

TEACHERS' ROLE IN ENHANCING STUDENTS' LITERACY AND NUMERACY: A QUALITATIVE CASE STUDY AT SDN SAMBIROTO REMBANG

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ABSTRACT

This study aims to describe the multifaceted roles of teachers in enhancing students' literacy and numeracy at SDN Sambiroto Rembang. Employing a qualitative approach with a case study method, data were collected through observations, in-depth interviews, and document analysis. The research involved classroom teachers, the principal, and students as subjects. The findings indicate that teachers play strategic roles as educators, instructors, coaches, and assessors. As educators, they foster students' character and instill core learning values. As instructors, they implement active, contextual, and collaborative learning strategies tailored to students' needs. In their role as coaches, teachers provide structured guidance and continuous practice to improve students' cognitive abilities and problem-solving skills. Meanwhile, as assessors, they utilize formative and diagnostic assessments to monitor progress and adjust instruction accordingly. These comprehensive roles demonstrate that a holistic, reflective, and student-centered teaching approach significantly contributes to building foundational literacy and numeracy competencies in primary education.

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INTRODUCTIONS

Literacy and numeracy serve as the primary foundation for developing students' competencies at the elementary education level. Numeracy literacy is not only essential for academic success but also for equipping students to navigate the complexities of 21st-century life. Literacy is defined as the ability to understand, use, evaluate, and reflect on various types of texts to solve problems and develop an individual's capacity to contribute productively to society (OECD, 2019). Meanwhile, numeracy refers to the ability to think logically using mathematical concepts, procedures, facts, and tools across various everyday contexts (Kemendikbudristek, 2022).

The Education Report published by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) outlines that literacy competence at the elementary level includes the ability to read informational and literary texts, access content, and evaluate and reflect on the text. Numeracy competence encompasses number sense, algebra, geometry, and data & uncertainty domains (Kemendikbudristek, 2023). Literacy and numeracy skills contribute significantly to students' critical thinking, communication skills, and rational decision-making (Putri & Rahmawati, 2021; Hasanah, 2020).

However, the literacy and numeracy achievement levels of students at SD Negeri Sambiroto, Sedan District, Rembang Regency, have yet to meet the minimum standard of 70%. Based on the results of the 2024 Minimum Competency Assessment (AKM) presented in the Education Report, student performance remains in the lower categories (yellow and red). These achievements are presented in Table 1 and Table 2 below:

Table 1. Literacy Achievement of SDN Sambiroto Students in 2024

No	Indicator	Achievement Score
1	Competency in reading informational texts	42.65
2	Competency in reading literary texts	46.63
3	Accessing and identifying text content	41.48

Source: SDN Sambiroto Education Report, 2024

Table 2. Numeracy Achievement of SDN Sambiroto Students in 2024

No	Indicator	Achievement Score
1	Competency in number domain	37.35
2	Competency in algebra domain	28.24
3	Competency in geometry domain	33.52

Source: SDN Sambiroto Education Report, 2024

The data above indicates that students have not yet achieved the fundamental competencies required, both in reading comprehension and mathematical application. This underperformance is closely linked to the suboptimal role of teachers in the learning process, particularly in integrating literacy and numeracy-based approaches.

Teachers play a crucial role in improving the quality of education. They serve not only as instructors but also as educators, trainers, and assessors responsible for fostering students' critical and systematic thinking skills (Sulastrri & Mulyani, 2021). According to Carolina (2022), improvements in literacy and numeracy can be achieved through effective tutoring, especially in strengthening students' competence in Mathematics and English. Teachers hold a strategic role in ensuring that assessment and evaluation processes are conducted properly to support student competency achievement.

In reality, teachers at SDN Sambiroto still face several challenges, such as limited use of educational technology, non-interactive teaching methods, and minimal provision of constructive feedback. Additionally, low student reading interest, infrequent library visits, and the lack of learning aids further exacerbate the situation (Kurniawan & Sari, 2020).

Previous studies have primarily focused on general literacy and numeracy improvement programs, without specifically examining the role of teachers in rural or peripheral elementary school contexts. In fact, teachers are the front line of educational quality transformation and require thorough investigation.

Based on this background, this study focuses on the role of teachers in improving literacy and numeracy among students at SD Negeri Sambiroto, Rembang, with four main sub-foci: (1) the role of teachers as educators in enhancing student literacy and numeracy, (2) the role of teachers as instructors in improving literacy and numeracy,

(3) the role of teachers as trainers in strengthening these competencies, and (4) the role of teachers as assessors in evaluating literacy and numeracy progress.

Using a qualitative case study approach, this research aims to contribute both theoretically and practically to literacy and numeracy enhancement through the active role of teachers. It also seeks to provide strategic input for educational policymakers at both school and regional levels.

Literacy is the ability to understand, use, evaluate, and reflect on various types of texts to solve problems and develop individual capacity to contribute productively to society (Perdirjen GTK No. 0340/B/HK.01.02/2022). This definition is reinforced by Saputra et al. (2024), who define literacy as the ability to recognize, understand, create, and communicate information through visual, auditory, and digital symbols. Numeracy, in the context of basic education, is defined as the ability to think using concepts, procedures, facts, and mathematical tools to solve everyday problems across various contexts (Pusmendik, 2022; Nurjaman, Dadang, & Indah, 2024). Numeracy involves not only mastery of mathematical content but also logical decision-making ability.

According to Annafilah (2024), the components of literacy consist of three main dimensions: content (informational and literary texts), cognitive processes (information retrieval, interpretation, evaluation), and context (personal, socio-cultural, and scientific). Budiarti (2021) adds that in the context of the Minimum Competency Assessment (AKM), literacy components reflect students' abilities to access, comprehend, and reflect on text content in context. Numeracy components include content (numbers, algebra, geometry, measurement, and data), cognitive processes (understanding, application, reasoning), and context (personal, socio-cultural, scientific) (Budiarti, 2021; Ariana, 2024). The Director General of GTK Regulation No. 0340/B/HK.01.02/2022 also affirms that AKM numeracy assesses these domains as part of logical reasoning and problem-solving evaluation.

Supriadi (2022) highlights that reading habits, use of digital media, and extracurricular activities are strategies that can strengthen students' literacy abilities. Hidayati (2024) emphasizes the importance of using technology, diverse teaching methods, and parental involvement to enrich the literacy environment. The constructivist approach, according to Sumiyatini (2023), allows students to build understanding through exploration and reflection. In the numeracy context, Arissaputra (2023) stresses the effectiveness of Project-Based Learning and Realistic Mathematics Education methods in connecting mathematics with real-life situations. Meilina (2021) adds that numeracy can be enhanced through data analysis in the form of graphs and tables, as well as contextual problem-solving exercises. Strategies to strengthen numeracy in algebra and geometry domains are also supported by visualization approaches and the use of manipulative media such as GeoGebra (Van de Walle et al., 2019). Suryanto (2021) recommends diagnostic assessments and collaborative approaches as efforts to understand numeracy learning difficulties.

Teachers play a central role in the educational process. According to Maemunawati & Muhammad (2020), the teacher's role encompasses professional actions in teaching and educating to achieve learning objectives. The scope of a teacher's role includes educator, instructor, trainer, and assessor (Mustofa, 2024; Ananda, 2019; Mulyasa in Ananda, 2019). As educators, teachers instill character values, build literacy habits such as pre-lesson reading, and create a literate environment. As instructors, they deliver literacy and numeracy content using interactive methods such as discussion, role-play, and digital teaching aids. As trainers, they provide continuous practice to strengthen reading skills, text comprehension, and real-world numeracy problem-solving. As assessors, teachers objectively evaluate learning processes and outcomes while providing constructive feedback based on AKM competency indicators (Arifin, 2018; Mustofa, 2024). Through this comprehensive approach, teachers act as agents of literacy and numeracy transformation, not only imparting knowledge but also cultivating students' critical and reflective thinking skills.

METHOD

This study employed a qualitative approach with a case study design. This approach was chosen as it allows the researcher to explore and gain an in-depth understanding of the phenomenon of teachers' roles in educating, teaching, training, and assessing students in efforts to enhance literacy and numeracy at SD Negeri Sambiroto,

Rembang. The qualitative approach is exploratory and interpretative, aiming to uncover meanings, patterns, and deep understanding from the participants' perspectives (Annita, 2023).

According to Creswell (2018), qualitative research seeks to understand the meanings constructed by individuals based on their social experiences, using a naturalistic process within real-life contexts. This aligns with Arikunto (2019), who asserts that qualitative research emphasizes meaning over numerical data and delves deeply into social phenomena.

A case study design was chosen because it facilitates a comprehensive exploration of phenomena within real and detailed contexts, enabling the researcher to uncover social interactions, learning processes, and the dynamics of teachers' roles in elementary school settings (Yusriani, 2022). This research was conducted at SD Negeri Sambiroto, located in Sedan District, Rembang Regency, which was purposively selected due to its implementation of various literacy and numeracy programs, such as reading corners, 15-minute reading habits, and numeracy extracurricular activities. The study was carried out from March to August 2025. The research subjects included the school principal, three teachers, and three students. The subject selection employed purposive sampling, which involves selecting informants based on specific criteria deemed to hold the most relevant information related to the research focus (Arikunto, 2019). This method aligns with the principles of qualitative research, which prioritize the depth of information over the number of participants (Annita, 2023).

In qualitative research, the researcher acts as the main instrument (human instrument), determining the focus, selecting informants, collecting data, and interpreting and concluding findings from the field (Sugiyono, 2016). In addition, supporting instruments were used, including observation guidelines, interview guides, and documentation guides. Creswell (2018) emphasizes the importance of the researcher as an instrument in direct interaction with participants to uncover contextual meanings. Data collection was carried out using three primary techniques: (1) Observation, involving direct observation of literacy and numeracy learning practices; (2) In-depth interviews, conducted in a structured manner with the school principal, teachers, and students to explore their perceptions and experiences; (3) Documentation, which included the collection of teaching materials, AKM (Minimum Competency Assessment) reports, and school activity documentation. According to Ghozali (2018), using multiple data collection methods is essential for ensuring rich information and strengthening validity through a triangulation approach.

The validity of the data was tested using triangulation techniques, including both source triangulation and methodological triangulation. Source triangulation was conducted by comparing information from the principal, teachers, and students, while methodological triangulation involved comparing findings from observations, interviews, and documentation. Ghozali (2018) describes triangulation as a crucial step in enhancing the credibility and confirmation of data obtained through multiple approaches.

Data analysis in this study followed the model of Miles and Huberman (2014), which consists of four stages: (1) data collection, (2) data reduction, (3) data display, and (4) conclusion drawing/verification. This process was conducted in a repetitive and interactive manner to construct valid and accountable understanding. In practice, the data reduction process involved selecting, focusing, simplifying, abstracting, and transforming raw data into meaningful information relevant to the research focus. Researchers categorized the data based on thematic codes derived from the roles of teachers (educator, instructor, coach, and assessor), allowing patterns and relationships to emerge systematically. Each theme was supported with evidence from interviews, observations, and documentation, ensuring the categorization was both comprehensive and grounded in the field data. Ghozali (2018) adds that data analysis in qualitative research emphasizes deep interpretation of data meaning rather than surface-level description, with the aim of identifying patterns and relationships relevant to the research focus.

RESULT AND DISCUSSION

Result

This study aims to describe the role of teachers in improving students' literacy and numeracy skills at SD Negeri Sambiroto Rembang. Field findings revealed that teachers play strategic roles as educators, instructors, trainers, and

assessors in implementing literacy and numeracy activities integrated into learning. The research findings are presented according to these categorized teacher roles.

Teacher as Educator

At SD Negeri Sambiroto Rembang, the role of teachers as educators is realized through structured habituation and exemplary modeling to foster literacy and numeracy habits. Across all grades, students begin their day with a 10–15-minute reading session. This activity varies by level—picture books for lower grades, short articles for upper ones. During an observation in Class III (April 2025), a teacher was seen reading alongside students, followed by a discussion. One student reflected, “Saya suka cerita bergambar karena bisa diceritakan ulang pakai kata-kata saya sendiri.”

Teachers frequently conduct read-aloud sessions with expressive storytelling to create an engaging atmosphere that enhances students’ motivation to read. Beyond reading, students are encouraged to retell stories in their own words or write simple reflections—building both comprehension and self-expression. In numeracy, real-life tasks are embedded in daily routines. For example, students count present classmates, track class library loans, and calculate simple profits from school events. During a school bazaar simulation, one teacher explained, “Kami latih anak-anak menghitung uang masuk dan keluar agar logika matematis mereka berkembang dari hal-hal nyata.”

Critical thinking is cultivated through contextual questioning. In a measurement lesson, students were asked to estimate their height and calculate the perimeter of desks using rulers. This strategy aligns with contextual learning, helping students view mathematics as a functional tool rather than abstract content (Gustiningsi et al., 2024). Character values are consistently embedded in the learning process. Students are praised for persistence, not just accuracy. A teacher noted, “Anak-anak kami biasanya untuk berani mencoba, tidak takut salah.” Collaborative activities further reinforce values like honesty, cooperation, and responsibility—core traits integrated alongside cognitive skills. Overall, teachers act as role models and facilitators who blend academic goals with character building—supporting a holistic foundation for student development.

Teacher as Instructor

At SD Negeri Sambiroto Rembang, teachers do not merely transfer knowledge, but organize the learning process to be active, meaningful, and contextual. Instruction is deliberately designed to integrate literacy and numeracy with students’ real-life experiences.

Lessons begin with apperception strategies that stimulate curiosity. For example, mathematics topics are introduced using images of daily situations such as traditional markets, saving habits, or measuring body height to help students relate abstract concepts to concrete experiences.

During classroom activities, teachers apply varied methods like group discussions, presentations, educational games, and problem-solving tasks. Students are encouraged to ask questions, participate actively, and articulate ideas verbally and in writing. In literacy lessons, teachers guide students to analyze text structure, identify main ideas, and summarize readings. For numeracy, they use concrete objects like play money, rulers, and graphs to support visual understanding. Teachers also employ diverse instructional media—storybook readings, number cards, digital tools, and thematic worksheets—adjusted to students’ grade levels and characteristics. Interactive elements such as quizzes and learning games are added to maintain engagement.

To accommodate learning diversity, differentiated instruction is used. High-performing students receive enrichment tasks, while those needing support are guided through additional practice, including individual or small-group assistance. In addition to academic focus, teachers attend to the emotional well-being of students by offering encouragement, acknowledging effort, and building supportive relationships. This holistic approach positions teachers not only as instructors but also as facilitators who help students construct meaning and develop confidence in learning.

Teacher as Trainer

At SD Negeri Sambiroto Rembang, teachers act as trainers by systematically guiding students to strengthen their literacy and numeracy through structured practice and continuous support. Rather than focusing solely on content delivery, they design targeted training activities to develop specific skills. In literacy, teachers assign regular reading and writing exercises. During an observed lesson in Class V (April 2025), students were asked to summarize a short science article. One student shared, “Saya belajar menulis ringkasan supaya bisa mengambil inti cerita.” Weekly journals are also used to improve narrative writing. Teachers provide direct feedback on grammar, structure, and content clarity—helping students build vocabulary and express ideas more coherently.

Reading instruction is tiered by grade. Lower-grade students practice reading syllables and simple words, while upper-grade students are trained to interpret meaning, infer ideas, and form written opinions. Materials include fables, nonfiction texts, and daily-life articles. This approach reflects Piper et al. (2018), who advocate structured training for literacy development through repetitive and scaffolded activities.

For numeracy, students engage in contextual tasks such as simulating market transactions or comparing grocery prices. In one activity, students calculated the profit from mock sales during a class bazaar. A teacher noted, “Anak-anak lebih paham matematika kalau dikaitkan dengan kegiatan sehari-hari.” These exercises promote logical reasoning, accuracy, and real-world application—echoing Arissaputra (2023), who emphasized project-based numeracy as a strategy to build problem-solving capacity. Group-based training is also emphasized. Students collaborate on bulletin boards (literacy) and data tables (numeracy). Teachers guide peer discussions and intervene when needed. This trains students in teamwork, critical thinking, and constructive dialogue. Support is differentiated. Remedial sessions are provided for students lagging behind, while enrichment tasks are given to advanced learners. As one teacher explained, “Kami punya waktu tambahan untuk anak yang masih belum paham, supaya tidak tertinggal.” This adaptive coaching mirrors the role of teachers as learning mentors who respond to individual needs (Weiland, 2024).

Overall, the teacher’s role as trainer is realized through a consistent cycle of guided practice, reflection, and tailored reinforcement—nurturing both skill mastery and independent learning.

Teacher as Assessor

The teacher’s role as an assessor in enhancing literacy and numeracy at SD Negeri Sambiroto Rembang is realized through comprehensive evaluation processes that go beyond summative assessment. They include formative, diagnostic, and ongoing evaluations. Teachers focus not merely on numerical scores, but on the extent of student development in thinking skills, reading comprehension, and application of numeracy in real-life contexts.

In literacy, teachers assess reading abilities through various forms of assessment. In early grades, assessments involve fluency checks, word pronunciation, and recognition of letters and simple words. In upper grades, students are assessed on reading comprehension, identifying main ideas, and drawing conclusions. Assessments are conducted orally, in writing, and through tasks such as summarizing, answering text-based questions, and presenting reading outcomes to the class.

Writing skills are evaluated through assignments such as short stories, diaries, and informative texts. Teachers assess sentence structure, paragraph cohesion, spelling accuracy, and idea completeness. Feedback is provided directly, making evaluation not merely judgmental but also instructional in improving writing quality.

In numeracy, assessments include diverse question types—direct problems, story-based tasks, and real-life application questions. For example, students calculate expenses from shopping lists, determine time differences between activities, or analyze data in chart form. Teachers evaluate accuracy, thinking processes, and students’ problem-solving strategies.

Apart from written tests, teachers use classroom observation to assess participation, attitudes, and task completion strategies. They note students who actively ask questions, contribute opinions, and demonstrate extra effort in solving problems. These observations inform future instructional decisions.

Teachers also maintain learning portfolios to document students' gradual development. Each student has a folder containing works, exercises, teacher notes, and self-reflections. These portfolios serve as tools to track individual progress and communicate with parents about their child's learning journey.

Assessment is carried out routinely and formatively, meaning results are used to improve teaching strategies. If students do not achieve competence, teachers plan remedial or targeted support strategies. For high-achieving students, additional challenges are provided to foster further growth. With varied, continuous, and student-centered assessment patterns, teachers not only fulfill administrative functions but also actively shape students into independent, reflective learners prepared for higher-order thinking challenges.

Discussion

The Role of Teachers as Educators

The role of teachers as educators at SD Negeri Sambiroto Rembang serves as the foundational pillar in the ongoing development of students' literacy and numeracy culture. Teachers do not merely deliver subject matter; they actively nurture students' character, study habits, and motivation to develop their potential. In the area of literacy, teachers implement a reading habituation program called "Morning Literacy" conducted before the core learning activities begin. This program aims to foster reading interest and establish consistent study habits. Teachers also instill values such as curiosity, perseverance, and responsibility in the learning process, which are integral to their educational role. In the classroom, teachers model respectful speech, punctuality, and enthusiasm for learning, which students emulate in their daily lives.

This educational role is also evident in how teachers integrate literacy and numeracy activities into students' real-life contexts. For instance, teachers engage students in reading cooking instructions while calculating ingredient measurements or interpreting crop yield charts in social studies lessons. Such practices demonstrate that teachers do not teach reading and arithmetic in isolation but link them to students' everyday experiences. Piper et al. (2018) found that teacher-based interventions emphasizing phonemic awareness and systematic letter recognition significantly enhance children's literacy skills. Teachers at SDN Sambiroto appear to adapt a similar approach through explicit and structured instructional strategies that establish early literacy foundations.

The physical and psychosocial environments created by teachers further support their roles as educators. Teachers organize reading corners in each classroom, introduce numeracy corners, and provide accessible visual reading materials. This aligns with findings by Rance, Dowell, and Tomlin (2023), who noted that a structured and focused classroom environment can improve reading fluency, particularly for students with low concentration. Teachers also consistently provide positive reinforcement and motivational support, fostering an inclusive, child-friendly, and confidence-building learning environment.

Moreover, teachers serve as bridges between theory and practice, particularly in integrating literacy and numeracy skills into learning activities. Piper et al. (2018) emphasized that combining these two components in teaching and learning leads to more comprehensive cognitive development. In practice, teachers at SDN Sambiroto involve students in reading food labels, calculating discounts, interpreting class schedules, and reading game instructions—all of which integrate literacy and numeracy elements.

Teachers also actively reflect on their practices and continually develop instructional strategies tailored to students' needs. They not only deliver content but also guide students in developing learning strategies, provide constructive feedback, and foster a supportive learning community. Rojas-Torres et al. (2021) asserted that teaching practices that direct learning explicitly and consistently monitor study habits correlate positively with improved literacy scores in PISA studies. This is clearly reflected in the learning practices at SDN Sambiroto, where teachers personally mentor students, motivate them to read and calculate, and set clear and measurable learning targets.

In terms of numeracy, teachers go beyond teaching computational techniques by fostering logical, systematic, and critical thinking. Gustiningsi et al. (2024) noted that teachers who actively build math communities and apply contextual approaches can significantly enhance numeracy competencies. This is evident in SDN Sambiroto's project-based numeracy instruction grounded in students' real-life experiences, such as tracking pocket money, simulating

buying and selling, and engaging in number games. These activities illustrate that teachers comprehensively fulfill their roles as educators by nurturing students' learning character and developing essential life-long learning skills.

The Role of Teachers as Instructors

Teachers at SD Negeri Sambiroto Rembang demonstrate their instructional role through active, contextual, and adaptive teaching strategies responsive to students' needs. Rather than relying solely on conventional delivery, teachers strive to make learning meaningful through diverse approaches. Literacy instruction, for example, is not limited to textbooks but includes shared reading, text discussions, and picture-story activities. In numeracy, teachers utilize visual aids, math games, and simulations of everyday activities such as market transactions or real-world measurements.

Small-group learning strategies are a distinctive feature of instructional practice. Students are grouped heterogeneously to engage in discussions, problem-solving, or shared reading. This approach promotes collaboration, responsibility, and peer learning. Sofroniou (2016) found that group-based learning enhances deep understanding and strengthens students' critical thinking skills. Rosholm, Jensen, and Sorensen (2025) added that small-group learning tailored to low-achieving students significantly improves numeracy skills. This aligns with practices at SDN Sambiroto, where special attention is given to students requiring additional support.

In addition to collaborative approaches, teachers foster interactive dialogue as a crucial component of numeracy instruction. These dialogues are not solely about arriving at the correct answer but aim to explore students' understanding of mathematical concepts, challenge their reasoning, and train them to articulate their thinking systematically. Smit (2023) emphasized that interactive dialogue in mathematics teaching is vital for developing reflective thinking and mathematical reasoning.

The use of technology also features in teachers' instructional practices. Visual media, educational videos, and applications like Quizizz and Wordwall are employed to enrich students' learning experiences. Miller, Gemmell, and O'Leary (2018) found that interactive technology use in early grade classrooms can enhance motivation and student engagement. At SDN Sambiroto, technology is integrated gradually and selectively, based on students' readiness and available school resources.

During classroom discussions, teachers practice effective learning orchestration by facilitating student participation, managing lesson flow, and providing constructive feedback. Faria, da Ponte, and Rodrigues (2024) noted that well-structured teacher-led classroom discussions increase student engagement and strengthen their mathematical communication skills. This is evident in class discussions at SDN Sambiroto, which foster habits of critical, collaborative, and reflective thinking.

Through a combination of group-based approaches, interactive dialogue, technology integration, and sound classroom management, teachers at SDN Sambiroto Rembang fulfill their instructional roles as facilitators of active student learning. These strategies align with the principles of differentiated learning in the Kurikulum Merdeka, which emphasize responsiveness to individual student learning needs.

The Role of Teachers as Coaches

In their role as coaches, teachers at SD Negeri Sambiroto Rembang apply systematic and continuous strategies to strengthen students' literacy and numeracy skills. They do not merely assign practice tasks but actively facilitate activities such as reading projects, journaling, and real-life applications of mathematical concepts. This approach reflects the instructional coaching model, in which teachers act as coaches who support students throughout the learning cycle—providing feedback, correcting errors, and offering timely guidance. Charette (2018) found that similar mathematical coaching enriches classroom discourse, improves perseverance in problem-solving, and enhances numerical understanding.

Teachers also conduct intensive reading practice sessions in small groups, followed by reflection so students can evaluate their reading strategies. This aligns with the principles of literacy coaching, which, according to Ruesink (2024), effectively boosts teacher confidence and instructional quality.

Furthermore, teachers adopt evidence-based mentoring models by using demonstrations, practice sessions, and reflective analysis of learning processes similar to the cognitive apprenticeship model described by Piper (2018), where observation, modeling, and scaffolding help internalize literacy strategies deeply. Teachers also consistently conduct repeated coaching sessions that emphasize classical and reflective discussions for text analysis and mathematical problem-solving. Weiland (2024) found that embedded and sustained coaching in classroom practices leads to significant changes in teaching strategies and student achievement.

Through this coaching model encompassing individual mentoring, real-time feedback, and post-practice reflection sessions teachers function as high-level learning facilitators. They not only train students but also equip them with thinking strategies, reflective abilities, and learning autonomy, establishing a strong and sustainable foundation in literacy and numeracy skills.

The Role of Teachers as Assessors

Teachers' role as assessors in improving literacy and numeracy at SDN Sambiroto Rembang is reflected in a comprehensive learning evaluation process that extends beyond final assessments to include formative, diagnostic, and ongoing evaluations. Teachers focus not just on numerical scores but on understanding the extent of students' cognitive development, reading comprehension, and application of numeracy concepts in daily life. Such formative assessments are essential for learning, as they provide feedback for instructional improvement (Wiliam, 2018).

In literacy, teachers assess reading abilities through various forms of evaluation. In early grades, assessment focuses on reading fluency, word pronunciation, and letter/word recognition. In upper grades, teachers evaluate students' reading comprehension, ability to identify main ideas, and draw conclusions. Assessments are conducted orally, in writing, and through assignments such as summarizing texts, answering comprehension questions, and presenting reading outcomes. These diverse strategies promote students' deeper engagement with texts (Afflerbach & Harrison, 2017).

Teachers also evaluate writing skills through tasks like short stories, diaries, and informational texts. Evaluations consider sentence structure, paragraph cohesion, spelling accuracy, and idea completeness. Teachers provide direct feedback and improvement suggestions, making assessments both evaluative and instructive. This aligns with Clarke's (2015) view that assessment should be an integral part of learning, not merely a measurement tool.

In numeracy, assessments include a range of tasks—from straightforward questions to contextual problems requiring real-world application. For example, students calculate expenses from a shopping list, compute time intervals between activities, or analyze data in graphs. Teachers assess answer accuracy, thought processes, and problem-solving strategies. Heritage (2010) argued that process-oriented assessments help teachers identify misconceptions and provide appropriate learning support.

Beyond written tests, teachers use classroom observations to assess student participation, attitudes, and problem-solving approaches. They record students who actively ask questions, share ideas, or demonstrate persistence in completing tasks. These observations inform subsequent teaching strategies. This observation-based approach represents authentic assessment, emphasizing real-world learning contexts (Nitko & Brookhart, 2014).

Teachers also develop student learning portfolios as assessment tools that document individual progress. Each student maintains a folder containing their work, exercises, teacher notes, and self-reflections. These portfolios serve both as a monitoring tool and a communication channel with parents about their child's learning development. Portfolio-based assessment encourages student reflection and supports continuous learning (Shepard, 2019).

Assessments are conducted regularly and are formative in nature, meaning results are used to improve instruction. If students fall short of competencies, teachers implement remedial strategies or provide targeted support. Conversely, high-achieving students are given additional challenges to further their development. Through diverse, continuous, and student-centered assessment practices, teachers go beyond administrative roles and actively contribute to shaping learners who are independent, reflective, and prepared for higher-order thinking challenges.

CONCLUSION

Based on the qualitative research conducted at SDN Sambiroto Rembang, it can be concluded that teachers hold a highly strategic and multidimensional role in enhancing students' literacy and numeracy. Teachers are not merely instructors delivering content but also serve as educators, coaches, and assessors who actively guide, train, motivate, and evaluate students' learning progress. As educators, teachers successfully instill learning values, shape character, and create a conducive classroom environment that fosters a culture of literacy and numeracy. In their instructional role, teachers apply various active and contextual strategies, including class discussions, collaborative learning, the use of technology, and real-life-based instruction to strengthen students' understanding of fundamental literacy and numeracy concepts. As coaches, teachers provide intensive mentoring and structured practice to gradually develop students' skills through reflective and practice-based learning. Meanwhile, in their role as assessors, teachers not only evaluate final outcomes but also employ formative and diagnostic assessments to identify students' learning needs and appropriately adjust instructional interventions. Overall, the findings of this study affirm that the teacher's role is crucial in developing literacy and numeracy skills in primary school students. Therefore, enhancing teacher capacity through continuous professional development, reinforcing a reflective culture, and supporting policies that promote effective literacy and numeracy practices are essential steps in advancing the quality transformation of basic education.

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