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Numerical Skills Analysis of Mathematics Department Students in the Kampus Mengajar Batch 7 Program

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Abstrak

Program Kampus Mengajar mendukung program pemerintah Indonesia dalam memperkuat kemampuan numerasi siswa. Mahasiswa yang memprogramkan Kampus Mengajar seyogyanya memiliki kemampuan numerasi yang baik. Penelitian ini bertujuan untuk mendeskripsikan kemampuan numerasi mahasiswa Kampus Mengajar angkatan 7 Jurusan Matematika Universitas Negeri Makassar. Jenis penelitian ini adalah penelitian deskriptif dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah mahasiswa Kampus Mengajar angkatan 7 Jurusan Matematika Universitas Negeri Makassar. Adapun sampel dari penelitian ini adalah 40 mahasiswa. Instrumen yang digunakan untuk mengumpulkan data berupa tes uraian sebanyak 3 soal Asesmen Kompetensi Minimum (AKM) level 5 terkait tiga indikator kemampuan numerasi. Hasil penelitian menunjukkan bahwa rata-rata kemampuan numerasi mahasiswa Kampus Mengajar angkatan 7 Jurusan Matematika Universitas Negeri Makassar adalah 84.95. Adapun nilai rata-rata kemampuan numerasi mahasiswa kelompok tinggi, sedang, dan rendah berturut-turut sebesar 94, 68.8, dan 33. Hasil menunjukkan bahwa terdapat 88.8% mahasiswa sudah mampu menggunakan berbagai macam angka atau simbol terkait dengan matematika untuk menyelesaikan masalah kehidupan sehari-hari, 81.9% mahasiswa sudah mampu melakukan analisis terhadap informasi yang ditampilkan dalam tabel serta 83.8% mahasiswa sudah mampu menafsirkan hasil analisis tersebut untuk memprediksi dan mengambil keputusan dengan tepat.

Kata Kunci: Kemampuan Numerasi; Mahasiswa Kampus Mengajar Angkatan 7; AKM; Jurusan Matematika.

Abstract

The Teaching Assistantship program supports the Indonesian government's efforts to strengthen students' numeracy skills. Students who participate in this program should ideally have strong numeracy skills. This research aims to analyze the numerical ability of Kampus Mengajar students batch 7 Mathematics Department at Universitas Negeri Makassar. The type of research is descriptive research with a quantitative approach. The population of this research consists of Kampus Mengajar students batch 7 Mathematics Department at Universitas Negeri Makassar. The sample includes 40 students. The instrument used to collect data consists of three questions from the Minimum Competency Assessment (AKM) level 5, related to three numerical ability indicators. The results indicate that the average numerical ability score of the students is 84.95. Specifically, the average numeracy scores of students in the high, medium, and low groups are 94, 68.8, and 33, respectively. The findings show that 88.8% of students are able to use various kinds of numbers or symbols to solve practical problems in various contexts of daily life clearly and precisely, 81.9% of students are able to analyze question information displayed in table form correctly, and 83.8% of students are able to interpret analysis results and draw conclusions from questions accompanied by appropriate reasons.

Keywords: PCK; Content Knowledge; Pedagogical Knowledge; Knowledge of Learner.

I. INTRODUCTION

The latest PISA 2022 results show that Indonesia has improved its ranking by 5-6 positions compared to 2018, although its scores remain below the OECD average. Indonesia's scores were recorded as 379 for mathematics, 371 for reading, and 398 for science. This improvement is largely attributed to initiatives such as Kurikulum Merdeka, which emphasizes literacy and numeracy, and increased digital access during the pandemic through internet support and the Merdeka Mengajar platform (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024).

Numeracy skills involve the ability to use symbols and numbers in mathematical contexts to solve problems, interpret information for decision-making, communicate ideas effectively, reason, analyze, solve, formulate, and interpret mathematical problems across various situations and formats (Khoiriah, 2022). In education, numeracy should be a competency mastered not only by students but also by all educational stakeholders, including teachers, principals, and parents (Maghfiroh et al., 2021).

According to PISA 2018, Indonesia ranked 73rd out of 79 participating countries, with a numeracy score of 379 (OECD, 2019). This was a decline compared to 2015, when Indonesia ranked 65th out of 70 countries with a score of 386 (OECD, 2017). These results highlight the low numeracy skills of Indonesian students.

To address this, Minister of Education Nadiem Makarim implemented the Merdeka Belajar-Kampus Merdeka (MBKM) policy through higher education institutions (Pardede et al., 2022). MBKM is an innovative concept that allows students greater autonomy in their learning, aiming to prepare future graduates who are flexible and skilled in both soft and hard skills (Alawi et al., 2022). MBKM includes nine programs, such as Student Exchanges, Internships, Teaching Assistance, Research, Entrepreneurial Activities, and more. Additionally, during the pandemic, the Kampus Mengajar program was introduced to address low numeracy skills among elementary and middle school students (Pardede et al., 2022).

Kampus Mengajar aims to realize Merdeka Belajar (Kemdikbudristek, 2023). It was first introduced in 2021 and has now reached its seventh batch. The program targets university students from various disciplines to improve literacy and numeracy, particularly in 3T (remote, frontier, disadvantaged) regions, while supporting the development of basic education (Rosita & Damayanti, 2021; Munawaroh, 2023).

Despite these efforts, numeracy in Indonesia has yet to show significant improvement (Noerballa, 2022). Research indicates that numeracy skills among Indonesian students remain low (Adawiyah, Makki, & Nisa, 2023; Hazimah & Sutisna, 2023). Studies in Makassar schools similarly reveal low numeracy levels (Alam et al., 2022; Bella et al., 2022; Sadriani et al., 2023).

Educators must provide meaningful guidance in numeracy (Shabrina, 2022). Therefore, students participating in Kampus Mengajar must have strong numeracy skills to teach effectively. However, research shows that university students' numeracy skills remain

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suboptimal (Ayuningtyas & Sukriyah, 2020; Simamora & Akhiruddin, 2022). Nadjamuddin and Hulukati (2022) found that students struggle across three key numeracy indicators: applying numerical symbols in real-world contexts, analyzing information presented in various forms, and interpreting and concluding analysis results. These difficulties are attributed to weak reasoning, creativity, and inattentiveness in solving contextual problems (Fauzi & Arifuddin, 2021; Salvia, Sabrina, & Maula, 2022). Further barriers include challenges in understanding problems, modeling mathematics, and deriving solutions (Ate & Lede, 2022).

This study aims to address the gap by describing the numeracy skills of Kampus Mengajar participants using Han et al.'s (2017) numeracy indicators. Although much research exists on students' and university students' numeracy skills, in-depth analysis of numeracy among Kampus Mengajar participants remains limited.

II. METHOD

The type of research conducted in this study is descriptive research with a quantitative approach, aimed at describing the numeracy skills of seventh cohort Kampus Mengajar students majoring in Mathematics at Universitas Negeri Makassar in solving AKM (Asesmen Kompetensi Minimum) level 5 problems. This study does not intend to test specific hypotheses but rather to provide a factual depiction of a variable, phenomenon, or condition. The research was conducted in Makassar through both offline and online methods during March–April 2024.

The population of this study consists of seventh cohort Kampus Mengajar students majoring in Mathematics at Universitas Negeri Makassar. The sample includes 40 students from the same cohort and program. The sampling technique used is Voluntary Response Sampling, in which respondents voluntarily choose to participate in the survey or study. However, the researcher considered the heterogeneity of the research subjects to minimize bias (Sudman & Blair, 1998).

The test administered to the students consisted of three open-ended AKM level 5 questions. These questions were designed based on a framework and scoring guidelines aligned with numeracy indicators (Akmalia, 2023). Furthermore, the research instrument was validated by two experts to ensure it accurately measured the intended construct. The indicators of numeracy ability are detailed in Table 1.

Table 1. The indicators of numeracy ability

Question Number	The indicators of numeracy ability
1.	Able to use various types of numbers or symbols to solve practical problems across diverse contexts of daily life with clarity and precision.
2	Capable of analyzing problem information presented in tabular form accurately
3.	Able to interpret the results of analysis and draw conclusions from the problem with appropriate reasoning.

The data collection technique involved administering a numeracy ability test to students from the seventh cohort of the Kampus Mengajar program, majoring in Mathematics at Universitas Negeri Makassar. After the test data were gathered, it was analyzed using SPSS software to conduct descriptive statistical tests. These tests included measures of central tendency (mean, median, mode) and data dispersion (mean deviation, standard deviation). The resulting scores were then categorized into three levels: low, medium, and high numeracy ability, to describe the students' numeracy performance (Sari et al., 2021).

III. RESULT AND DISCUSSION

This study was conducted in Makassar, utilizing both offline and online modes, with a sample comprising 40 students from the 7th cohort of the Teaching Campus Program, Mathematics Department. The data used in this research were derived from the results of a numeracy skills test based on Level 5 AKM (National Assessment). The collected data were then described to determine the numeracy skills level of the 7th cohort Teaching Campus students from the Mathematics Department of Makassar State University through open-ended test questions.

A. Statistical Results of Students' Numeracy Skills

The statistical findings on the numeracy skills of the 7th cohort Teaching Campus students from the Mathematics Department of Makassar State University are as follows:

Table 2. Descriptive Statistics Data of Numeracy Ability Test for Teaching Campus Cohort 7 Students in the Mathematics Department of Universitas Negeri Makassar

Statistics	Statistics of Students' Numeracy Ability
Sample Size	40
Lowest Score	33.00
Highest Score	100.00
Mean	84.95
Median	92.00
Mode	92
Variance	229.946
Standard Deviation	15.164

Based on Table 2 above, the mean score of the students' numeracy ability test is 84.95, with the most frequent score being approximately 92. Therefore, it can be concluded that the numeracy ability of the Teaching Campus Cohort 7 students in the Mathematics Department of Universitas Negeri Makassar falls into the high category.

B. Analysis of Students' Numeracy Skills Based on Three Numeracy Indicators

Numeracy ability in this study is based on three indicators. The diagram below summarizes the numeracy ability test results of the Teaching Campus Cohort 7 students in the Mathematics Department of Universitas Negeri Makassar according to the following numeracy indicators:

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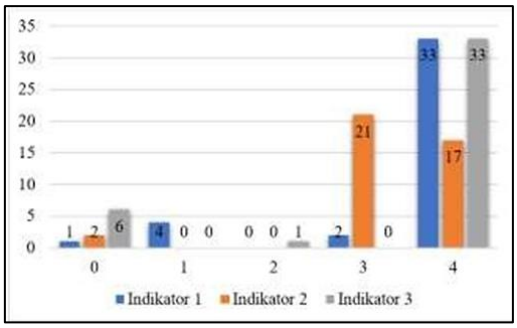

Figure 1. Bar Chart of the Number of Students Achieving Scores of 0, 1, 2, 3, and 4 for Each Indicator.

In Figure 1, the first indicator, as assessed in the first question, is represented by the blue bar chart. It shows that 33 students (82.50%) scored 4, indicating that the seventh cohort of the Kampus Mengajar Mathematics Department at Universitas Negeri Makassar is capable of using various numbers or symbols to solve everyday problems clearly and accurately. Two students (5.00%) scored 3, suggesting that while they can use numbers or symbols effectively, their final answers are incorrect. Four students (10.00%) scored 1, indicating that they struggle to use numbers or symbols accurately, and their final answers are also incorrect. Meanwhile, one student (2.50%) scored 0, reflecting a complete inability to use numbers or symbols to solve problems.

For the second indicator, as assessed in the second question, the orange bar chart illustrates that 17 students (42.50%) scored 4, meaning they can accurately analyze information presented in tabular form. Meanwhile, 21 students (52.50%) scored 3, indicating an ability to analyze tabular information, though their final answers are incorrect. Two students (5.00%) scored 0, reflecting an inability to analyze tabular data, leading to incorrect final answers.

Regarding the third indicator, as assessed in the third question, the gray bar chart shows that 33 students (82.50%) scored 4, demonstrating an ability to interpret analytical results and draw conclusions from problems with appropriate reasoning. One student (2.50%) scored 2, showing difficulty in interpreting analytical results but achieving correct final answers. Six students (15.00%) scored 0, indicating an inability to interpret analytical results or draw accurate conclusions.

The percentage of students' numeracy skills based on the three indicators is detailed in Table 3 as follows:

Table 3. Percentage of Students' Numeracy Abilities

No	Indicator	Percentage
1	Ability to use various numbers or symbols to solve practical problems in different everyday life contexts clearly and accurately.	88.8
2	Ability to correctly analyze question information presented in tabular form.	81.9
3	Ability to interpret analysis results and draw conclusions from problems with appropriate reasoning.	83.8
Sum		268.9

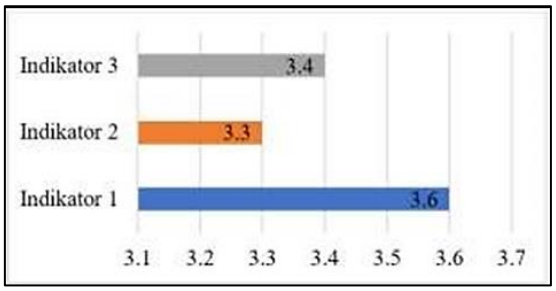

Figure 2. Bar Chart of Average Numeracy Ability Based on Three Numeracy Indicators.

Based on Table 3 and Figure 2, it is evident that the highest percentage is achieved in the first indicator, which states that students are capable of using various numbers or symbols to solve practical problems in different everyday contexts clearly and accurately. This accounts for 95.9%, with an average score of 3.6. The second highest percentage is observed in the third indicator, where students demonstrate the ability to interpret analysis results and draw conclusions from problems with appropriate reasoning, reaching 90.5% with an average score of 3.4. The lowest percentage is noted in the second indicator, which assesses students' ability to analyze question information presented in tabular form accurately, achieving 88.5% with an average score of 3.3.

C. Analysis of Numeracy Skills of Teaching Campus Batch 7 Students from the Mathematics Department, Makassar State University

Based on the results of a numeracy test administered to students in the Teaching Campus Batch 7 Program from the Mathematics Department at Makassar State University, their numeracy skills were assessed as shown in Table 4.

Table 4. Results of Students' Numeracy Tests.

No	Indicator	Ideal Score	High		Moderate		Low	
			Score	$\bar{X}$	Score	$\bar{X}$	Score	$\bar{X}$
1	Demonstrated the ability to use various numbers or symbols to solve practical problems in diverse real-life contexts with clarity and accuracy.	4	106	3.9	32	2.7	4	1,9
2	Successfully analyzed question information presented in tabular form.	4	90	3.3	41	3.4	0	0
3	Interpreted analysis results and drew conclusions from the problems, providing appropriate reasoning.	4	108	4.0	26	2.2	0	0
Sum		12	304	11.2	99	8.3	4	1,9
X			94		68.8		33	

The following chart compares the average numeracy scores of students categorized as high, medium, and low proficiency levels across numeracy indicators:

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Figure 3. Graph of Numeracy Skills in High, Medium, and Low Groups Based on Numeracy Indicators.

From Table 4 and Figure 3, differences in average scores are observed for each indicator across the three groups (high, medium, and low). The high-performing group excels in Indicator III, the medium group performs best in Indicator II, and the low-performing group achieves the highest average in Indicator I.

D. Pembahasan

1. Statistical Results of Students' Numeracy Skills

The statistical results in Table 4.1 on the numeracy skills of students participating in the 7th batch of the Kampus Mengajar program from the Mathematics Department, Universitas Negeri Makassar, reveal an average numeracy test score of 84.95, categorized as high. This finding differs from the study by Anderha and Maskar (2021), which reported that numeracy skills among Mathematics Department students were in the medium category. For instance, the numeracy skills of Mathematics Education students at Universitas Teknokrat Indonesia were found to be relatively good, with an average score of 71.83.

The contrasting results are evident in several aspects: 88.8% of students demonstrated the ability to use various numbers and mathematical symbols to solve real-life problems; 81.9% of students successfully analyzed information presented in tables accurately; and 83.8% of students were able to interpret the analysis results to make predictions and informed decisions appropriately.

2. Description of Student Numeracy Skills Based on Three Numeracy Indicators

The numeracy skills in this study are based on three numeracy indicators (Nadjamuddin & Hulukati, 2022; Lamada, Rahman, & Herawati, 2019). The results of the numeracy test responses from the students of the Kampus Mengajar cohort 7, Department of Mathematics, Universitas Negeri Makassar, reveal that the first indicator in the first question shows that 82.50% of students are able to use various numbers or symbols to solve everyday problems clearly and accurately. 5.00% of students are able to use different numbers or symbols to solve problems correctly but gave incorrect final answers, while 10.00% of students were unable to use numbers or symbols to solve problems correctly, with the final answers being wrong. Additionally, 2.50% of students were unable to use numbers or symbols to solve problems. This suggests that there are still some students who struggle with using numbers or symbols accurately due to incorrect use. Misuse of numbers or symbols is a common issue. As noted by Chauraya & Mashingaidze (2017), a key cause of errors in using numbers or symbols is inconsistent symbol usage.

Furthermore, according to Fauzi & Arifuddin (2021), such errors are caused by misconceptions and lack of precision. Based on student responses, the cause of errors in the use of numbers or symbols stems from misinterpreting language or symbols. Misinterpretation of numbers or symbols in mathematics education often

occurs because of prior learning experiences and students' inability to interpret symbols effectively.

In addition, the results of the numeracy test for the second indicator in the second question show that 42.50% of students were able to analyze information presented in tabular form accurately. 52.50% of students were able to analyze information presented in tabular form, but their final answers were incorrect. 5.00% of students were unable to analyze the information presented in tabular form, leading to incorrect final answers. This indicates that students are more adept at analyzing information in tabular form than in written form. They can transform notation, symbols, tables, or other mathematical expressions into various forms, which simplifies the process of solving mathematical problems (Putri, Munandar, & Zulkarnaen, 2021; Barti & Usdiyana, 2020).

Regarding the third indicator in the third question, the results show that 82.50% of students are able to interpret analysis results and draw conclusions with appropriate reasoning, 2.50% of students were unable to interpret analysis results and draw conclusions but gave correct final answers, and 15.00% of students were unable to interpret analysis results and draw conclusions with appropriate reasoning. This suggests that some students still face difficulty interpreting analysis results and drawing conclusions, often opting to leave the answer blank. This is in line with the findings of Ade & Lede (2022) and Salvia, Sabrina, & Maula (2022), who identified that difficulties in interpreting analysis results and drawing conclusions arise from students' reasoning abilities and creativity, especially when dealing with context-based problems and the struggle to understand the questions and formulate solutions.

The percentage of numeracy skills based on the three indicators reveals that 88.8% of students are able to use various numbers or symbols related to mathematics to solve everyday problems, 81.9% can analyze information presented in tabular form accurately, and 83.8% are able to interpret the results of their analysis to predict and make decisions effectively.

3. Description of the Numeracy Skills of Students in the Teaching Campus Program Batch 7, Department of Mathematics, Makassar State University

The results of the test administered to students in the Teaching Campus Program Batch 7, 2024, Department of Mathematics at Makassar State University were categorized into high, medium, and low groups. The findings indicate that 2.5% of the students fall into the low category, with an average score of 94, 30.0% are in the medium category with an average score of 68.8, and 67.5% are in the high category with an average score of 33. The test results of the numeracy skills of students in the low group show that their weakest ability lies in analyzing information presented in tables accurately and interpreting the results of the analysis to draw conclusions with appropriate justification. This finding contradicts previous research by Nadjamuddin & Hulukati (2022) on the numeracy skills of PGMI students at IAIN Sultan Amai

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Gorontalo, where students were able to analyze information presented in various forms such as graphs, tables, charts, and diagrams. Additionally, this finding aligns with the research conducted by Kertayasa & Herman (2023), which found that students still struggle with interpreting analysis results and drawing conclusions, as they are not accustomed to providing justifications when solving mathematical problems from elementary to high school level.

Based on the discussion of the numeracy skills of the students in the Teaching Campus Program Batch 7, Department of Mathematics at Makassar State University, it was found that the average numeracy ability of the students is 84.95, which falls into the high category.

IV. CONCLUSION

Based on the results of the study conducted on the seventh cohort of students from the Mathematics Department at Universitas Negeri Makassar who participated in the Kampus Mengajar program, it can be concluded that these students achieved an average score of 84.95, which falls within the high category. Based on the categorization into high, medium, and low groups regarding numeracy assessment results, the findings are as follows: 2.5% of students fall into the low category, 30.0% are in the medium category, and 67.5% are in the high category. The numeracy test results show that the lowest ability among students is in analyzing problem information presented in various forms (graphs, tables, charts) correctly, as well as interpreting the analysis results and drawing conclusions with appropriate justifications.

Based on these conclusions, the results of this study can serve as a reference for further studies involving a broader sample of UNM students or even students from other universities. The research could also use different methods, such as a more in-depth qualitative approach, to understand the numeracy skills of students in the Kampus Mengajar program.

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