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# Implementation of Mathventure in Strengthening Students' Numeracy Skills at Hegarmanah Islamic Junior High School

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## Abstract

Numeracy skills are a crucial aspect in supporting students' skills in facing real-life challenges. This article explains the implementation of Mathventure in Community Service activities integrated into the Campus Mengajar Batch 8 activities in 2024 at Hegarmanah Islamic Junior High School, Sukabumi Regency, as an innovation in project-based contextual numeracy learning. This program aims to improve numeracy understanding and interest in mathematical concepts through an approach that is relevant to everyday life. The subjects consisted of 30 students from class VIII who would carry out the Minimum Competency Assessment. The methods used included the Minimum Competency Assessment test, observation, interviews, and documentation. The program was implemented in three stages: pre-assignment, implementation of activities and the final stage of assignments. The results of the activities showed an increase in participation, understanding of concepts, and 21st century skills such as critical thinking, collaboration, and communication. The pre-test score results ranged from 5–45, while the post-test showed an increase with a range of 30–80. These findings show that the Mathventure program with a project-based approach has proven effective in bridging the gap between theory and practice, as well as strengthening the character of active and independent learning of students.

Keywords: Mathventure, Numeracy, Teaching Campus Program.

## *Abstrak*

*Kemampuan numerasi menjadi aspek krusial dalam mendukung kecakapan peserta didik menghadapi tantangan kehidupan nyata. Artikel ini menjelaskan implementasi Mathventure dalam kegiatan Pengabdian Kepada Masyarakat yang terintegrasi pada kegiatan Kampus Mengajar Angkatan 8 tahun 2024 di SMP Islam Hegarmanah, Kabupaten Sukabumi, sebagai inovasi pembelajaran numerasi kontekstual berbasis proyek. Program ini bertujuan meningkatkan pemahaman numerasi dan minat terhadap konsep matematika melalui pendekatan yang relevan dengan kehidupan sehari-hari. Subjek terdiri dari 30 peserta didik dari kelas VIII yang akan melakasanakan Asesmen Kompetensi Minimum (AKM). Metode yang digunakan mencakup test AKM, observasi, wawancara, dokumentasi. Program dilaksanakan dalam tiga tahapan: pra penugasan, implementasi kegiatan dan tahap akhir penugasan. Hasil kegiatan menunjukkan peningkatan partisipasi, pemahaman konsep, serta keterampilan abad 21 seperti berpikir kritis, kolaborasi, dan komunikasi. Hasil skor pre-test berkisar antara 5–45, sementara post-test menunjukkan peningkatan dengan rentang nilai 30–80. Temuan ini menunjukan bahwa program Mathventure dengan pendekatan berbasis proyek terbukti efektif menjembatani kesenjangan antara teori dan praktik, serta memperkuat karakter belajar peserta didik secara aktif dan mandiri.*

*Kata Kunci*: *Kampus Mengajar, Numerasi, Mathventure*

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## Introduction

Numeracy skills are a crucial aspect of mastering mathematical competencies and contribute significantly to students' success in everyday life. Numeracy goes beyond arithmetic skills; it also encompasses understanding and applying mathematical concepts in various real-life contexts (Kemendikbudristek, 2022). Within the framework of the *Merdeka Curriculum*, the strengthening of numeracy has become a central focus in developing the *Pancasila Student Profile*, particularly in fostering critical and creative thinking (Pusat Kurikulum dan Pembelajaran, 2022). Therefore, numeracy education must be developed through contextual, creative approaches that are relevant to students' everyday experiences.

The Teaching Campus Batch 8, as part of the Freedom to Learn policy initiated by the Ministry of Education, Culture, Research, and Technology, provides a collaborative space between higher education institutions and schools to improve the quality of learning. In its batch 8 in 2024, this program deployed university students to various primary and secondary schools to support the learning process, technology adaptation, and the strengthening of literacy and numeracy (Ditjen Diktiristek, 2024). This initiative presents a strategic opportunity to design and implement numeracy development programs tailored to the needs and characteristics of junior high school students.

In 2024, Teaching Campus program Batch 8 was implemented simultaneously across Indonesia. One of the target schools was Hegarmanah Islamic Junior High School, located in Cicantayan Subdistrict, Sukabumi Regency, West Java Province. The program activities spanned five months or approximately 18 weeks, consisting of a two-week preparation phase and a four-month field assignment. The Teaching Campus team at Hegarmanah Islamic Junior High School consisted of three members from different study programs and universities and was guided by a Field Supervisor.

Hegarmanah Islamic Junior High School is a secondary school situated in a rural area. In 2024, it had a total of 172 registered students, most of whom reside in nearby villages. The school employed 13 teachers and was managed by a foundation owner. Learning activities were conducted in classrooms based on the 2013 Curriculum. The school's infrastructure and technological facilities showed untapped potential, which may affect student motivation and the overall effectiveness of learning. One of the key skills that still requires development among students is numeracy, which is integrated into mathematics instruction. For junior high school students, numeracy serves as a foundational skill for participating in the Minimum Competency Assessment conducted in Grade 8. The Minimum Competency Assessment is part of the National Assessment (AN) that aims to measure students' basic cognitive learning outcomes not subject-specific achievements, but rather their thinking and reasoning abilities, with numeracy as a core component (Kemendikbudristek, 2021).

Therefore, the identification and implementation of solution-based programs is essential for university students participating in the *Teaching Campus* program. Himawati & Habibah (2021) state that the outcomes of the 2021 Teaching Campus program include strengthening literacy and numeracy learning, as well as supporting students during the pandemic. Moreover, strong numeracy literacy not only enhances academic achievement

but also equips students with the skills needed to adapt and contribute to a complex and dynamic society.

In this context, integrating numeracy activities through the *Teaching Campus* program is not solely aimed at improving students' academic performance, but also at fostering critical thinking, the practical application of mathematical concepts, and the development of independent and collaborative learning character. Through project-based learning and contextual instruction, students are encouraged to connect numerical concepts with social, cultural, and economic realities in their daily lives (Zulkardi, 2019; Sanjaya, 2016).

In response to these challenges, Hegarmanah Islamic Junior High School, through the the Teaching Campus program batch 8 in 2024, initiated the *Mathventure* activity as a form of contextual numeracy learning innovation. The role of *Teaching Campus* is vital in enhancing numeracy literacy and classroom technology adaptation at the primary school level (Waldi, *et al.*, 2022). The program not only contributes to the development of students' literacy and numeracy but also fosters a more interactive and engaging learning atmosphere (Kastrena, et al., 2023). Additionally, the outcomes of the *Teaching Campus* program at the elementary level have shown improvements in numeracy learning for students in Grades 1 to 6 (Komala, *et al*., 2023). The *Mathventure* activity was designed to run for 40 minutes in the morning before regular classes, held every Monday and Tuesday over four months. The main goal of this program was to help students implement basic mathematical concepts in their daily lives in a fun and meaningful way.

Carrying the overarching theme "Mathematics in Culture, Financial Literacy, and Mathematics in Islam," *Mathventure* aims not only to enhance students' cognitive skills in numeracy but also to foster connections between mathematics and cultural values, religion, and everyday economic life. This aligns with the *Contextual Teaching and Learning (CTL)* approach, which encourages students to learn through real and relevant experiences (Sanjaya, 2016).

Through a project-based learning approach, the *Mathventure* program serves as a medium for reinforcing numeracy literacy while also internalizing character values. Moreover, by giving students the space to explore the relationship between mathematics, local culture, and Islamic teachings, this program seeks to make mathematics more grounded, accessible, and meaningful (Zulkardi, 2019). Therefore, this article aims to describe the implementation of the *Mathventure* program and analyze its contributions to the contextual and integrative development of students' numeracy skills.

## Method

Community Service integrated into the Campus Teaching activities of Class 8 in 2024 was carried out at the target school, Hegarmana Islamic Middle School, located in Hegarmanah Village, Cicantayan District, Sukabumi Regency, starting from September 9 to December 27, 2024. Participants consisted of 3 people consisting of one student from the Indonesian Education University, one student from Singaperbangsa Karawang University, and one student from STKIP Bina Mandiri. In their activities, the students were guided by Field Supervisors from Suryakancana University. The implementation of the program by implementing Mathventure to strengthen numeracy from 172 students from grades VII to

IX of Hegarmana Islamic Junior High School, 30 students from grade VIII were selected who would carry out the pre-test and post-test of the Minimum Competency Assessment based on data and information provided by the school.

Guidance and mentoring of female students in activities are interrelated with student activities. All activities carried out by the students required the approval of the Field Supervisor. The academic function of the Field Supervisor extended from the initial stage through to the end of the assignment. At the beginning of the program, the supervisor communicated and coordinated with the District Education Office and the placement school to facilitate the students' assignment. During program implementation, the Field Supervisor guided students in conducting observations, designing activity plans, compiling initial to final reports, approving activities through the *"Independent Learning Independent Campus*" platform, and providing final evaluations of the students' reports and performance.

## Results and Discussion

The implementation of the Teaching Campus Program Batch 8 consisted of several stages, including pre-assignment activities such as training, deployment, observation, and program planning; assignment and implementation of work programs; and final assignment activities. These were designed to encourage students to serve as key drivers in strengthening literacy and numeracy learning, supporting technology adaptation, and assisting with administrative tasks at Hegarmanah Islamic Junior High School. Based on this framework, the students carried out several activities, including:

**Pre-Assignment Stage**

Before commencing their service in the Teaching Campus Program Batch 8 in 2024, the students participated in a preparatory training to gain insights and guidance regarding the tasks to be carried out at their assigned locations. The training was conducted over two weeks through online platforms such as Zoom meetings or YouTube, featuring speakers from the Teaching Campus organizing committee. The initial activity of the program involved coordination with the District Education Office and the designated school where the program would be implemented. This coordination was carried out on Friday, September 6, 2024.

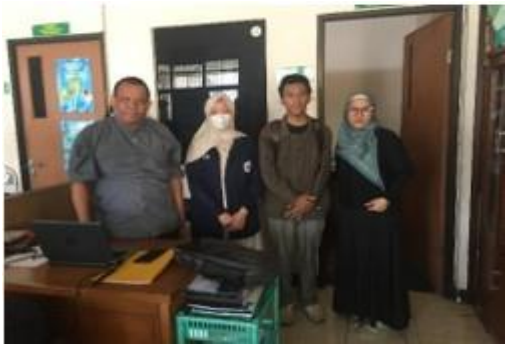

***Figure 1**. Coordination of the Teaching Campus Program Students with the Sukabumi District Education Office*

The coordination steps carried out included: students and the Field Supervising Lecturer initiated preliminary communication with the Sukabumi District Education Office;

the students and Field Supervising Lecturer submitted the Assignment Letter from the *Teaching Campus* Program as well as the Assignment Letters from each respective university to the Sukabumi District Education Office; the Education Office then issued official Assignment Letters for the students and DPL to the designated school, which was carried out on September 9, 2024; and coordination with the school where the students would be assigned was conducted for reporting to the Principal and submitting the Assignment Letter from the Education Office.

The students then conducted observations at Hegarmanah Islamic Junior High School, bringing along their Assignment Letters from the Education Office, which also served as the formal student handover to the target school on September 9, 2024. The observation activities were aimed at understanding the school's condition, its facilities, teaching methods used by teachers, and the characteristics of students during the teaching and learning process. The observation included the following activities: a) Observing the school environment to gain insights into the character of the teachers and students, available facilities and infrastructure, social environment, and academic atmosphere; b) Observing the school's organizational structure and extracurricular activities; c) Observing the learning tools used in the school, including textbooks, teacher administrative documents, and sample teaching modules; d) Observing the teaching and learning process to gain knowledge and experience regarding classroom practices; and e) Observing the behavior of students from Grades VII to IX to understand their behavior and characteristics as a basis for planning both in-class and extracurricular teaching activities.

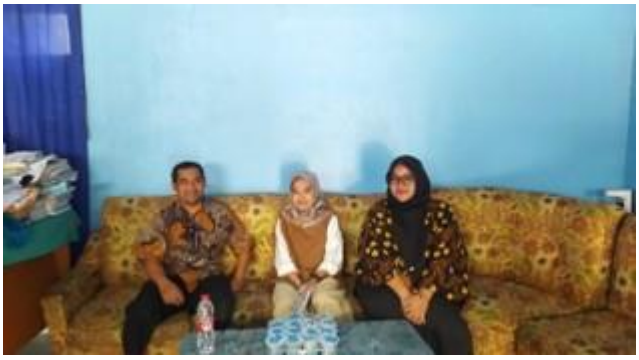

***Figure 2***. *Handover and Coordination Activities with Hegarmanah Islamic Junior High School*

In the planning of the work program, the students prepared an activity plan and presented the proposed program to be implemented during their assignment at Hegarmanah Islamic Junior High School. The process included the following steps: a) The students developed a work program plan based on the results of their school observation, which covered the learning and teaching processes to be carried out, the methods to be applied in each class from Grade VII to Grade IX, the completeness of teaching administration, and technology adaptation activities conducted by students for teachers and learners. b) The students held consultations and coordinated with the Field Supervisor Lecturer, the School Principal, and Mentor Teachers regarding the drafted plan. c) After finalizing the program design, the students discussed it and sought approval from the Field Supervisor Lecturer through a Google Meet discussion forum. d) The implementation of the School Cooperation Coordination Forum, attended by the Field Supervisor Lecturer, the School Principal, the Foundation Chairperson, and teachers from Hegarmanah Islamic Junior High School. The

forum was conducted in a hybrid format where the Field Supervisor Lecturer joined via Google Meet while the students, teachers, principal, and foundation chairperson attended in person at the school on Thursday, October 3, 2024.

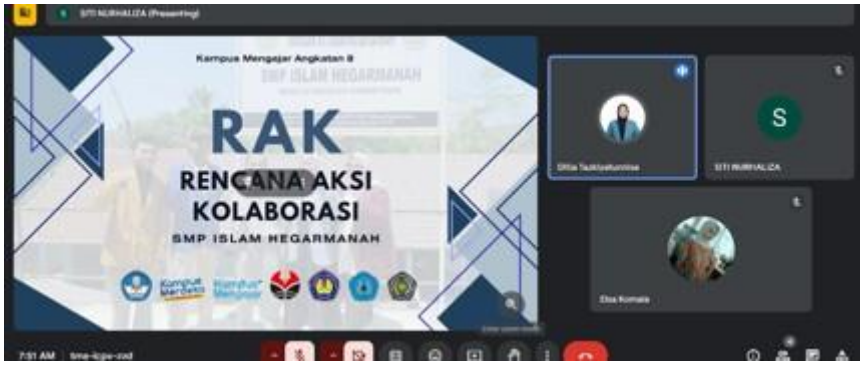


***Figure 3**. Coordination Forum on School Collaboration Activities Resulting in a Collaborative Action Plan at Hegarmanah Islamic Junior High School*

**Assignment Phase and Work Program Implementation**

The work program of Teaching Campus Batch 8 in 2024 is the responsibility of the students to assist the teaching and learning activities, particularly in improving the numeracy skills of the students. Numeracy can be defined as the ability to apply mathematical number concepts and arithmetic skills in everyday life (Khakima, *et al*., 2021). The numeracy strengthening program integrated into Teaching Campus activities is *Mathventure*, an innovative contextual numeracy learning approach. This activity is designed to last 40 minutes in the morning before the main teaching and learning process and is conducted every Monday and Tuesday over four months. The main goal of this program is to help students apply basic mathematical concepts in everyday life in a fun and meaningful way. The implementation integrates contextual themes such as "Mathematics in Culture," "Financial Literacy," and "Mathematics in Islam." Each theme is packaged into simple project-based activities that connect mathematical concepts with the students' realities.

Mathematics in Culture is a mathematics learning approach that connects mathematical concepts with values, customs, traditions, and everyday practices of a specific culture. This approach is also known as ethnomathematics, which is the study of how particular cultural groups understand, develop, and use mathematical concepts in their daily lives (D'Ambrosio, 2001).

Financial Literacy in mathematics learning is an approach that integrates financial literacy into mathematical content with the goal of equipping students with the ability to manage money, make wise financial decisions, and understand mathematical concepts relevant to daily economic life. Through this approach, students not only learn numbers and arithmetic operations in an abstract way, but also learn to calculate daily or monthly budgets (basic operations and percentages), compare prices and calculate discounts (percentages and ratios), analyze savings, interest, and simple investments (concepts of monetary value and growth), and make basic financial decisions, such as choosing goods based on value and necessity (Zubaidah, 2021).

The next concept, Mathematics in Islam, is a learning approach that integrates mathematical concepts with values and practices in Islamic teachings. The use of

mathematics in this context is not only practical but also serves as a medium for internalizing spiritual values in the learning process (Hidayat, 2022; Zulkardi, 2019). Its implementation includes calculating zakat, inheritance (faraidh), and sharia-based transactions using fractions, ratios, and arithmetic operations (Hidayat, 2022), as well as exploring Islamic architectural forms such as mosques and calligraphy through symmetry and geometric patterns. This approach supports contextual learning and aligns with the principles of meaningful learning relevant to students' lives, as well as with the Pancasila Student Profile, especially in the dimension of faith, devotion to God Almighty, and noble character.

***Figure 3**. Implementation of Mathventure at Hegarmanah Islamic Junior High School*

The observation results showed that students were more enthusiastic and actively engaged in numeracy activities linked to real-life situations, such as calculating simple shopping budgets, creating geometric batik patterns, or determining the Qibla direction using angle concepts. This indicates that a contextual approach can enhance the relevance and interest of students in mathematics (Zulkardi, 2019). This finding is supported by research from Suryana (2023), which demonstrates that a project-based contextual numeracy approach effectively increases active student participation and problem-solving skills at the secondary school level. This strategy enables students to understand mathematical concepts not only abstractly but also through meaningful direct experiences relevant to their social environment.

Unstructured interviews conducted through discussions and evaluations with students revealed that they found it easier to understand the material because it was presented through examples close to their daily lives. Teachers also reported that these activities supported the achievement of basic numeracy competencies aligned with the characteristics of the Minimum Competency Assessment. Numeracy learning through projects also developed collaboration, communication, and critical thinking skills, in line with the goals of the Pancasila Student Profile. Consistent with Trilling & Fadel (2009), project-based activities can support the development of 21st-century skills such as critical thinking, collaboration,

and communication. These activities not only strengthen students' cognitive abilities but also foster a more active and independent learning character.

Mathventure activities designed as an intervention to strengthen numeracy literacy in the Kampus Mengajar program have proven to have a significant impact on improving student competency. This is reflected in the results of the pre-test and post-test of the Minimum Competency Assessment carried out in class VIII. In the Minimum Competency Assessment pre-test carried out on September 24, 2024, 30 students took the test with the support of school technology facilities. The test results showed a fairly wide range of scores, with the highest score of 45 and the lowest score of only 5 on a scale of 100. This variation reflects the inequality in mastery of basic numeracy competencies among students. As a follow-up, after the Mathventure program was implemented, the Minimum Competency Assessment Post-test carried out on December 11, 2024 showed a significant increase. The majority of students experienced an increase in scores, with the highest score shifting to 80 and the lowest score increasing to 30. This increase reflects the effectiveness of the numeracy learning intervention through Mathventure activities which not only improves learning outcomes but also narrows the competency gap between students.

***Figure 4****. Implementation of the Pre-Test and Post-Test of the Minimum Competency Assessment for Class VIII Students of SMP Islam Hegarmanah*

This change also shows that an innovative and fun learning approach can encourage students to be more active in the learning process, as well as build logical thinking and problem-solving skills. This finding is in line with the research results of Mardapi et al. (2020) which emphasizes that the use of diagnostic assessments and contextual learning can increase the effectiveness of numeracy mastery.

**Final Assignment Stage**

At this final stage, the Field Supervising Lecturer is responsible for reviewing, providing feedback, and approving the students' final reports by signing the approval sheets. The DPL also gives official approval through the "*Independent Learning Independent Campus*" application and conducts the final evaluation of the students' reports and performance. Additionally, the DPL oversees the withdrawal of the three students from the partner school and facilitates the farewell event with all parties at Hegarmanah Islamic Junior High School, which took place on Tuesday, December 17, 2024.

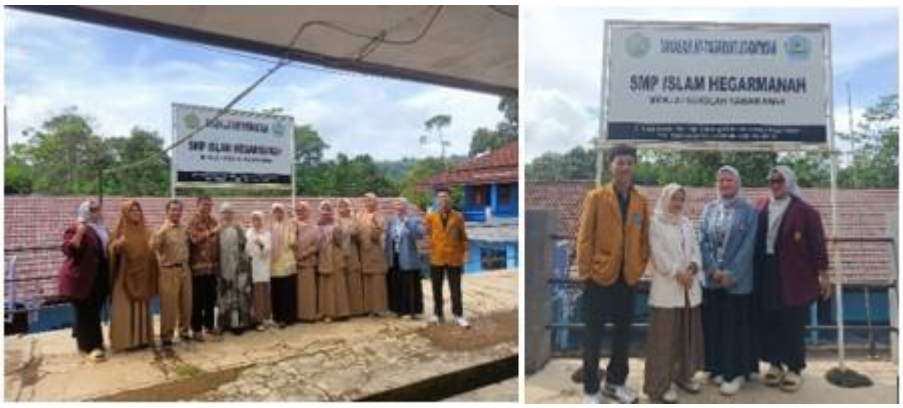


***Figure 5.*** *The Student Pick-up Activity of Teaching Campus Batch 8 at Hegarmanah Islamic Junior High School*

## Conclusion

After completing the Teaching Campus Batch 8 assignment at Hegarmanah Islamic Junior High School, both the students and the school benefited greatly from the program. The university students gained substantial hands-on experience in the field, both during classroom instruction and while designing programs collaboratively with their peers. On the other hand, the host school acknowledged the significant assistance provided by the students, particularly in enhancing the students' numeracy skills.

The results of the activities showed an increase in participation, conceptual understanding, and 21st century skills such as critical thinking, collaboration, and communication. The pre-test score results ranged from 5–45, while the post-test showed an increase with a range of values of 30–80. These findings indicate that the Mathventure program with a project-based approach has proven effective in bridging the gap between theory and practice, as well as strengthening the character of active and independent learning of students. The success of this program shows the importance of collaboration between students, teachers, and schools in creating meaningful and relevant learning. The presence of students and Field Supervisors at Hegarmanah Islamic Junior High School has a great impact on the progress of education, the benefits of the Campus Teaching program batch 8 were greatly felt by students, teachers and principals.

The success of this program highlights the importance of collaboration among university students, teachers, and schools in creating meaningful and relevant learning experiences. The presence of the students and the Field Supervising Lecturer at Hegarmanah Islamic Junior High School had a significant impact on educational development, and the benefits of the Teaching Campus Batch 8 program were clearly felt by students, teachers, and the school principal.

## Acknowledgement

The implementation of Teaching Campus Program Batch 8 in 2024 went smoothly and successfully. We would like to express our sincere gratitude to all parties who contributed to the success of this program: the Kampus Mengajar Batch 8 Team from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia; the Head of the Education and Culture Office of Sukabumi Regency; fellow Field Supervising

Lecturers; the Principal and the Foundation Leadership of Hegarmanah Islamic Junior High School in Sukabumi Regency; the Mentor Teachers; the Teaching Campus Program Batch 8 Student Team; and all the teachers and students of Hegarmanah Islamic Junior High School.

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