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Teacher literacy skills through minimum competency assessment training

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ABSTRACT

Improving the education evaluation system is part of the independent learning policy aiming at encouraging the improvement of quality of learning and learning outcomes in Indonesia. The Ministry of Education and Culture of Indonesia plans the implementation of a national assessment in 2021. Changes to this national assessment evaluate students' competence and map the education system in the form of inputs, processes, and results that will be achieved. Thus, assessment is no longer an individual assessment. In order to accelerate the improvement of the quality of Indonesian Education, it is necessary to reflect both from the relevant agencies and school agencies as the main actors in the assessment. Based on this thought, it is necessary to carry out training for teachers in compiling AKM problems. The purpose of this study is to find out the implementation of training in preparing minimum competency assessments for teachers, whether there is an increase in teacher literacy skills, and how teachers respond through teacher training. The research method implemented was qualitative descriptive analysis with three stages: preparation, implementation, and evaluation. The results of the minimum competency assessment of teachers are assessed based on the results of the development of AKM MGMP teachers in Surabaya obtained 86% increased results. Training obtained by each MGMP teacher based on the results of AKM workshops were known to be 3 participants gained significant results, it was 38%-46%, while seven other participants ranging from 4%-8% experienced an increase. These results show the success of AKM training activities for teachers. The results of the trainee response provide good and excellent feedback.

Kata kunci
Keterampilan membaca
Numerasi
Penilaian

Keterampilan literasi guru melalui pelatihan penilaian kompetensi minimum. Penyempurnaan sistem evaluasi pendidikan merupakan bagian dari kebijakan pembelajaran mandiri yang bertujuan untuk mendorong peningkatan kualitas pembelajaran dan hasil pembelajaran di Indonesia. Kementerian Pendidikan dan Kebudayaan RI merencanakan pelaksanaan penilaian nasional pada tahun 2021. Perubahan penilaian nasional ini mengevaluasi kompetensi siswa dan memetakan sistem pendidikan dalam bentuk input, proses, dan hasil yang akan dicapai. Dengan demikian, penilaian bukan lagi penilaian individu. Dalam rangka percepatan peningkatan mutu Pendidikan Indonesia, perlu adanya refleksi baik dari instansi terkait maupun instansi sekolah sebagai aktor utama dalam penilaian. Berdasarkan pemikiran tersebut, perlu diadakan pelatihan bagi guru dalam menyusun soal-soal AKM. Tujuan penelitian ini adalah untuk mengetahui pelaksanaan pelatihan penyusunan penilaian kompetensi minimal guru, apakah terjadi peningkatan keterampilan literasi guru, dan bagaimana respon guru melalui pelatihan guru. Metode penelitian yang dilakukan adalah analisis deskriptif kualitatif dengan tiga tahapan yaitu persiapan, pelaksanaan, dan evaluasi. Hasil penilaian kompetensi minimal guru yang dinilai berdasarkan hasil pengembangan AKM MGMP guru di Surabaya diperoleh hasil peningkatan 86%. Pelatihan yang diperoleh masing-masing guru MGMP berdasarkan hasil workshop AKM diketahui 3 peserta memperoleh hasil yang signifikan yaitu 38%-46%, sedangkan tujuh peserta lainnya berkisar 4%-8% mengalami peningkatan. Hasil ini menunjukkan keberhasilan kegiatan pelatihan AKM bagi guru. Hasil respon peserta pelatihan memberikan umpan balik yang baik dan sangat baik.

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INTRODUCTION

Students' learning results can be an effective indicator to measure the quality of teaching, curriculum achievement, and school system. In 2018, it was found that about 70% of learners had minimum literacy competencies. The score obtained by Indonesia in the PISA category still has not shifted in its position in the last 10-15 years. Indonesia is a country that has never experienced an increase in PISA results. Finding shows that students' scientific literacy was in poor quality in the category of science as way of thinking, followed by science as a way of investigating and the interaction among science, technology, and society (Rusilowati, 2016). Responding to these conditions, there needs to be a literacy assessment change that can boost the improvement on the quality of learning, especially biological learning. It was found that junior high school students' scientific literacy was low in Biology teaching (Mulbar & Bahri, 2021). This research also suggested that constructivist way of learning is effective to increase students' scientific literacy skill. Further, PISA-like Mathematic task using Indonesian natural and cultural heritage to assess students' mathematical literacy was potential to be implemented at school (Oktiningrum, et al., 2016). In this regards, number of research activities were done in Indonesia particularly in the field of science (Ni'mah, 2019). Therefore, some improvements in students' literacy competence is needed.

In 2021, the official national assessment implemented by the Ministry of Education and Culture and the National Examination was temporarily suspended. This policy is determined based on the results of coordination of the Ministry of Education and Culture with the cooperation of a number of relevant agencies and institutions. In this case, the national assessment is applied to evaluate the performance and quality of the education system. The results of the national assessment do not have any consequences on the achievement of the learning process of learners but can be seen good feedback for teachers to follow up on learning and competence of learners in the future. A study conducted by Rachmatullah et al., (2016) shows that the use of Scientific Literacy Assessment (SLA) can measure students' achievement of scientific literacy across gender. It is found that male students had higher scientific literacy than their female counterparts in the aspect of scientific motivation and belief. Looking at the US success in literacy, it is found that economic/social/cultural status, climate, and school types are significant factors to students' literacy achievement (You et al., 2020).

Therefore, national assessment needs to be done to improve the quality of the education system which does not emphasize the achievement of learners in mastering the subject matter and final test scores, but is more focused on the form of achievement of learners' competencies consisting of competence of knowledge, skills, and attitudes. When connected with the era of transformation of 21st century education that requires learners to have learning skills and innovation, especially skills in using information technology, life skills to work or life skills to contribute to society. However, PISA assessment program has also been criticized as it details low-level representations of content knowledge (Sadler & Zeidler, 2009). It can be concluded that there is no one best literacy assessment. One measurement that teachers should find is the best assessment that is contextualized to students' context and need.

To measure these competencies, there needs to be a national statement that is used as a measuring tool to find out the learning competence of learners. Measuring and observing is the process of determining an assessment by comparing pre-existing values (Adom, Dickson, 2020). In addition to looking at the results of cognitive aspects in it includes measuring attitudes, values, beliefs, and behaviors that can predict the performance of learners with a variety of relevant biological content. In the demands seen in the profile of Pancasila students who want to be achieved, namely faith and fear of God Almighty and noble character, global diversity, self-sufficiency, critical reasoning, creative and gotong royong. Therefore, teachers have an important role to adopt these values in the learning process. Thus, students will not only master the content but also understand deeply the biological concepts applied in various contexts of life. When we relate to the material in biology subjects, it is closely related between content and skills of the 21st century. According to Syahrul (2010), assessments can also be assessed through performance and laboratory-based practice and assessment models also provide precise and accurate results. The acquisition of the results of improving the learning of learners holistically is used as an evaluation through national assessment.

Through Community Service on national assessment, it is hoped that biology teachers can gain knowledge and skills in adopting national assessments, namely literacy and numeracy, because teachers in partner schools still need training activities that can be applied in the biology learning process in various biological contents and concepts that can change learning outcomes and are expected to increase the improvement of learning achievement of learners, especially face technology-based learning.

METHOD

The monitoring stage held an online observation activity to see how MGMP teachers in developing national assessments with google form. This activity is carried out with the target of junior high school teachers in Surabaya or around east Java. Preparation of material preparation and conformity with the theme of the activity is packed with interest. Instruments that will be trained to teachers through virtual space.

The implementation stage was carried out to trainees with the number of participants who signed up, namely 70 people, and who participated during the workshop, namely 36 MGMP teacher participants in East Java. Activities begin with 1) opening and introductory, 2) lectures and Q&A zoom meetings 3) activities provide exercises to develop AKM instruments and assessment training through zoom meetings. 4) The practice of preparing assessments by each participant conducted online and billed through WA and also uploading files in Google Classroom Workshop AKM 2021.

The Evaluation Stage will be carried out in several stages of activities, namely training / workshops provided will get feedback through Google Classroom, assessment activities and assessment improvements developed by participants based on input from speakers. This evaluation activity will be conducted online both with WAG and GC. To obtain the response of teachers who participated in the workshop filling the questionnaire by participants and given a return period of 1 month along with advanced tasks given by the workshop manager or PKM TEAM.

RESULTS AND DISCUSSION

This implementation stage has been carried out to trainees with the number of participants who signed up through leaflet disseminated to social media or WhatsApp group (Appendix 1) which is 70 (Appendix 2) who participated during the workshop, namely 34, each from MGMP SMP / MTsN participants who totaled 10 schools and MGMP participants at smaatua level equal to a total of 7 schools. With each high school / vocational school / MA in Surabaya, East Java involved, among others from Raden Rahmat Surabaya Junior High School, SMP Negeri 56, SMPN 10, SMPN 29, SMPN 2, SMPN 27, SMPN 21, Al Hikmah Surabaya, for high school teachers in Surabaya involved, among others: SMAN 16, SMA Wijaya Putra, Satya Dharma High School, MA Sunan Giri, and participants from outside Surabaya are SMPN 10 Pasuruan, MTs Ome Tidore Islands, Mazra'atul Ulum Paciran Lamongan High School, Mazra'atul Ulum Paciran High School, and 1 Puncu State High School. The activity begins with 1) opening and introduction by representatives of the PKM team and partner principals through a virtual space through zoom meetings can be seen in Figure 1.

Figure 1. Opening and Introductory activities of the PKM team and mitra principal

The second implementation is a lecture and Q&A zoom meeting at this session of material delivered by the speakers in accordance with their field of expertise. The material has been uploaded in Google Classroom first to make it easier for participants to download at any time. Here is the material presented by the first source with the title Preparing AKM and Learning, with a duration of 40 minutes. Here are the results of implementing the delivery of material online through the zoom room of Figure 2. Submission of materials and Training on Compiling AKM problems by the 2nd speaker is seen in Figure 3, and the delivery of materials and Training on Compiling AKM L3 problems by speaker 3 in Figure 4.

The second stage is the practice of developing the AKM Literacy Problem L1 understanding, and L2 is the application delivered by Mr. Ahmad Bashri, S.Pd, M.Si. While literacy material 3 (L3) is delivered by the third speaker Mr. Dr. Raharjo, M.Si. The third stage of the activity provides exercises to develop AKM instruments and assessment training through zoom meetings. Stage four is the practice of preparing assessments by each participant conducted online and billed through WhatsApp (WA) and also uploading files on the menu available in Google Classroom Workshop AKM 2021. After the presentation of participants' materials was divided into simulation groups and mentoring was conducted through WA group and Google Classroom, each participant entered the discussion menu of each source and other group members. Development of AKM problems made based on subjects taught in each school of origin. All group members and accompanying lecturers provide advice and input on the results of participants. The platform of Google Classroom (GC) is shown below. Discussion and Q&A activities also continue in the GC room for one week

(Figure 5). Participants who complete all stages of the activity and give the final task will be given a certificate as an award.

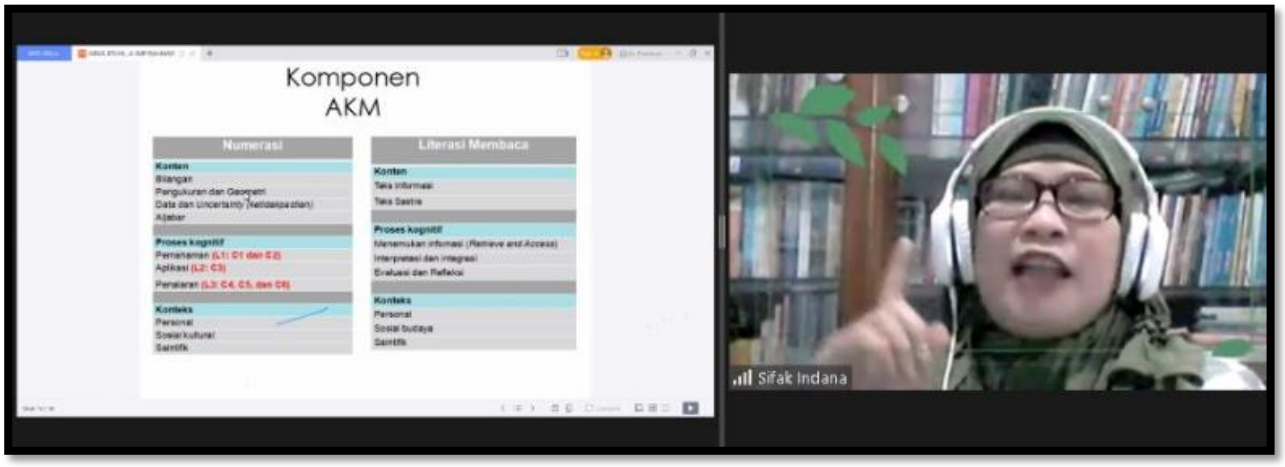

Figure 2. Submission of Materials by Dr. Sifak Indana, M.Pd with the Title of Preparing AKM and Its Learning

Figure 3. Explanation of Material by Ahamad Bashri, M.Si with the Title of Compiling the question of AKM L1 and L2 in Learning

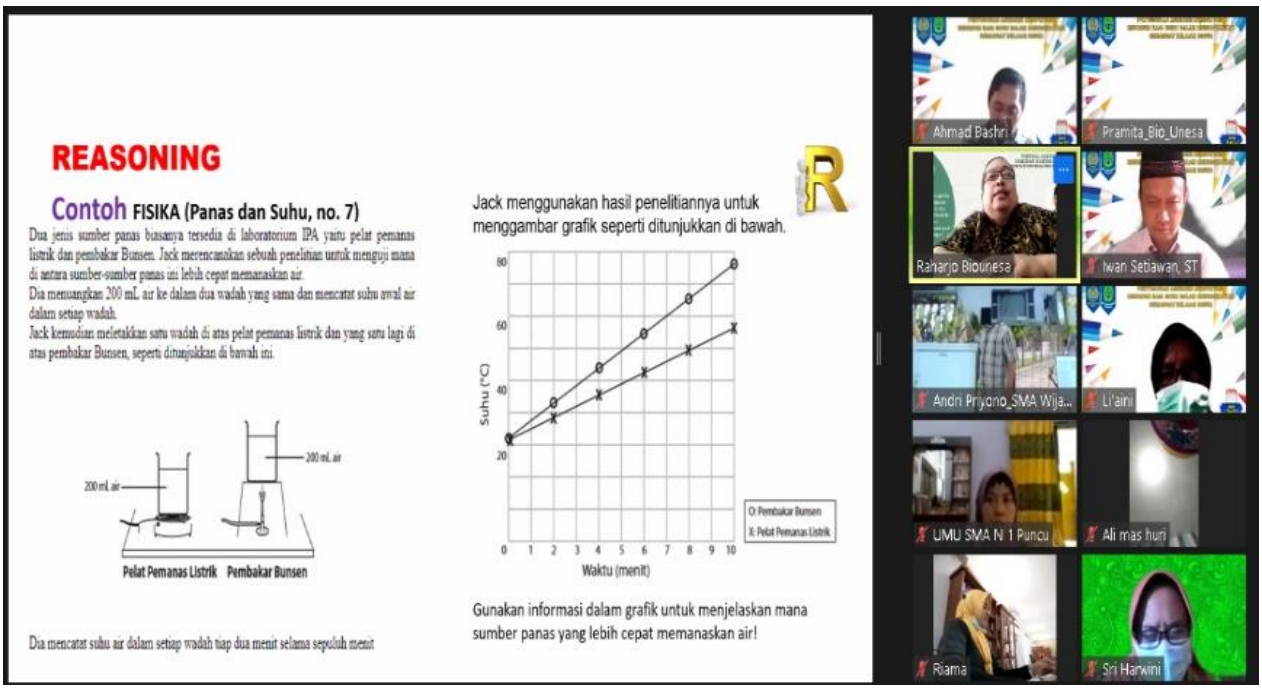

Figure 4. Explanation of Material by Dr. Raharjo, M.Si with the Title of Compiling the problem of AKM L3 in Learning

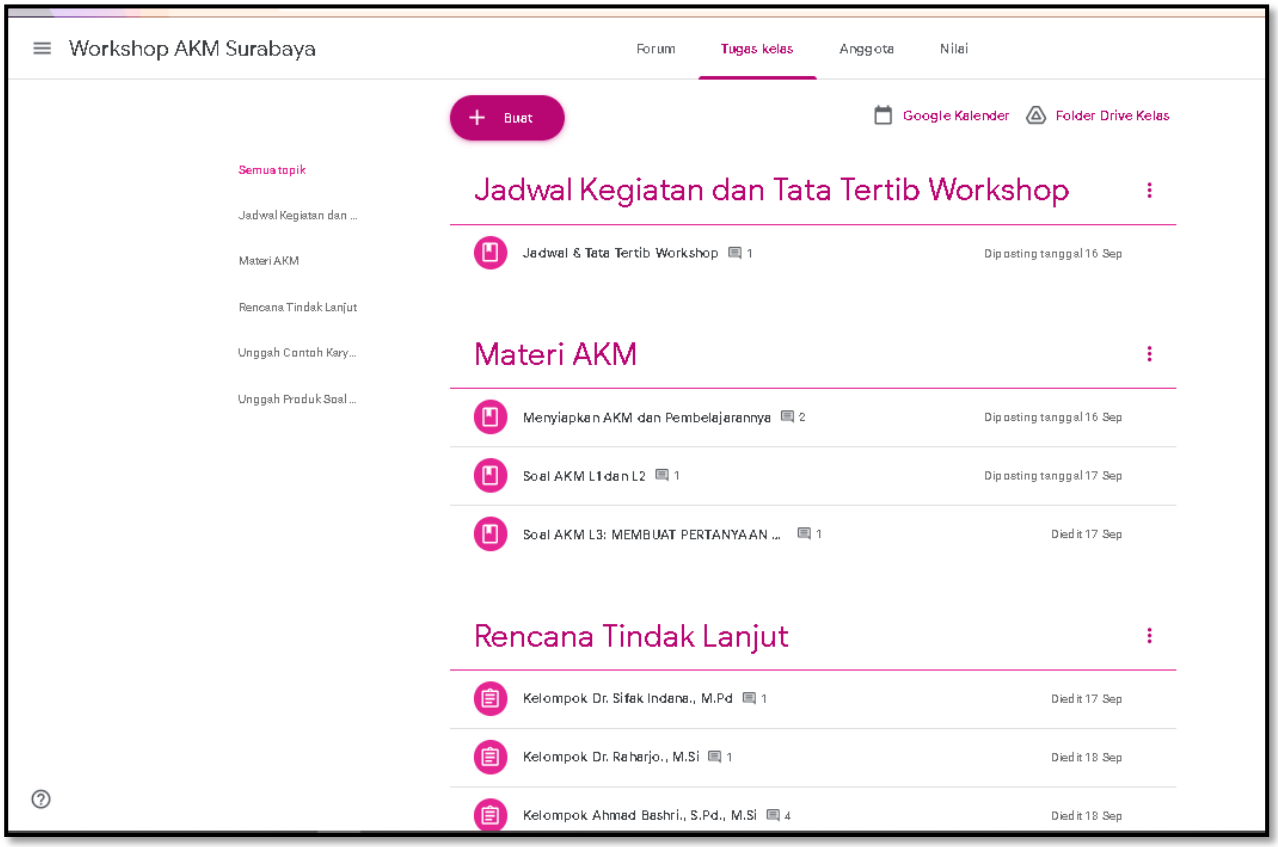

Figure 5. Google Classroom Workshop AKM View for MGMP Surabaya Participants

Improved Results of AKM Training Activities

Based on the results of the workshop, the return of follow-up tasks of participants who developed AKM problems as many as 10 MGMP participants were proven to be well implemented with the results obtained by MGMP participants with a total percentage of 86%. Here are the results of the average tabulation of participants before the workshop and after the workshop based on the AKM problem instrument made (Figure 6).

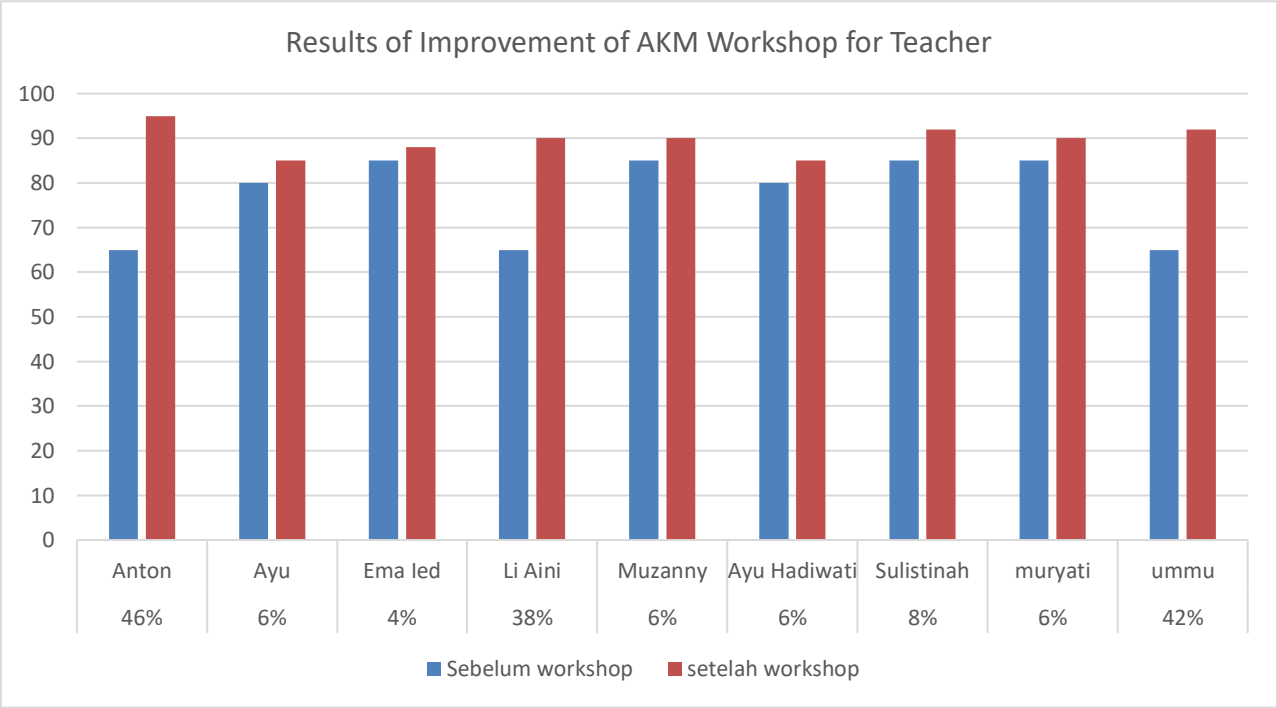

Figure 6. Percentage Diagram of increase of AKM trainees for Teachers

Based on Figure 6 show the blue color is before workshop and the red color is after workshop, participants obtained significant results, namely 46%, 38%, and 42%. Others range from 4%-8%. The difference in the success of this training activity is also characterized by previous AKM activities that have been followed by participants. While teachers who initially had low AKM test scores admitted that they had never attended training and did not understand how to develop instruments or AKM problems that suited their subjects such as Mathematics and English.

The ability to structure AKM problems in learning is based on the teacher's literacy ability in understanding L1, L2 and L3. The ability assessment of participants is assessed based on the results of AKM issues developed and is the final product of training activities. Here are the results of the AKM product developed by MGMP teachers can be seen in the following example.

Read the article below carefully!

Gratuities

Definition of Gratification

The meaning of gratification can be obtained from the Explanation of Article 12B of Law No. 20 of 2001, which is a gift in the broadest sense, which includes the provision of money, goods, rebates (discounts), commissions, interest-free loans, travel tickets, lodging facilities, travel, free treatment, and other facilities. Such gratification is both accepted both domestically and abroad by using electronic means or without electronic means. The definition indicates that gratification actually means a neutral gift. A gift becomes a gratuity that is considered bribery if it is related to the office and contrary to the obligations or duties of the recipient.

The terminology of gratification has only been known in the realm of Indonesian criminal law since 2001 through Law No. 20 of 2001 on Amendments to Law No. 31 of 1999 on Combating Corruption. Article 12B and 12C are regulated regarding the delik gratification of regulating criminal threats to any civil servant / state organizer who receives any form of unauthorized giving in the performance of his duties, or which is termed as gratuities that are considered bribes and do not report them to the KPK within a maximum period of 30 working days.

The rule prohibiting acceptance of any kind actually existed long before the Corruption Eradication Act was published. The ban has been detailed in Presidential Decree No. 47 of 1992 on Changes to Presidential Decree No. 10 of 1974 on Several Restrictions on The Activities of Civil Servants in the Framework of Utilization of State Apparatus and Simplicity of Life, especially Articles 7 and 8.

At the time gratification was formulated through the revision of the Corruption Eradication Act, the KPK did not yet exist. Through Law No. 30 of 2002, the KPK was established and to further clarify the institutional handling of gratification reports, a special directorate was formed that handled the enforcement of the article of gratification. In Article 26 juncto Article 13 of the KPK Law was formed Subfield of Gratification which is in the Deputy of Prevention.

The practice of giving and receiving gifts is actually a natural and life in a social relationship. The practice is performed on natural events (such as birth, illness, and death) and the organization or celebration in a particular

momentum (such as akikah, tooth cutting, circumcision, birthdays, marriages, and funeral events). In the context of customs, the practice of giving is even more varied. Moreover, Indonesia lives with the diversity of ethnic groups with all its customs. In many tribes, of course, there is a diversity of the practice of giving and receiving gifts with all social and historical backgrounds.

Syed Hussein Alatas photographed the gift in his book Corruption, Nature, Cause, and Function (LP3ES, 1987). According to him, the practice of giving gifts can not necessarily be viewed as a factor causing corruption. Such a thing has lived long enough not only in Indonesia and Asian countries, but also Western countries. However, practices derived from traditional institutions are then ridden by interests outside the aspect of personal and social emotional relationships.

Thamrin Amal Tamagola (2009) also views gifts as something that is not only commonplace in every society, but also plays a very important role as "social cohesion" in a society or between communities / clans / clans and even between nations. Similarly, Kastorius Sinaga (2009) provides a sociological perspective on gratification that reveals that the conception of gratification is broad and elementary in public life. If giving and receiving gifts are placed in the context of social relationships, the practice is neutral. However, if there is a power relationship, the meaning of gratification becomes not neutral anymore.

An important point that can be understood from the view of a number of experts above is that indeed the practice of receiving gifts is something natural from the point of view of personal, social, and customs relations. However, when it is infected with other interests in power relations, the view of gratification is neutral cannot be maintained. That is what is referred to in Article 12B as gratuities that are considered bribes, namely gratuities related to the office and contrary to the obligations or duties of the recipient. In the context of this Article 12B, the purpose of gratuities that are considered bribes from the point of view of the giver is to expect future profits by expecting the civil servant/state organizer to do something contrary to his authority, in the interests of the giver.

1. *The following that governs the provisions on the practice of gratification are ....*
   a. *Law No. 30 of 2002, articles 12 B and 12 C*
   b. *Law No. 30 of 2002, Article 26 juncto Article 13 of the KPK*
   c. *Presidential Decree No. 47 of 1992, Articles 7 and 8*
   d. *Presidential Decree No. 10 of 1974, Articles 7 and 8*
   e. *Law No. 31 of 1999, Articles 12 B and 12*
2. *From the information discourse presented, the practice of giving (gratification) can lead further into acts of corruption when it comes to the following. Give a check mark (V) to the statement you agree with and a cross (X) on the statement you disagree with!*

Statement	Agree	Disagree
The award is related to the position and contrary to the obligations or duties that the recipient should have.		
Giving is related to the existence of special events in community events and social environments.		
Giving is ridden by interests beyond the goal of building aspects of personal and social emotional relationships.		
Giving is aimed at paying attention and aims to build personal, social and customs relationships.		
The provision is accompanied by other interests in power relations, related to the office and contrary to the obligations or duties of the recipient.		

Evaluation of AKM improvement training activities in learning that has been implemented obtained results that can be seen in Figure 7. The results of the response of training activities by teachers from partner schools amounting to 13 people, with different subject backgrounds at the junior /high school level and equivalent in Surabaya. The response given obtained good and excellent results on average 3-4 values given. Of the seventeen items consisting of; 1) Application of andragogical principles by sources during providing workshop materials, 2) Clarity of delivery of workshop materials by sources, 3) Speed of sources in responding to workshop participants' questions, 4) Accuracy of sources in responding to workshop participants' questions, 5) Politeness of sources during the workshop, 6) The ability of sources to create a pleasant workshop atmosphere, 7) The ability of sources to create a workshop atmosphere centered on participants, 8) Conformity and clarity of workshop materials with the needs of workshop participants to develop the potential of participants, 9) Conformity of workshop materials with the needs of participants to support participants' expertise in learning, 10) Workshop materials provide benefits for participants, 11) Contemporary workshop materials, 12) Completeness of materials and materials (media / props / etc.) needed to support the smooth implementation of the workshop, 13) Adequacy of workshop time provided, 14) Opportunity to convey questions and discussions during the workshop, 15) Opportunity to consult with speakers, 16) Opportunity to interact (online) fellow workshop participants, and 17) Completeness of workshop supports facilities/infrastructure. Some additional participants of online PKM activities should attend the training in the morning to be more focused and partner teachers still have enough energy to participate in the activities. They also still hope that there will be cooperation between Surabaya State University and other partners and ask for similar activities to develop literacy in various subjects taught in their school.

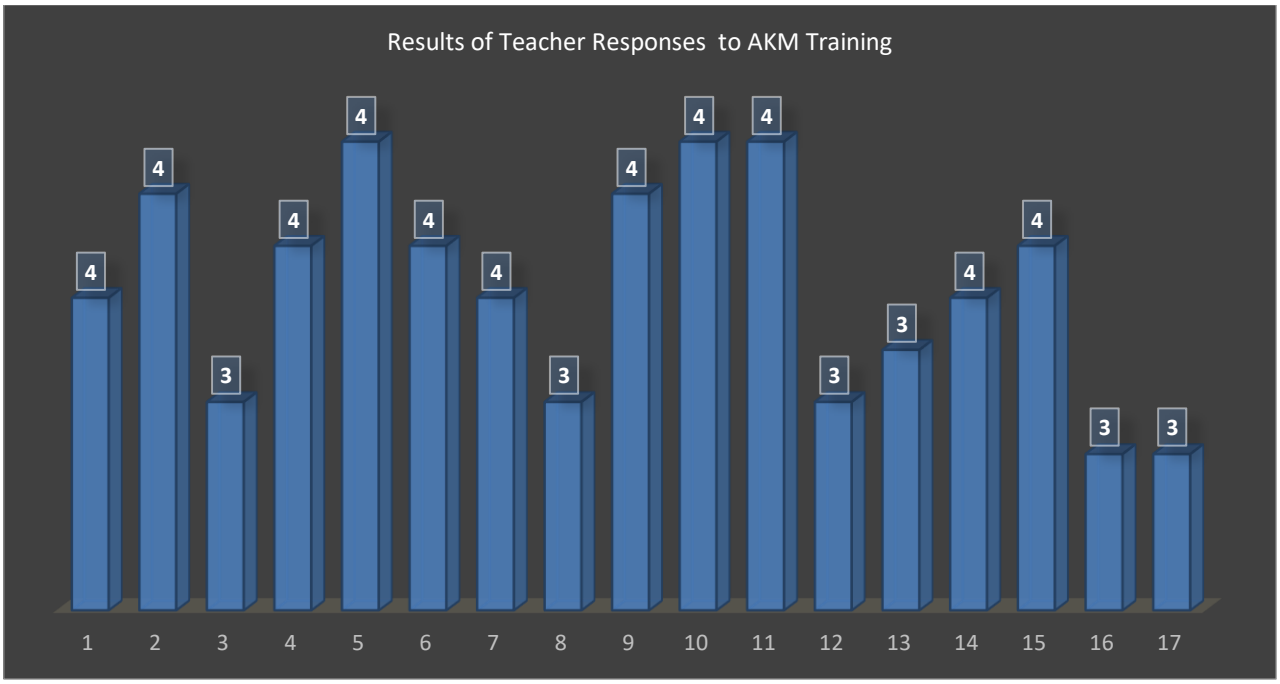

Figure 7. The results of the response of training activities by teachers from Mitra school in Surabaya

Figure 8. Video Footage of PKM Activities Online by AKM Workshop Implementation Team

This workshop activity was also produced a video that has been uploaded on YouTube activities in the video showing the stages of planning activities, implementation and evaluation activities together with partner schools and MGMP teachers in Surabaya. After this PKM activity is completed, the final result of the PKM team makes the PKM video display as one of the final products that can be accessed. Here are some of the PKM video footage. You can see it in Figure 8.

This activity was completed by giving a visit to MGMP teachers in Surabaya who had participated in activities from start to finish with evidence of products that had been developed independently with a total of 48 Hours of JP sent via email participants.

CONCLUSION

Based on the results of the workshop of "Improving the Ability to Prepare Minimum Competency Assessment for Teachers" participants can arrange instrument products about AKM, and have obtained excellent results because participants successfully participated in training. Also, there was an improvement in each MGMP participant. Therefore, it can be said that the implementation of this activity succeeded well.

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