaches**

This type of research is descriptive qualitative, based on the post-positivist paradigm and is used to study objects in their natural state. The main goal of this approach is to understand phenomena in depth in a social context, prioritizing direct interaction between the researcher and the object being studied. This research uses a phenomenological approach, which focuses on efforts to explore the meaning of human behavior, both as individuals and as part of a group or society[7]. Phenomenology suspends all judgments about natural attitudes until a specific basis is found.

### **2.2 Research Location**

The research location was SMP Negeri 3 Angkona, located in East Luwu Regency. East Luwu Regency is one of the regencies in South Sulawesi that is moving towards industrialization, particularly in the mining sector.

### **2.3 Data source**

The determination of data sources was carried out using purposive sampling or with certain considerations, based on previously known characteristics and characteristics, based on the research objectives. If the data obtained was not saturated, then continued with Snowball Sampling. Snowball Sampling is a sampling technique that initially small in number, then enlarged. The researcher determined 60 students as the unit of analysis and data source, then continued with enrichment from other informants.

### **2.4 Data collection technique**

Data collection in this study was conducted through several techniques, namely observation, in-depth interviews, and documentation. The observation technique used was participatory observation, in which the researcher not only observed but also actively participated in various activities carried out by multi-religious families as research subjects. In addition to observation, the researcher also conducted in-depth interviews using a previously prepared interview guide. To support the smooth and accurate data collection, the researcher utilized tools such as slip notes and a voice recorder (tape recorder). The documentation technique was used to obtain secondary data relevant to the research topic. The documents collected included books, magazines, brochures, and important letters related to the objects and problems studied.

## 2.5 Research Instruments

In this qualitative research, the researcher acts as the key instrument. They play a central role as planner, data collector, data analyst, and report compiler. Therefore, the researcher's direct presence in the field is crucial for a deeper understanding of the phenomena being studied. The researcher's active involvement in interactions with informants is essential for obtaining valid and contextual data. Although the researcher is the primary instrument, tools such as interview guides and observation guides are also used to support the data collection process and enhance the validity of the findings. These tools serve as technical guidance, not as a substitute for the researcher's central role in the research process.

## 2.6 Data Analysis Techniques

Field research data is analysed through three main stages: data reduction, data presentation, and conclusion drawing and verification. The data reduction stage involves an editing process aimed at selecting and identifying important information relevant to the research focus. At this stage, researchers refine incomplete notes, clarify codes or scribbles to avoid confusion, structure sentences more fully and clearly, and check for data consistency and the correspondence between answers and the questions posed. Next, the data presentation stage is characterized by grouping, organizing, and categorizing the data. The processed data is presented in various formats, such as matrices, graphs, and systematic narrative descriptions, to facilitate understanding and further analysis. The final stage is conclusion drawing and verification, which is the process of searching for patterns, models, similarities, or relationships among the collected data. From this process, researchers can draw more valid and accurate conclusions based on field findings.

## 3. Results And Discussion

### 3.1 Outing Class-Based Literacy Pattern

The educational innovation LitNum Challenge (Literacy and Numeracy): Weekly Outing Class for Champion SMP Negeri 3 Angkona was born from the need to present literacy and numeracy learning that is more lively, fun, and meaningful for students. So far, literacy is often perceived as limited to reading texts without critical understanding, while numeracy is considered merely mechanical counting without any connection to everyday life. This makes students quickly bored and less motivated to develop higher-order thinking. Through the LitNum Challenge, SMP Negeri 3 Angkona presents weekly learning based on outing classes that are integrated with real activities in the surrounding environment.

*First*, literacy on Wednesdays. Students participate in the Literacy Challenge. This activity can include reading articles, folk tales, or informative texts outside the classroom (for example, in the school park, local library, or other open spaces). After that, students are asked to write a summary, create a concept map, or develop a critical opinion based on the reading. The main goal is to cultivate a habit of meaningful reading, improve text comprehension, and hone writing and argumentation skills. *Second*, numeracy every Friday. Students participate in the Numeracy Challenge. Activities include number games, simple economic simulations, and practical calculations in the field. For example, calculating the price comparison of goods in the cafeteria, measuring the area of the school field, or creating simple graphs from school activity data. This activity aims to enable students to connect mathematics to everyday life, hone logic skills, and foster an understanding of numeracy that is applicable and enjoyable.

With Wednesdays for Literacy and Fridays for Numeracy, the LitNum Challenge program not only improves students' basic skills but also fosters a love of learning, a culture of

reflection, and motivation for healthy competition. At the end of each week, students who demonstrate the best performance will be recognized as Weekly Champions, so that learning does not stop at the process, but also fosters a sense of pride and appreciation for the efforts made. This innovation is expected to be a strategic step for schools in supporting the National Literacy Movement (GLN) and Regional Numeracy Strengthening, as well as becoming a model of good practice that can be replicated by other educational units.

### 3.2 Student Responses to Outing Class-Based Literacy

“LitNum Challenge” Numeracy Literacy Activity , packaged in the form of a Weekly Outing Class for Champions, is a learning innovation that aims to improve students’ literacy and numeracy competencies in a fun, contextual, and student-centered manner. This activity is designed to be carried out periodically every week, by utilizing the environment around the school or a specific location as a medium for out-of-class learning ( *outing class* ). Each *outing class session* is designed with various challenges *that* involve integrated literacy and numeracy activities. For example, students are asked to read and understand mission instructions, find information from the surrounding environment, calculate distance, measure time or interpret data from simple graphs and tables that are relevant to real situations.

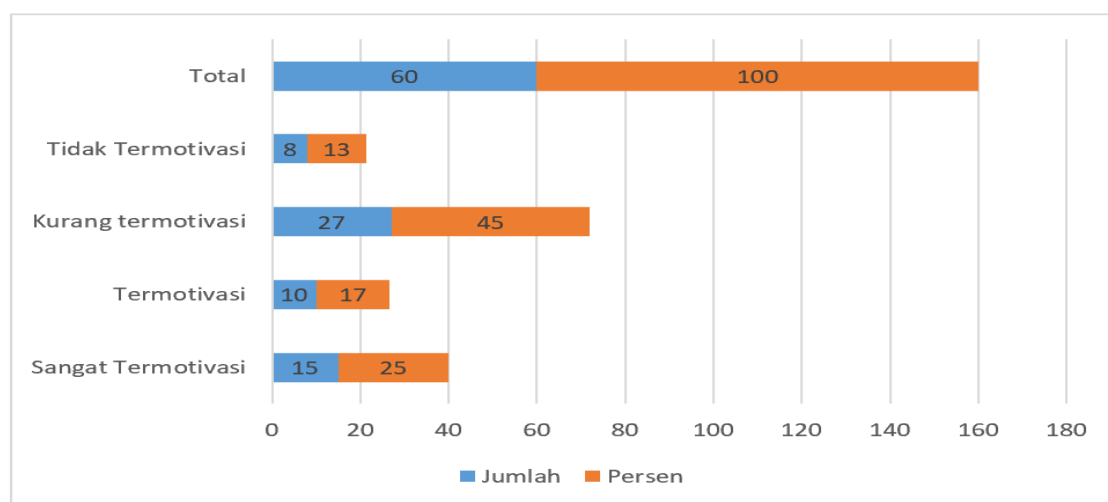


Figure 1. Student Responses Before Outing Class-Based Literacy Activities

From table 1 it can be seen that before the Outing Class Based Literacy was carried out, out of a total of 60 students who answered, 8 people (13%) answered that they were not motivated, 27 students (45%) answered that they were not motivated, ) answered that they lack motivation, 10 students (17%) answered that they were motivated, and 15 students (25%) answered that they were very motivated. From this table, it can be concluded that there are still many students who are not motivated by the presence of numeracy literacy in the classroom.

One of the strengths of this activity is its contextual and engaging approach. Compared to conventional classroom learning, outing classes provide a more flexible learning experience, fostering interaction between students, and integrating learning with the real world. This positively impacts student motivation, as they feel actively involved and experience the direct benefits of their learning.

After the Outing Class-Based Literacy activity, the researcher conducted a survey to determine students' responses to the activity, with the following results:

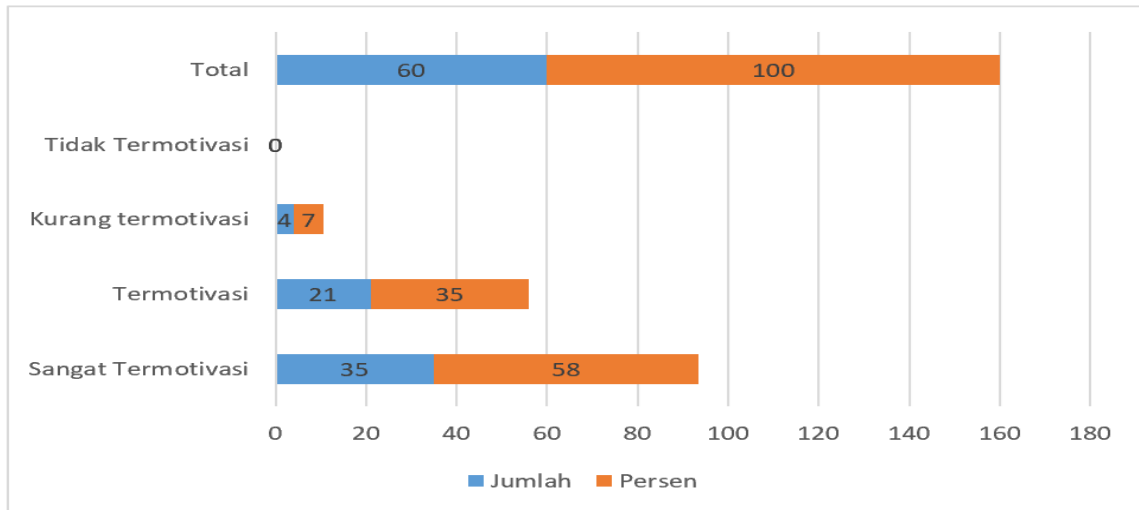


Figure 2. Student Responses After Outing Class-Based Literacy Activities

From table 2 it can be seen that after Outing Class Based Literacy was carried out, of the total 60 students who answered, none ( 0 % ) answered that they were not motivated, 4 students (7%) ) answered that they lacked motivation, 21 students (35%) answered that they were motivated, and 35 students (58%) answered that they were very motivated. From the table, it can be concluded that after the Outing Class-Based Literacy activity was held, most of the students were very motivated by this activity.

One of the strengths of this activity is its contextual and engaging approach. Compared to conventional classroom learning, outing classes provide a more flexible learning experience, fostering interaction between students, and integrating learning with the real world. This positively impacts student motivation, as they feel actively involved and experience the direct benefits of their learning.

*Weekly Outing Class* sessions demonstrated increased student enthusiasm, increased active participation, and improved understanding and application of literacy and numeracy concepts. Teachers acted as facilitators, guiding and monitoring student activities, ensuring the learning process remained focused and aligned with objectives.

Overall, the LitNum Challenge has successfully created a creative, inclusive, and transformative learning environment. In addition to improving literacy and numeracy skills, it also strengthens students' character traits, such as curiosity, responsibility, and a fighting spirit. By actively engaging students in weekly challenges, the program provides a learning alternative that can be sustainably adopted to improve the quality of education in schools.

The implementation of the LitNum Challenge has had significant direct and indirect impacts on students, teachers, schools, and regional education providers. The LitNum Challenge has resulted in several educational innovations that can serve as benchmarks for the development of similar innovations, including:

1. The Literacy and Numeracy Outing Class Learning Model is structured and can be replicated in other schools.

2. The LitNum Challenge module contains a weekly activity guide (theme, challenge, instructions, assessment rubric) that is practical for teachers to use.
3. Student Documentation and Portfolio in the form of written work, numeracy reports, and activity reflections that show the development of students' literacy and numeracy.
4. The “Weekly Champion” Appreciation System encourages healthy competition among students and fosters learning motivation.
5. The School Innovation Trail consists of publications of activity results on social media and the school website, enhancing the brand of innovative schools. These outputs are not just physical products, but also a new culture of learning: literacy and numeracy become part of enjoyable, contextual, and sustainable activities.

#### 4. Conclusion

The Literacy and Numeracy Program “LitNum Challenge,” a Weekly Outing Class for Champions, has successfully created a dynamic and competitive learning environment, significantly enhancing students’ interest and literacy and numeracy skills. Through a series of structured and engaging activities outside of class hours, students not only hone their academic skills but also build self-confidence and a collaborative spirit. The positive impact of this innovation is evident in the increase in average literacy and numeracy test scores, as well as in students’ active participation in each session. The success of this program demonstrates that innovative and relevant approaches can be key to addressing educational challenges and achieving higher learning goals. We are optimistic that by continuing and developing this program, we can create a generation of learners who are more resilient and ready to face future challenges.

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