

THE INFLUENCE OF CRITICAL THINKING SKILLS, TEACHER PEDAGOGICAL COMPETENCE, AND PARENTAL ATTENTION ON NUMERACY LITERACY SKILLS IN MADRASAH IBTIDAIYAH STUDENTS

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ABSTRACT

Numeracy literacy skills help students make rational decisions in everyday life. This study aims to prove the effect of critical thinking skills, teacher pedagogical competence, and parental attention on students' numeracy literacy skills. The research was conducted with a quantitative approach. The population of this study was 65 students of Madrasah Ibtidayah Negeri in Demak Regency, Central Java. The sample was taken using a random sampling technique with a total sample size of 55 students. Data were collected using questionnaires, observation and documentation. The data were analyzed using the Lavene Test statistical formula, Glejser Test, Variance Inflation Factor (VIF), Deviation from Linearity, Durbin Watson, t-test, and f-test. The results showed that (1) critical thinking has a significant influence on numeracy literacy skills with a contribution of 11%, (2) teacher pedagogical competence has a significant influence on numeracy literacy skills with a contribution of 14.8%, (3) parental attention has a significant influence on numeracy literacy skills with a contribution of 5.5%. (4) Critical thinking skills, teacher pedagogical competence, and parental attention significantly influence numeracy literacy skills, contributing to 22.7%. The results of this study support constructivism theory, behavioristic theory, and Zone of Proximal Development (ZPD) theory.

Keywords: Critical Thinking Skills, Teacher Pedagogical Competence, Parental Attention, Numeracy Literacy Skills

INTRODUCTION

Numeracy literacy skills are important to pay attention to because they can help in understanding problem solving concepts (Khoirunnisa, 2023), help students plan and manage activities, calculate and interpret data, make the right decisions in every aspect of life (Khakima et al., 2021), get through life's problems (Latifah & Rahmawati, 2022), improve understanding, analysis, and decision-making in various academic contexts (Kusumaningrum et al., 2024) This shows that numeracy literacy skills benefit students by helping them plan and manage activities, calculate and interpret data, solve problems, and improve understanding, analysis, and decision-making in academic and life contexts.

The numeracy literacy skills of grade V students still need improvement. This is evidenced by the students' daily summative assessment results, which show an average score of 66.5, while the Criteria for Achievement of Learning Objectives (KKTP) is 70. This is supported by the results of interviews with grade V teachers, who stated that the numeracy literacy skills of grade V students are still low and need to be improved.

The low numeracy literacy skills of students can result in low learning scores (Salsabillah & Sinaga, 2023), making learning less enjoyable. Students are less interested in participating in learning (Panglipur & Yana, 2023), students will have difficulty

understanding problems, solving problems, difficulty in explaining problem-solving steps, experiencing decreased interest and motivation in learning numeracy literacy, and decreased learning outcomes (Khasanah & Abduh, 2023), and students will have difficulty solving context problems in real life and lack in analyzing information in various forms (Ambarwati & Kurniasih, 2021).

Students' numeracy literacy skills are influenced by many factors, including students' intellectual level, attitude, psychomotor (Tamarin dkk., 2024), teacher pedagogical competence (Wardhani et al., 2022), numeracy literacy program and parental involvement (Risma, 2024), parental attention (Salsabillah & Sinaga, 2023), learning environment, both formal, informal and non-formal, student reasoning power, teacher understanding of numeracy literacy (Siregar, 2022), and students critical thinking skills (Rukman & Zulfikar, 2023). Based on these factors, researchers will only make critical thinking skills, teacher pedagogical competence, and parental attention as variable factors that influence students' numeracy literacy skills.

The results of an interview with a fifth-grade teacher with the initials C (07/11/2024) stated that the low numeracy literacy skills of students were due to the absence of a numeracy literacy program, reading materials for students that were still minimal, some students had a poor cognitive level, students lacked practice working on numeracy literacy problems, the influence of peers who in class often disturbed their friends and parental attention that not all students got it to the fullest.

Teachers' efforts in improving numeracy literacy skills by providing motivation and support to students, implementing numeracy reinforcement strategies, designing project-based learning, improving students' critical thinking skills (Lestari et al., 2023), teaching approaches that emphasize concept understanding (Khasanah & Abduh, 2023), providing adequate facilities and infrastructure and supporting students in numeracy literacy activities, innovating learning, parental attention by guiding students when studying at home, monitoring how students do numeracy literacy at home, and parents can connect math story problems to activities that students usually do at home with their habits (Pratiwi et al., 2023).

The above opinion is in line with the results of interviews with fifth-grade teachers who stated that the low numeracy literacy skills of students can be improved: 1) by developing students' critical thinking skills by getting students used to doing practice problems; 2) teachers' pedagogical competence by utilizing existing facilities, creating a pleasant learning atmosphere, motivating students, and using appropriate learning approaches; 3) increasing parents' attention is carried out by actively involving themselves in accompanying children to learn, providing motivation, and creating a home atmosphere that supports children's learning activities. Based on the interview results and opinions of experts, it can be concluded that students' critical thinking skills influence students' numeracy literacy skills, teachers' pedagogical competence, and parental attention.

This research is focused on the numeracy literacy skills of grade V Madrasah Ibtidaiyah students, which is different from previous research. Alfiyah's research (2023) which focuses on the relationship between numeracy literacy and critical thinking skills. Kasipahu & Jaclani (2021) which examines the effect of teacher pedagogical competence and learning motivation on student numeracy skills; and Khasanah & Abduh (2023) which examines the effect of numeracy literacy skills and parental support on Mathematics learning outcomes. This study combines three main factors, namely students' critical thinking skills, teachers' pedagogical competence, and parents' attention, simultaneously to prove whether the three factors influence the numeracy literacy skills of grade V students.

LITERATURE REVIEW

Critical thinking skills are the process of students' cognitive development in detail and in-depth so that students can identify problems, analyze problems, solve problems, and be able to provide conclusions from a problem that has been presented (Nurfahrani et al., 2023). Critical thinking skills can help students make the right choices (Kartika & Rakhmawati, 2022) and help students deal with the dynamics of modern society (Cynthia & Sihotang, 2023). This is in line with Alifah & Kusuma (2021) who explained that critical thinking skills are needed for students because they can help students solve existing problems. Critical thinking skills allow students to systematically solve problems by analyzing them, planning the steps taken, concluding, and evaluating. Through critical thinking skills, students are not only able to understand problems well but can also find solutions that are relevant to the context at hand.

Teacher pedagogic competence is the teacher's ability to manage student learning (Hermawati & Andayani, 2020). Teachers' pedagogical knowledge integrates prior knowledge into actions that inform the teaching and learning process, including how to present topics to others in a way that makes them understandable (Moreira dkk., 2023). Teacher pedagogic competence is very important to understand how teachers can manage and improve the learning process in elementary schools (Muammar, 2024). Aspects of teacher pedagogic competence include mastering student characteristics, mastering learning theories and principles of educational learning, curriculum development, educational learning activities, developing students' potential, communication with students, assessment and evaluation (Mandasari et al., 2020).

Parental attention is a psychological activity given by parents to children, specifically to the process and results of children's learning in the form of efforts and attitudes that can encourage and improve children's achievement (Asmawati et al., 2021). Parental attention can be given in the form of providing guidance and advice, supervising children, giving rewards and punishments, fulfilling learning facilities, creating a calm, comfortable and peaceful home atmosphere and support (Djafar et al.,

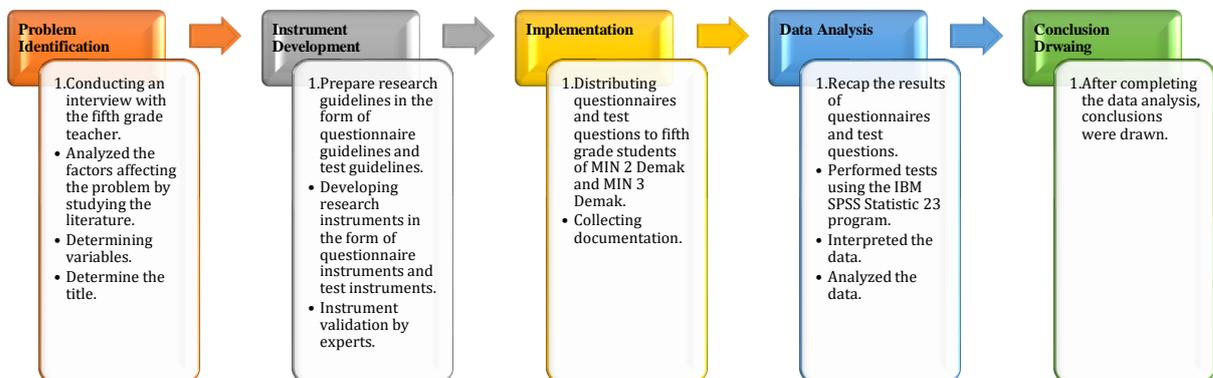
2020). With the attention given, children can be more motivated, feel supported, and have good learning conditions. Prioritizing family participation will help schools build a more supportive and cooperative learning environment, which in turn will help students succeed academically (Ghazali dkk., 2021).

Numeracy literacy skills are needed to improve the quality of education in Indonesia (Megawati & Sutarto, 2021). Numeracy literacy skills are skills that students must have in the form of skills in managing numbers so that students can solve problems related to mathematics in their daily lives (Ana & Siti, 2023). The factors that influence students' numeracy literacy skills are students' intellectual level, attitude, psychomotor (Tamarin et al., 2024), teacher pedagogical competence, numeracy literacy program and parental involvement (Risma, 2024), formal, informal or non-formal learning environment, students' reasoning power, teachers' understanding of numeracy literacy (Siregar, 2022), and students' critical thinking skills (Rukman & Zulfikar, 2023). Students who have been able to apply their knowledge to a problem may not necessarily be able to use it in different situations (Rakhmawati & Mustadi, 2022) These various factors support students in developing their numeracy literacy skills so that they can apply them well in everyday life.

METHODOLOGY

This research uses a quantitative approach. The research procedure includes problem identification, instrument preparation, implementation, data analysis and conclusion drawing. The research procedure can be seen in diagram 1 below:

Diagram 1: Research Procedure



This study was conducted at MIN 2 Demak and MIN 3 Demak because both madrasahs have indications that students' numeracy literacy skills in grade V are still low and have variations in critical thinking skills, teacher pedagogical competence, and parental attention. The population in this study was 65 fifth-grade students from MIN 2 Demak and MIN 3 Demak. The sampling technique used was random sampling. This study used a significance level of 5% with a population of 65 students, so the sample used was 55 students.

Data collection methods used questionnaires, observation, and documentation. The data was analyzed using the Product Moment formula used to test the validity of

the instrument, Cronbach's Alpha used to test the reliability of the instrument, Shapiro Wilk used to test normality, Lavene Test used to test homogeneity, Glejser Test used to test heteroscedasticity, Variance Inflation Factor (VIF) used to test multicollinearity, Deviation From Linearity used to test linearity, Durbin Watson is used to test for autocorrelation, t-test is used to determine whether the regression model of independent variables partially has a significant effect on the dependent variable, f test to determine whether the independent variables together have a significant effect on the dependent variable, and the coefficient of determination is used to determine the percentage contribution of the independent variable as a whole to the independent variable.

RESULT AND DISCUSSION

Result

Table 1 shows research data on student critical thinking skills variables (X1), teacher pedagogical competence (X2), parental attention (X3), and student numeracy literacy variables (Y).

Table 1: Research result data

Variable	Value Interval	Frequency
Critical Thinking Skills	21 – 30	16
	31 – 40	33
	41 – 50	6
Number of Students		55
Teacher Pedagogical Competence	21 – 30	10
	31 – 40	36
	41 – 50	9
Number Of Students		55
Parental Attention	21 – 30	27
	31 – 40	28
Number Of Students		55
Numeracy Literacy Skills	11 – 20	5
	21 – 30	42
	31 – 40	8
Number Of Students		55

Based on the table above on critical thinking ability data, the value interval 21-30 was obtained by 16 students, 31-40 by 33 students, and 41-50 by 6 students, with a total of 55 students. Teacher pedagogical competence data obtained value intervals 21-20, as many as 10 students; 31-40, as many as 36 students; and 41-50, as many as 9 students, with 55 students. Parental attention data obtained score intervals 21-30 for as many as 27 students and 31-40 for as many as 28 students, with a total of 55 students. Numeracy literacy data obtained value intervals 11-20 for as many as 5 students, 21-30 for as many as 42 students, and 31-40 for as many as 8 students, with a total of 55 students.

Prerequisite Test

The basis for decision-making in the normality test is if the significance value > 0.05 , then the data is normally distributed. However, on the contrary, if the significance value < 0.05 , then the data is not normally distributed. The results of the normality test on the variables of critical thinking skills, teacher pedagogical competence, parental attention, and numeracy literacy skills after being tested using the IBM Statistic 23 program with the Shapiro Wilk formula obtained a significance value of the critical thinking skills variable of 0.585, teacher pedagogical competence of 0.312, parental attention of 0.205, and numeracy literacy skills of 0.748. Based on these results, it can be concluded that the data on all variables are normally distributed because the significance level is > 0.05 .

The basis for decision-making in the homogeneity test is if the significance value > 0.05 , then the variance of each sample is the same (homogeneous). However, on the contrary, if the significance value < 0.05 , then the variance of each sample is not the same (not homogeneous). The homogeneity test results show the significance value of the critical thinking skills variable, teacher pedagogical competence, and parental attention after being tested using the IBM Statistic 23 program with the Lavene Test formula, the significance value of the critical thinking skills variable is 0.420, teacher pedagogical competence is 0.740, and parental attention is 0.671. Based on these results, it can be concluded that the data on all variables are homogeneous because the significance level is > 0.05 .

The basis for decision-making in the heteroscedasticity test is if the significance > 0.05 , it can be concluded that heteroscedasticity does not occur. However, on the contrary, if the significance value < 0.05 , it can be concluded that there is a heteroscedasticity problem. The results of the heteroscedasticity test show a significance value on the critical thinking skills variable of 0.351, teacher pedagogical competence of 0.709, and parental attention of 0.706. Based on these results, it can be concluded that the data on all variables do not occur heteroscedasticity because the significance level is > 0.05 .

The basis for decision-making in the multicollinearity test is if the VIF value is < 10 and tolerance > 0.01 , then it is stated that there is no multicollinearity. The multicollinearity test results show that the VIF value of the critical thinking skills variable is 1.282, teacher pedagogical competence is 1.724, and parental attention is 1.672. Based on these results, it can be concluded that the data on all variables does not occur multicollinearity because the VIF value < 10 .

The basis for decision-making in the linearity test is if the relationship between variables has a sig deviation from linearity value > 0.05 . There is a relationship between variables X and Y. However, if the relationship between variables has a sig deviation from linearity value < 0.05 , there is no relationship between variables X and Y. The linearity test results show that the sig deviation from the linearity value on the critical

thinking skills variable with numeracy literacy skills is 0.279, teacher pedagogical competence with numeracy literacy skills is 0.165, and parental attention is 0.750. Based on these results, it can be concluded that the data on all variables have a linear relationship with numeracy literacy skills because the sig deviation from linearity value > 0.05 .

The basis for decision-making in the autocorrelation test is $1.65 < DW < 2.35$, then there is no autocorrelation, $1.21 < DW < 1.65$ or $2.35 < DW < 2.79$ then it cannot be concluded, and $DW < 1.21$ or $DW > 2.79$ then there is autocorrelation. The autocorrelation test results show a DW value of 1.747. So, it can be concluded that the data does not occur autocorrelation because the DW value is between $1.65 <$ and $DW < 2.35$.

The Effect of Critical Thinking Skills on Numeracy Literacy

Table 2: Simple Linear Regression Test Results from Critical Thinking Skills

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	
Model					Sig.	
1	(Constant)	16.503	3.700		4.460	.000
	Critical thinking skills	.279	.109	.332	2.562	.013

a. Dependent Variable: Numeracy Literacy Skills

Based on the test results above, a simple linear regression equation is obtained: $Y = 16.503 + 0.279 X_1$. The constant (16.503) is the value of students' numeracy literacy skills when critical thinking skills are zero, which may reflect factors that affect students' numeracy literacy skills outside of critical thinking skills. The regression coefficient for critical thinking skills (is 0.279); each one-unit increase in students' critical thinking skills will increase students' numeracy literacy skills by 0.279. This shows that critical thinking skills positively contribute to students' numeracy literacy skills.

With a tcount value of $2.562 > t_{table}$ of 0.2609 at a significant level of 0.05, H_0 is rejected, and there is a significant influence between critical thinking skills and numeracy literacy skills. This confirms that critical thinking skills are important in improving students' numeracy literacy skills.

Table 3: Results of the Coefficient of Determination of Critical Thinking Skills

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.332 ^a	.110	.093	4.159

a. Predictors: (Constant), Critical thinking skills

From the table, the R Square value is 0.110. This means that the influence of critical thinking skills on students' numeracy literacy skills is 11%, while 89% of numeracy literacy skills are influenced by other variables outside of critical thinking skills. The higher the students' critical thinking skills, the higher the students' numeracy literacy skills. This is in line with Alfiah's research (2023), which states that there is a relationship between numeracy literacy skills and critical thinking. If the numeracy literacy skills are high, then the value of critical thinking is also high. In addition, similar research was also conducted by Salsabila et al. (2023) which states a positive relationship between literacy skills and critical thinking skills. This is also reinforced by research conducted by Setiowati et al. (2024) This indicates a strong relationship between critical thinking skills and numeracy literacy. The results of this study support the theory of constructivism because it helps students build their understanding through experience and interaction with the environment, including in understanding numeracy literacy. Critical thinking skills allow students to connect existing knowledge with new information so that the understanding gained becomes more profound and more meaningful (Firdaus et al., 2023) Students who have learned numeracy literacy at school can implement it in everyday life, deepening their knowledge. In literacy, critical thinking is used to understand and analyze information. In numeracy, critical thinking is used to help students understand, process data, and solve problems well.

The Effect of Teachers' Pedagogical Competence on Numeracy Literacy

Table 4: Simple Linear Regression Test Results of Teachers' Pedagogical Competence

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	15.656	3.411		4.590	.000
Teacher Pedagogical Competence	.296	.097	.385	3.035	.004

a. Dependent Variable: Numeracy Literacy Skills

Based on the test results above, a simple linear regression equation is obtained: $Y = 15.656 + 0.296 X_2$. The constant (15.656) is the value of students' numeracy literacy skills when the teacher's pedagogical competence is zero. This may reflect factors that affect students' numeracy literacy skills outside the teacher's pedagogical competence. The regression coefficient for teachers' pedagogical competence (0.296), each one unit increase in students' teachers' pedagogical competence will increase students' numeracy literacy skills by 0.296. Teachers' pedagogical competence contributes to students' numeracy literacy skills.

With a tcount value of 3.035 > ttable of 0.2609 at a significant level of 0.05, H_0 is rejected, and there is a significant influence between teacher pedagogical competence

and numeracy literacy skills. This confirms that teachers' pedagogical competence is important in improving students' numeracy literacy skills.

Table 5: Results of the Coefficient of Determination of Teacher Pedagogical Competence

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.385 ^a	.148	.132	4.069

a. Predictors: (Constant), Teacher Pedagogical Competence

From the table, the R Square value is 0.148. This means that the effect of teacher pedagogical competence on students' numeracy literacy skills is 14.8%, while 85.2% of numeracy literacy skills are influenced by other variables outside the teacher's pedagogical competence. The higher the teacher's pedagogical competence, the higher the students' numeracy literacy skills. This is in line with the results of Kasipahu and Jaelani's research (2021), which states that there is an influence between teacher pedagogical competence and student learning motivation on student numeracy skills. If teachers have good pedagogical competence and can motivate student learning, there will be changes in students' numeracy skills. In addition, similar research was also conducted by Fiangga et al. (2019), which states that improving the quality of teachers in improving students' abilities in numeracy literacy is very important because the main reason that causes students to be still not able to solve numeracy literacy-based problems is teachers who have not familiarized students with numeracy literacy-based problems. This is because many teachers still have not been able to compile numeracy literacy questions. Research conducted by Sudarti also supports this (2022), which states that teacher-pedagogical competence is closely related to students' numeracy literacy skills because teacher-pedagogical competence is needed in numeracy literacy learning. The results of this study support behavioristic theory because this theory emphasizes the formation of learning behaviour through stimulus and response, which will ultimately cause consequences. Skinner suggested that behaviour change arises because of the stimulus and response relationship that occurs with the environment (Setiadi & Setiyani, 2018).

The Effect of Parental Attention on Numeracy Literacy

Table 6: Simple Linear Regression Test Results of Parental Attention

Model	Coefficients^a				T	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1 (Constant)	18.582	4.185		4.440	.000	
Parental Attention	.241	.137	.235	1.759	.084	

a. Dependent Variable: Numeracy Literacy Skills

Based on the test results above, a simple linear regression equation is obtained: $Y = 18.582 + 0.241 X_3$. The constant (18.582) is the value of students' numeracy literacy skills when parental attention is zero, which may reflect factors that affect students' numeracy literacy skills outside of parental attention. The regression coefficient for parental attention (is 0.241); each one-unit increase in parental attention will increase students' numeracy literacy skills by 0.241. This shows that parental attention contributes positively to students' numeracy literacy skills.

With a tcount value of $1.759 > t_{table} 0.2609$ at a significant level of 0.05, H_0 is rejected, and there is a significant influence between parental attention on numeracy literacy skills. This confirms that parental attention is important in improving students' numeracy literacy skills.

Table 7: Results of the Coefficient of Determination of Parental Attention

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.235 ^a	.055	.037	4.285

a. Predictors: (Constant), Parental Attention

From the table, the R Square value is 0.055. This means that the effect of parental attention on students' numeracy literacy skills is 5.5%, while other variables outside parental attention influence 94.5% of numeracy literacy skills. The higher the parental attention, the higher the numeracy and literacy skills of students. This is in line with the results of Khasanah & Abduh's research (2023), which states that numeracy literacy skills and parental support influence the learning outcomes of mathematics story problems in elementary schools. In addition, another similar study was also conducted by Azizah & Kurniasih (2022) which stated a significant relationship between parental attention and mathematical literacy skills. Maximum parental attention will produce good math literacy skills. Research conducted by Filtri also supports this (2023) which states that the role of parents is very influential in developing children's numeracy and literacy skills. The results of this study support the Zone of Proximal Development (ZPD) theory proposed by Lev Vygotsky (Somawati et al., 2024). ZPD is the distance between children's ability to learn independently and their ability with adult assistance (Insani, 2025) Parents should give their maximum attention to providing a learning environment that supports the learning process at home, motivates children, and helps them when they have difficulty understanding numeracy literacy so that they will become more confident and independent in improving their skills.

The Effect of Critical Thinking Skills, Teacher Pedagogical Competence, and Parental Attention on Numeracy Literacy

Table 8: T-Test Results

Model	Coefficients ^a			T	Sig.
	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	8.224	4.648		1.770	.083
1 x1	.125	.118	.149	1.062	.293
x2	.110	.125	.143	.880	.383
x3	.313	.180	.282	1.736	.089

a. Dependent Variable: y

Based on the test results above, the multiple linear regression equation is as follows: $Y = 8.224 + 0.125 X_1 + 0.110 X_2 + 0.313 X_3$. The constant (8.224) represents the value of students' numeracy literacy skills when critical thinking skills, teacher pedagogical competence, and parental attention are zero, which may reflect other factors affecting students' numeracy literacy skills.

The regression coefficient for critical thinking skills (is 0.125); each one-unit increase in students' critical thinking skills will increase students' numeracy literacy skills by 0.125. This indicates that critical thinking skills positively contribute to students' numeracy literacy skills. Regression coefficient for teachers' pedagogical competence (0.110), each one-unit increase in teachers' pedagogical competence will increase students' numeracy literacy by 0.110. This indicates that teachers' pedagogical competence positively contributes to students' numeracy literacy. The regression coefficient for parental attention (is 0.313); each one-unit increase in parental attention will increase students' numeracy literacy skills by 0.313. This indicates that parental attention positively contributes to students' numeracy literacy skills.

Thus, the multiple linear regression equation shows that critical thinking skills, teacher pedagogical competence, and parental attention significantly influence the numeracy literacy skills of grade V students.

Table 9: F Test Results

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	233.963	3	77.988	4.996	.004 ^b
Residual	796.146	51	15.611		
Total	1030.109	54			

a. Dependent Variable: y

b. Predictors: (Constant), x3, x1, x2

With a f_{count} value of $4,996 > f_{table}$ 2,779 at a significant level of 0.05, H_0 is rejected, meaning that there is an overall significant influence between critical thinking skills, teacher pedagogical competence and parental attention on students' numeracy literacy skills.

Table 10: Results of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.477 ^a	.227	.182	3.951

a. Predictors: (Constant), x3, x1, x2

b. Dependent Variable: y

The R square value of 0.227 indicates that critical thinking skills can explain 22.7% of the variation in students' numeracy literacy, teachers' pedagogical competence, and parental attention. This shows that 22.7% in students' numeracy literacy can be explained by the variables included in the multiple linear regression model. In comparison, critical thinking skills do not explain the remaining 77.3% variation in students' numeracy literacy, teachers' pedagogical competence and parental attention. This suggests that other factors affecting numeracy literacy are not included in this study.

CONCLUSIONS

The results of this study can conclude that critical thinking has a significant influence on numeracy literacy skills as evidenced by the simple linear regression equation $Y = 16.503 + 0.279 X_1$ with a contribution of 11%, pedagogical competence has a significant influence on numeracy literacy skills as evidenced by the simple linear regression equation $Y = 15.656 + 0.296 X_2$ with a contribution of 14.8%, and parental attention has a significant influence on numeracy literacy skills as evidenced by the simple linear regression equation $Y = 18.582 + 0.241 X_3$ with a contribution of 5.5%. Critical thinking skills, teacher pedagogical competence, and parental attention significantly influence numeracy literacy skills, as evidenced by the multiple linear regression equation $Y = 8.224 + 0.125 X_1 + 0.110 X_2 + 0.313 X_3$ with a contribution of 22.7%. The results of this study support constructivism theory, behavioristic theory, and Zone of Proximal Development (ZPD) theory.

The limitations of this study are that the research focuses on the influence of critical thinking skills, teacher pedagogical competence, and parental attention, while other factors affect numeracy literacy skills, such as numeracy literacy programs, infrastructure, and learning environment, which are not analyzed in depth. Suggestions for further research are that it is necessary to analyze other factors that can affect student numeracy literacy and can use mixed methods, namely qualitative and quantitative methods, to provide a deeper understanding of the variables studied.

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