Implementation of Literacy and Numeracy through Media Smart Apps Creator (SAC) in Elementary School Student

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A R T I C L E   I N F O

A B S T R A K

Kemampuan literasi dan numerasi siswa sekolah dasar tergolong rendah hal ini dibuktikan dengan standar nilai siswa yang rendah. Guru sebaiknya mengetahui kemampuan literasi dan numerasi siswa agar lebih mudah dalam mempersiapkan AKM, sehingga diadakan penelitian tentang penggunaan media Smart Apps Creator (SAC) untuk analisis kemampuan literasi dan numerasi. Penelitian ini bertujuan menganalisis implementasi dan hasil analisis keterampilan literasi dan numerasi melalui penggunaan media Smart Apps Creator (SAC). Jenis penelitian ini adalah deskriptif kualitatif. Subyek penelitian adalah kepala sekolah, guru kelas V, dan siswa kelas V. Teknik pengumpulan data adalah tes, wawancara, observasi, dan dokumentasi. Uji keabsahan data menggunakan triangulasi sumber dan triangulasi teknik. Analisis data penelitian adalah analisis interaktif. Hasil penelitian adalah pertama, pelaksanaan kegiatan analisis meliputi tiga tahap yaitu tahap persiapan guru menyusun soal yang diterapkan pada media Smart Apps Creator (SAC), tahap pelaksanaan siswa mengerjakan soal melalui Smart Apps Creator (SAC) media, tahap akhir guru menganalisis hasil nilai siswa. Kedua, hasil analisis menunjukkan sebagian besar siswa telah mencapai standar minimal satuan pendidikan dan rata-rata kategori kelas baik dalam aspek literasi maupun numerasi. Kesimpulannya adalah Smart Apps Creator (SAC) membantu guru dalam menganalisis kemampuan literasi dan numerasi. Oleh karena itu guru harus mengembangkan keterampilan di bidang teknologi.

A B S T R A C T

The literacy and numeracy skills of elementary school students are relatively low this is evidenced by the low standard scores of students. Teachers should know students' literacy and numeracy skills to make it easier to prepare for AKM, so that research is held on the use of Smart Apps Creator (SAC) media for analysis of literacy and numeracy skills. This study aims to analyses the implementation and results of the analysis of literacy and numeracy skills through the use of Smart Apps Creator (SAC) media. The type of research is descriptive qualitative. The subjects of the study were the principal, the teacher of class V, and the students of class V. Data collection techniques are tests, interviews, observations, and documentation. Test the validity of the data using source triangulation and engineering triangulation. Analysis of research data is interactive analysis. The results of the study are first, the implementation of analysis activities includes three stages, namely the teacher preparation stage to prepare questions applied to the Smart Apps Creator (SAC) media, the implementation stage of students doing questions through the Smart Apps Creator (SAC) media, the final stage of the teacher analysing student score results. Second, the results of the analysis show most students have reached the minimum standards of educational units and class averages of categories in both literacy and numeracy aspects. The conclusion is Smart Apps Creator (SAC) help teacher to analyse literacy and numeracy skills. Therefore teachers should develop skills in the field of technology.

1. INTRODUCTION

Literacy can be interpreted as a process of reading and writing. Literacy is also related to individual skills to have a critical, creative, and reflective mind. Advanced literacy skills such as numeracy, science, digital, culture and citizenship, as well as financial literacy can develop from basic literacy skills, namely reading (Suyono et al., 2017; Widodo & Ruhaena, 2018). Literacy is a process of exploring literacy in which there are activities to research, process, and analyze a written text or reading in order to achieve goals and understanding of certain information ((Dewi et al., 2021; Dwijayati & Rahmawati, 2021; Suryati, 2021). Literacy is positively correlated and is a whole and complementary to each other (Dwijayati & Rahmawati, 2021; Mutji & Suoth, 2021). Literacy is a term that refers to reading and writing activities and is closely related to the ability of individuals to think critically, creatively, and innovatively. Literacy is a

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more in-depth part of literacy about written texts and relates to each other activities (Dewi et al., 2021; Frankel et al., 2016).

Numeracy literacy is knowledge and proficiency in using symbols and various numbers related to basic mathematics in practical problem solving that appears in everyday life then analyses information manifested in various forms and then interprets the results of analysis to predict and draw conclusions (Mahmud & Pratiwi, 2019; Md-Ali et al., 2016). Numeracy literacy is a competence possessed by a person in reasoning, which means analysing and understanding statements in mathematical symbol manipulation activities contained in everyday life expressed orally or in writing (Abidin, Yunus, Tita Mulyati, 2017; Ekowati et al., 2019). Numeracy literacy is a skill possessed by a person in using symbols, reasoning, and everything related to numbers and basic mathematical forms in solving problems in everyday life.

Today the condition of the literacy of the Indonesian nation is very poor, because the literacy results are relatively low. The results are based on the Programme for International Student Assessment (PISA) test which shows that Indonesia is a country that has low literacy scores in reading, writing, numeracy, and science (Marmoah & Poerwanti, Suharno, 2022; Putri et al., 2022). Indonesia is ranked very low in world-level literacy. The consequences that arise are caused by the lack of interest and low competence in reading and writing, namely the low culture of the nation's literacy which results in human resources not having the ability to compete due to lack of mastery of science and technology (Astuti, 2022; Hidayat & Basuki, 2018). Low overall literacy scores ranging from early childhood to adult levels. This also has an impact on the value of the National Assessment in elementary school students which contains aspects of literacy and numeracy. The results of the National Assessment show that half of elementary school students have not achieved minimum literacy competencies and as many as 2/3 of elementary school students have not reached minimum numeracy competencies. In Indonesia, there are six basic literacy consisting of literacy, science, numeracy, digital, financial, as well as culture and citizenship (Fatmawati & Safitri, 2020; Nurcahyo, 2020). The Minimum Competency Assessment (AKM) is an assessment that includes aspects of literacy and numeracy (Novita et al., 2021; Putri et al., 2022; Rohim, 2021). The National Assessment includes three aspects in it, namely the Minimum Competency Assessment (AKM), Character Survey, and Learning Environment Survey. The AKM aspect focuses on two basic namely literacy and numeracy.

The main problem that causes students to have difficulty completing numeracy-based learning is because students are not used to solving numeracy-based problems. This problem is because there are still many teachers who have not developed their competence to compile numeracy-based questions, especially teachers in elementary schools to familiarize students with solving these non-routine questions. More teachers create closed questions, so they can be solved using only formulas (Fiangga et al., 2019; Aprilianti et al., 2022). Based on preliminary observations and interviews with primary school teachers in Wonogiri District, the low AKM results were caused by the teacher's lack of understanding of the literacy and numeracy skills of grade V elementary school students, who were AKM participants. Teachers still use the conventional method, namely by giving questions from books and then evaluating and assessing manually. There are still many teachers who do not know that there are several media that can be used to analyze literacy and numeracy skills.

Literacy and numeracy skills must often be taught and instilled in early childhood, as a demand of the times. Literacy and numeracy are general and fundamental competencies, which can be developed in all lesson content in elementary schools (Aprilianti et al., 2022; Destrinelli & Hayati, 2021). Therefore, it is very important for teachers to know the literacy and numeracy skills of their students to prepare for AKM, but in fact there are still many teachers who do not have preparation in implementing AKM. This can be seen from the low results of AKM scores in elementary schools. One of the preparations that teachers must make before the implementation of AKM is to know the literacy skills of students in literacy and numeracy. Based on data obtained from the Education Unit Report Card regarding the results of the achievement of the Minimum Competency Assessment (AKM) in 2021, especially SDN 2 Kedungrejo, it is one of the elementary schools that has obtained results, namely more than 50% of students have mastered minimum competencies and need efforts to encourage students to become proficient both in terms of literacy and numeracy (Purwati et al., 2021; Putri et al., 2022). The results obtained are relatively good results. Therefore researchers are interested in conducting research in the school.

Previous research that has been carried out has resulted in android-based teaching materials using Smart Apps Creator 3 (SAC 3) can help in online learning during a pandemic (Azizah, 2020; Khoirudin et al., 2021; Pebriani et al., 2022). Another study explains that learning assisted by the Android Smart Apps Creator (SAC) application can improve students' abilities in chemistry lessons (Fatma & Partana, 2019; Yessi, 2021). Smart Apps Creator can also be used as a learning medium for physics ((Prasetio & Musril, 2022; Yuberti et al., 2021). Another research explained that the development of Android game-based Smart Apps Creator media can improve the science learning outcomes of elementary

school students (Sutrisni et al., 2022). In addition, Smart Apps Creator is a medium that can be used to facilitate learning and is full of innovation. The development of Smart Apps Creator media as interactive multimedia can be used for thematic learning (Jaiz et al., 2022; Kusumaningsih et al., 2019). Meanwhile, other research on the JIRE collaboration learning model combined with Smart Apps Creator resulted in a positive relationship between learning outcomes and student character (Gusasi et al., 2022; Widiastika et al., 2020). The use of appropriate mobile learning media can also facilitate the process of analysing students' abilities in learning. Previous research conducted discussed the use of Smart Apps Creator (SAC) media to facilitate online learning during a pandemic and offline learning (Azizah, 2020; Fatma & Partana, 2019; Kusumaningsih et al., 2019).

The novelty of previous research with the present lies in the research variables, namely describing the use of Smart Apps Creator (SAC) media for analysis of literacy and numeracy skills. The urgency of this research is ideally, teachers know the literacy and numeracy skills of students, especially in preparation for the Minimum Competency Assessment (AKM). Therefore, a study was held that aimed to analyse the implementation of the analysis of literacy and numeracy skills through the use of Smart Apps Creator (SAC) media and to analyse the results of the analysis of literacy and numeracy skills through the use of Smart Apps Creator (SAC) media.

2. METHOD

The research used is descriptive qualitative. The research used is descriptive qualitative. The purpose of descriptive research is to make systematic, factual and accurate descriptions of the facts, properties and relationships between the phenomena studied (Rukajat, 2018). Research design is using phenomenology. The focus of phenomenology is also focused on the direct experience that the first person experiences, not just limited to a phenomenon. In connection with the importance of research, it is prioritized for the preparation of AKM, the subject of this study is class V students of SDN 2 Kedungrejo, Nguntoronadi District, Wonogiri Regency. The data collection techniques carried out are observation, interviews, tests, and documentation. Test the validity of the data using source triangulation and engineering triangulation.

Data analysis in the study used Miles and Huberman's interactive analysis techniques. The steps of the analysis technique: 1) data collection, namely collecting all data obtained from the results of observation, interviews, and documentation; 2) data condensation, namely selecting, focusing, simplifying, abstracting and transforming the data contained in field records, so as to obtain accurate data; 3) presentation of data in the form of brief descriptions, charts, relationships between categories, and the like; 4) verification of the data of the findings obtained will then be concluded (Miles et al., 2018).

The literacy indicators according to the Ministry of Education and Culture are as follows: 1) Indicators of literacy in schools 2) Indicators of literacy in families 3) Indicators of literacy in the community. In this study, what was used was an indicator of literacy in schools. Material indicators used to test literacy skills in schools are about Literary texts and Information Texts (Purwati et al., 2021; Pusmenjar, 2020). AKM indicators on literacy aspect can be seen in Table 1.

Table 1. AKM Indicators on Literacy Aspect

Text Type	Cognitive Level		
	Find	**Understand**	**Evaluating & Reflecting**
Literary texts	Access and search: find explicit information.	Literal understanding: Identifying, structuring, inferring, and comparing the events facing the story characters.	Assessing the suitability of the illustration with the content of the text of the sastra which continues to be continuous in accordance with the level.
Information Text	Access and search: Find explicit information.	Literal understanding: Identify, compose inferences, make connections, predict, compare, and infer character feelings and messages.	Assess the suitability of the illustration with the content of the information text that continues to increase according to the level.

In addition to the read-write indicators above, in AKM there are also indicators for numeracy aspects. Numeracy indicators include Numbers, Measurements and Geometry, Data, and Algebra (Novianti, 2021; Pusmenjar, 2020). Such indicators in more detail can be seen in Table 2.

Table 2. AKM Indicators in Numeracy Aspect

Component	Numeracy
Content	Numbers, Measurements and Geometry, Data, Algebra
Context	Personal, Socio-Cultural, Scientific
Cognitive Processes	Understanding, Application, Reasoning

3. RESULT AND DISCUSSION

Result

The preparation stage, based on observations made by researchers in the field, obtained a note that the preparation stage was carried out by all schools, especially class V teachers as homeroom teachers. The class V teacher prepares the questions that will be used to carry out literacy and numeracy tests. The prepared questions consist of 30 literacy questions and 30 numeracy questions, each of which consists of multiple-choice questions, matchmaking, complex multiple choice, true-false questions, fill-in, and descriptions. This problem is applied to an android-based media, namely the Smart Apps Creator (SAC). The questions in the Smart Apps Creator (SAC) media are in accordance with literacy indicators, which consist of 19 information text questions and 11 literary text questions, while numeracy according to the domain is 12 Number questions, 8 measurement and geometry questions, 7 Algebra questions, and 3 data material questions. Literacy questions consist of 30 questions, namely 11 multiple-choice questions, 4 matchmaking questions, 8 complex multiple-choice questions, 4 description questions, and 3 true-false questions. While numeracy consists of 30 questions, namely 6 multiple-choice questions, 4 matchmaking questions, 7 complex multiple-choice questions, 3 fill-in-the-blank questions, and 10 true-false questions. Example of Smart Apps Creator (SAC) media content is show in Figure 1.

Figure 1. Example of Smart Apps Creator (SAC) Media Content

In the implementation stage, the teacher who has prepared the questions as mentioned above then gives the test to the students. The initial stage of implementation is that the teacher opens the activity by giving greetings and asking for news, then conveying the purpose of holding literacy and numeracy literacy test activities. Students are invited to pray first before beginning the activity. The teacher then conveyed how to use the Smart Apps Creator (SAC) media for students, from installing the application to how to use the SAC application. During the implementation, students do the questions meticulously, and try to do the questions seriously. This can be seen when students do numeracy questions by counting numbers on scribbled sheets of paper provided by the teacher.

The teacher explains how to answer in detail according to the types of questions that must be done. How to do each type of question is different. For questions with multiple choice types, there are literacy and numeracy questions, which is to answer only one choice that is considered the most correct. Questions with matchmaking types in literacy and numeracy are done by filling in empty boxes according

to the pair letters that are considered correct, usually filling in letters such as a, b, c, and d depending on the number of statements on the question. The next type of question is complex multiple choices found in literacy and numeracy questions, namely answering questions with more than one answer choice that is considered correct. The type of fill-in-the-blank question only exists in numeracy that is, answering the question by filling in the numbers that are considered answers by students. The type of description question is found in literacy, where students answer the question by describing the answer in the box provided. The last type of question is true and false in literacy and numeracy. The way to do this type of problem is to type the letter B if the statement is considered true, and the letter S if the statement is false. Every question that is done, the teacher urges students to take screenshots on the cell phone screen after answering the questions. Students are asked to send proof of the screenshot to the teacher via *WhatsApp* after finishing the work. This is done to make it easier for teachers to analyse student literacy and numeracy in detail and more accurately analyse the results of each aspect in indicators of both literacy and numeracy.

Students do the questions according to the direction and instructions given by the teacher. Students do literacy questions first by selecting the literacy menu on the SAC media. The teacher gives approximately 75 minutes to do the literacy questions. While doing the questions, students look calm and not rowdy, and mean it in doing literacy questions. The teacher reminds students not to forget to screenshot each completed answer. Students who have finished doing the questions then report the scores they obtained which are seen in the final display of the SAC media. The teacher records the results of each student's score, then asks the students to send screenshots of the answers that have been done. Students then proceed to do numeracy questions. The teacher gives time to do the numeracy questions for 75 minutes. Students can be seen doing the questions calmly and earnestly, but there are also some students who seem to have difficulty in doing the numeracy questions. This is because the numeracy questions on this test are in the form of story questions. After doing the questions, students then report the scores they obtained on the final numeracy display on the SAC. The teacher records the scores obtained by the students carefully. Students also send screenshots of each answer on whatsapp according to the teacher's direction. Implementation of literacy and numeracy literacy tests through the Smart Apps Creator (SAC) media is show in Figure 2.

Figure 2. Implementation of Literacy and Numeracy Literacy Tests Through the Smart Apps Creator (Sac) Media

In the final stage, the teacher collects student data in the form of a record of the results of scores or grades that have appeared automatically on the Smart Apps Creator (SAC) media and also screenshots of the answers of each student to be corrected to obtain more valid analysis data. The teacher then evaluates the students' answers which are then obtained results in the form of final grades. From this final score, the teacher then analyzes the students' abilities, both literacy and numeracy. The last step of this activity is to conclude the results of the analysis of literacy and numeracy skills through the use of Smart Apps Creator (SAC) media. Answering the next formulation, after an analysis of literacy and numeracy skills using Smart Apps Creator (SAC) media, of course, the teacher obtained the results of student scores which were then analyzed from these results to find out the literacy and numeracy skills of grade V students of SDN 2 Kedungrejo.

Data on students' literacy and numeracy results were obtained from test scores carried out through the use of Smart Apps Creator (SAC) media. The results obtained by the students of SDN 2 Kedungrejo, based on data, show that the average student's literacy level is in the good category and has

completed AKM. Then base on the results of the interview provided information that the education unit set the AKM completion standard number, which was 75. So that students with scores above the standard are declared complete AKM. Nevertheless, the scores of class V students based on the analysis that has been carried out there are still some students who have not been completed. The data can be seen in the Table 3.

Table 3. Literacy Literacy Score Results of Class V Students

Grade	Category	Number of Students	Percentage (%)
86-100	Excellent	8	53.3
76-85	Good	4	26.7
60-75	Keep	2	13.3
55-59	Low	1	6.7
≤54	Very Low	0	0.0

From the Table 3, we can conclude that the results of the literacy scores of grade V students are on average in the good category, which means that most students have completed their work on literacy questions. Of the 15 students, there were 8 students or 53.3% belonging to the excellent category, 26.7% namely 4 students in the good category, as many as 13.3% or 2 students in the medium category, and only 1 student in the low category. The grade point average for literacy is 82.6 or falls into the good category. So it can be known that there are 3 out of 15 students or 20% who have not completed the KKM of the education unit with a score below 75. Based on the results of the analysis of students' abilities in the literacy aspect, data on completeness in each indicator was obtained, namely 83.75% in the information text domain and 78.00% in the literary text domain.

The lowest percentage is literary texts, which is 78.00%, this is because students do not understand the reading in the form of detailed information, so they are not optimal in answering questions. The highest percentage in the literacy aspect is in the information text domain of 83.75%. The results of interviews conducted with grade V students. The interview results showed that most of the students in class V of SDN 2 Kedungrejo mastered more material related to information texts, so that in accordance with the results obtained, namely the domain of information texts with a high percentage in literacy literacy, while literary texts with a lower percentage. Numeracy literacy value results of grade V students is show in Table 4.

Table 4. Numeracy Literacy Value Results of Class V Students

Grade	Category	Number of Students	Percentage (%)
86-100	Excellent	5	33.3
76-85	Good	6	40.0
60-75	Keep	3	20.0
55-59	Low	1	6.7
≤54	Very Low	0	0.00

Base on Table 4, the results of the analysis obtained from the numeracy aspect showed that there were 5 students or 33.3% in the excellent category, 6 students, namely 40% with good categories, 3 students or 20% in the medium category, and 1 student or 6.7% in the low category. The average grade point average obtained is 79, so it belongs to the good category. The lowest percentage of numeracy aspects is in the Number domain, which is 72.2%. This is because some students do not understand the concept of numbers in mathematics. So that students find it difficult to answer questions in the domain. Furthermore, the highest percentage of values in the Geometry & Measurement domain is 78.3%. According to the results of the analysis of literacy and numeracy skills through the use of Smart Apps Creator (SAC) media, it can be seen that most of the grade V students of SDN 2 Kedungrejo have reached the standard of completion of educational units with a percentage above 50% or more than some students. This is the case with the results of the percentage analysis in each domain in the indicators of both literacy and numeracy.

Discussion

The implementation of the analysis of literacy and numeracy skills through the use of Smart Apps Creator (SAC) media at SDN 2 Kedungrejo consists of three stages, namely, preparation, implementation, and final stage. The implementation of the analysis needs to be carried out to determine the literacy and numeracy skills of students so that they are ready to face the Minimum Competency Assessment (AKM).

The selection of Smart Apps Creator (SAC) media certainly has certain reasons, according to Class V teachers at SDN 2 Kedungrejo, Smart Apps Creator (SAC) is an easy-to-use application. This thinking is in line with the opinion of previous study which reveals that Smart Apps Creator (SAC) is an application that does not use programming knowledge so that it can be a solution for learning media (Azizah, 2020). Teachers also argue that the use of Smart Apps Creator (SAC) media is an android-based media that can be used as a medium to do questions for students. Similarly, the opinion of previous study state about humans who in this era have known cellphones, androids, tablets, computers, laptops, and so on where these objects are not only for social media and playing games (Azman et al., 2022).

At the preparatory stage, the class V teacher of SDN 2 Kedungrejo innovates in the form of giving questions to students created in an android-based media, Smart Apps Creator (SAC) to analyze the abilities of their students, in this case literacy and numeracy in elementary schools in connection with the preparation of AKM. This aims to relieve the boredom of students who have only been doing the questions in the book. This is in accordance with research which contains the measurement of the level of literacy and numeracy ability of students stating that creative teachers are the determinants of the variations and stimuli of thinking used (Pratama & Retnawati, 2018).

The questions applied by teachers to the Smart Apps Crreator (SAC) media are in accordance with literacy and numeracy indicators. This is in accordance with the opinion which states that literacy indicators include Literary Texts and Information Texts (Purwati et al., 2021). Furthermore, it is corroborated by previous study who explains that the Literary Text is a work with a high imagination about the problems of human life combined with the author's imagination for entertainment purposes, while the information text is a reading that contains real data, events or phenomena that exist in everyday life (Pusmenjar, 2020). The numeracy indicators used in the questions are in accordance with the research that state numeracy consist of 4 components, namely numbers, measurements and geometry, data, and algebra (Novianti, 2021; Salvia et al., 2022). So that the questions used by the class V teacher of SDN 2 Kedungrejo are in accordance with the specified standards.

During the conduct of the test, students seem to have difficulty in doing numeracy questions because the numeracy questions used in the test questions contain story questions, according to opinions (Aprilianti et al., 2022; Ekowati et al., 2019) who explained that the literacy and numeracy questions used for the Computer-Based National Assessment (ANBK) are reasoning in the form of story questions. The literacy and numeracy literacy test carried out by grade V students of SDN 2 Kedungrejo is a meaningful activity for students. In addition to obtaining an overview of literacy and numeracy questions for AKM preparation, the analysis activity involves students directly in the use of media. This is in accordance with the opinion who stated that in literacy activities there should be meaningful, widespread learning, which is not only limited to oral and written but uses multimodal-based media both print and non-print, physical and virtual (Erstad, Olla; Gillen, 2019; Hardiyanti et al., 2020; Salim et al., 2020).

In the final stage of implementing this analysis, the teacher conducts detailed and more valid analysis activities so that the resulting data is accurate. The existing values are then corrected back one by one. Surely teachers use the help of applications such as Whatsapp for sending student documents, Microsoft Excel for calculating student grades. The activities carried out by the class V teacher of SDN 2 Kedungrejo are in accordance with opinions who argues that the ability of the field of technology to describe the use of ICT in accordance with pedagogic principles and is aware of its implications for educational methodology (Dinata et al., 2021; Prayogi, Rayinda Dwi; Estetika, 2019). Digital skills include mastering ICT, creating content for learning activities, and solving educational problems as well as trying to get information, understand, communicate, and express opinions in the digital space well.

The results of the study showed that literacy at SDN 2 Kedungrejo at a high level was with good category results. This is inseparable from the creativity of teachers in carrying out innovative literacy activities including applying questions to the Smart Apps Creator (SAC) media. In accordance with previous study that found good literacy and numeracy can give rise to students who are skilled and confident in applying mathematics, both in school and in everyday life (Rahmad & Wijaya, 2020; Salvia et al., 2022). This good result certainly does not make the teachers and students of SDN 2 Kedungrejo satisfied with the results obtained. From the data from the analysis obtained by the teacher, it is still necessary to maximize the ability of students who are still lacking in certain domains in order to increase the achievement of indicators of both literacy and numeracy, in line with the statement of previous study which states that literacy carried out optimally at the time of learning can make it easier for students to understand learning concepts (Sormin et al., 2017). The acquisition of scores in the analysis of literacy and numeracy skills of grade V students of SDN 2 Kedungrejo in the good category also shows that the use of Smart Apps Creator (SAC) media for analysis activities is appropriate, in accordance with the results of research that has been conducted which found android-based media Smart Apps Creator (SAC) can be used for analysis activities (Widiastika et al., 2020; Yessi, 2021).

The implication of this study is providing the result of learning through the use of SAC can make teachers easier to analyse students' literacy and numeracy skills. Analysis of literacy and numeracy skills through the use of Smart Apps Creator (SAC) media is carried out to make it easier for teachers to find out their main abilities in preparation for the Minimum Competency Assessment (AKM) in elementary schools. Therefore, teachers should analyse the literacy and numeracy skills of students to determine student readiness before facing AKM. The limitation of this study lies on research scope that very limited and only involving one school as a participant. Hopefully future research can broaden and deeper the research related to the use of Smart Apps Creator (SAC) media. Suggestions from the researcher are teachers in Indonesia should increase their creativity and innovate to develop skills in the field of technology, so that it is easy to use the Smart Apps Creator (SAC) media to analyse the literacy and numeracy skills of students in elementary schools.

4. CONCLUSION

Many teachers have not obtained a solution in conducting analysis other than by using printed books for practice questions for class V students, in this study, SDN 2 Kedungrejo obtained a solution for this. The implementation of the analysis in this study can be done with android-based media Smart Apps Creator (SAC). The results of the analysis of the literacy and numeracy skills of grade V students of SDN 2 Kedungrejo through the use of SAC media in the good category, but still need to be improved so that the indicators of each domain, both aspects of literacy and numeracy, can be achieved.

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