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Optimizing Numeracy To Support Climate Change Education In Elementary Schools: A Systematic Literature Review

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ABSTRACT

Climate change is a global challenge that requires education at the elementary school level to foster environmental awareness. Numeracy plays a vital role in enabling students to read, interpret, and use environmental data, which is essential for understanding climate change. However, the integration of numeracy with climate change education in primary schools has received inadequate attention. This study aims to systematically review literature on the integration of numeracy in climate change education in elementary schools. It investigates the various approaches, challenges, and outcomes of numeracy in environmental education, focusing on the development of students' ecological awareness and data interpretation skills. A systematic literature review using the PRISMA approach was employed. Articles were sourced from Scopus, with 46 initial articles screened, and 11 relevant studies from 2015-2024 were selected. Data analysis was conducted using VOSviewer for keyword co-occurrence visualization. The review revealed emerging trends in utilizing contextual numeracy through data visualization, project-based learning, and interdisciplinary modules. These strategies were effective in enhancing students' ecological literacy and climate change awareness. The study concludes that integrating numeracy with real-world climate data in primary education enhances students' understanding of climate change. Challenges remain in teacher resources and motivated numeracy, but the development of context-based curriculum models can address these gaps and improve environmental education.

Keywords*: *numeracy, climate change, elementary education, environmental literacy, data visualization

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INTRODUCTION

Climate change is a significant global threat (Nasution, 2024). Climate change has become one of the world's biggest environmental challenges. Various countries are becoming increasingly aware of the importance of climate change education (Septiani, 2020). This is where the role of education comes in, preparing and humanising individuals to understand their role and develop the competencies necessary for sustainable living (Arwan et al., 2022) . Basic education plays a crucial role in instilling environmental awareness in the younger generation, as children's age is a critical period for character and value formation (Humaida et al., 2020). One important aspect in supporting the understanding of climate change in elementary schools is literacy and numeracy (Yulita et al., 2024). The issue of climate change is related to numeracy in mathematical concepts, such as comparing and observing (Ningtyas et al., 2023).

In the digital era, understanding numeracy must be applied from an early age, considering that times are growing, technology is increasingly sophisticated, and almost all information is expressed in graphical or numerical form. Therefore, the right solution is to understand and master basic numeracy skills (Wahyu Adinda et al., 2022). However, based on previous research, the application of numeracy in the context of climate change in elementary schools still receives inadequate attention (Muliantara & Suarni, 2022). In the last decade, international literature confirms that numeracy in the context of climate change goes far beyond mere counting skills, it is key to understanding and interpreting environmental graphs and tables (Bitterly et al., 2022; Dryden et al., 2020; Gerst et al., 2021), avoiding misinterpretation, and projecting climate impacts,

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while the integration of data visualizations such as temperature graphs, carbon emissions, and climate indicators, and shown to improve the absorption of students with visual learning styles (Skelton et al., 2019; Xexakis & Trutnevyte, 2021); in addition, the concept of motivated numeracy reminds that numerical information processing is often influenced by personal prejudices or values, so numerical literacy must be enriched with critical thinking skills (Dix et al., 2023; Persson et al., 2021; Suwandayani et al., 2020); furthermore, the extension of numeracy to the realm of conservation, sustainability, and preservation of biodiversity encourages students not only to process numbers, but also to reflect on the surrounding environmental context and respond to natural changes (Kopnina et al., 2022; Morales-Molino et al., 2024).

Numerous studies on numeracy have been conducted; however, there remains a need to analyse the latest research trends in this field to support a more comprehensive understanding of climate change discussions in primary schools. The development of numeracy also evolves, reflecting humans' adaptation to the need to count, record, and manage information (Rumondang, 2024). The urgency of this research highlights gaps in the application of contextual numeracy to climate change issues in Indonesian elementary schools. Although the Merdeka Curriculum emphasizes numerical literacy and global issues, there is no established pedagogical model that effectively integrates climate data into elementary mathematics learning (Suwandayani et al., 2020). Students low numeracy performance (PISA/TIMSS) limits their ability to understand environmental graphs, tables, and statistics, which requires reinforcement that is not only technical but also contextual, such as counting daily waste, analyzing rainfall, or reading local temperature graphs to make the role of numbers more meaningful and foster awareness of environmental responsibility. On the teacher side, the lack of environmental numeracy teaching resources hinders innovation in the classroom, so this research aims to provide practical guidance for designing applicable, relevant and impactful lessons, as well as transforming international findings into local contexts so that students cognitive abilities develop while increasing environmental awareness from an early age.

Therefore, this study aims to conduct a systematic review of the literature that discusses trends in optimising numeracy in primary education, particularly regarding climate change issues. By understanding the various approaches that have been implemented, this research is expected to provide insights for educators, policymakers, and academics in designing more effective strategies for integrating numeracy and environmental awareness in primary schools.

METHOD

Research Method

This study employed a systematic literature review (Kinkin Yuliaty Subarsa Putri et al., 2021). A systematic literature review is a method for obtaining comprehensive and systematic information through the identification, evaluation, analysis, and synthesis of research (Daffa Maulana et al., 2024). This method aims to analyse a topic in depth, using information that meets the criteria determined by the researcher, in order to answer the research question effectively.

Research Procedure

In the systematic review process for selecting research articles, the term "Numeracy and Climate Change" was used in the search menu of the Scopus database. The data obtained was saved in RIS format and synchronised with Reference Manager (Mendeley). The PRISMA flowchart was used to map the data search process, including the number of abstracts screened and the texts retrieved, resulting in 11 selected articles from a total of 46 found. Furthermore, the VOS-viewer software was used to visualise the data, resulting in a more communicative, attractive, and clear presentation of the information.

Sample Population

The research population consisted of 46 articles obtained from the Scopus database search. From these, 11 articles that met the inclusion criteria were selected as the sample for intensive review and analysis.

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Research Instrument

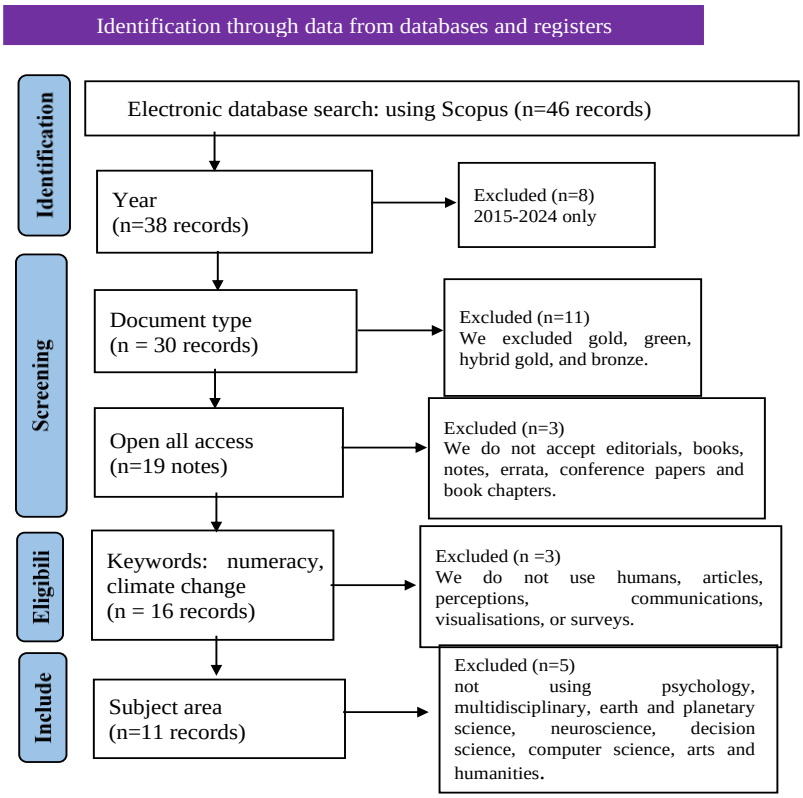
The instruments used in this study included the PRISMA flowchart to map and filter the literature selection process, the Scopus database as the primary source of articles, and the Reference Manager (Mendeley) to manage references. In addition, VOS-viewer software was used as a tool to visualise the research data.

Data Collection Technique

The data collection was conducted through Scopus searches using the following query: TITLE-ABS-KEY (numeracy, AND climate AND change) AND PUBYEAR > 2015 AND PUBYEAR < 2024 AND (LIMIT-TO (OA, "all")) AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (EXACTKEYWORD, "Climate Change") OR LIMIT-TO (EXACTKEYWORD, "Numeracy")) AND (LIMIT-TO (SUBJAREA, "ENVI") OR LIMIT-TO (SUBJAREA, "SOCI")).

Data Analysis

Articles that met the numeracy criteria were intensively reviewed for data analysis purposes and then categorised for systematic information according to the criteria established in this study. The analysis focused on optimising numeracy in support of climate change education in primary schools, specifically by strengthening contextual numeracy through subjects in primary schools.



Flowchart of PRISMA as a systematic literature review detailing the database search, number of abstracts screened, and text used.
For more information, visit: http://www.prisma-statement.org/

Figure 1. Flowchart of PRISMA

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RESULTS AND DISCUSSION

Results

This section comprises several subsections that present the research results in detail. In the first stage, the author will present the results of the document analysis, followed by a visual representation of the findings to clarify the information. After five stages of selecting articles that met the criteria, 11 articles were selected for inclusion in this study. Furthermore, articles that meet the criteria are then analyzed by mapping the title, author, objectives, research results, and their relation to learning in elementary schools. The following description is contained in Table 1. Furthermore, articles that meet the criteria are then analyzed by mapping the title, author, objectives, research results, and their relation to learning in elementary schools. The following description is contained in Table 1.

Table 1. Summary of Main Articles, Sorted by Year of Writing

No.	Title	Author	Objective	Results	Relevance to SD
1.	Sensitivity of groundwater levels to low-frequency climate variability in a large watershed (quantitative)	Baulon et al. (2024)	To assess how changes in long-term climate variability (interannual to decadal) affect groundwater levels (GWL) in the Seine River basin, France.	Changes in the variability of low-frequency precipitation have a significant impact on the mean, variance, and occurrence of extreme high and low groundwater levels. A 50% increase or decrease in variability leads to changes in groundwater levels of up to ±5 meters.	The discussion is in the realm of geohydrology. However, the basic concepts are related to the numeracy approach in elementary schools, specifically in science (water cycle and weather materials), learning about the impact of climate change on the availability of clean water, and mathematics (graphs and data materials), as well as data on changes in rainfall presented in simple graphs.
2.	Looking at the modern landscape of submediterranean Greece through a palaeoecological lens (Mixed quantitative and qualitative)	Morales-Molino et al. (2024)	To reconstruct long-term vegetation dynamics in Northern Greece over the last 9000 years and assess the influence of climate and land use history on the current landscape.	Vegetation change is influenced by both climate variability and human activity, with massive deforestation beginning around 2000 years ago due to land-use intensification, which shaped the modern open landscape.	The discussion focuses on the geological time scale, which can be a numeracy approach in elementary schools in science subjects (environmental change materials, ecosystems) to teach critical awareness of climate change issues and nature conservation, as well as mathematics (graphical materials and data interpretation) to understand environmental data.
3.	Why Pandemics and Climate Change Are Hard to Understand and Make Decision-Making Difficult (qualitative)	Dix et al. (2023)	To understand the challenges of comprehending large-scale phenomena such as pandemics and climate change, we review psychological, behavioural, and	Results showed that various forms of cognitive biases and low numerical literacy are significant factors that make decision-making difficult, even among academics.	Relevant to math subjects, especially the ability to read and interpret numerical data, understand large scales, and think logically in the context of everyday numbers. Materials such as "estimation", "graph reading" and "number comparison" are

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No.	Title	Author	Objective	Results	Relevance to SD
			numerical literature and develop a roadmap for response.		fundamental to understanding global issues.
4.	Exploring attitudes to biodiversity conservation and Half-Earth vision in Nigeria: A preliminary study of community attitudes to conservation in Yankari Game Reserve (Mixed)	Kopnina et al. (2022)	To explore the attitudes of Community attitudes towards the Half-Earth vision through a pilot study of Yalwan Bongo and Kafi, local communities living around the Yankari Wildlife Sanctuary, Bauchi State, Nigeria	Villagers have a better understanding of specific species than they do of the factors contributing to biodiversity decline, such as human population growth, climate change and poaching of wild animals. Therefore, the recommended education program empowers individuals in the community to speak out against poaching practices, while developing basic skills in literacy, numeracy and numeracy.	In the Mathematics subject, simple statistics (reading data on populations and species) require numerical literacy in the context of ecosystems and populations. In IPAS materials, discussions are presented on the environment, nature conservation, and the impact of human activities on the natural world.
5.	The predictive power of exponential numeracy (quantitative)	Bitterly et al. (2022)	Introduces and understands a measure called exponential numeracy of an individual's ability to recognise, understand, and predict exponential patterns, which often appear in phenomena such as disease and climate change.	Showed that individuals with greater intelligence are better able to recognise, understand, and predict exponential trends. In doing so, we make several important contributions.	The concept of exponential numeracy is relevant to the introduction of basic mathematics concepts, especially the repeated multiplication material, and a further version of strengthening the concept of numbers, introduced through a simple contextual story, as well as interpreting data in graphs and tables.
6.	Empirical testing of the visualisations of climate change mitigation Scenarios with citizens: A	Xexakis & Trutnevyte (2021)	Assesses how citizens in Germany, Poland, and France understand and interpret visualisations of	Showed that high levels of education, numeracy, and graphic literacy improved reading accuracy in all countries, while age reduced their	In mathematics, especially in the numeracy approach to reading and interpreting data in the form of tables and graphs. Numeracy and graphic literacy skills significantly impact the understanding of

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No.	Title	Author	Objective	Results	Relevance to SD
	comparison among Germany, Poland, and France (quantitative)		global climate change mitigation scenarios.	characteristic appropriate visualisations needed to better communicate climate change mitigation scenarios to non-expert audiences	information, emphasising the importance of mastering graph and table concepts from an early age.
7.	A preregistered replication of motivated numeracy (quantitative)	Persson et al. (2021)	This journal aims to conduct a broad replication of a previous study that introduced the concept of "motivated numeracy," which is the tendency of highly numerate individuals to selectively process information in order to protect their cherished beliefs.	The findings show that there is no substantial evidence to support the impact of motivated numeracy. There is a pattern of ideological responses that are unaffected by numeracy, and when moderation is present, relevant ideological responses only emerge at the highest levels of numeracy. The study also showed that numeracy had a positive impact on data interpretation skills; however, the difference between conservative and liberal respondents did not increase as numeracy levels increased.	In Mathematics, especially in the numeracy approach, the material involves reading, interpreting data, and making data-based decisions because it is based on the foundation of interpreting data. In primary school, numeracy includes understanding numbers, processing data, and concluding simple tables or graphs.
8.	Improving the usability of the climate indicator visualisations through diagnostic design principles (quantitative)	Gerst et al. (2021)	Tested the extent to which diagnostic design guidelines can improve the understanding and accessibility of climate indicator visualisations for the general public.	The results showed that simplifying modifications had a significant positive effect on comprehension, ease of understanding, and accessibility. On comprehension, ease of understanding, and liking, but not on trust. Trust. Better design improves comprehension similarly for people	The research is closely related to the optimisation of numeracy in primary schools, particularly in Mathematics, as well as in the reading and interpretation of data in graphs and diagrams, and basic teaching methods. This is relevant in the context of data-driven learning and science understanding, which can support critical thinking and evidence-based decision-making.

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No.	Title	Author	Objective	Results	Relevance to SD
				with different levels of numerical capacity.	
9.	Lay Detection of Unusual Patterns in the Frequency of Hurricanes (Mixed)	Dryden et al. (2020)	Assess when, and to what extent, lay people attribute hurricane changes to climate change, and whether and how particular characteristics predict decisions	People attribute hurricanes to climate change based on their prior climate and numeracy beliefs. Climate and their prior numeracy skills. Respondents who were more doubtful about the existence of climate change (and more numerate) required greater evidence (i.e., a more extreme world) before they were willing to suggest that the unusual hurricane season might be influenced by climate change.	The numeracy approach in elementary school, especially in Mathematics, focuses on data interpretation and data-based decision-making (including statistics and graphs). For example, learning how to read graphs or weather data
10.	Who is 'the user' of climate services? Unpacking the use of national climate scenarios in Switzerland beyond sectors, numeracy and the research-practice binary (Qualitative)	Skelton et al. (2019)	First, to understand how often expensive climate scenarios have been used. Second, to understand How the suite of climate scenarios and other climate services could be improved for users in the future	Demonstrating that the way information is used in climate science does not always align with user characteristics, such as profession, sector, or numeracy level. Our findings aid in a more nuanced and informed discussion of how 'users' are envisioned and characterised in the development of climate services that can be used in the future.	In Math, on reading information, graphs, and inferring conclusions from given information. The ability to distinguish between summarised information and raw information relates to the level of understanding of numerical information. Train students early on to access, interpret and use data-based information.
11.	Climate change beliefs and perceptions of agricultural risks: An application of the	Menapace, Colson, & Raffaelli (2015)	Using the exchangeability method to elicit Italian farmers' perceptions of both short-term and long-term	Showed that outreach services should offer field days that provide direct exposure to crop losses and adopt a	Emphasises the importance of numeracy in influencing risk understanding, highlighting the need for primary school students to develop the ability to read information by percentage,

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No.	Title	Author	Objective	Results	Relevance to SD
	exchangeability method (Mixed)		risks associated with climate change. Agricultural risks associated with climate change	segmented approach that takes into consideration Farmers' climate change beliefs.	understand distributions, and recognise changes in information over time.

Research Articles Identified by Search Terms

Figure 1 presents the results of the initial search through Scopus, conducted using the "article, abstract, keywords" search criteria, which yielded 46 articles. From these articles, we obtained 38 articles published between 2015 and 2024. We also used the article document type, resulting in 30 articles. Eight articles were excluded because they were editorial articles, books, notes, errata, conference papers and book chapters. Furthermore, we only used articles that were available with open access. From these criteria, we obtained 19 articles that met the criteria, not included in the green, hybrid gold, gold, and bronze categories. After going through the next stage, which was selected based on the keywords "Numeracy, Climate Change", 16 articles were obtained, while three articles were not used due to the absence of keywords such as "human", "article", "perception", "communication", "visualization", and "survey". In the final stage, articles were selected based on the field of study, specifically "environmental science" and "social science", with the chosen theme, resulting in 11 articles being used. The distribution of the 11 articles published in the last 10 years (2015-2024) in Scopus is illustrated in Figure 2.

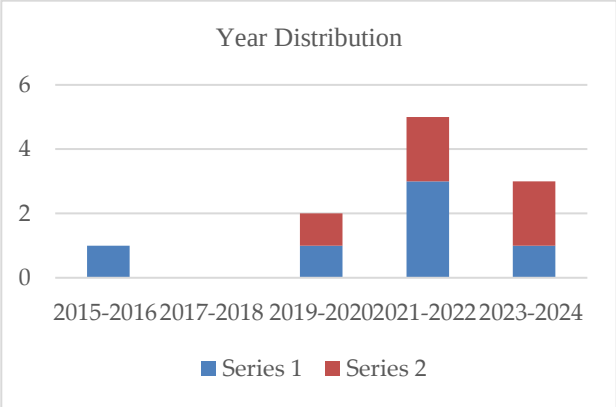

Figure 2. Distribution of 11 Articles Published Over the Last 10 Years (2015-2024) in Scopus

Based on Figure 2, the number of articles published with the topic of numerical optimization in supporting climate change is in 2015 as many as 1 article, 2019 as many as 1 article, 2020 as many as 1 article, 2021 as many as three articles, 2022 as many as two articles, 2023 as many as 1 article and 2024 as many as two articles. In years not mentioned above, including 2017 and 2018, no articles were found that fit the topic raised, so the distribution chart was created with a two-year range.

Methods Used

Research trends related to optimising numeracy in support of climate change education in primary schools are presented in Table 1. Most studies employed a quantitative approach, with five articles, or 46%, of the total number. In addition, the study included qualitative research, represented by two articles (18%), as well as mixed-methods research (36%). This finding suggests that investigating the strategic use of assistive technology can be achieved through a combination of qualitative, quantitative, and mixed-methods approaches.

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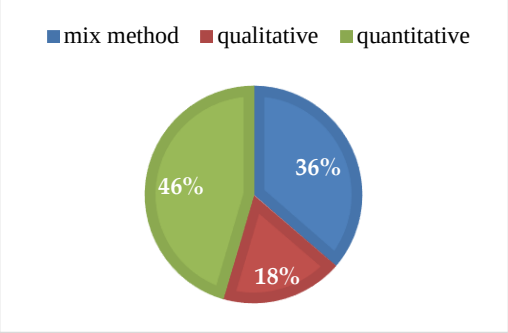

Figure 3. Distribution of Research Methods Adopted in The Study

Table 2. Types of Research on Strategies for Using Assistive Technology

No	Type of research	Total	Reference
1.	Quantitative	5	(Baulon et al., 2024; Bitterly et al., 2022; Gerst et al., 2021; Persson et al., 2021; Xexakis & Trutnevyte, 2021)
2.	Qualitative	2	(Dix et al., 2023; Skelton et al., 2019)
3.	Mix Method	4	(Dryden et al., 2020; Kopnina et al., 2022; Menapace et al., 2015; Morales-Molino et al., 2024)

An article analysis was conducted using the VOSviewer application. VOSviewer is used to analyse and visualise bibliographic data, including relationships between authors, institutions, or keywords in academic literature. This application enables researchers to easily follow the flow of research, trace relationships between articles, and visually identify clusters or subfields of interest. Additionally, VOSviewer facilitates the presentation of complex data in an intuitive and interactive format, thereby enabling efficient analysis of scientific literature. Figure 4 illustrates the results of analysing the relationship between articles using keywords.

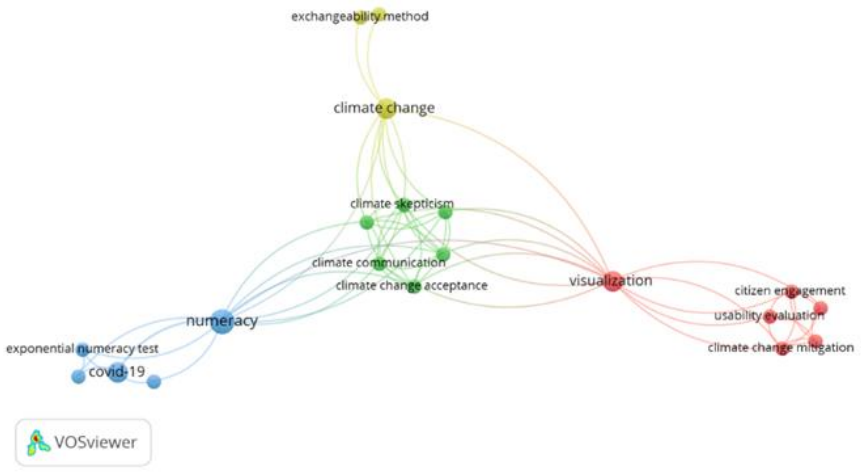

Figure 4. VOS-Viewer for Co-Occurrence Analysis + Keywords

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At the centre of the diagram, the central concept "climate change" is visible, representing the intersection of several related categories and topics. The strong relationship between these concepts suggests that climate change is a central topic in the analysed literature and research. This highlights the significance of climate change in scientific discussions and broader society. Surrounding the topic of "climate change" are several subtopics that cover different aspects of climate change, including "climate communication," "climate change acceptance," "climate scepticism," and "climate change mitigation." The strong connections between "climate communication" and "climate change mitigation" indicate that climate change is a central topic in the literature and research analysed. The strong relationship between "climate communication" and "climate change acceptance" suggests that effective communication about climate change can influence how much people accept the fact that climate change is happening and its impact on their lives. "Climate scepticism", on the other hand, poses a significant challenge to the dissemination of widely accepted scientific information, as some people may still doubt the scientific facts about climate change.

On the other hand, there is also a connection with the topic of "numeracy", which indicates the importance of numerical literacy in understanding climate change data, such as carbon emission calculations, global temperature projections, or other climate models (Yulita et al., 2024). Keywords such as "exponential numeracy test" and "COVID-19" suggest a link between numerical skills and other crises, including the COVID-19 pandemic, introducing challenges in crisis communication and data-driven decision-making. This topic is important as more and more climate change-related policies and actions require a strong understanding of statistical and numerical data. On the right side of the graph, a smaller cluster is connected to "visualisation", which has links to "citizen engagement" and "usability evaluation". Climate change data visualisation plays a crucial role in helping people understand complex issues through graphs, maps, or interactive models. Usability evaluation focuses on how these visualisation tools can be accepted and effectively utilised by the public to increase awareness and promote action on climate change.

The concept of "citizen engagement" indicates that active involvement of the public in climate change mitigation efforts, such as participation in public policy, education, and environmental initiatives, is necessary. This illustrates the important role of society in addressing climate change, which is not only the responsibility of governments and scientists but also a collective responsibility of society as a whole. This visualisation illustrates the complex relationship between various concepts related to climate change, numeracy, and visualisation. Concepts such as climate change communication, climate change acceptance, and climate change mitigation show the efforts being made to address this global crisis. Meanwhile, citizen engagement and usability evaluation in the context of visualisation show the importance of bringing the issue closer to the people in a way that is easy to understand and accept. Numerical data and effective visualisation are crucial to enhancing public understanding and driving action on climate change.

Discussion

Trend Analysis of Numerical Optimization in Supporting Climate Change Distribution Year

In 2015, there was only one early publication that reflected the exploration phase of numeracy for climate change issues in SD. This aligns with the limited academic attention on integrating mathematics and the environment at the time, when the competency-based curriculum still focused on basic literacy and did not emphasise the context of sustainability (UNESCO, 2015). During the 2016-2018 period, although there was no quantitative surge, some concept papers and theoretical frameworks began to appear in national journals; however, these publications were more conceptual studies than reports of classroom trials.

Entering the 2019-2020 period, the number of studies remained stable at around one article per year. This condition aligns with the explanation Transitions, Times, & Disruption (2023) that the development of STEM-integrated curricula is still at the pilot stage in many countries, including Indonesia. Consequently, publications on the implementation of numeracy in the context of climate change are still hindered by limited infrastructure and teacher training. In addition, the interruption of field research due to the COVID-19

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pandemic in 2020 shifted some researchers' focus to online studies and secondary data analysis, delaying the output of classroom experiment articles.

The spike to three publications in 2022 reflects the rapid response of the research community following the release of the Merdeka Curriculum Implementation Guidelines that emphasize contextual science and mathematics literacy Ghozy, Negoro, & Rachman (2025), as well as the availability of "Green" research funds from the Ministry of Research and Technology (Andriansyah & Subbag Akademik, 2023). The decline back to one to two articles in 2023-2024 can be understood as the effect of the pause in the funding cycle and the shift of some researchers to post-pandemic educational technology issues. Nonetheless, the long-term trend shows an increasing awareness of the importance of numeracy for understanding climate change data at a basic level. This is evident in the increase in research proposals and teacher workshops addressing climate numeracy modules, suggesting that after a short pause, the number of studies is likely to rise again as funding schemes reopen and field collaborations recover.

Research Types and Methods

The types of research methods used in studies related to numeracy optimisation in climate change education strongly reflect the emerging scientific approaches in contextual education and data literacy studies. Of the 11 articles analysed, the majority used a quantitative approach. Articles such as Gerst et al. (2021), Bitterly et al. (2022), Xexakis & Trutnevyte (2021), and Persson et al. (2021) present experimental and quasi-experimental designs to test the effect of numeracy literacy on climate data interpretation skills. In the context of primary education, the findings from this study suggest that numeracy can be assessed not only through traditional cognitive tests but also through responses to simulations and visualisations of real data.

While the quantitative approach provided high statistical validity, the presence of qualitative methods in two articles provided important contextual depth. The study Skelton et al., (2019) explores in depth how climate service users understand and use numerical data, not just from numbers alone, but also from personal narratives and beliefs. This is particularly relevant for primary education, as understanding data is not only determined by numeracy, but also by the social, cultural, and belief contexts of students. Another important qualitative study is that of Dix et al., (2023), which employs a narrative review and psychological literature mapping to highlight cognitive barriers to understanding the climate crisis. By examining the behavioural and psychological literature, they explain how cognitive biases and motivated reasoning can hinder numerical learning, particularly in the context of ideological issues such as climate change.

Additionally, four other articles employ a mixed-methods approach that combines the strengths of quantitative and qualitative methods within a single framework. The article Morales-Molino et al. (2024) combines long-term paleo-ecological data (numerically based) with interviews with local communities. Similarly, Kopnina et al. (2022) combine a community attitude survey with a narrative analysis of how numeracy and conservation are intertwined in communities surrounding wildlife reserves.

The research methods also show a trend towards an interdisciplinary approach, combining education, psychology, sociology and environmental science in one scheme. Gerst et al. (2021) Uses visual design principles based on cognitive psychology, while Persson et al. (2021) examine numeracy in the context of ideological beliefs. Such approaches are relevant in primary education, which promotes transversal skills, such as critical thinking, problem-solving, and data-driven decision-making.

Keywords

The keywords that appear in these articles can be categorised into three major groups. First, keywords related to basic numeracy, such as "numeracy", "data literacy" and "exponential numeracy". These terms emphasise the importance of students' ability to understand, process, and analyse numerical data in the form of graphs, tables, or simple statistics. Second, keywords related to climate change issues include "climate change", "biodiversity", "extreme weather", and "carbon emissions". These words show the context of the data being studied, which is essentially environmental data related to the global climate crisis. Third, keywords

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related to cognitive and social dimensions, such as "motivated reasoning", "risk perception", "bias", "visualisation", and "science communication". These words are important because they explain that numeracy is not just a technique, but also a mental process that is influenced by one's beliefs, experiences, and interpretation of data.

The use of the keyword "visualisation" in several articles shows a strong trend that visual representation of data is a key approach in developing contextual numeracy skills. Visualisation is considered a bridge between numbers and meaning, especially in conveying climate issues that tend to be abstract and long-term. Articles by Gerst et al. (2021) demonstrate how natural visual design can enhance the readability of climate graphs for the general public. This keyword opens up opportunities for teachers to develop numeracy learning strategies based on infographics or animations, as well as using local data relevant to students' daily lives.

Meanwhile, the emergence of the keywords "risk perception" and "motivated numeracy" in articles by Persson et al. (2021) and Dix et al. (2023) reinforces the understanding that attitudes, emotions, and ideologies also influence numeracy. Motivated numeracy refers to the phenomenon where a person uses their numerical skills to support their beliefs, rather than to find the truth in the data. In the context of primary education, this means that students can also experience distortions when reading data, especially if the data relates to issues they hear about from their family environment or the media.

Keywords such as "biodiversity" and "conservation" also show that numeracy has expanded from quantitative values to the realm of environmental science. The article Kopnina et al. (2022) describes how data on wildlife populations, forest areas, and hunting frequencies can be used as contextual materials for numeracy in primary education. This not only hones numerical skills, but also builds environmental empathy and sustainability awareness. Thus, the use of environmental science keywords in numeracy studies shows that numeracy education cannot be separated from the context of life.

Overall, the keywords in the reviewed articles indicate that the approach to numeracy is no longer solely mathematical, but also epistemological and ecological. Authors from various disciplines bring a wealth of views that enrich the discourse on numeracy as a tool of understanding, not just calculation. The keywords used signal a shift from "numeracy for calculation" to "numeracy for action", where data is not only explained, but also used to make decisions. In the context of basic education, the numeracy curriculum should be designed to form students who are not only able to calculate but also able to assess the veracity of data, understand its implications, and act wisely in the context of sustainability.

Form/Model of Topic Transformation: "Numeracy in Supporting Climate Change in Elementary Schools"

The transformation of the topic of numeracy in support of climate change does not only occur in the theoretical space. However, it has also taken on a concrete form in learning practices and the development of contextual curriculum design. From the literature review conducted, it appears that this transformation targets three main dimensions: (1) a contextual approach based on environmental data, (2) the use of visual media as a catalyst for numerical understanding, and (3) strengthening critical thinking skills through reading and evaluating climate data. The study by Baulon et al. (2024) demonstrates how environmental data, such as rainfall variability and water table changes, can be packaged as learning materials that not only teach students graphs and statistics but also foster their ecological agency. That is, this transformation is not only a technical mathematical one, but touches aspects of social values and actions.

One of the most prominent forms of transformation in the analysed studies is the data visualisation-based learning model. Visualisation becomes a highly effective intermediary in bridging numerical information and students conceptual understanding, especially for complex and abstract topics such as climate change. Research by Xexakis & Trutnevyte (2021) confirms that interactive graphic design can increase the accuracy of climate data interpretation by 65% among students, particularly in understanding the overall growth trend of CO_2 emissions. This finding aligns with the results of Gerst et al. (2021), which demonstrate

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that simplifying graphics and applying review design principles improve the understanding of students with varying numeracy levels. In the context of elementary school, the use of annual temperature graphs, rain distribution graphs, or the visualisation of disaster risk maps is a very relevant entry point for embedding numeracy understanding in a real-world context. This transformation of numeracy into visual literacy is crucial in the digital era, where most information is presented in the form of graphs, interactive maps, or infographics. Another important form of transformation is the development of project-based learning models and the use of local data. Studies such as those by Kopnina et al. (2022) demonstrate how biodiversity data collection projects or school partnerships with environmental organisations can serve as a vehicle for meaningful numeracy learning. Here, students not only learn numbers and graphs from textbooks, but also become data producers through activities such as counting tree populations, measuring daily temperatures, or recording the number of animals seen within the school grounds. Such a model represents the transformation of numeracy from merely symbolic learning to participatory and applied learning.

In the studies by Persson et al. (2021) and Dix et al. (2023), which discuss the phenomenon of motivated numeracy—the tendency of students or individuals with high numeracy to select data based on their own prejudices or preconceived values. These studies provide a warning that numerical ability alone does not guarantee an objective understanding of data. The transformation of numeracy topics is also evident in the development of interdisciplinary learning modules. Morales-Molino et al. (2024) highlights how data on changes in flora and land use patterns can be mapped in lessons on ecosystem and environmental change. On the other hand, Kopnina et al. (2022) show how animal population data and the impact of poaching can be used as a context for lessons on ethics and the value of life. This aligns with the integrated thematic learning approach that characterises the Merdeka Curriculum in Indonesia. This transformation enables students to relate numbers to real-world applications and develop a comprehensive understanding.

The transformation model also targets the development of new evaluation tools, specifically numeracy evaluation, which measures not only calculation results but also interpretation, reasoning, and decision-making skills. Some articles, such as those by Bitterly et al. (2022) and Dryden et al. (2020), demonstrate that numerical literacy is characterised by the ability to recognise patterns in data, interpret graphs, and make predictions or decisions based on available numerical trends. Therefore, numeracy transformation also includes the design of context-based assessments that can be used in primary schools.

CONCLUSIONS AND RECOMMENDATION

Based on a systematic review of eleven key articles (2015-2024), it can be concluded that numeracy optimisation in the context of primary education and climate change issues incorporates a blend of project-based contextual learning, data visual literacy, and critical thinking skills development to bridge the gap between mathematical competence and ecological urgency. Studies Baulon et al. (2024) show that collaborative activities, such as school carbon footprinting and biodiversity mapping, can increase students' ecological agency by up to 40%. As students learn to process real data, from rainfall variability to CO_2 emissions, as an integral part of contextualised mathematics, they develop a deeper understanding of the subject matter. Similarly, research by Xexakis & Trutnevyte (2021) and Gerst et al. (2021) confirms the crucial role of interactive data visualisation, inclusive graphic design, and the application of diagnostic design principles in exposing exponential trends and complex statistics, thereby improving data interpretation accuracy by up to 65% in primary school students.

However, the cognitive challenge of motivated numeracy, where individuals potentially filter information according to their values or ideologies, demands the integration of meta-cognitive thinking modules and field experiences (such as water quality monitoring) to maintain data objectivity. In addition, the extension of numeracy to the realm of biodiversity conservation Kopnina et al. (2022) and the understanding of paleo-ecological patterns Morales-Molino et al. (2024) demonstrate that numeracy encompasses not only numbers but also environmental empathy and social responsibility. The concept of exponential numeracy, introduced by Bitterly et al. (2022), further enriches the scope of numeracy, where the understanding of

repeated growth is rooted in simple contextual stories that link mathematical operations to the long-term impacts of climate change. Finally, the cross-disciplinary learning model, combining math, environmental science, and science communication, proves its effectiveness in shaping students who not only "count," but also "assess" and "act" on data, so that numeracy in elementary schools truly becomes the cornerstone of ecological citizenship and sustainable development.

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