
PERCEPTIONS OF STUDENTS, TEACHERS, AND PARENTS ON THE NUMERAKU PROGRAM FOR PROMOTING HONESTY AND NUMERACY IN A LITERATURE-BASED STUDY AT WOTGALIH 03 ELEMENTARY SCHOOL

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Article Info

Article history:

Received: December 10th, 2025

Revised: January 28th, 2026

Accepted: January 28th, 2026

Available online: January 31st, 2026

<https://doi.org/10.33541/edumatsains.v10i3.7637>

Abstract

This study aims to describe the perceptions of students, teachers, and parents regarding the implementation of the Numeraku Program in strengthening the values of honesty and numeracy, based on existing literature and documented reports related to SD Negeri Wotgalih 03, Jatinegara District, Tegal Regency. This research adopts a qualitative literature review approach by analyzing books, journal articles, and relevant prior studies. The selection and analysis of sources followed systematic procedures to ensure rigor, including the identification, screening, and synthesis of studies relevant to perceptions of the Numeraku Program. The findings indicate that students are reported to perceive the Numeraku Program positively, as its contextual numeracy activities support the internalization of honesty in learning. Teachers are highlighted as key facilitators and role models in fostering honest behavior through reflective numeracy practices. Parents are documented to observe positive behavioral changes at home, particularly in students' responsibility and openness regarding learning outcomes. The successful implementation of the Numeraku Program relies on strong collaboration among schools, teachers, and families in cultivating a culture of honesty and meaningful numeracy learning.

Keywords: Numeraku, Honesty, Numeracy, Perception, Elementary School, Literature Review

1. Introduction

Basic education plays a crucial role in shaping students' character and foundational skills, including numeracy competencies and honesty, which together support social, academic, and moral development (Samani & Hariyanto, 2017). In practice, however, many elementary school students in Indonesia struggle to connect numeracy concepts with daily situations and to internalize honesty as part of their learning behavior due to limited application skills (Rakhmawati & Mustadi, 2022; Ain, Mustika, & Wulandari, 2023). Challenges such as manipulating assignment results, lack of transparency in assessments, and low logical thinking skills remain common in elementary schools, including those in Tegal Regency.

The Numeraku Program at SD Negeri Wotgalih 03 is a contextual numeracy learning initiative that integrates character values such as honesty, responsibility, and cooperation. Unlike standard numeracy exercises, Numeraku emphasizes honest, systematic, and reflective thinking in solving everyday problems. Teachers act as role models through reflective practices, habituation routines, and supportive learning environments, while value-based learning media, such as picture stories and numeracy games, reinforce honesty and critical thinking (Aini & Ramadhan, 2024; Mulianah, Purwanti, & Mahmud, 2024; Diana, Khasanah, & Nastiar, 2025; Azzarima, Pratama, & Settiya, 2023).

Despite these initiatives, previous studies have primarily focused on cognitive outcomes or general character education. There is limited research examining how students, teachers, and parents perceive the implementation of honesty-based numeracy programs. Specifically, the alignment between program activities and the internalization of honesty values has not been fully explored, nor has the influence of stakeholder perceptions on program effectiveness. This gap indicates a need for a systematic literature-based analysis to understand these perceptions and provide insights for program improvement.

This study addresses this gap by conducting a qualitative literature review of documented reports, prior studies, and educational sources related to the Numeraku Program at Wotgalih 03 Public Elementary School. The study aims to describe how students, teachers, and parents perceive the program's role in strengthening honesty and numeracy values. By synthesizing existing evidence, the research contributes conceptually by proposing an integrative model of numeracy and moral development and practically by offering guidance for schools to cultivate a culture of honesty and meaningful learning.

2. Methods

This study employs a literature review method using a descriptive qualitative approach. This approach was selected because it aligns with the research objectives, which are to analyze and describe the perceptions of students, teachers, and parents regarding the implementation of the Numeraku Program in strengthening honesty and numeracy values in elementary schools, based on previous research findings, theoretical frameworks, and relevant educational policies.

According to Hanyfah, Fernandes, and Budiarmo (2022), descriptive qualitative research may be conducted through field studies or literature studies. This study adopts a literature review approach, relying entirely on secondary data from scholarly publications and official documents.

Snyder (2019) defines a literature review as a systematic method for identifying, evaluating, and interpreting previous research relevant to a specific topic, aiming to develop a deeper and more comprehensive conceptual understanding. Accordingly, this study does not collect primary data through interviews or observations; all perceptions discussed are derived from previously published studies, official school documents, and reports. Any quotations attributed to students, teachers, or parents are illustrative examples drawn from the literature or documented sources, not original empirical data from SD Negeri Wotgalih 03.

The qualitative literature review enables an in-depth interpretation of educational phenomena based on context and meaning within the selected sources. The review follows a narrative synthesis model, emphasizing interpretation, comparison of research results, and the development of conceptual frameworks. Findings are presented systematically and thematically, organized according to key categories: character education and honesty, numeracy learning and the Numeraku Program, and stakeholders' perceptions of program implementation in elementary schools.

Data sources include Sinta-indexed national journal articles, Scopus-indexed international journals, academic books, and official policy documents such as the Pancasila Student Profile guide, the Literacy and Numeracy Pocket Book, and reports documenting the Numeraku Program. Literature selection prioritized relevance, credibility, and currency, focusing on sources published within the last ten years to ensure alignment with contemporary educational developments.

The literature identification process involved keyword searches (e.g., character education, honesty values, contextual numeracy, elementary education perceptions) in databases including Google Scholar, Sinta, and Garuda. Selected sources were then classified thematically according to relevance, including theories of character education, strategies for value cultivation, and documented findings regarding Numeraku Program implementation.

Data analysis followed Snyder's (2019) steps: data reduction to extract essential information, thematic categorization by stakeholder group (students, teachers, parents), literature synthesis to identify patterns and conceptual relationships, and interpretative analysis to develop conceptual conclusions supporting the role of the Numeraku Program in strengthening honesty and numeracy. The study ensures validity through source triangulation and cross-verification across journal articles, academic books, and official documents.

Finally, this study adopts a conceptual framework linking character education, honesty, and the Numeraku Program in the elementary school context. The framework highlights that program implementation can reinforce students' honesty and numeracy, with stakeholder perceptions shaping effectiveness. Collaboration among teachers, students, and parents supports sustainable internalization of honesty values and numeracy skills. All findings reflect insights synthesized from existing literature rather than primary empirical data collected at SD Negeri Wotgalih 03.

3. Result and Discussion

Based on a systematic review of relevant theories and prior studies, several key insights emerge regarding the implementation of the Numeraku Program as a strategy for strengthening

honesty and numeracy values in elementary schools. The findings are presented thematically, emphasizing analytical synthesis and critical comparison, while contextual references to SD Negeri Wotgalih 03 serve solely as illustrative examples rather than primary data.

Numeraku Program as a Value - Based Learning Innovation

The Numeraku Program integrates numeracy learning with core character values, particularly honesty, responsibility, and cooperation. Literature indicates that contextual, value-based numeracy activities such as cooperative trading exercises and number games emphasizing honesty can significantly enhance both students' moral behavior and numeracy skills (Diana, Khasanah, & Nastiar, 2025; Aini & Ramadhan, 2024). Comparative analysis across studies shows that the role of teachers as moral facilitators is consistently critical, as they guide reflective learning and model ethical behavior, which reinforces the internalization of honesty alongside cognitive skill development. Illustratively, at SD Negeri Wotgalih 03, teachers apply Numeraku activities in ways that encourage students to take responsibility for their learning, though this description is drawn from documented practices rather than direct interviews.

Students' Perceptions

Prior research consistently finds that students perceive value-based numeracy programs positively, reporting enhanced engagement, reflective thinking, and moral awareness (Ulfadhilah, Nurkhafifah, & Saripudin, 2025). These findings are supported by documented examples from SD Negeri Wotgalih 03, where students reportedly demonstrate honest behaviors such as acknowledging mistakes and completing assignments independently. These examples illustrate how principles identified in the literature can manifest in school practice, without implying original data collection.

Teachers' Perceptions

Studies highlight that teachers' understanding and positive attitudes toward character-based numeracy are essential for successful program implementation (Aini & Ramadhan, 2024). Teachers act as facilitators of moral and cognitive development, integrating honesty into everyday numeracy lessons. Comparative synthesis across studies indicates that when teachers actively model ethical behavior, students' engagement and reflective skills improve, a trend consistent with observations documented in SD Negeri Wotgalih 03.

Parents' Perceptions

Literature emphasizes that parental involvement reinforces character education outcomes, particularly honesty (Nurhayani, Sutarto, & Ridwan, 2023). Effective collaboration between schools and families enhances students' internalization of ethical values. Documented practices at SD Negeri Wotgalih 03, such as routine parent-teacher communication, serve as illustrative examples aligning with these findings.

Implications for Practice

Synthesizing the literature suggests several implications:

1. Classroom practices: Value-based numeracy learning shifts focus from outcomes to reflective, honest problem-solving.
2. Teacher role: Teachers should act as moral facilitators, designing activities that assess process and integrity, not only results.
3. Learning environment: A consistent school culture supporting honesty, such as reflection journals or group discussions, reinforces character development.
4. Parental involvement: Collaboration with families enhances ethical behavior in both school and home contexts.
5. School policy: Policies should embed honesty as a measurable component of numeracy learning, supporting systematic character development.

Overall, the literature review demonstrates that honesty-based numeracy can strengthen both cognitive skills and moral competence, offering a conceptual foundation for schools like SD Negeri Wotgalih 03 to integrate ethical values with numeracy instruction. Contextual references to the school illustrate potential application but do not constitute primary empirical findings.

Discussion and Analysis

The findings of this literature review confirm that integrating numeracy with the value of honesty is a strategic approach to strengthening character education in elementary schools. Evidence from previous studies demonstrates a close relationship between students' logical thinking abilities and their moral integrity. Numeracy learning not only enhances cognitive competence but also serves as a medium for cultivating honest, responsible, and reflective attitudes.

The Role of Teacher, Student, and Parent Perceptions

The analysis indicates that the perceptions of teachers, students, and parents are key determinants in the successful implementation of honesty based numeracy learning. Teachers' positive perceptions of this approach enhance the quality of instruction and foster consistency in moral role modeling. Teachers who understand honesty as an integral component of numeracy competence intentionally embed this value in every learning activity (Aini & Ramadhan, 2024). Students develop moral awareness through direct, lived experiences. They come to understand that honesty is expressed not only through speech but also through their ways of thinking and problem-solving. Meanwhile, parents function as reinforcers of these values at home, ensuring continuity between school-based practices and family routines (Nurhayani, Sutarto, & Ridwan, 2023). Together, these perceptions create a supportive educational ecosystem that plays a crucial role in shaping students' honest character.

Theoretical and Conceptual Synthesis

Conceptual analysis across various theoretical frameworks shows that honesty-based numeracy aligns with Lickona's (1992) moral education model—comprising moral knowing,

moral feeling, and moral action (Fransisca & Ajisuksmo, 2015; Damariswara et al., 2021; Susanti, 2022).

- *Moral knowing* occurs when students understand the meaning of honesty and truthfulness within mathematical reasoning.
- *Moral feeling* develops as students cultivate empathy, courage, and a sense of responsibility for their work.
- *Moral action* is demonstrated when students consistently show honest behaviors, such as acknowledging mistakes, refraining from cheating, and valuing their own efforts.

This framework illustrates that numeracy can serve as a comprehensive tool for moral education, merging cognition, emotion, and action in a unified learning experience. Thus, numeracy learning encompasses more than computational skills; it involves engaging students in thinking guided by moral conscience.

Relevance to Primary Education and the Pancasila Student Profile

These findings have strong relevance to the Pancasila Student Profile, which emphasizes the dimensions of “*faithfulness, devotion to God Almighty, and noble character*” as well as “*critical thinking.*” Honesty-based numeracy learning supports the simultaneous development of these dimensions. At SD Negeri Wotgalih 03, this relevance is reflected in the implementation of reflective activities following numeracy exercises, during which students openly explain their thought processes and errors. Teachers act as facilitators of moral values, while the school fosters an environment that consistently supports honesty across learning activities. This analysis affirms that character education cannot be separated from academic instruction. When numeracy is meaningfully integrated with moral values, learning becomes more holistic and contributes to the development of well rounded students intellectually capable, morally grounded, and possessing noble character.

Conceptual Model of the “Three Pillars of Honesty Synergy”

Based on the analytical synthesis of the reviewed literature, a conceptual model termed the “Three Pillars of Honesty Synergy” is proposed. This model is theoretical and derived from literature, illustrating the interconnected roles of three key stakeholders:

1. **Teachers** as value-oriented role models and facilitators, who create a value-rich learning environment.
2. **Students** as active learners, who internalize honesty through numeracy activities.
3. **Parents** as consistent reinforcers of honesty values at home.

These three pillars form a continuous cycle of character formation, where teachers establish ethical learning contexts, students practice these values through numeracy tasks, and parents reinforce them in daily routines. Such synergy, according to prior studies (Natsir et al., 2018; Dedih, Zakiyah, & Melina, 2019; Feranina & Komala, 2022), is essential for producing a multidimensional and sustainable impact in character education.

While this model is grounded in existing literature and documented practices, it does not represent empirical findings from SD Negeri Wotgalih 03, but the school context is used illustratively to demonstrate potential applications.

If allowed by the journal, this model can be presented as a simple diagram showing the continuous cycle of interactions among teachers, students, and parents, with the “honesty internalization” process at the center. Such a visual representation can enhance clarity and provide a concise overview of the conceptual framework.

Analysis of Academic and Practical Implications

Academically, the findings expand the understanding that numeracy learning can function as a strategic vehicle for character education, particularly in fostering honesty. The reviewed literature reinforces the theoretical view that internalizing values within cognitive learning contexts leads to stronger and more enduring character development compared to purely verbal moral instruction. Practically, the results have direct implications for SD Negeri Wotgalih 03. The school needs to enhance its curriculum by ensuring the integration of honesty based numeracy within every lesson plan (RPP) and teaching module. In addition, professional development for teachers and strengthened collaboration with parents are essential to ensure that character values are consistently applied both at school and at home.

Final Synthesis

Overall, the findings of this study and the supporting literature affirm that honesty-based numeracy provides a strong foundation for effective character education in elementary schools. SD Negeri Wotgalih 03 demonstrates the practical relevance of these theories through its educational practices that cultivate a culture of honesty, reflection, and responsibility. Thus, integrating honesty values into numeracy is not merely a pedagogical innovation it is an ethical foundation for nurturing students who possess both strong character and critical thinking skills, aligned with the vision of the Pancasila Student Profile.

4. Conclusion

This literature review highlights that honesty-based numeracy is a strategic approach for strengthening character education in elementary schools. Integrating numeracy skills with moral values fosters meaningful, reflective, and contextually grounded learning experiences. The review identifies a synergistic relationship among three key stakeholders: teachers as moral role models and facilitators, students as active agents internalizing honesty through learning activities, and parents as partners reinforcing ethical behavior at home. Together, these three pillars create an educational ecosystem that supports the development of a culture of honesty, responsibility, and critical thinking.

The study contributes theoretically by expanding the understanding of numeracy as a medium for character education, demonstrating that it enhances both cognitive competence and moral integrity. Practically, the findings provide a conceptual foundation for schools such as SD Negeri Wotgalih 03 to strengthen honesty-based numeracy within classroom practices, curricula, and

schoolwide programs. The proposed “Three Pillars of Honesty Synergy” model offers a framework for integrating teacher, student, and parent roles to foster sustainable character development. As a literature review, the study relies on secondary sources and does not include primary data collection from students, teachers, or parents. Consequently, contextual examples from SD Negeri Wotgalih 03 are illustrative rather than empirically verified, which may limit the generalizability of the findings to other schools or regions. Future studies could adopt empirical designs, such as surveys, interviews, or classroom observations, to validate the conceptual model and examine the actual perceptions and experiences of stakeholders. Additionally, research could explore the long-term impact of honesty-based numeracy programs on both academic outcomes and moral development in diverse elementary school contexts.

5. Acknowledgments

The researcher would like to express sincere gratitude to all individuals who contributed to the completion of this study. Special appreciation is extended to the students, teachers, and parents of Wotgalih 03 Public Elementary School for their willingness to participate and share their valuable insights regarding the implementation of the Numeraku Program. The researcher also acknowledges the support of the school principal and staff, whose assistance greatly facilitated the data collection process. Finally, heartfelt thanks are given to all parties who provided guidance, encouragement, and constructive feedback throughout the research.

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