

From Policy to Practice: Implementation of a Competency-Based Literacy Curriculum in an Islamic Boarding School in the Era of Industrial Revolution 4.0

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Abstract: *The development of a competency-based literacy curriculum is a response to the challenges of the 4.0 industrial revolution era. Teachers still believe that the implementation of reading literacy is the responsibility of Indonesian language teachers, while numeracy literacy is the responsibility of mathematics teachers. Theoretically, the development of a competency-based reading and numeracy literacy curriculum is the responsibility of all subject teachers taught at madrasahs. This study aims to describe and analyze the implementation of a competency-based literacy curriculum at the MTs Nurul Falah Aceh Barat boarding school madrasah. This study uses a qualitative case study approach to examine and analyze in depth and detail the competency-based literacy curriculum. The reason for choosing this qualitative case study method is to strengthen the contextual relevance to the phenomenon being studied. The research subjects consisted of the madrasah principal, vice principal for academic affairs, boarding school leader, and teachers at MTs Nurul Falah in West Aceh Regency. Data were collected through observation, interviews, and document analysis. The data were then analyzed by transcribing, taking notes, and examining documents to generate ideas, coding the data, developing themes, interpreting information, and drawing conclusions. The results of the study indicate that the curriculum has integrated reading literacy and numeracy, but its implementation is still not optimal, so that students' literacy skills remain low. A literacy-based curriculum has very significant implications for efforts to develop an effective curriculum and for the sustainable development of students' skills. The practical contribution of this study is to help improve the quality of learning practices by providing a range of information related to methods and strategies for implementing a literacy-based curriculum. Meanwhile, the theoretical contribution is to assist in the development of a better and more comprehensive theory of reading literacy and numeracy in an effort to improve understanding and the quality of the application of a literacy competency-based curriculum in the learning process at boarding schools.*

Keywords: Curriculum; Literacy, Boarding School

Abstrak: *Pengembangan kurikulum berbasis kompetensi literasi sebagai wujud untuk menjawab tantangan zaman di era revolusi industri 4.0. Guru masih beranggapan bahwa penerapan*

literasi membaca adalah tanggungjawab guru bahasa Indonesia, sedangkan literasi numerasi adalah tanggungjawab guru matematika. Pada hal secara teoritis pengembangan kurikulum berbasis kompetensi literasi membaca dan numerasi adalah tanggungjawab semua guru mata pelajaran yang diajarkan di madrasah. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis implementasi kurikulum berbasis kompetensi literasi pada madrasah boarding school MTsS Nurul Falah Aceh Barat. Penelitian ini menggunakan pendekatan studi kasus kualitatif untuk meneliti dan menganalisis secara mendalam, dan terperinci terkait dengan kurikulum berbasis kompetensi literasi. Alasan pemilihan metode studi kasus kualitatif ini adalah untuk memperkuat relevansi kontekstual terhadap fenomena yang diteliti. Subjek penelitian terdiri dari kepala madrasah, wakil kepala bidang akademik, pimpinan pondok pesantren, dan guru MTsS Nurul Falah Kabupaten Aceh Barat. Data dikumpulkan melalui observasi, wawancara, dan analisis dokumen. Kemudian data dianalisis dengan membuat transkrip, membuat catatan dan memeriksa dokumen untuk menghasilkan ide, mengkodekan data, mengembangkan tema, menginterpretasikan informasi, dan menarik kesimpulan. Hasil penelitian menunjukkan bahwa kurikulum telah mengintegrasikan literasi membaca dan numerasi, namun implementasinya masih belum optimal, sehingga kemampuan literasi siswa masih rendah. Kurikulum berbasis literasi memiliki implikasi yang sangat signifikan dalam upaya mengembangkan kurikulum yang efektif, dan berkelanjutan dalam mengembangkan keterampilan siswa. Kontribusi praktis penelitian ini adalah untuk membantu meningkatkan kualitas praktik pembelajaran dengan menyediakan berbagai informasi terkait metode, dan strategi dalam mengimplementasikan kurikulum berbasis literasi. Sedangkan kontribusi secara teoritis adalah untuk membantu pengembangan teori literasi membaca, dan numerasi yang lebih baik dan komprehensif dalam upaya meningkatkan pemahaman, dan kualitas penerapan kurikulum berbasis kompetensi literasi dalam proses pembelajaran di madrasah boarding school.

Kata Kunci: Kurikulum; Literasi; Boarding School

Introduction

In the current era of the 4.0 industrial revolution, madrasah leaders, educators, and educational staff are increasingly encouraged to continuously develop madrasahs to become excellent (Suryaman, 2020). Developing madrasahs into outstanding institutions requires professional human resources, adequate facilities and infrastructure, integrated management systems (modern, transparent, and democratic), as well as the development of curricula that are relevant to community needs and advancements in society (Sumantri, 2019). Curriculum development in line with community needs and the times must be responded to by all parties, especially madrasah principals and madrasah community members as the implementers of educational programs.

Creating an excellent madrasah is certainly not as easy as turning your hand, because it requires the capacity of the madrasah principal, qualified teaching and non-teaching staff to respond to issues that arise in society, including the weak culture of reading and numeracy among students (Camilleri, 2018). As top leaders, madrasah

principals have a shared responsibility with the madrasah community to address these issues through various academic and non-academic programs (Hamdi, 2017). Academic and non-academic programs and activities must be well designed so that a culture of reading and numeracy literacy can grow and develop optimally among students (Herman, H. 2021).

In response to the weak reading and numeracy literacy culture among students, it is imperative for madrasah principals, together with the madrasah community, to develop a competency-based literacy and numeracy curriculum in the learning process (Nasir, 2009). The development of a competency-based literacy curriculum is a manifestation of building reading interest, improving knowledge, skills, and interpersonal skills of students, writing and problem-solving abilities, as well as the ability to analyze information and interpret the results of the analysis into hypotheses in making decisions (Ramadhani, 2018).

The development of literacy competency-based curriculum in the era of the 4.0 revolution is often defined as *the evolving* or continuously changing document that follows the development of the times (Suryaman, 2020), without complicating the learning process, but rather facilitating the application of learning strategies in responding to social changes in society. Social changes in society form the basis for curriculum development (Herman et al., 2024). Curriculum development must also refer to national policies, education policies, advances in science, and community needs (Bahri, 2017). It must also consider the professionalization and functionalization of human resources, educational technology, and educational disciplines.

Competency-based literacy curriculum development must consider all components of literacy in reading and numeracy in the learning process. Literacy components include reading interest, problem-solving skills, information analysis, and interpersonal skills of students who are intelligent and culturally aware (Lamada et al., 2019; Hermansyah et al., 2023). Literacy content must pay attention to higher-order thinking skills (HOTS) so that analytical, synthetic, and creative abilities can be realized in the competency-based literacy learning process. (Herman, H. 2024).

The problem that arises today is that teachers still think that reading literacy is only the responsibility of Indonesian language teachers and numeracy literacy is only the responsibility of mathematics teachers in the classroom. Moreover, school leaders and educators still lack a comprehensive understanding that the curriculum serves as a guide for the learning process (Taufik, 2019). The curriculum is still limited to subject areas and learning activities, whereas its scope encompasses all aspects that can stimulate students to achieve educational goals (Darwanto et al., 2021).

The development of a competency-based literacy curriculum is a planning activity in designing a literacy-based curriculum for reading and numeracy into all components of the curriculum to serve as a guideline for teachers in preparing learning tools and designing learning process strategies (Herman et al., 2024). Reading literacy is the ability to understand, use, and reflect on written texts, as well as the ability to develop knowledge, potential, and participate in society (Nikmah et al., 2021).

Meanwhile, numeracy literacy is the ability of students to use numbers and mathematical symbols as well as basic mathematical concepts to solve problems that occur in everyday life (Darwanto et al., 2021).

Based on initial observations and interviews with the principal and teachers at MTsN Nurul Falah, many students still score below the Minimum Passing Criteria (KKM). This occurs because students lack understanding of the test questions. Additionally, reading habits are limited to textbooks, student workbooks, and worksheets (LKS), which makes students bored and unmotivated to develop their reading and numeracy literacy.

Previous research related to the implementation of competency-based literacy curriculum development in boarding schools was conducted by Nur Suci, which showed that out of 14 indicators of program implementation in the school literacy movement, only some had been fully implemented by secondary education institutions in Surabaya (Ramadhani, 2018). Subsequently, research conducted by Surya Atmaja revealed that the implementation of the boarding school learning system at MAN Insan Cendikia Bengkulu Tengah consists of two learning models: morning learning and evening learning. Morning learning uses a full-day system, while evening learning follows a boarding school model from after Maghrib prayer until 8:00 PM. Activities at MAN Insan Cendikia fundamentally focus on developing students' cognitive, psychomotor, and affective aspects (Atmaja, 2019).

The results of this study differ from those of the articles reviewed, even though the topic discussed has been widely researched. However, it is necessary to distinguish the novelty of this study, as seen in previous studies such as: 1. Integrating Digital Literacy into Competency-Based Curriculum, 2. Competency-Based School Curriculum: A Framework for Development and Implementation, 3. Developing Competency-Based Language and Literature Skills in High School, and 5. Developing a Competency-Based Curriculum for Student Competencies in Facing Global Challenges. The variables used in the development of the literacy-based curriculum are the development of a reading literacy curriculum and a numeracy literacy curriculum. According to the researcher, these two variables are highly urgent to be discussed and researched in the current era of the 4th Industrial Revolution, considering that reading and numeracy literacy competencies are essential for students.

Method

This study uses a qualitative approach with a case study method, related to "Competency-Based Literacy Curriculum Development at MTsS Nurul Falah Aceh Barat Boarding School." This qualitative study emphasizes the quality of educational services (Satori & Komariah, 2009). Meanwhile, the case study method is a research design that emphasizes depth of understanding of a case being studied related to the development of a competency-based literacy curriculum (Creswell, 2019).

The data collected includes primary and secondary data. Primary data was obtained directly through observation and interviews with 10 participants related to the implementation of a curriculum based on reading literacy and numeracy literacy, as well

as learning strategies containing reading literacy and numeracy literacy at the MTsS Nurul Falah Aceh Barat boarding school. The research was conducted over a period of one month. The reasons for choosing this location included its relevance to the research topic and its ability to provide the necessary data, as well as the potential for significant research results that could contribute to the field of education. Secondary data is data obtained through document studies found in the madrasah profile, madrasah programs, madrasah and pesantren archives, teacher and student development notebooks, activity reports, student development regulations at the madrasah and dormitory, and teacher and student achievement records at MTsS Nurul Falah Aceh Barat.

The sources of information used as informants in this study were the school principal, the academic vice principal, the boarding school leader, teachers, and dormitory managers, with a total of 10 informants. The data collection techniques used were observation, interviews, and document analysis. Data validation was conducted using the triangulation technique, which involves comparing the degree of reliability of the information obtained. The data were analyzed following the steps outlined by Miles and Haberman, namely 1) data reduction (collection), 2) data display/presentation, and 3) drawing conclusions, then re-verified (Iskandar, 2020). All steps were carried out consistently to obtain complete and valid research findings.

Results & Discussion

Development of MTsS Nurul Falah

MTsS Nurul Falah, Aceh Barat Regency, is one of the boarding schools under the Teuku Chik Lila Perkasa Foundation in Aceh Barat Regency. MTsS Nurul Falah implements both the madrasah curriculum and the Dayah (pesantren) curriculum. The madrasah curriculum follows the 2013 curriculum (K-13), which is based on Ministerial Regulation No. 184 of 2019. The Dayah (pesantren) curriculum uses a curriculum established by the Curriculum Development Team (TPK) based on Aceh Regulation No. 9 of 2018 on the Implementation of Dayah Education and Aceh Governor Regulation No. 47 of 2010 on Dayah Education. Both types of curricula are implemented in an integrated manner, forming a cohesive whole in the implementation of the curriculum at MTsS Nurul Falah in Aceh Barat District.

To ensure the quality of the educational process and outcomes, MTsS Nurul Falah has established its vision and mission. The vision of MTsS Nurul Falah is "To cultivate individuals who are knowledgeable and devout to Allah SWT." This vision is further elaborated into missions, namely: 1) enhancing piety toward Allah SWT, 2) improving students' proficiency in Arabic, English, Turkish, and Mandarin languages, 3) Increasing students' interest in reading, 4) comparing students' interests and abilities in the Qur'an and Hadith, 5) awakening students' interest and abilities in understanding Islamic books in Arabic, 6) improving the professionalism of educators and educational staff, and 7) fostering a love for peaceful, clean, healthy, skilled, and independent living with a sense of responsibility.

In developing the curriculum, the school principal has formed a Curriculum Development Team (TPK) with Decision Letter (SK) number: 16 of 2021, with the

following team members: the school principal as the person in charge, the vice principal for curriculum as the chairperson, the administrative head as the secretary, the BOS fund treasurer as the treasurer, and members consisting of representatives from the school committee and teachers at the school. The CDT is responsible for carrying out the following tasks: 1) preparing materials for curriculum development, 2) discussing and finalizing the draft curriculum development documents through workshops attended by the entire team and madrasah stakeholders, and 3) reporting the results of activities to the head of the madrasah and recommending the adoption of the curriculum to the head of the madrasah.

The TPK of MTsS Nurul Falah has established the curriculum structure for the madrasah and the Dayah (pesantren) curriculum structure. The madrasah curriculum structure allocates 48 hours per week for each class, while the Dayah (pesantren) curriculum structure allocates 30 hours per week for each class, excluding time allocated for student self-development, such as mandatory and elective extracurricular activities, religious activities, arts and sports, and academic competitions. The madrasah curriculum is implemented from 8:00 a.m. to 2:00 p.m., while the Dayah (pesantren) curriculum and student self-development activities are integrated from 2:00 p.m. to 10:50 p.m. and extended from 4:30 a.m. to 7:30 a.m. the following day.

MTsS Nurul Falah already has adequate dormitories as accommodation for students during their three-year study period (Hendriyenti, 2014). MTsS Nurul Falah also has its own management system for organizing, guiding, and nurturing students (santri). Students are required to reside and be educated in the dormitory in accordance with the rules and regulations set by the dormitory management (Hendriyenti, 2014).

The presence of MTsS Nurul Falah has functioned as a strategic place in shaping the character of students through the process of instilling character values, teaching and learning activities, madrasah culture, and student self-development activities. All of this is done as a logical consequence of social and economic changes in society and changes in religious perspectives (Mubarok, 2018).

According to, the advantages of boarding school madrasah include: 1) a comprehensive educational program, which is designed comprehensively and holistically, including academic and non-academic programs and life skills (soft skills and hard skills) with a global perspective, 2) complete facilities, including classrooms, libraries, sports and arts facilities, dormitories, and a communal kitchen, 3) qualified teachers, with strict requirements for intellectual, social, and spiritual intelligence, as well as a commitment to education, 4) a conducive environment, where all elements are responsible for creating a conducive environment, 5) a diverse student body, i.e., students from various backgrounds, 6) high security guarantees, including health and physical safety as well as protection from cybercrime, and 7) guarantees of student quality, i.e., possessing knowledge, skills, social responsibility, and noble moral character (Darwanto et al., 2021; Hendriyenti, 2014).

Development of a Reading Literacy-Based Curriculum

In Law No. 2 of 1989, the curriculum is an educational tool for the development of quality human resources. The curriculum outlines the objectives to be achieved for each subject, as each subject has its own objectives to be achieved in the learning process (Mulyasa, 2014). Meanwhile, the specific objectives of learning are (1) to describe what is expected of students; (2) indicating the behavior expected and demonstrated by students; (3) describing the conditions or environment that support student behavior (Hamalik, 2008).

The curriculum has several important components that support and facilitate the learning process (Herman et al., 2024). There are five (5) main components in a curriculum, namely 1) curriculum objectives, 2) curriculum content or material, 3) learning strategies, 4) curriculum organization, and 5) curriculum evaluation (Hamdi, 2017). These five components are interrelated and cannot be separated from one another because they have equal weight and roles in the learning process. Based on the results of the researcher's interviews with the respondents, it can be described that curriculum development at MTsS Nurul Falah is carried out by the TPK MTsS Nurul Falah. The results of the TPK's work are then approved and ratified by the school principal. After being ratified by the school principal, the results are communicated to the school supervisor and the head of the Ministry of Religious Affairs Office in Aceh Barat District.

The TPK of MTsS Nurul Falah conducts curriculum component development, including objectives, content, strategies, and evaluation. These curriculum components are developed by incorporating literacy content as a guideline for teachers in designing instructional materials and strategic guidelines for implementing the learning process. For further clarification, please refer to Table 1 below:

Table 1: Components of Competency-Based Reading Literacy Curriculum (Darwanto et al., 2021 ; Nikmah et al., 2021).

No.	Components of a Reading Literacy-Based Curriculum	Reading Literacy Indicators
1.	Objective = to help students play an active role in reading literacy activities both inside and outside the classroom.	Increases vocabulary, optimizes brain function, and adds new knowledge
2.	Materials = preparing teaching materials, modules, textbooks, and reading materials related to the main topics in the syllabus.	Improved verbal and interpersonal knowledge
3.	Strategy = helping to train students so that they are able to understand, use, and reflect on written texts	Improved focus analysis
4.	Evaluation = using literacy reading materials in the form of books related to the main topics in the syllabus	Improving word composition and writing skills

Based on Table 1 above, it can be interpreted that the development of a reading literacy competency-based curriculum is carried out by incorporating reading literacy content into all components of the curriculum to serve as guidelines for teachers in developing syllabi, lesson plans (RPP), teaching materials, and learning media. All of these learning tools serve as guidelines for teachers in implementing classroom learning.

The method of incorporating reading literacy content into the curriculum components is by formulating reading literacy indicators into Basic Competencies (KD) K1-3 and K1-4. Specifically for Indonesian language subjects, reading literacy content is mandatory to be included in KD K1-3 and K1-4, while for other subjects, it is still recommended to include reading literacy content in K1-3 and K1-4 in the learning process. Specifically for the Dayah (pesantren) curriculum structure, all subjects are required to include reading literacy content in the learning process. The fulfillment of reading literacy content in the formulation of KD K1-3 and K1-4 for all subjects in the Dayah (pesantren) curriculum is expected to increase teacher and student activities that lead to improved reading and writing literacy (Hasanah et al., 2025).

Based on the research findings from 10 teachers at MTsS Nurul Falah, the development of the curriculum in the competency-based learning strategy for reading literacy can be seen in Table 2 below.

Table 2: Literacy-Based Learning Strategies (Darwanto et al., 2021 ; Nikmah et al., 2021).

No.	Literacy-Based Learning Strategies	Percentage present
1.	Before Reading	
	a. Identify the purpose of reading	80
	b. Make predictions	20
2.	When Reading	
	a. Identify relevant information	70
	b. Identify new vocabulary, keywords, and/or difficult words	80
	c. Identify the content of the text and visualize or verbalize it	
	d. Make preliminary conclusions (inferences) and ask questions	60
	e. Make connections between texts	70
		20
3.	After Reading	
	a. Make a summary	70
	b. Select and combine	10
	c. Confirm, revise, or reject predictions	10
	d. Create a concept map/storyline from what you have read	10

Based on the data in Table 2 above, it can be interpreted that reading literacy-based learning strategies are still classified as difficult for teachers to implement because

before reading, teachers only focus on identifying the purpose of reading, while making predictions about what will be read still receives little attention from teachers. When reading, teachers only focus on a few easy reading literacy indicators, while making connections between the texts read still receives little attention from teachers in the learning process. After reading, teachers only focus on asking students to make summaries, while choosing, combining, confirming, revising or rejecting predictions and making concept maps/storylines receive little attention from teachers in the learning process.

Referring to the results of the interpretation of the research findings, it can be concluded that the development of the curriculum into reading literacy-based learning strategies is still considered less than optimal by teachers, because in the learning process, teachers are less able to guide students to make predictions about what they read, make connections between texts, and select, combine, confirm, revising or rejecting predictions, and creating concept maps/storylines still receive insufficient attention from teachers in the learning process.

Teachers, as educators, should not only incorporate reading literacy content into all components of the curriculum, but also be able to construct it into learning strategies based on reading literacy competencies. Teachers, as facilitators of each subject taught to students, must be able to develop students' abilities and skills to master theoretical concepts, new ideas, and concepts, as well as solve conceptual problems into contextual ones and from contextual to conceptual through analysis and critical thinking (Suryaman, 2020; Heman, 2020).

According to Robinson (1983), literacy is the ability to read and write well in order to compete economically. The ability to read and write is directly related to a person's success in an academic environment, so literacy is a tool for achieving success in a social environment (Kusmana, 2017). Literacy is the ability of a person to manage information when reading and writing (Dunia Kampus, 2020). Literacy is also referred to as "a person's language skills (listening, speaking, reading, and writing) to communicate in different ways according to their purpose" (Sari & Pujiono, 2017). In short, literacy is a person's ability to understand what they read and write.

The objectives of literacy itself are: 1) to help increase knowledge through reading, 2) to help improve understanding in drawing conclusions from the information read, 3) to improve critical assessment of a piece of writing (written work), 4) to help develop good character (Dunia Kampus, 2020). Meanwhile, the benefits of literacy include expanding vocabulary, optimizing brain function, acquiring new knowledge, improving interpersonal skills, enhancing verbal abilities, improving analytical and focus skills, and even improving the ability to compose words and write (Herman, 2018).

The development of a literacy-based competency curriculum continues to refer to the following principles: 1) the principle of relevance, which is relevant to both the curriculum itself and its external context, 2) the principle of flexibility, which is not rigid in the implementation of educational programs, 3) the principle of continuity, which is the principle of continuity in curriculum development, 4) the principle of

practicality, which is the principle of being easy to implement, simple to use, and inexpensive, and 5) the principle of effectiveness, which is the principle of being effective for teachers in teaching and effective for students in learning (Sukmadinata, 2005).

Development of Numeracy-Based Curriculum

The 2013 curriculum has been directed towards the development of a numeracy literacy-based curriculum that changes the learning paradigm from a *teaching* paradigm to a *learning* paradigm (Sumantri, 2019). Teachers only act as facilitators, while students act as the center of learning. Teachers as facilitators guide and motivate students to find out (rather than being told), formulate problems (rather than just solving problems), think analytically (rather than mechanistically), and communicate anywhere and anytime (Herman, 2018).

Based on the results of interviews with respondents, it can be described that the development of a numeracy-based curriculum at MTsS Nurul Falah is carried out by incorporating numeracy literacy content into the curriculum components. For further clarification, please refer to Table 3 below:

Table 3: Implementation of Numeracy Literacy Curriculum Development (Darwanto et al., 2021 ; Ramadhani, 2018).

No.	Components of Numeracy-Based Curriculum	Numeracy Literacy Indicator
1.	Objective = to train students to play an active role in numeracy literacy activities by collaborating and communicating in learning	Able to use various numbers and symbols related to basic mathematics
2.	Materials = preparing teaching materials, modules, textbooks, and reading materials related to the main topics of discussion in the syllabus.	Able to analyze information presented in various forms (tables, graphs, charts, and other forms)
3.	Strategy = helping students learn to solve all problems that arise in daily social life related to the learning material.	Able to solve practical problems in various contextual issues
4.	Evaluation = assessment of the performance of students in collaborating and communicating in the learning process, as well as assessment of individual work products and group discussion outcomes.	Able to interpret the results of the analysis for hypotheses and make decisions

Based on the data in Table 3 above, it can be interpreted that the development of a numeracy literacy competency-based curriculum is carried out by incorporating

numeracy literacy content into all components of the curriculum to serve as guidelines for teachers in developing syllabi, lesson plans (RPP), teaching materials, and learning media. The formulation of numeracy literacy content must be integrated with all components of the curriculum so that the learning process carried out by teachers is truly based on numeracy literacy.

The method of incorporating numeracy literacy content into curriculum components is the same as the method of incorporating reading literacy content, namely by formulating numeracy literacy indicators into KD Kl-3 and Kl-4. The formulation of numeracy literacy indicators into KD Kl-3 and Kl-4 is only mandatory for Indonesian language subjects, while for other subjects, it is still recommended to include reading literacy content into KD Kl-3 and Kl-4 in the learning process. Meanwhile, for the Dayah (pesantren) curriculum structure, all subjects are required to include numeracy literacy content in the learning process.

Based on the research findings from 10 teachers at MTsS Nurul Falah, the development of a competency-based curriculum for numeracy literacy can be seen in Table 4 below.

Table 4: Numeracy-based Learning Strategies (Darwanto et al., 2021 ; Ramadhani, 2018).

No.	Literacy- and Numeracy-Based Learning Strategies	Percentage present (%)
1.	Using various numbers and symbols related to the material being discussed to solve contextual problems in everyday life.	30
2.	Analyzing information, whether in the form of graphs, tables, charts, diagrams, or other forms related to the text being read.	80
3.	Interpreting the results of analyzing information to obtain a concept map/flowchart of what has been read.	40
4.	Making decisions as conclusions from the interpretation of the results of analyzing information.	80

Based on the data in Table 4 above, it can be interpreted that numeracy-based learning strategies are still considered less than optimal in implementation by teachers, because in the learning process, teachers pay little attention to students in using numbers and symbols related to the material being discussed and in making decisions as final conclusions, they do not go through the interpretation process to find the concept map/flow line being read, but instead directly analyze the information and make decisions as conclusions.

Referring to the findings of this study, it can be concluded that numeracy literacy content has been incorporated into all components of the curriculum to serve as a guideline for teachers in developing learning materials. while in the application of numeracy-based learning strategies, it is still not optimally implemented by teachers, because the learning process carried out by teachers is unable to guide students to use numbers and symbols related to the material being discussed and in making decisions as conclusions without going through the interpretation process to find the concept

map/flow line being read, but instead directly analyze the information and make decisions as conclusions.

Based on these findings, teachers should be motivated and inspired to guide students to use numbers and symbols related to the material being discussed and in making decisions based on conclusions that are truly derived from the interpretation process of the concept map/numeracy literacy flowchart. Thus, teachers will genuinely guide students to use numbers and symbols in the learning process inside and outside the classroom (Herman, H., et al., 2023 ; Rusmiyati et al., 2017).

Numeracy literacy is the ability to analyze using numbers and symbols. Numeracy literacy is knowledge and skills, such as: 1) using various numbers (digits) and symbols related to basic mathematics, with the aim of solving practical problems in various contextual issues, 2) analyzing information presented in various forms (tables, graphs, charts, and other forms), then interpreting the results of the analysis to form hypotheses and make decisions (Ramadhani, 2018). In short, numeracy literacy is an individual's ability to use numbers and mathematical symbols to solve problems that arise in daily life (Darwanto et al., 2021; Kusmana, 2017).

The development of a numeracy-based curriculum should not be limited to planning within the syllabus alone; rather, the most essential aspect is how the curriculum itself can prepare students to make positive changes toward a better and more advanced future, becoming independent and dignified in facing the advancements of the times (Herman, H., et al., 2023 & Kusmana, 2017). A good curriculum is one that is able to respond to the challenges of the present and the future (Sumantri, 2019).

Building a spirit of numeracy literacy requires awareness and support from all parties, especially from school principals and educators (Fathurrahman & Azizah, 2022). Numeracy literacy programs are not merely concepts but must become a collective movement to realize numeracy-based learning. Teachers, as the responsible parties for the learning process, have a full obligation to construct numeracy-based learning processes for all subjects taught (Ridwan et al., 2023)

School principals, as supervisors, have the obligation to assist teachers in implementing a numeracy-based curriculum. Supervision of teachers is not limited to observing teaching tools, but also supervising teachers' abilities and skills in constructing numeracy-based learning processes (Herman, H., & Khalaf, O. I. 2023) & (Mubarok, 2018)..

Similarly, teachers as facilitators have the obligation and responsibility to improve the quality of the learning process and outcomes ((Fathurrahman & Azizah, 2022). The quality of the learning process and outcomes is not merely about fulfilling administrative requirements and procedures; rather, teachers must be able to guide students to use numbers and symbols related to the subject matter being discussed, analyze information in the form of graphs, tables, pictures, charts, and other forms, as well as interpret the results of information analysis to find the concept map/flow line being read and be able to draw final conclusions into conceptual decisions (Herman et al., 2024 ; Dunia Kampus, 2020).

Conclusion

Based on the research objectives, the conclusion of this study is that the implementation of a literacy competency-based curriculum at the MTsS Nurul Falah Aceh Barat boarding school has been integrated into all components of the curriculum for all subjects. However, the application of literacy-based learning strategies for reading and numeracy is still not being implemented optimally by teachers in the learning process. The theoretical implications can help in the development of a better and more comprehensive literacy theory and can help improve understanding of literacy among teachers and students, while the practical contributions can help improve the quality of learning practices by providing various information about literacy-based learning methods and strategies. This research recommends that further research be conducted in the future on other independent variables related to the implementation of a literacy-based competency curriculum. Furthermore, in implementing a literacy-based curriculum, the role and seriousness of the principal and teachers are very much needed to ensure the implementation of a literacy-based curriculum in boarding schools.

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