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The Role of Learning Models in Numeracy Ability and Its Relationship With Self-Efficacy: A Systematic Literature Review

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Abstract. This study aims to describe numeracy literacy skills through learning models and their relationship with self-efficacy skills. The research method used is a Systematic Literature Review (SLR) which includes 3 stages, namely planning, conducting, and reporting. The data collection process was carried out by identifying articles relevant to the research topic based on predetermined criteria. This study examined 20 articles based on search results from the Google Scholar database with the help of the Publish Or Perish software. The data synthesis in this study was then presented in data tables and reinforced with narrative forms. The results of this study show that the improvement of numeracy literacy at the elementary school level for the period 2020-2025 is predominantly achieved by implementing the problem-based learning (PBL) model. On the other hand, students' self-efficacy also has an influence on learning success. Furthermore, students' numeracy literacy has a positive correlation with self-efficacy, characterized by the higher the students' self efficacy, the higher their numeracy literacy.

Keywords: Numeracy Literacy; Learning model; Self-Efficacy

INTRODUCTION

Numeracy literacy is one of the fundamental competencies that every individual must possess in order to face the challenges of the 21st century. Numeracy literacy is not merely the ability to understand numbers and mathematical operations, but also includes the ability to think logically, critically, and analytically in solving everyday problems related to mathematics (Sutrimo et al., 2024). In the context of education in Indonesia, improving numeracy literacy has become one of the main focuses of government policy, as reflected in various national programs such as the Minimum Competency Assessment.

Despite various efforts, national and international surveys show that the numeracy literacy level of Indonesian students is still below the average of other countries. This indicates the need for innovation in the mathematics learning process in schools, particularly through the application of learning models that are more effective and relevant to students' needs (Sholihah & Susanti, 2023). Innovative learning models are believed to be able to create a more active, creative, and enjoyable learning atmosphere, thereby increasing students' motivation and understanding of mathematical concepts.

One of the learning models that has been widely studied in efforts to improve numeracy literacy is Problem-Based Learning (PBL). This model emphasizes contextual problem solving and encourages students to think critically and collaborate in groups (Agustin & Adi Winanto, 2023). In addition to PBL, realistic mathematics learning models have also been proven effective in improving students' numeracy literacy skills, as they relate mathematical concepts to real-life situations that are often encountered in everyday life (Laia et al., 2025). The implementation

of these learning models is expected to increase student motivation and learning outcomes, so that they are better prepared to face challenges in numeracy literacy in the future (Yulia, 2023).

In addition to the application of learning models, psychological factors such as self-efficacy or students' belief in their own abilities also play a significant role in achieving numeracy literacy. High self-efficacy encourages students to be more confident in facing learning challenges, dare to try new strategies, and not give up easily when encountering difficulties (Ananda & Wandini, 2022). Recent research shows a positive relationship between self-efficacy and mathematics learning outcomes, including numeracy literacy skills (Mellyzar et al., 2022).

Furthermore, self-efficacy not only affects learning motivation, but also has an impact on problem-solving and decision-making skills in the context of mathematics. Students with high self-efficacy tend to be able to manage their emotions and stress when facing challenging math problems, thereby achieving more optimal learning outcomes (Julaihi et al., 2022). Therefore, strengthening self-efficacy is an important aspect that must be considered in the mathematics learning process.

A number of studies in the last five years have examined the relationship between innovative learning models and self-efficacy with improvements in numeracy literacy. The results of these studies show that the combination of applying the right learning model and strengthening self-efficacy can have a significant impact on improving students' numeracy literacy (Awami et al., 2022). These findings form an important basis for the development of more effective and sustainable mathematics learning strategies. Therefore, it is important to integrate self-efficacy development strategies into mathematics learning to support students' academic success (Maynawati, 2020).

Based on the above explanation, a systematic study is needed to provide an overview of the application of learning models and the role of self-efficacy in efforts to improve student numeracy literacy. The research was conducted by systematically and thoroughly reviewing the literature using the Systematic Literature Review (SLR) method. The researchers reviewed relevant literature based on the research objectives, which were to describe the results of studies related to improving numeracy literacy through the implementation of various learning models and their relationship with self-efficacy. To achieve these objectives, the researchers formulated the following questions: 1) What are the trends in numeracy literacy learning models over the past 5 years? 2) How does self-efficacy affect learning at the elementary school level? 3) How is numeracy literacy related to self-efficacy? This study is expected to serve as a reference for further research to obtain a more comprehensive understanding of efforts to improve students' numeracy literacy.

METHODOLOGY

The method used in this study is Systematic Literature Review (SLR). Systematic Literature Review (SLR) is a research method that identifies, evaluates, and interprets relevant research findings to answer specific research questions (Višić, 2022). There are three stages in a Systematic Literature Review (SLR), which include planning, conducting, and reporting (Lelia Su, 2021).

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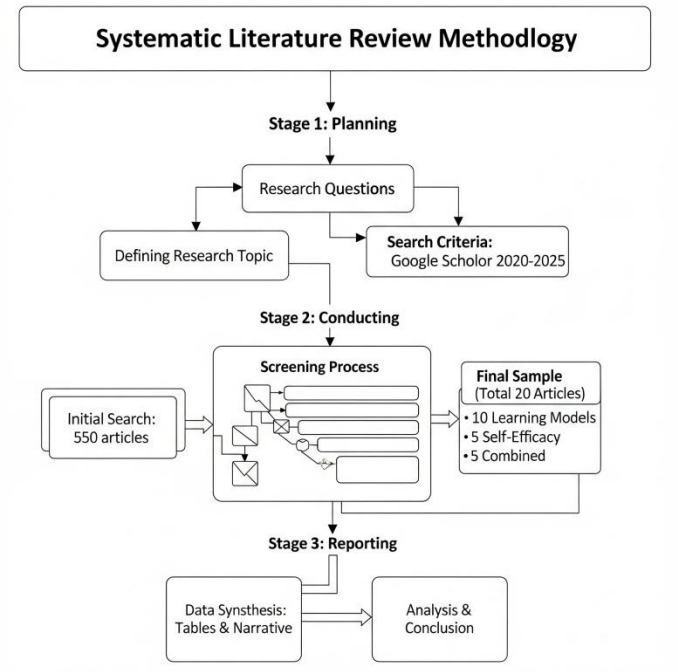

Figure 1. Systematic Literature Review (SLR) Method Flowchart

Planning, The initial stage of a Systematic Literature Review (SLR) is planning. The planning stage is where researchers determine the research topic. This study will further discuss numeracy literacy skills through learning models and their relationship with self-efficacy skills. The researcher determined the criteria for searching articles, which were then collected using Google Scholar from the 2020-2025 time frame. The keywords used included numeracy literacy learning models, self-efficacy skills, and a combination of the two. Conducting: The next stage in conducting a Systematic Literature Review (SLR) is conducting. Researchers begin searching for articles that match the criteria and keywords established in the previous stage. The article search was conducted using Publish Or Perish software. At this stage, 300 articles on the topic of self-efficacy, 200 articles on the topic of numeracy literacy learning models, and 50 articles on a combination of both topics were obtained.

Furthermore, the inclusion criteria applied in this study included journal articles and seminar proceedings published in the last 5 years, articles on the topics of self-efficacy, numeracy literacy learning, and a combination of both, articles in Indonesian, elementary school learning models, mathematics learning, and articles with SINTA accreditation. Meanwhile, the exclusion criteria included articles that were not relevant to the topics of self-efficacy and numeracy literacy learning, as well as articles that were not verified in SINTA journals. After selecting articles based on inclusion and exclusion criteria, 10 articles on numeracy literacy learning models, 5 articles on self-efficacy, and 5 articles discussing both topics were obtained. After the selection process was completed, the researchers then synthesized the data to analyze and evaluate the research results from various articles. The data synthesis from this study was then presented in data tables and reinforced with narrative forms.

Reporting, The final stage of the Systematic Literature Review (SLR) is the reporting stage. At this stage, the researcher compiles the results of the analysis and evaluation of the data synthesis into a written form with a predetermined format. The compilation of the analysis results leads to the research question, namely, what are the trends in numeracy literacy

learning models and the relationship between numeracy literacy and students' self-efficacy abilities?

RESULTS AND DISCUSSION

The results of research based on the Systematic Literature Review (SLR) method on numeracy literacy learning reviewed from the perspective of self-efficacy identified several significant findings. Researchers analyzed 10 accredited articles published between 2020 and 2025 on the topic of numeracy literacy learning models at the elementary school level. The results of the analysis are presented in the following table:

Table 1. Results of the Analysis of Numeracy Literacy Learning Model Topics

No	Researcher (Year)	Journal	Research Results
1	Ambarwati & Kurniasih, (2021)	*Jurnal Cendekia: Jurnal Pendidikan Matematika*, Volume 05, No. 02, Juli 2021	The Problem-Based Learning (PBL) model supported by Cabri 3D V2 software significantly improves students' numeracy literacy skills with an influence coefficient of 1.237538.
2	Sinabang et al., (2023)	*Cartesius: Jurnal Pendidikan Matematika*, Vol. 6, No. 2, Desember 2023	The application of the PBL model in mathematics learning was able to increase the average score of students' numeracy literacy from 50 to 78 in two cycles.
3	Farikhah et al., (2024)	*INNOVATIVE: Journal Of Social Science Research*, Volume 4 No. 4, 2024	PBL assisted by multiplication boards significantly improved the numeracy literacy of second-grade elementary school students, with t-test results showing significance of 0.000 < 0.05.
4	Faridah et al., (2022)	*Jurnal Basicedu*, Vol. 6 No. 1, 2022	The Project-Based Learning model is effective in improving the numeracy and digital literacy skills of fifth-grade MI students with a significance of < 0.05.
5	Agustin & Adi Winanto, (2023)	*Jurnal Elementaria Edukasia*, Vol. 6, No. 2, Juni 2023	The Discovery Learning model is more effective (57.47%) than PBL (38.52%) in improving the numeracy literacy of fourth-grade elementary school students.
6	Tiar Retno Ayu et al., (2023)	*Pendas: Jurnal Ilmiah Pendidikan Dasar*, Vol. 08 No. 01, Juni 2023	The implementation of the Project-Based Learning (PjBL) model can improve the numeracy literacy skills of fifth-grade students at SDN 01 Taman Kota Madiun, with an average score increase from 59.50 to 81.78 after two learning cycles.

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No	Researcher (Year)	Journal	Research Results
7	Sutrimo et al., (2024)	*JPMI – Jurnal Pembelajaran Matematika Inovatif*, Vol. 7 No. 1, Januari 2024	A systematic literature review shows that the Problem-Based Learning (PBL) model is predominantly used to improve numeracy literacy, and a positive correlation has been found between numeracy literacy and student self-efficacy.
8	Sari et al., (2021)	*JAI: Jurnal Abdimas Indonesia*, Vol. 1 No. 2, Agustus 2021	The STEAM learning model has been proven effective in improving student literacy and numeracy in the Teaching Campus program by demonstrating improved learning outcomes, positive responses, and active student engagement.
9	Agustina et al., (2024)	*caXra: Jurnal Pendidikan Sekolah Dasar*, Vol. 02 No. 02, Desember 2022	The Realistic Mathematics Education (RME) model had a significant effect on the mathematical numeracy literacy skills of fifth-grade students at SDN 13 Regol, as evidenced by a significance value of 0.000 < 0.05 in the SPSS test.
10	Ardianti et al., (2023)	*Jurnal Kajian Islam Modern*, Vol. 10 No. 01, Desember 2023	The application of the RADEC model significantly improved the numeracy literacy skills of fifth-grade students at MI Darul Muttaqin, with an increase in the average score from 11.7 to 21.65 and a significance value of 0.000 < 0.001.

The results of the analysis show that the problem-based learning (PBL) model dominates the learning models applied in efforts to improve numeracy literacy. Other models include Discovery Learning (DL), STEAM, Realistic Mathematics Education (RME), and RADEC. In addition, the analysis also shows that the learning models applied have succeeded in improving students' numeracy literacy skills. Some of them mention significant improvements.

In addition, the researchers also analyzed articles on the topic of self-efficacy in mathematics learning. The researchers determined the focus of the analysis to be the role of self-efficacy in mathematics learning, which could guide and strengthen the analysis of the relationship between numeracy literacy learning and self-efficacy abilities. The results of the analysis yielded the following five articles:

Table 2. Results of the Analysis of Articles on the Topic of Self-Efficacy in Mathematics Learning

No	Researcher (Year)	Journal	Research Results
1	Wiguna et al., (2022)	*Jurnal Cendekia: Jurnal Pendidikan Matematika*, Vol. 06 No. 03, Agustus 2022	Self-efficacy plays an important role in students' success in solving math problems. Students who have high self-confidence tend not to give up easily when facing difficulties in learning mathematics.
2	Samsuddin & Heri Retnawati, (2022)	*Buana Matematika: Jurnal Ilmiah Matematika dan Pendidikan Matematika*, Vol. 12 No. 1, 2022	The mathematical self-efficacy of junior high school students in Makassar is generally in the moderate category. Students from strata A and B schools have slightly better self-efficacy than those from strata C schools.
3	Pujiastuti & Fitriani, (2021)	*Jurnal Cendekia: Jurnal Pendidikan Matematika*, Vol. 05 No. 03, November 2021	Self-efficacy has a significant effect on students' mathematics learning outcomes. Its contribution is 65.3%, indicating a positive and strong relationship between the two.
4	Negara et al., (2023)	*Jurnal Cendekia: Jurnal Pendidikan Matematika*, Vol. 07 No. 01, Desember 2022–Maret 2023	The Problem-Based Learning (PBL) approach can improve students' mathematical self-efficacy. After two learning cycles, self-efficacy increased from moderate to high.
5	Sukma & Priatna, (2021)	*Science and Mathematics Journal*, Vol. 9 No. 1, Maret 2021	Self-efficacy has a positive influence on students' critical thinking skills (CTS) in mathematics lessons. The results of a systematic literature review show a consistent relationship between the two.

In general, the results of the analysis show a positive and significant effect of self-efficacy on the mathematics learning variables studied. Self-efficacy plays an important role in improving students' learning achievement, conceptual understanding, and critical thinking skills in mathematics. Meanwhile, the results of the analysis of the five articles discussing numeracy literacy and self-efficacy are as follows:

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Table 3. Results of the Analysis of Articles on Numeracy Literacy and Self-Efficacy

No	Researcher (Year)	Journal	Research Results
1	Hadi et al, (2021)	*Jurnal Ilmiah Wahana Pendidikan*, Vol. 7 No. 7, November 2021	Realistic Mathematics Education (RME) has successfully improved numeracy literacy skills significantly and placed students' self-efficacy in the moderate category.
2	Mellyzar et al., (2022)	*Lantanida Journal*, Vol. 9 No. 2, 2021	There is a high positive correlation between self-efficacy and students' numeracy literacy skills (R^2 = 49.5%), but there is no significant difference based on gender.
3	Putri & Awalludin, (2024)	*Fibonacci: Jurnal Pendidikan Matematika dan Matematika*, Vol. 10 No. 1, Juni 2024	Students with high and moderate self-efficacy are able to meet indicators of creative thinking such as fluency, elaboration, and originality. Meanwhile, those with low self-efficacy only meet the fluency indicator.
4	E. D. Ambarwati et al., (2023)	*Indo-MathEdu Intellectuals Journal*, Vol. 4 No. 3, Desember 2023	Students' numeracy literacy skills in matrix material increased in line with their level of self-efficacy: high (3 indicators achieved), moderate (2 indicators), and low (1 indicator).
5	Kesumawati et al., (2024)	*Pendas: Jurnal Ilmiah Pendidikan Dasar*, Vol. 09 No. 03, September 2024	Self-efficacy affects the quality of junior high school students' numeracy literacy in solving HOTS questions. Students with high self-efficacy are better able to analyze and conclude accurately compared to students with moderate or low self-efficacy.

The results of the analysis show that self-efficacy plays an important role in students' numeracy literacy skills. There is a positive correlation between self-efficacy and students' numeracy literacy skills. This indicates that the higher the students' self-efficacy, the better their numeracy literacy skills.

Discussion

The findings of this systematic review confirm that the improvement in elementary school students' numeracy literacy over the past five years (2020–2025) has been greatly influenced by two main factors: (1) the implementation of innovative learning models such as Problem - Based Learning (PBL), Project-Based Learning (PjBL), Discovery Learning, RME, and RADEC, and (2) the significant role of student self-efficacy in the mathematics learning process.

The PBL model has consistently emerged as the dominant approach and has been proven effective in improving numeracy (Widiastuti & Kurniasih, 2021; Sinabang et al., 2023; Farikhah et al., 2024). PBL not only emphasizes problem-solving skills but also allows students to build deep understanding through the exploration of real-world cases (Tanna et al., 2022). In the context of numeracy, this approach is particularly appropriate as it encourages students to apply mathematical concepts in everyday contexts—the core of numeracy literacy as defined by the OECD (2019).

These findings are in line with a recent meta-analysis by (Risanjani & Kurniawati, 2023) which concluded that the PBL model significantly improves mathematics learning outcomes, especially in problem solving and numerical reasoning. The application of PBL has also been shown to increase student motivation and engagement in learning, which are important components in strengthening numeracy literacy (Nugraha & Juniayanti, 2024).

In addition to learning models, student self-efficacy is a strong predictor of numeracy literacy success. Research by Ria & Pujiastuti (2021) found that self-efficacy contributed 65.3% to mathematics learning outcomes. This is reinforced by a study by Mellyzar et al. (2021), which revealed that self-efficacy has a high positive correlation (R^2 = 49.5%) with numeracy literacy.

Self-efficacy influences how students respond to challenges in mathematics learning. Students with high self-efficacy tend to have greater persistence, dare to try new strategies, and are able to manage stress in solving complex numeracy problems (Bandura, 2008; Santosa & Bahri, 2022). This means that learning interventions that only focus on cognitive aspects, without paying attention to affective aspects such as self-efficacy, have the potential to be less than optimal.

In addition, the findings show that strengthening self-efficacy does not always have to be done through separate psychological training, but can be integrated into the learning design. For example, approaches such as RADEC (Read–Answer–Discuss–Explain–Create) have been shown to not only improve numeracy literacy but also increase students' self-confidence because they are accustomed to solving problems through systematic and collaborative stages (Ardianti et al., 2023).

One important finding is that good innovative learning models also contribute to building students' self-efficacy. A study by Fandy et al. (2023) shows that the implementation of PBL not only has an impact on cognitive learning outcomes but also increases students' self-efficacy from moderate to high. This shows that there's a two-way interaction between learning strategies and students' psychological aspects. In other words, improving numeracy skills isn't just influenced by what's taught (content and learning strategies), but also by how students see their ability to succeed in learning math. So, effective teaching strategies need to consider cognitive and affective aspects at the same time.

The findings in this study are highly relevant to the direction of the Merdeka Curriculum policy, which emphasizes differentiated learning, strengthening numeracy competencies, and

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developing Pancasila student profiles. The focus on numeracy literacy and character building (including self-efficacy) is central to the national assessment (AN), which now replaces the National Examination.

In line with this, the results of this study recommend that teachers not only use problem-based learning models, but also integrate social-emotional learning approaches to strengthen students' self-efficacy from an early age.

CONCLUSION

This Systematic Literature Review (SLR) study shows that the dominant learning model applied to improve student numeracy literacy in the 2020-2025 period is the problem-based learning (PBL) model. The problem-based learning (PBL) model trains students to think critically, solve problems, and helps them understand essential concepts in learning materials, thereby significantly improving students' numeracy literacy at the elementary school level. Other findings also show that students' internal drive to succeed in certain situations, known as self-efficacy, also has an influence on learning achievement, learning outcomes, and students' critical thinking skills. In addition, it was found that numeracy literacy has a positive correlation with self-efficacy. Students with high self-efficacy tend to exhibit high levels of numeracy literacy. Furthermore, research related to numeracy literacy learning from the perspective of students' self-efficacy is still relevant to study. Therefore, this study recommends further research on the factors that influence the interaction between numeracy literacy and self-efficacy in learning.

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