SaNum and SaLis: Strategies for Preparing Minimum Competency Assessments in Elementary Schools

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ABSTRAK

Asesmen Kompetensi Minimum saat ini menjadi salah satu tujuan dalam pencapaian mutu pendidikan. Asesmen Kompetensi Minimum sering dikaitkan dengan literasi dan numerasi yang diartikan sebagai penilaian yang mendasar terkait dengan kompetensi siswa untuk mengembangkan kemampuan dalam diri dan aktif dalam kegiatan sosial masyarakat. Penelitian ini bertujuan untuk menganalisis persiapan Asesmen Kompetensi Minimum di Sekolah Dasar melalui kegiatan Sarapan Numerasi dan Sarapan Literasi. Metode yang digunakan dalam penelitian ini adalah metode observasi, wawancara, dan dokumentasi dengan subjek siswa, guru, dan kepala sekolah Sekolah Dasar. Adapun instrumen yang digunakan adalah lembar observasi. Setelah data dikumpulkan kemudian dianalisis menggunakan metode analisis interaktif dengan tahapan sesuai dengan Miles dan Huberman yaitu mereduksi data, menyajikan data dan menarik kesimpulan yang dipandu Hasil dari penelitian ini menunjukkan bahwa kegiatan bimbingan dan latihan untuk menghadapi Asesmen Kompetensi Minimum yakni dengan strategi Sarapan Numerasi dan Sarapan Literasi dimulai dari pembentukan kelompok, mencari buku bacaan di perpustakaan, kegiatan membaca dan numerasi, dan kegiatan menulis. sehingga dapat disimpulkan bahwa, tingkat kemampuan literasi dan numerasi siswa masih sangat rendah, dalam mengatasi masalah tersebut, peneliti melihat bahwa sekolah menerapkan gerakan literasi yang disebut dengan Sarapan Numerik (SaNum) dan Sarapan Literasi (SaLis). Melalui kegiatan Sarapan Numerasi dan Sarapan Literasi ini menjadi suatu inovasi baru dalam mempersiapkan Asesmen Kompetensi Minimum di Sekolah Dasar.

ABSTRACT

Minimum Competency Assessment is currently one of the goals in achieving quality education. Minimum Competency Assessment is often associated with literacy and numeracy. It is a fundamental assessment of students' competencies to develop their inner abilities and participate in community social activities. This study aims to analyze the preparation of the Minimum Competency Assessment in primary schools through Numeracy Breakfast and Literacy Breakfast activities. The methods used in this research are observation, interview, and documentation methods with the subjects of elementary school students, teachers, and principals. The instrument used was an observation sheet. After the data is collected, it is then analyzed using the interactive analysis method with stages according to Miles and Huberman, namely reducing data, presenting data and drawing conclusions guided by the results of this study indicate that guidance and training activities to face the Minimum Competency Assessment, namely with the Numeracy Breakfast and Literacy Breakfast strategies starting from group formation, looking for reading books in the library, reading and numeracy activities, and writing activities. So, it can be concluded that the level of literacy and numeracy skills of students is still very low; in overcoming this problem, the researcher saw that the school implemented a literacy movement called Sarapan Numerik (SaNum) and Sarapan Literasi (SaLis). The Numeracy Breakfast and Literacy Breakfast activities are innovations in preparing for the Minimum Competency Assessment in Primary Schools.

1. INTRODUCTION

Minimum Competency Assessment (AKM) is a National Assessment (AN) program which is used as a form of educational evaluation with a national scope as a substitute for the National Examination (UN) in

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schools throughout Indonesia. In 2019 there was circular information from the Ministry of Education and Culture of the Republic of Indonesia (Kemdikbud RI) that the Minimum Competency Assessment in educational units had various reactions, especially from school principals and teachers (Shara et al., 2021; Sudianto & Kisno, 2021). In responding to the Minimum Competency Assessment, there were several reactions from schools, namely being calm in responding to the AKM, seeking information regarding a replacement form for the National Examination, and there were even schools that were ready to face the AKM. This is of course that school principals and teachers in dealing with AKM need to prepare strategies related to the implementation of AKM. Minimum Competency Assessment is a fundamental assessment related to the competencies students need to develop their existing abilities to play an active role in community activities that can add positive value). There are several definitions of MCA, according to researchers. The first researcher mentioned that MCA is a step used to liberate students, where students are given freedom from systemic discrimination. In line with this opinion, the Minimum Competency Assessment designed by the State is not only about understanding and achievement in the curriculum or subjects but also focuses more on aspects of essential competencies, namely reading literacy and numeracy literacy. Furthermore, the second researcher mentioned that AKM is a form of measurement of cognitive elements, especially in the aspects of numeracy literacy and reading literacy. AKM is designed to encourage programs with objectives oriented towards developing reasoning skills, not just focusing on memorization (Meriana & Murniarti, 2021; Rohim et al., 2021; Sudianto & Kisno, 2021).

The Minimum Competency Assessment focusing on literacy and numeracy is certainly a consideration for schools, especially principals, teachers and students. Based on the results of research, it explains that children in Indonesia have a low interest in reading. The same thing is also explained by other researchers who state that literacy and numeracy skills in Indonesia are still low (Fitriyana & Subiyantoro, 2022; Hilmi & Choiriyah, 2022). In line with the research results of, it is clear that students' abilities in solving literacy and numeracy questions are still in the low category. With low literacy and numeracy, it can be seen from PISA (Program for International Student Assessment) which focuses on a program to assess abilities on an international scale. The results of the 2022 PISA report show that of the 81 countries that took part in the assessment, Indonesia ranks 12th from the bottom. This shows that the achievement scores for the three PISA assessment components, namely reading literacy, numeracy literacy and scientific literacy, have increased compared to 2018. Based on data from the report, the TIMSS carried out in Indonesia in 2015 in grade 4 shows that the mathematics aspect is ranked 44th out of 49 countries, and the science aspect is ranked 46th out of 49 (Hadi & Novaliyosi, 2019; Hanafi & Minsih, 2022). The causes of the low Minimum Competency Assessment results are the lack of facilities and infrastructure, not yet optimal support from the education department, a lack of reading books, no schedule yet. specifically, the absence of a cultural literacy environment and the lack of active role of school principals, teachers and students. From the research data above, it shows that the quality of educational development in Indonesia is still very far behind other countries in the world (Marmoah et al., 2022; Pantiwati et al., 2023).

As we know, currently the quality of education in Indonesia is still lagging behind and very low compared to other countries. This has become a new problem in education circles, especially elementary schools. The same thing is explained by that one of the places to learn and gain knowledge is in educational institutions, namely elementary schools. Other researchers explain that in elementary schools there are several intelligences possessed by students, namely intellectual, spiritual, and emotional intelligence which become the foundation for students (Ifrida et al., 2023; Muliastrini, 2020). Therefore, in facing the minimum competency assessment which contains two aspects, namely literacy and numeracy, it must be encouraged to prevent low interest in reading, counting and writing. In overcoming this, according to other researchers, it is explained that to face the Minimum Competency Assessment, innovations are needed that can attract students' interest in improving the quality of literacy. In line with this, the innovation that can be applied in preparing for the minimum competency assessment in primary schools is the school literacy movement because it supports and provides factors in influencing student literacy (Condie & Pomerantz, 2020; Yulianto et al., 2018). Explained that the innovations prepared by schools in facing the Minimum Competency Assessment have the aim of increasing academic achievement, and strategies for building students' mindsets (Banat & Pierewan, 2019; Rosalinda & Rahmawati, 2022).

That innovation implemented in schools will foster a culture of literacy, attract students and school residents to become literate, and make schools a learning park, and provide various reading books (Budiharto et al., 2018; Khakima et al., 2021). Explain the need to improve the Minimum Competency Assessment by providing various facilities and infrastructure related to literacy. Emphasized that to increase students' interest in reading, namely by various innovations that are in accordance with the categories in the Minimum Competency Assessment scores. Explain that success in the Minimum Competency Assessment in schools is by developing a learning media product (Arianty et al., 2021; Faisal et al., 2019; Oktaviani & Kaltsum, 2023). Stated that one of the achievements of the Minimum Competency

Assessment is that students are able to produce literacy-based works (Magdalena et al., 2019; Hanafi & Minsih, 2022). The development of Minimum Competency Assessment question instruments so that students do not have difficulty working and completing them. Explain that facing the Minimum Competency Assessment can be done with fairy tale-based learning to produce student performance (Sunbanu et al., 2023; Wardani et al., 2022)

In the context of preparing minimum competency assessments for elementary schools, there are notable research gaps that need addressing. While existing literature often focuses on assessment methodologies and the design of competency frameworks, there is a lack of comprehensive studies on how these strategies specifically impact the development of foundational skills in young students. Furthermore, there is limited research on the practical challenges faced by educators in implementing these assessments and the effectiveness of various strategies in different educational contexts. "SaNum and SaLis: Strategies for Preparing Minimum Competency Assessments in Elementary School," fills these gaps by providing a detailed examination of two distinct assessment strategies—SaNum and SaLis. This study evaluates the effectiveness of these strategies in enhancing student competency in core areas such as literacy and numeracy. By incorporating empirical data from diverse classroom settings, this research offers insights into how these strategies can be adapted to meet the needs of various educational environments and address the specific challenges faced by teachers. This is the novelty of the research conducted.

The importance of this research lies in its potential to improve the design and implementation of minimum competency assessments, ensuring they are more effective in supporting student learning outcomes and better aligned with the practical realities of elementary education. This contributes to a more nuanced understanding of how assessment strategies can be optimized to foster foundational skills and improve overall educational quality. The research above explains various issues regarding the Minimum Competency Assessment, starting from the school literacy movement, instrument categories, producing and creating works in the form of literacy, as well as the facilities and infrastructure used to foster interest in reading and writing in facing the Minimum Competency Assessment. However, not with innovation as a strategy in facing the Minimum Competency Assessment. Therefore, researchers will focus on innovations that researchers have found in the field, namely Numeracy Breakfast (SaNum) and Literacy Breakfast (SaLis). Where the innovation strategy prepared by this school is to prepare the Minimum Competency Assessment in the aspects of literacy and numeracy.

2. METHOD

This research uses a qualitative approach with a focus on obtaining quality and meaningful data through descriptive, inductive and analytical methods. Qualitative research emphasizes a holistic description, which in this research describes an aspect in detail related to the (Baturetno et al., 2023; Mustiofa et al., 2022). Explained that qualitative research aims to obtain complete data that is appropriate to the research. This research uses a phenomenological type of research. Explained that this type of phenomenological research is an approach taken by observing nature and going out into the field. Where the type of research carried out is to explore strategies in dealing with the Minimum Competency Assessment (AKM) (Awaru et al., 2022; Qorimah & Sutama, 2022). Researchers in this study collected data in the field by visiting the target subjects. Researchers conducted research at one of the State Elementary Schools in Sukoharjo Regency. In this research, the location chosen was one of the schools that had innovative strategies in dealing with the Minimum Competency Assessment. Researchers collected qualitative data in narrative form related to Sanum and Salis: Strategies for Facing Minimum Competency Assessments. Researchers in this case use observation, interview and documentation techniques. Observations were carried out by observing the target object, namely one of the State Elementary Schools in Sukoharjo Regency. Interviews were conducted to collect data related to verbal information on the questions asked. This interview was conducted with the school principal, 3 teachers and students regarding strategies for facing the Minimum Competency Assessment (AKM). Documentation in this research is in the form of observation notes and interviews.

The data analysis used in relation to this research is interactive with stages in accordance with Miles and Huberman that in research, namely reducing data, presenting data and drawing guided conclusions (Cahyani, 2023; Saleh, 2017). The validity of the data used by researchers is by triangulating sources and methods. Where by triangulation the researcher's data sources will be matched by the researcher, namely the school principal, teachers and students. Meanwhile, method triangulation was carried out by collecting observation data and documentation related to sanum and salis: strategies for facing the Minimum Competency Assessment. Technical triangulation was carried out to test the credibility of data from the same source using different techniques. The instruments used in this study are presented in Table 1 and Table 2.

Table 1. List of Questions Innovation School Literacy Movement in The Minimum Competency Asessment

No	Question
1	How does the School Literacy Movement material relate to the Minimum Competency Assessment?
2	What efforts should schools make to prepare for the Minimum Competency Assessment?
3	How does the School Literacy Movement play a role in the Minimum Competency Assessment?
	Relationship with School Literacy Movement materials
	Relationship to content
	Relationship to context
	Relationship with cognitive
4	Why is the School Literacy movement used as preparation for the Minimum Competency Assessment?
5	What are the innovations of the School Literacy Movement in the Minimum Competency Assessment?
6	How does the innovation of the school literacy movement affect the minimum competency assessment scores?

Table 2. Observation of School Literacy Movement

No	Question
1	Able to group
2	Able to read well
3	Understand the reading book correctly
4	Able to narrate well
5	Active activity
6	Write creatively and innovatively

3. RESULT AND DISCUSSION

Result

Based on the results of research conducted by researchers on school literacy movement activities at SD Negeri Ngabeyan 01, data was obtained that in preparing for the minimum competency assessment in elementary schools, namely applying sanum and salis as a preparation strategy for facing the Minimum Competency Assessment. The strategies implemented in preparation for the Minimum Competency Assessment in Elementary Schools through SaNum and SaLis will be explained as follows.

First, Group formation. The initial method used in the Numerical Breakfast (SaNum) and Literacy Breakfast (SaLis) activities is to form groups according to class. This group formation aims to make it easier to coordinate and guide students according to the material. This means that lower grades and upper grades are not combined because the thinking abilities of upper and lower grades are different. In accordance with the researchers' observations, this grouping makes it very easy for teachers to guide, motivate and monitor literacy breakfast and numeracy breakfast activities. So, with this grouping activity, the result is that students will be more focused and comfortable in literacy breakfast and numeracy breakfast activities. Based on interviews with classroom teachers, group formation is considered effective in helping students focus and pay attention to the material presented by the teacher. This has an important influence on the success of the Numeric Breakfast (SaNum) and Literacy Breakfast (SaLis) activities, as well as preparing students for the Minimum Competency Assessment (PKM). Please note that group formation is based on grade level, activity schedule, and activity supervisor. Grade levels are divided into three groups, namely grades 1 and 2, grades 3 and 4, and grades 5 and 6. The documentation of group formation is presented in Figure 1 and documentation of teacher guidance on group formation activities is presented in Figure 2.

Figure 1. Group Formation   **Figure 2.** Teacher Guidance

The aim of forming this group is to collaborate with students based on their reading and writing abilities. SaNum and SaLis activities are scheduled twice a week because on other days there are school activities that accommodate other students' interests and potential, such as memorizing the Koran, gymnastics, Scouting and extracurricular activities. The supervisors for the SaNum and SaLis activities are the class teachers of each class, with one of them being the SaNum assistant and the other accompanying them during the SaLis activities. This is carried out according to the agreement of the teacher. The reason for making the class teacher the supervisor of this activity is because the class teacher understands the characteristics of students in learning and can observe student development so that they are expected to be able to improve AKM.

After forming groups, the next activity is to look for reading books in the library according to students' interests. The aim of this activity is for students to read books and then get ideas for preparing writing as material for wall magazines (mading). In this Numeracy Breakfast (SaNum) and Literacy Breakfast (SaLis) activities, students are given the opportunity to look for reading books in the library provided by the school in the form of novels, textbooks, comic books or children's magazines. With this activity, students will have various kinds of preferences in reading books. Therefore, having a variety of favorite books chosen will increase students' interest in reading to the end. Researchers observed that female students were enthusiastic in choosing books, then consistently read them. The display of the school library school library is presented in Figure 3.

Figure 3. School Library

Based on an interview with the principal, she explained that the Sarapan Numerik (SaNum) and Sarapan Literasi (SaLis) activities show high enthusiasm and spirit from students, especially when they search for books in the library. These activities not only train students to look for books, but also instill responsibility in reading and returning books to their original places. This shows that the program is successful in building both skills and positive character in students. The reading corner are presented in Figure 4.

Figure 4. Reading Corner

The wall at SDN Ngabeyan 01 is placed in a strategic area. Using madding as a source of student reading so that the content of madding consists of short stories, poetry, summaries of reading results and also animal stories. The reading corner is another source used to seek knowledge and reference students' ideas. Reading corners are located in every classroom. This corner is found in each classroom. Having this reading corner will attract students to regularly visit the reading corner. In the reading corner of this class there are many books that are used as reading material for students. Students are given the opportunity to choose books in the reading corner so that they can choose according to the students' interests and talents. However, there are not as many books in this reading corner as there are in the library. Utilizing this reading corner will attract students' interest in reading to continue to hone their reading and writing skills. Apart from that, the use of this reading corner will train students to be responsible in reading activities and also make the school community literate due to lots of reading and writing from students.

The third activity is reading and counting. Reading and counting activities can be implemented in a more organized and systematic manner by making a clear schedule. This helps students to understand the division of activity time so that they do not feel confused in organizing their schedule. A schedule of literacy and numeracy activities has been drawn up to ensure that implementation goes well. Literacy activities are carried out every Monday with the guidance of Ms. Eva, Mr. Susilo and Ms. Andriyani. Meanwhile, numeracy activities take place every Thursday under the guidance of Ms Fatonah, Ms Nurul and Ms Suyami. This schedule is designed so that the activities are structured and well coordinated. The reading activities is presented in Figure 5.

Figure 5. Reading Activities

Reading activities are carried out on Mondays with a duration of 30 minutes. The details of the activity are 15 minutes of reading silently and 15 minutes of reading aloud. Students can bring reading materials or borrow them from the library or reading corner. The 30 minute reading activity then ended with several students in one group explaining the essence or synopsis of the reading material they had read. Information can be conveyed through various strategies, namely conveying reading results through mindmapping, role playing, guessing pictures from book titles, and other games. The benefit of this activity is that all students receive reading information that has been read by the students presenting, so it can be said that the students have also read the book. The numeracy activities is presented in Figure 6.

Figure 6. Numeracy Activities

In numeracy activities there is also literacy because literacy and numeracy have a very close relationship. Numeracy activities are carried out on Thursdays with a duration of 30 minutes. The results of this numeracy activity will provide students with insight into calculating quickly and playing with numbers. The benefit of the numeracy activities above is that students will find it easier to calculate using various methods and open up students' insight regarding new methods. Therefore, it is very important to apply literacy and numeracy activities to students so that students have experience and are able to think critically in terms of learning, especially in preparing for the Minimum Competency Assessment (AKM).

Based on interviews with classroom teachers, reading activities are not only carried out during the Numerical Breakfast (SaNum) and Literacy Breakfast (SaLis) schedules but have become part of students' daily lives. The love for reading has begun to be embedded, as seen from the habit of students utilizing the reading corner in the classroom during break time or visiting the library to look for reading books. This habit is slowly forming a reading culture among students, which is expected to continue to grow.

Another activity SaNum and SaLis carry out is writing. After reading activities in each group, students write down the results of their reading on sheets of paper. The paper is then collected by the supervising teacher. The supervising teacher selects the students' writing to be pasted on the wall. Some writings were also copied and typed by the supervising teacher to fill in the reading in the madding. The writing activities is presented in Figure 7 and the madding student is presented in Figure 8.
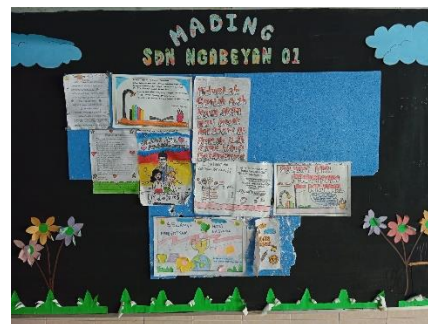

Figure 7. Writing Activities

Figure 8. Madding Student

Writing activities are the final stage in the Numeracy Breakfast (SaNum) and Literacy Breakfast (SaLis). In this activity, students are given the opportunity for 10 minutes to write their writing or a summary of the reading they have read using children's language. The results of this activity will train students to have strong memory and draw conclusions from the reading they read. Based on the interview with the principal, she explained that in the final stage of the activity, students are given the opportunity to write or summarize the books they have read. In addition, the results of student writing are presented in front of the class and can be displayed on the madding or literacy board. This is so that students' writings can be read by other friends, thus increasing their interest in reading and sharing knowledge among them. The Numeracy Breakfast (SaNum) and Literacy Breakfast (SaLis) activities are a new breakthrough for schools to face the Minimum Competency Assessment in Elementary Schools related to literacy and numeracy. This activity was carried out by SD Negeri 01 Ngabeyan as a form of preparing the Minimum Competency Assessment in order to get a significant score. This progress also has a good influence on the AKM posttest results.

The implementation strategies for Sarapan Numerik (SaNum) and Sarapan Literasi (SaLis) at SDN Ngabeyan 01 are implemented in an innovative and interesting way. For SaNum, some of the activities include Guess the Flat Picture, Multiplication Quiz, Number Story, Travel Table and Number Box. These activities are designed to improve students' numeracy skills in a fun and interactive way. Meanwhile, the SaLis strategy includes creative activities such as Picture Story, Role Play, Mind Mapping and Word Box, which aim to develop students' literacy skills. With the implementation of these strategies, it is expected that students can be more actively involved in the learning process and develop skills in both numeracy and literacy. Based on the interview with the principal, she explained that in the final stage of the activity, students are given the opportunity to write or summarize the books they have read. In addition, the results of student writing are presented in front of the class and can be displayed on the madding or literacy board. This is so that students' writings can be read by other friends, thus increasing their interest in reading and sharing knowledge among them. The AKM resul is presented in Figure 9.
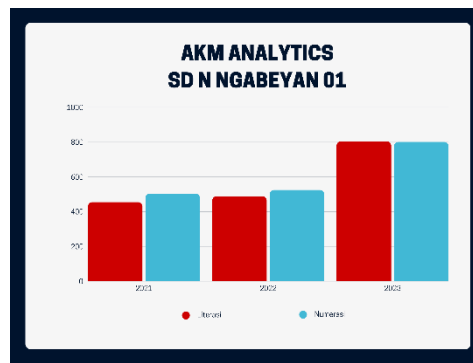
Figure 9. AKM Results

The impact of implementing SaNum and SaLis was an increase in the Minimum Competency Assessment score at SD Negeri Ngabeyan 01 from 4.0 to 8.0. Apart from increasing the Minimum Competency Assessment, student scores also increase in daily tests and End of Semester Assessments. This is proven by the fact that students' answer sheets usually contain blank descriptions or entries, but during the exam the students were able to answer according to the questions even though they were not correct in writing the words or letters. Apart from increasing AKM scores, SaNum and SaLis also strengthen students' character, namely self-confidence, active, creative, innovative and independent. The student character is presented in Table 2.

Table 2. Student Character

No	Character	Statement
1.	Self-confident	Through the Numeracy Breakfast and Literacy Breakfast activities, students' level of self-confidence increases due to the factor that students are given the opportunity to present and present their writing on school media. For numeracy activities, students are very confident in guessing numbers, guessing flat figures and multiplication quizzes.
2.	Activ	Through the Numeracy Breakfast and Literacy Breakfast activities, the level of student activity increases because students are given the opportunity to read, guided, silently and also explain the contents of the books they read. For the numeracy activities, students were very enthusiastic in playing tables and telling number stories well.
3.	Creativity	Through the Numeracy Breakfast and Literacy Breakfast activities, the level of student creativity is very high because students are able to provide good work with various types of writing and posters both in the reading corner and in the poster.
4.	Innovation	Through the Numeracy Breakfast and Literacy Breakfast activities, students' innovative level was very high in building new works through various strategies, including picture stories, role playing and mind mapping.
5.	Independencet	Through the Numeracy Breakfast and Literacy Breakfast activities, students' level of independence is very high because students are given the opportunity by their companions to search for and choose books according to their interests and talents.

From the table above, researchers see this based on observations and interviews with school principals and teachers. It can be concluded that SaNum and SaLis are a new innovation in preparing Minimum Competency Assessments in Elementary Schools.

Discussion

Minimum Competency Assessment is an assessment of students regarding basic competencies that are able to develop personal capacity and community participation. The Minimum Competency Assessment does not only require literacy and numeracy skills but can also be implemented in daily life in the community (Muliasari et al., 2022; Nurhikmah et al., 2021). Another thing explained by other studies in the Minimum Competency Assessment activity is that there is an emphasis on two things, namely reading literacy and mathematics literacy (numeracy). The Minimum Competency Assessment has an important role in life, especially in the process of improving the quality of education, because the Minimum

Competency Assessment focuses on students' understanding of literacy and numeracy. Meanwhile, literacy and numeracy are skills and knowledge that involve reading, writing and calculating (Fatoni. M, 2022; Ifrida et al., 2023; Rigianti & Utomo, 2023). Therefore, with literacy and numeracy it is necessary to be prepared in facing the Minimum Competency Assessment so that students are able to improve the quality of school education well. Minimum Competency Assessment, especially in literacy and numeracy, is very important in education, especially in determining student success. Through this Minimum Competency Assessment activity, schools have strategies or tricks for preparing students (Hikami et al., 2023; Irmayanti et al., 2023). The strategies or tricks applied by each school are different, therefore with these different strategies the aim is to be able to achieve quality education through the Minimum Competency Assessment. The strategy in the Minimum Competency Assessment is designed with the aim of being a method or step that makes it easier for students to be able to apply it at school every day, either in the morning, twice a week or according to the literacy and numeracy schedule that has been made by the school. Apart from that, Minimum Competency Assessment can also be interpreted as an activity that obtains information related to students' success in mastering abilities through assessment instruments (Ardianti & Amalia, 2022; Rohim et al., 2021).

Literacy and numeracy are closely related to the ability to solve problems and draw conclusions in critical thinking. This is used as the basis that critical thinking is a skill in realizing the 21st century, so it is necessary to develop life skills to find and make decisions through appropriate considerations. Because, by thinking critically, students' cognitive systems make more precise decisions and are able to solve problems The importance of critical thinking will make a person wiser in facing problems in life (Anita Dian Pratiwi et al., 2023; Lestari & Siswono, 2022; Rohmatin, 2012). Critical thinking and problem solving skills are related to each other, even in use. Therefore, by thinking critically, students are able to find solutions to solve problems, namely by using strategies that have been designed by the school, one of which is numeracy and literacy. The implications of this research provide an overview regarding strategies for preparing Minimum Competency Assessments in Elementary Schools using numeracy breakfasts and literacy breakfasts. This can be used as a reference for schools to achieve increased educational quality unit scores, one of which is the Minimum Competency Assessment. The sanum and salis activities implemented are new findings for researchers to design and implement current educational assessment programs. So this literacy breakfast and numeracy breakfast activity encourages students to read, write, count and think critically to prepare for the minimum competency assessment. Therefore, it is hoped that future research will deepen and expand research by using the latest strategies in preparing minimum competency assessments, especially in elementary schools so that the results are better and improved.

4. CONCLUSION

Based on the research conducted, it can be concluded that the level of literacy and numeracy skills of students is still very low, especially at SD Negeri 01 Ngabeyan. In overcoming this problem, researchers saw that schools implemented a literacy movement called Numeracy Breakfast (SaNum) and Literacy Breakfast (SaLis). Sanum and Salis are literacy and numeracy activities that are guided to understand, enrich and deepen knowledge insight. This activity is carried out from the lower classes to the upper classes with the aim of cultivating students who like reading, writing, arithmetic and instilling character. Researchers saw that in the Numeracy Breakfast (SaNum) and Literacy Breakfast (SaLis) activities there were methods used, including: group division, looking for reading books in the library, reading and numeracy activities, as well as writing and presenting activities.

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