DATA-DRIVEN MANAGEMENT OF LITERACY AND NUMERACY PROGRAM: A CASE STUDY OF SD SUMBERMULYO USING THE EDUCATIONAL REPORT SYSTEM

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ABSTRACT
This study analyzes the management of literacy and numeracy programs at SD Sumbermulyo, Sarang District, Rembang Regency, by utilizing data from the national Educational Report (Rapor Pendidikan). Employing a qualitative phenomenological approach, data were collected through in-depth interviews, classroom observations, and document analysis involving teachers, students, and school administrators. The findings reveal that the school has implemented structured planning and program organization; however, student competencies in both literacy and numeracy remain below national targets. The Educational Report serves as a data-driven evaluation tool that helps identify learning gaps, monitor progress, and guide program adjustments. Challenges include limited instructional resources, insufficient teacher training, and a lack of parental involvement. Despite these constraints, the study demonstrates that the integration of Educational Report data can enhance the effectiveness of program management. This research contributes to the literature by offering evidence of how data-driven decision-making can strengthen literacy and numeracy programs in primary schools and provides recommendations for improving learning outcomes through collaborative, sustainable management practices.

INTRODUCTIONS

Quality education is a central pillar in strengthening human resource development in Indonesia. One of the most strategic components in achieving this goal is the effective management of literacy and numeracy programs, which function as foundational skills necessary for academic success and daily life (Dasor et al., 2021). Literacy includes the ability to comprehend, use, and communicate information across various contexts (Wibisono et al., 2024), while numeracy involves the ability to apply mathematical concepts in solving daily problems and making decisions (Ibda et al., 2023). These competencies are fundamental for shaping learners' readiness for higher-order learning.

Despite policy efforts, significant challenges persist at the primary school level. Data from the Rapor Pendidikan SD Sumbermulyo show that over 60% of students have not reached the minimum literacy and numeracy standards set at the national level (Kemendikbudristek, 2023). This finding suggests persistent gaps in instructional quality and the need for strengthened program management, as foundational competencies should form the basis of subsequent learning (Ashri & Pujiastuti, 2021).

The Educational Report (Rapor Pendidikan) serves as a comprehensive evaluation tool that captures students' academic achievement, socio-emotional development, and non-academic skills (Hazimah & Sutisna, 2023; Indahwati et al., 2023). It also functions as an instrument for communication between teachers, parents, and students, enabling more accurate monitoring of learning progress (Kiriana & Widiasih, 2023). At the system level, the Educational Report provides school and regional authorities with data-based evidence for planning and improving the quality of education (Rosdiana & Wahira, 2024; Shabrina, 2022). Thus, the Educational Report becomes a crucial instrument for evaluating and improving literacy and numeracy programs in schools, including SD Sumbermulyo.

Given the continuing gaps between program implementation and actual learning outcomes, there is an urgent need for more systematic, data-driven management of literacy and numeracy initiatives. Effective program management entails structured planning, appropriate learning methods, and continuous evaluation driven by accurate data (Rahmania et al., 2024). The Educational Report also contains key indicators academic progress, social skills, motivation, and student participation that enable schools to monitor and improve the effectiveness of literacy and numeracy programs (Musakirawati et al., 2023). At SD Sumbermulyo, these data form an essential basis for understanding students' current learning conditions and designing targeted interventions.

Previous studies have acknowledged the importance of literacy and numeracy competencies in primary education and emphasized the usefulness of the Educational Report as an evaluation tool (Kiriana & Widiasih, 2023; Toha & Zumrotun, 2024). However, a clearer analytical gap remains. Most studies focus on general program implementation or broad academic outcomes, without specifically examining how Educational Report data are operationalized to manage literacy and numeracy programs at the school level. Previous studies have not examined how Educational Report data directly informs literacy and numeracy program management at the primary school level.

Therefore, this study seeks to fill that gap by analyzing how SD Sumbermulyo utilizes Educational Report data to plan, implement, and monitor literacy and numeracy programs. The goal is to generate evidence-based recommendations that can support sustainable improvements in students' foundational skills.

METHOD

This study employed a qualitative phenomenological approach to explore the lived experiences of teachers, students, and school leaders in managing literacy and numeracy programs using Educational Report data. Qualitative research enables an in-depth understanding of behaviors and meanings constructed by individuals in a social setting (Creswell, 2019). Phenomenology was selected because it focuses on interpreting participants' subjective experiences of a phenomenon in their daily lives (Sugiyono, 2023). In this study, phenomenology was applied by interpreting participants' descriptions, reflections, and meaning-making processes related to how the Educational Report shapes planning, implementation, and evaluation of literacy and numeracy programs at SD Sumbermulyo. This interpretive process involved horizonalization, identifying significant statements, and deriving themes that represent participants' lived experience.

The research was conducted at SD Negeri Sumbermulyo, Sarang District, Rembang Regency, from January to June 2025. The school was selected because it actively uses the Educational Report as a basis for evaluating literacy and numeracy performance and is representative of a rural public school striving to improve foundational learning outcomes (Musakirawati et al., 2023). Research subjects consisted of ten teachers, one principal, and five purposively selected students from a population of 184 learners, aligned with the qualitative principle that information-rich cases are prioritized (Sugiyono, 2018). Data were gathered through interviews, observations, and documentation; secondary data included Educational Report results, AKM scores, lesson plans, and teaching materials.

The research instruments included interview guides, observation sheets, and documentation formats designed to collect relevant and credible information (Sugiyono, 2023). Interview protocols were semi-structured to allow flexibility, while still guiding participants to discuss their experiences with literacy and numeracy management.

Observation sheets were used to capture instructional practices, classroom interactions, and learning activities related to literacy and numeracy. Documentation complemented these data by providing objective records from the school's Educational Report system. Data saturation was reached when no new themes emerged during the coding process, and additional interviews yielded repetitive information.

Data were analyzed following qualitative analysis procedures involving data reduction, coding, data display, and conclusion drawing (Abdussamad, 2021). The coding process consisted of open coding to identify significant statements, axial coding to categorize themes, and selective coding to integrate major findings. To align with phenomenological procedures, significant meaning units were extracted and clustered into thematic categories. This approach ensured that the final themes reflected participants' authentic experiences in interacting with the Educational Report in literacy–numeracy program management.

To ensure the validity and trustworthiness of the findings, credibility, transferability, dependability, and confirmability were applied as proposed in qualitative research standards. Credibility was strengthened through triangulation of interview, observation, and document data; member checking; and prolonged engagement in the field. Transferability was supported by providing detailed contextual descriptions of SD Sumbermulyo. Dependability was ensured through an audit trail documenting research decisions, while confirmability was established through reflective memos and documentation that minimized researcher bias.

Finally, ethical procedures were followed by obtaining informed consent from all participants, ensuring confidentiality, and protecting student identities. Permissions were secured from the school principal, and all participants were informed about the research objectives, voluntary participation, and the right to withdraw at any time.

RESULT AND DISCUSSION
Result
Overview of SD Sumbermulyo

SD Negeri Sumbermulyo is a primary educational institution under the Ministry of Education and Culture, located in Sumbermulyo Village, Sarang District, Rembang Regency. Established on April 1, 1985, this public school is accredited with a B grade by the National Accreditation Board of Schools/Madrasahs (BAN-S/M) in 2017. The school is highly committed to providing quality basic education to the local community, with a vision of creating students who are intelligent, have strong character, and possess environmental awareness.

This school applies the *Kurikulum Merdeka*, focusing on character building and contextual learning, where literacy and numeracy are integrated into daily lessons. With 175 students and supported by 9 professional teachers, SD Sumbermulyo strives to create a learning environment that supports the development of students' basic literacy and numeracy skills.

Planning of Literacy and Numeracy Programs

Based on the analysis of data from the Education Report, SD Sumbermulyo has designed a structured literacy and numeracy program based on student achievement data. This program's planning involves setting objectives, achievement targets, success indicators, and clear evaluation schedules. Table 4.1 shows some of the key aspects focused on in the planning, including literacy for lower grades and numeracy for higher grades. The program aims to improve students' basic reading competence and basic arithmetic skills, with measurable success indicators through literacy assessments and observation of numeracy activities.

Data from the Education Report analysis indicates that 65% of students in the lower grades have not achieved the basic reading competency, and 50% of students in the higher grades are struggling with basic arithmetic operations. Therefore, the literacy and numeracy program is focused on achieving significant improvements in competency, with evaluations conducted every two months for literacy and at the end of each semester for numeracy.

Organization of Literacy and Numeracy Programs

The literacy and numeracy program at SD Sumbermulyo is organized through the formation of a special team consisting of classroom teachers, the principal, and representatives from the school committee. Data from Table 4.2

reveals that all teachers are actively involved in the planning and implementation of the program, with 4 training sessions held annually to enhance teachers' competencies in literacy and numeracy. As many as 90% of teachers reported that their tasks related to the program were clear and structured, which facilitated coordination and implementation.

In terms of facilities, SD Sumbermulyo has provided reading corners in each classroom, numeracy teaching aids in all classrooms, and a library with over 1,200 books. The use of interactive digital media such as YouTube Edu and Marbel also supports a more dynamic learning experience.

Implementation of Literacy and Numeracy Programs

The implementation of the literacy and numeracy program at SD Sumbermulyo is evident in three main aspects: student learning activities, method adjustments by teachers, and the program's implementation in the classroom. Students engage in reading activities every morning for 15 minutes before lessons begin, write summaries of their readings, and work on contextual numeracy exercises daily. Teachers adjust their teaching methods by using locally relevant learning media and applying differentiated instruction based on students' abilities. These activities are observed through the use of Student Work Sheets (LKS), which are collected regularly and used as evaluation tools.

Indicators of program success, such as the increase in the number of students competent in reading and arithmetic, as well as student participation in literacy activities, are measured regularly. Evaluations are conducted every two months for literacy and at the end of each semester for numeracy. The research findings show that by using data from the Education Report, SD Sumbermulyo can adjust the literacy and numeracy program to meet students' needs.

Control of Literacy and Numeracy Programs

To ensure the sustainability and effectiveness of the literacy and numeracy programs, SD Sumbermulyo applies control measures, including periodic monitoring and evaluation, identifying obstacles, and systematic follow-up actions. The principal conducts observations in classrooms and holds teacher discussions, documenting any challenges faced during implementation. Evaluations are carried out using monitoring forms that record progress and problems encountered throughout the program's implementation. The challenges identified include a shortage of reading books and teaching aids, which are continuously addressed by procuring additional books and more varied numeracy teaching aids.

To measure the effectiveness of managing the literacy and numeracy programs at SD Sumbermulyo, data is obtained through analysis of the education report results and observations of students' competencies in literacy and numeracy. Table 1 below shows the distribution of literacy and numeracy competency achievements at each grade level, illustrating how well students have met the set targets.

Table 1. Literacy and Numeracy Competency Achievements at SD Sumbermulyo

Grade	Number of Students	Students Competent in Literacy (%)	Students Competent in Numeracy (%)	Achievement Target (%)
Grades 1-2	60	35%	40%	75%
Grades 3-4	55	45%	50%	80%
Grades 5-6	60	55%	60%	85%

Source: Data from observations and analysis of the SD Sumbermulyo Education Report, 2025

Brief Interpretation

Based on the data presented in Table 1, it is found that the literacy and numeracy competency achievements of students at SD Sumbermulyo are still below the set targets. In grades 1-2, only 35% of students are competent in literacy and 40% in numeracy, far below the target of 75%. The same trend is observed in grades 3-4, with 45% competency in literacy and 50% in numeracy, which has not met the target of 80%. Meanwhile, grades 5-6 show better achievements, with 55% of students competent in literacy and 60% in numeracy, although the target achievement is 85%.

These findings highlight a significant gap in literacy and numeracy mastery across all grade levels at SD Sumbermulyo. The main challenges identified include insufficient time allocated for literacy activities outside class hours and the limited availability of interactive numeracy teaching tools. Therefore, the management of the literacy and numeracy programs needs to be adjusted to accommodate the diverse needs of students, considering external factors that affect the quality of teaching and learning.

Discussion
Planning of Literacy and Numeracy Programs

The planning of the literacy and numeracy program at SD Sumbermulyo began with analyzing data from the Education Report, particularly focusing on the reading and arithmetic indicators. The Education Report serves as a data-based evaluative tool that objectively depicts the actual condition of student abilities. The review of the Education Report emphasizes the importance of utilizing diagnostic data as the basis for strategic school planning. By critically analyzing the report data, the school can identify priority areas, especially indicators that still show red (low) or yellow (sufficient) categories (Ashri & Pujiastuti, 2021).

This practice reflects the core principles of Data-Based Decision Making (DBDM), where schools systematically use evidence to guide goal-setting, resource allocation, and instructional adjustments. The use of real-time student data also reinforces international evidence showing that DBDM improves instructional focus and accelerates learning progress when teachers interpret data collaboratively rather than individually.

The next step taken by the school is to set program objectives based on the areas that have not yet met the targets in the report, such as low reading comprehension or difficulties in basic arithmetic operations. In managing literacy and numeracy, goal-setting should refer to real needs and be specific and measurable. According to primary education management theory, good planning includes setting both short-term and long-term goals based on data. These goals are not solely determined by the principal but are the result of collaboration among all teaching staff (Dasor et al., 2021). This aligns with the principle of participatory management, which emphasizes the involvement of all school elements (Hasanah et al., 2023).

However, compared to findings in international literature, SD Sumbermulyo's planning still shows partial alignment with the School Improvement Model. The school has integrated diagnostic data and collaborative planning, yet it lacks a cyclical planning–implementation–review loop that is emphasized in global school improvement frameworks. This contrast indicates that while the school has used data appropriately, the refinement of continuous improvement cycles has not been fully optimized.

The Follow-up Action Plan (RTL) is developed by involving teachers and the principal in a forum for discussion, ensuring that the decisions made reflect the real needs in the field. In primary education management theory, effective planning should create a collaborative space that allows teachers to be part of the policy-making process, rather than just executing technical tasks. The RTL is developed step by step and focused on solving the main problems students face, such as weak comprehension of explanatory texts or difficulties with fractions. With teachers' involvement, the program becomes more contextual and adaptive to the characteristics of each class. This approach also strengthens teachers' sense of ownership over the program's implementation (Rohim & Rofiki, 2024).

The literacy and numeracy program at SD Sumbermulyo is also aligned with the Kurikulum Merdeka, especially in the principles of differentiation and student-centered learning. Kurikulum Merdeka provides flexibility for educational units to design literacy and numeracy strengthening programs tailored to local needs. In learning management theory, alignment between the program and the curriculum is essential to avoid overlap. This means that the literacy program does not stand alone but strengthens what should occur in the core learning process. Thus, the synergy between the curriculum and the program is key to achieving meaningful learning (Sumarni, 2023).

Overall, these findings reinforce earlier research indicating that effective program planning integrates student data, curriculum alignment, and teacher collaboration. However, the case of SD Sumbermulyo also contrasts with findings from higher-performing schools where structured coaching cycles and ongoing data reflection meetings are institutionalized.

Organization in Supporting Literacy and Numeracy Programs

Human resource organization in the literacy and numeracy programs at SD Sumbermulyo is carried out through the establishment of a dedicated team consisting of class teachers, homeroom teachers, and the principal. This team acts as the main driver of the program and is responsible for coordinating implementation in each class. According to primary education management theory, the formation of a collaborative implementation team is crucial for building a sense of ownership and shared responsibility for the success of the program. The presence of the principal in the team also strengthens managerial commitment and accelerates strategic decision-making (Larasati et al., 2024).

The strong organizational structure found in this school aligns with the School Improvement Model, particularly in terms of distributed leadership. This model emphasizes that instructional improvement is most effective when leadership functions are shared among teachers and administrators. However, the findings reveal that although SD Sumbermulyo has established a collaborative team, regular data reflection sessions and structured teacher coaching key elements in international best practices—are not yet systematically implemented. This creates a gap between the intended collaborative structure and the depth of professional learning required for school improvement.

The school assigns clear roles among team members. Each teacher has a specific role, such as being responsible for lower-grade literacy, higher-grade numeracy coordination, and managing activity documentation. This role distribution adheres to the principle of role-based and expertise-based management, as outlined in educational organization theory. By delegating responsibilities appropriately, activities can be carried out more effectively and efficiently since each implementer understands their responsibilities and boundaries.

To strengthen teachers' capacities, the school conducts training and workshops focused on active learning methods, contextual literacy strategies, and the use of numeracy media based on games. These trainings are essential so that teachers not only follow the program procedurally but also understand the philosophy and pedagogical approach underlying it. In human resource management theory in education, enhancing teacher competencies is a crucial long-term investment for improving the quality of learning. These workshops also provide a space for joint reflection and sharing best practices among teachers (Haryati & Murniati, 2024).

Nevertheless, compared with findings from international studies on literacy and numeracy interventions, SD Sumbermulyo's professional development still appears activity-focused rather than competency-focused. The workshops are conducted, yet teaching practices are not consistently monitored or refined through coaching cycles. This indicates that while the organizational structure is strong, professional learning mechanisms require deeper institutionalization to produce lasting instructional improvement.

Facility support is an important aspect of the program's implementation. SD Sumbermulyo provides reading corners in each classroom as part of its commitment to cultivating literacy.

Such practices are consistent with international evidence showing that literacy-rich environments significantly influence early reading development. However, the rural school setting presents contextual constraints particularly limited book variety and inconsistent internet access which may weaken the potential impact of these facilities compared with urban or resource-rich schools.

Implementation of Literacy and Numeracy Programs

One form of literacy implementation at SD Sumbermulyo is the habit of reading for 15 minutes every morning before lessons begin. This activity is conducted simultaneously in all classes, with students reading non-textbook materials such as folk tales, stories, or light informational readings. The goal of this activity is to build a love for reading and create enjoyable reading habits. According to literacy habituation theory, routine activities carried out consistently can foster a culture of literacy from an early age (Rohmatilah et al., 2022).

This finding reinforces existing evidence that sustained reading routines contribute to long-term literacy growth. However, it also contrasts with literature showing that sustained reading must be accompanied by structured comprehension strategies to produce significant gains. In the case of SD Sumbermulyo, the reading activity remains largely habitual rather than instructional, which may explain the slow improvement in mastery levels observed in the results.

Teachers adjust their teaching methods by using locally relevant learning media and applying differentiated instruction based on students' abilities. These activities are observed through the use of Student Work Sheets (LKS), which are collected regularly and used as evaluation tools.

The use of differentiated instruction aligns with global recommendations for literacy and numeracy in heterogeneous classrooms. However, the implementation depth appears limited by contextual constraints such as large class sizes and limited instructional materials typical of rural schools. These factors partially explain why learning outcomes have improved but remain below targets.

Evaluation is conducted every two months for literacy and every semester for numeracy. While this evaluation schedule is systematic, it does not fully align with the principles of DBDM, which emphasize short-cycle formative assessment and immediate instructional adjustment. Thus, SD Sumbermulyo's evaluation system supports monitoring but not rapid instructional improvement—highlighting an important gap compared with international best practices.
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CONCLUSION

The management of literacy and numeracy programs at SD Sumbermulyo has been implemented systematically through data-driven planning, stakeholder-based organization, and structured program implementation. The use of the Education Report plays a central role in identifying students' strengths and weaknesses and in designing targeted interventions. Findings show that although the program has contributed to improving students' literacy and numeracy competencies, the achievements remain below the expected targets, particularly in lower grade levels. Challenges such as limited facilities, insufficient teaching aids, and restricted time allocation for literacy activities hinder optimal progress.

This study reinforces theoretical perspectives on data-based planning by demonstrating that Education Report analysis can function as an effective evaluative tool for evidence-based decision-making in primary education. Practically, the findings highlight the necessity of strengthening teaching methods, integrating technology more effectively, and increasing parental and community involvement to support literacy and numeracy growth. The study also contributes novelty by offering a more detailed approach to using Education Report data for program planning compared to previous research, which generally emphasized implementation without deep data utilization.

This study is limited to a one-year implementation period, which restricts the ability to evaluate long-term impacts of the literacy and numeracy programs. The research was conducted in a single rural school context (SD Sumbermulyo), limiting its representativeness for schools with different characteristics. The relatively small number of participants also narrows the generalizability of the findings.

Future studies should involve multiple schools across different regions to compare program effectiveness in diverse contexts. Longitudinal research is also needed to evaluate changes in student learning outcomes over longer periods. Additionally, future work may explore the integration of digital tools in literacy and numeracy instruction and examine the strategic roles of parents and communities in reinforcing early-grade learning.

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