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Numeracy House: Empowering Women's Farming Groups As Learning Centers Through Numeracy Training

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ABSTRACT

Numeracy skill is a fundamental skill that is essential for every individual because it plays a role in various aspects of daily life. However, the results of the 2022 PISA (Indonesian Women's Economic Assessment) indicate that Indonesia's numeracy skills are still low, necessitating strategic efforts to improve them. One community group with the potential to be empowered in this regard is the Women Farmers' Group (KWT), which plays a dual role as farmers and primary educators at home. Based on preliminary studies, numeracy activities are widely practiced in daily activities, but their conceptual understanding remains low. To address this issue, the Numeracy House program was designed as a community learning center aimed at improving mothers' numeracy understanding and skills while simultaneously fostering a numeracy culture within families. The implementation method included needs mapping, material planning, real-life numeracy training, mentoring, and evaluation, which was carried out from July to August. The activities were carried out in a participatory manner through discussions, direct practice, and contextual learning based on agriculture and households for 15 KWT mothers. The results of the activities showed an increase in children's learning motivation, children's and mothers' numeracy skills, and KWT mothers' confidence in accompanying their children at home, with an average score of 80%. Thus, the Numeracy House can be an effective community-based education model in improving numeracy literacy while empowering groups.

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INTRODUCTION

Numeracy skills are a fundamental skill that every individual should possess. (Rasdiyanti et al., 2023) state that numeracy literacy skills are important to instill in every individual because with these skills an individual can use mathematical concepts in various daily life situations more easily. In addition, Kusumayanti et, al., (2023) also emphasize that mathematical literacy or numeracy aims to improve individuals' understanding of the role of mathematics in everyday life and understanding the procedures for its use. Numeracy is not only related to calculation skills, but also includes the ability to understand, use, and apply number concepts in various real-world contexts, such as managing household finances, managing crops, and making simple decisions in everyday life (OECD, 2017).

The importance of mastering numeracy is certainly a benchmark for a nation in developing citizens who are competent in numeracy. However, the facts on the ground show that Indonesia's numeracy skills are very low. This is evident, among other things, in Indonesia's 2022 PISA score in numeracy, which shows a decline from the 2018 PISA score and is still far from the global average. Indonesia's mathematical literacy score was 366, down from the global average of 472. Compared to the 2018 PISA score, Indonesia's 2022 PISA score in the mathematical literacy category decreased by 13 points compared to the 2018 PISA score of 379 (Azhar et al., 2023). This certainly presents a challenge for Indonesia to develop the numeracy skills of its citizens, who have diverse livelihoods. One such approach could be applied to citizens whose livelihoods are farming.

Regarding the issue of low numeracy in Indonesian society, women farmers play a crucial role that is often overlooked. As housewives and farmers, women farmers not only contribute to agricultural production but also play a role in family economic management and children's education at home. One form of home education that women farmers can implement is numeracy education for children within the family environment, known as Home Numeracy (Skwarchuk in Napoli, 2021). Implementing home numeracy effectively facilitates the development of children's numeracy skills. This is because the family or home environment is the primary environment where children grow and develop. Ki Hajar Dewantara, in Shochib (2010), also emphasized that the family is the first and most important center of education. Since the emergence of human civilization until now, the family environment has influenced the development of each individual's character.

As a child's first educational environment, families (parents) need to create an adequate learning environment to help them learn and gain meaningful experiences. These learning experiences can be achieved through activities involving parents at home, applying numerical concepts or counting activities, both directly and indirectly, in various contexts, consistently and gradually (Skwarchuk in Napoli, 2021).

For women's farming groups, these learning experiences can be achieved by utilizing various agricultural activities, from seeding and planting to harvesting, as a means of developing children's numeracy skills within the family environment. These activities include counting the number of seeds in each seeding hole, calculating the weight of the harvest, determining the amount of spices needed for cooking, and so on. These activities are contextual for children, enabling them to easily understand the concepts, roles, and uses of mathematics in everyday life. This aligns with one of the basic principles of numeracy: contextuality (Han et al., 2017).

Based on a preliminary study conducted on one of the women farmers' groups in Ciamis Regency, the results of a questionnaire on the implementation of numeracy activities at home, which were often

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carried out by the women farmers' group, obtained an average score of 80%. However, the score obtained from the aspect of understanding related to numeracy and home numeracy is very low, namely 27%. This indicates that numeracy practices have indeed become part of daily activities, but have not been accompanied by adequate understanding. In other words, numeracy activities are more often carried out habitually without a strong knowledge base, so that the potential of numeracy in supporting the development of children's numeracy skills at home cannot be optimally utilized. This condition indicates an urgent need to provide a numeracy learning program for women farmers' groups that not only emphasizes practice, but also provides conceptual understanding so that women farmers' groups are able to use numeracy skills more consciously, directed, and sustainably.

Sukajadi Village, Ciamis Regency, has significant agricultural potential. The livelihoods of the community, which is largely agricultural, particularly among women farmers and mothers, require adequate numeracy skills. Activities such as calculating production costs, recording harvest yields, maintaining simple bookkeeping, and managing family finances require practical numeracy skills. However, these skills are still limited because most parents only completed junior high or high school, resulting in suboptimal access to formal learning and numeracy practice.

To address these issues, an innovative program called "Numeracy House" was designed as a community learning center that provides needs-based numeracy training and real-life activities. Numeracy House was expected to improve the understanding and numeracy skills of women's farming groups, enabling them to become more independent in managing their farms and fostering a culture of numeracy literacy within their families and communities.

Numeracy House, as a learning environment for children, was equipped with numeracy modules containing real-life activities, such as number games, crop buying and selling simulations, family financial records, and recipe calculations. These modules served as practical guides for mothers to support their children's learning at home in a systematic, enjoyable, and relevant way.

Several previous studies have shown that numeracy learning linked to real-world contexts, particularly within the home, is more effective in improving community understanding and skills. Research (Perdani et al., 2024) found that household-based numeracy training significantly improved family financial management skills, as demonstrated by an increase in pre- and post-test scores from 45 to 72. Meanwhile, a study (Silaban et al., 2025) demonstrated that exploring the family and community environment as a means of numeracy literacy learning can encourage children to be more enthusiastic, more engaged in the learning process, and demonstrate gradual development of literacy and numeracy skills.

Another study (Haerul et al., 2024) revealed that cultivating literacy within families can support the success of literacy programs through collaboration between families, teachers, and the community, in accordance with Ki Hajar Dewantara's three-centered education principle, which places the family as a key factor in educational success. These research results indicate that numeracy plays a strategic role not only in education but also in the socio-economic development of society. However, studies that specifically highlight the empowerment of women farmer groups through numeracy training are still very limited, so new innovations are needed that suit their needs.

Based on the above description, this study aims to describe the empowerment activities of women's farming groups through the establishment of a Numeracy House as a community learning center. With the presence of the Numeracy House, it is hoped that the women of the women's farming groups in Sukajadi Village can act as facilitators, motivators, and role models in their children's learning process. In addition to improving children's numeracy skills, this program also empowers village women to be

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more confident in supporting family education and to better manage household and agricultural finances.

METHOD

The implementation of the Numeracy House program with the Women Farmers Group (KWT) was carried out using the ABCD (asset-based community development) approach with a descriptive analytical research type. ABCD-based research was used to identify potential assets owned by the community so that these potentials could be utilized as a means of empowering the community. These assets included natural resources or human resources that had the potential to be developed and empowered gradually and sustainably.

This community service activity was conducted from July to August, with research participants consisting of 15 children and 15 mothers who were members of KWT from one of the villages in Ciamis Regency. The participants' average age ranged from 30 to 45 years, and their last level of education was junior high school or its equivalent.

The initial stage began with needs mapping through observation, questionnaires, and interviews with KWT mothers to determine their understanding of basic numeracy skills and how they supported their children in learning numeracy at home. Based on this mapping, a numeracy training program relevant to the families' needs was designed. This training activity was facilitated by the establishment of a numeracy house, which served as a community learning center for discussions and collaborative learning related to numeracy within the family and community.

The second stage involved planning numeracy training activities for KWT members. The training materials not only emphasized basic numeracy skills such as addition, subtraction, multiplication, and division, but also related them to children's everyday situations, such as counting groceries, recognizing units of measurement, and understanding the concepts of time and money. The materials were structured in the form of simple modules so that they were easy for mothers to understand and practice while assisting their children.

The next stage was the implementation of numeracy training. Activities were conducted using interactive lectures, group discussions, and hands-on practice. Mothers were encouraged to practice creative ways to teach numeracy to their children, such as through educational games, planting activities, and simple buying and selling simulations. With this approach, it was expected that mothers would become more confident in guiding their children and be able to create a fun learning environment at home. Intensive mentoring was then provided by the implementation team. This mentoring included guiding mothers in practicing the methods they had learned and monitoring how their children responded to numeracy activities at home. This mentoring also allowed mothers to share experiences and strategies, creating a mutually supportive learning community.

The final stage was evaluation and reflection. Evaluation was conducted through observation of the development of children's numeracy skills and comparison of simple test results before and after the program. The evaluation instruments included pre- and post-test questions administered to the children and a questionnaire assessing mothers' understanding of home numeracy activities. This joint reflection aimed to determine the effectiveness of the Numeracy House in improving children's numeracy skills through the active role of mothers. The evaluation results served as the basis for program improvement and development to ensure the sustainability of the Numeracy House as a community learning center.

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The data analysis technique used was Miles and Huberman's qualitative data analysis. According to (Milles et al., 1992), qualitative data analysis is carried out interactively and repeatedly until complete, and the data is saturated. The data analysis stages include: 1) data reduction, 2) data display, and 3) conclusion drawing/verification (interpreting the data and making decisions).

RESULTS AND DISCUSSION

Result

The implementation of this community service activity began with an analysis of the level of numeracy understanding and home numeracy practice among 15 women members of the KWT through a questionnaire. The results of the questionnaire can be seen in Table 1.

TABLE 1. Questionnaire Results

No	Aspect	Scor	Average percentage
1	Understanding the concept of home numeracy (basic knowledge)	30%	52,2%
2	Application of the concept of home numeracy in daily activities	75%	
3	Identification of numeracy skills (measuring)	40%	
4	Rationale and benefits of home numeracy	50%	
5	Examples of game-based numeracy activities	50%	
6	The role of parents in developing home numeracy	65%	
7	Application of home numeracy in contextual situations (shopping)	60%	
8	Basic numeracy skills (classifying/grouping)	27%	
9	Games that support numeracy skills	40%	
10	Benefits of implementing home numeracy for children	85%	

Table 1 shows that the 10 indicators of home numeracy understanding given to housewives yielded low scores, with an average score of 52.2%. This indicates that the majority of respondents still lack a grasp of the basic concepts of home numeracy and how to relate them to simple household activities and educational games. The results were primarily focused on the reasons for and benefits of home numeracy, the role of parents, application in contextual situations such as shopping, and classification or grouping skills, which only reached 27%. These findings indicate that housewives still need guidance in applying home numeracy comprehensively to their daily lives. Therefore, educational or training programs regarding home numeracy should focus more on practical aspects, contextual application, understanding real-world benefits, and strengthening the role of parents in supporting children's numeracy skills.

To address these needs, Numeracy House served as a shared learning space for mothers and children. Weaknesses identified in specific subjects could be overcome through practical, enjoyable activities that could be practiced together with children at home. The presence of children in this program also strengthens the culture of learning within the family, ensuring that numeracy and literacy are not limited to the older generation.

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The program was implemented in a participatory manner, where mothers and children could learn while interacting through various activities. Mothers were trained in numeracy skills relevant to agriculture and household management, while children had the opportunity to develop basic counting skills in a fun environment.

According (Bangun et al. 2022), community-based literacy and numeracy programs that involve direct socialization and training have a significant impact on improving the community's understanding and skills in applying numeracy concepts in everyday life (Prayuda 2023). This is in line with what was stated (Emawidiasari and Kusumaningsih 2024) that exploring the surrounding environment can provide direct and contextual learning experiences for children, especially in understanding numeracy concepts.

The Numeracy House was an innovative learning space designed to improve numeracy literacy among the community, especially school-age children. The Numeracy House was established as an empowerment initiative for the Women Farmers Group (KWT), which not only played a role in agriculture but also acts as a driving force for numeracy education in their community. Furthermore, the Numeracy House was born out of the need for an alternative learning space that is more enjoyable, less rigid, and can eliminate the stigma of mathematics as a difficult subject. This is in line with the opinion of Prawidia & Khusna (2021), who emphasize that in order for children to have a high interest in learning, it is necessary to create a comfortable, calm, and enjoyable learning environment. The concept emphasizes a creative, interactive learning atmosphere that is close to everyday life, so that children can more easily understand numeracy concepts in a concrete and applicable way. Figure 1 below shows one of the activities carried out in the Numeracy Room at the beginning of the meeting.

FIGURE 1. Home Numeracy Activity

The Numeracy House was set up in one corner of the madrasah with a child-friendly layout. The space was arranged in such a way as to create a cheerful and colorful atmosphere. Various teaching aids were provided to help children understand numeracy concepts. The walls were decorated with letters, numbers, educational posters, and even reflective mirrors that serve as visual media to make learning more interesting for children. With this approach, the numeracy learning process was no longer limited to worksheets, but was presented in a more lively and enjoyable way.

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FIGURE 2. Children Playing Games at the Numeracy Facility

The facilities available at the numeracy house were very diverse, ranging from traditional games to creative media designed to support children in playing while learning. Some of them were educational posters that enrich numeracy knowledge, various games such as congklak, snakes and ladders, coloring, puzzles, stacking cups, pom pom feathers, and gardening kits that could stimulate children's counting skills through real and contextual experiences. For example, the congklak game helped children learn the concept of grouping, while the gardening kit trains children to count seeds and measure plant growth. This is in line with the opinion of Jumrodah et al. (2024) (in Damayanti et al. 2025), who state that play-based learning methods, such as using teaching aids, can increase children's motivation and ability to learn basic skills. In addition, Setyo et al. (2024) also stated that the use of educational games is very effective in improving children's numeracy skills.

FIGURE 3. Explanation activity of game-based numeracy learning modules

In addition, the PKM Numeracy House team also developed teaching modules containing game-based numeracy learning activities. These modules were distributed to each child to be studied together with their parents at home. This is where the important role of the KWT mothers came into play. They not only accompanied their children in using the modules, but also became the main facilitators who bridged the learning activities at the madrasah with practice at home.

The availability of adequate facilities not only increased children's enthusiasm for learning but also made it easier for them to understand learning concepts, especially numeracy concepts, quickly and deeply. This is in line with the opinion of Haliza et al. (2022), who emphasize that the main supporting factor in improving children's numeracy skills is adequate and comfortable facilities. Therefore, relevant and adequate facilities will foster motivation and make it easier for children to master basic numeracy concepts.

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FIGURE 4. Student activities while completing tasks in the module.

Numeracy House not only provided space and media, but also developed programs designed to support children's numeracy development, including learning sessions through interactive game-based teaching modules and simple counting activities accompanied directly by parents so that learning feels closer and more enjoyable, numeracy parenting workshops specifically for KWT mothers providing training on simple ways to accompany children in learning to count at home, linking numeracy with daily activities, to changing the mindset that mathematics is difficult. The last program was a numeracy garden (gardening kit) that linked numeracy to planting (farming) activities, such as counting the number of seeds planted, measuring plant height, recording growth, and harvest results. This gardening kit program not only strengthened numeracy but also instilled a love for the environment and agriculture.

These programs were carried out on a scheduled and collaborative basis between madrasahs, PKM teams, and KWT mothers. Children gained learning experiences through play, while mothers acquired skills in accompanying their children from teaching modules and parenting workshops. The results were evident in several aspects, such as increased motivation to learn because the learning atmosphere was more enjoyable, children's numeracy skills developed well in basic arithmetic and in connecting numbers to everyday life, KWT mothers became more empowered because they had received numeracy and parenting training that made them confident in becoming learning facilitators at home, and the formation of a community-based learning culture where the home was not only a place to live but also a center for numeracy literacy activities.

Through various facilities, programs, and fun activities, children learned mathematics in an easier, more interesting, and meaningful way. The results of the implementation showed an increase in motivation, skills, and involvement of children and parents in the learning process. Thus, the Numeracy House could be a model of community-based education that might be replicated in various schools and communities to produce a generation that was numerate, creative, and ready to face future challenges. In addition, the Numeracy House was not just a place to play and learn, but also a means of empowering women farmers. Through the active involvement of mothers in accompanying their children, a collaborative educational ecosystem was formed between families, schools, and communities. This is in line with the opinion of Rezeki et al. (2024), who state that by involving parents and the community, this program is able to create a supportive educational ecosystem, so that students receive support not only at school, but also at home and within their communities. The ecological theory of education proposed by Bronfenbrenner (1979) in Rezeki et al. (2024) also emphasizes the importance of the surrounding environment in child development. This form of support has been proven to increase student motivation and achievement. Therefore, this model is worth replicating in various regions as a strategy for

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strengthening community-based numeracy, as well as a tangible form of women's empowerment in education.

The implementation of the Numeracy House showed an increase in children's learning motivation. Children appeared more enthusiastic about participating in activities, were more willing to try new numeracy games, and were more resilient when faced with math problems. The relaxed learning environment made children more confident and view mathematics as a fun activity rather than something scary. In addition to the children, the KWT mothers also experienced increased confidence in supporting their children's education. Through numeracy training activities based on everyday life, mothers were more willing to engage in their children's learning process, especially when calculating or managing simple calculations at home. Based on observations, this level of confidence increased significantly, reaching 80%. This indicated that the Numeracy House functioned not only as a learning space for children but also as a means of empowering mothers in supporting family education.

The success of the Numeracy House program was supported by several factors, including the availability of child-friendly facilities, the active involvement of KWT mothers, and the use of varied and enjoyable learning media. However, implementation also faced obstacles, such as children's time management being divided by household activities, and the challenge of building consistency among KWT mothers to continue accompanying their children. Another obstacle that arose was the lack of experience of some mothers in understanding numeracy concepts in an applied manner. To overcome this, the strategy implemented was to provide simple modules that could be studied together with children, conduct numeracy mentoring training for KWT mothers, and present games based on everyday life so that children felt closer to the material. In this way, Numeracy House was able to become an adaptive, creative learning innovation and had a positive impact on improving numeracy literacy for both children and parents.

CONCLUSION

The Numeracy House program, implemented in collaboration with the Women Farmers Group (KWT), successfully achieved its goal of increasing numeracy understanding and skills based on real activities by 80%. The measurement results showed that although daily numeracy practice was high, initial conceptual understanding was still low. The development of understanding and practice of Numeracy learning in the family and community environment carried out by KWT mothers was facilitated both in conceptual and practical aspects, as well as systematic and diverse activity guides in the designed Numeracy module. This program also succeeded in fostering children's learning motivation, increasing mothers' confidence in accompanying their children at home, and establishing a community-based learning culture. Thus, the Numeracy House was not only a creative and contextual learning tool, but also a forum for empowering women in their strategic role as the first educators in the family. Although the overall results of the Numeracy House program were good, there were still limitations in maintaining the consistency of KWT mothers in continuing to accompany their children's Home Numeracy activities at home. Therefore, an effective strategy is needed to build and ensure consistency from KWT mothers in empowering Home Numeracy practices both at home and in the community.

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