

Teachers' Profile on Minimum Competency Assessment Tasks Implementation in Senior High School Level

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ABSTRAK

Pandemic era has given amendment toward education that the government legalizes new regulation related to learning quality by considering assessment matter. In relation to assessment, minimum competency assessment is the first aspect to be deliberated. It made the society is not prepared and get incomprehensible. Considering teachers take essential role in the implementation of the new regulation, investigation on teachers' competence on designing minimum competency assessment task comes into concern. In analyzing teachers' competence, qualitative method was prepared by combining documentation and questionnaire. The documentation is minimum competency assessment tasks designed by teachers. The tasks designed were analyzed by using components of AKM. Based on the data analysis, the tasks designed were fulfilled and completed the components of AKM that teachers' competence on designing AKM tasks is accomplished. In finding teachers' sketch, questionnaire was then distributed. The questionnaire confirms teachers' motivation in AKM implementation. By referring to the questionnaire, suggestion for further research related to minimum competency assessment is recommended for the sake of society's conception on succeeding learning quality as well as assessment matter supplemented that support their perplexing.

Keywords: pandemic, assessment, teachers' competence

BACKGROUND

At the end of 2019, countries around the world got impact of Covid-19. The impact has given punishing amendment toward society in all fields including education. Therefore, the Ministry of Education and Culture legalizes virtual learning as well as work from home (Mendikbud, 2020). Due to implementation of the new regulation, there are pros and cons such as in the matter of students' readiness in the virtual learning process (Nuryanti, 2018; Sanoto, 2021) and exertion on internet access. Awkwardly, the service indicators of education in Indonesia have not been satisfied yet (Widodo, 2015; Aunurahman, 2021). In relation to the quality of education, national examination (UN) was then substituted into national assessment (AN) by implementing minimum competency assessment (AKM) at the end of 2020. It is supported by Novita, Mellyzar, dan Herizar (2021) that AKM is the first aspect in implementing AN as substituting UN. However, the substitution caused pros and cons related to teachers' readiness, the quality of AKM, and character survey (Sari, Daulay, Putri, & Epriani, 2021). It is obvious AKM is something new that both students and teachers are not prepared in implementing the competency assessment.

AN was considered to substitute UN as the intention to make a better learning quality by doing assessment. As Sudrajat (2019) asserts the objective of doing assessment are: 1) to know the learners rank by comparing, 2) categorizing the learners, 3) describing learners' capabilities in acquiring specific competence, 4) evaluating learning achievement of learners, 5) figuring out learners' difficulties as well as potency to be equipped, 6) gaining information to envisage learners' performance, and 7) attaining efficiency of learning method as well as other components in a specific period of time. In sum, Sudrajat's assertion confirm the necessity of AN for a better learning quality that AKM is necessarily implemented. It is in line with Novita, Mellyzar, dan Herizar's (2021) affirmation that AKM is the first aspect in implementing AN.

The implementation of AKM has been proven to be acceptable based on the expenditure of three instruments (Aisah, Zaqiah, & Supiana, 2021) which includes instrument of volunteer, instrument of obligatory, and instrument arrangement. The first instrument takes role in socio-economic, health, and education field. It indicates parents, predominantly mothers who are actual enthusiasm in understanding AKM. The second instrument is in the form of facilities and belongings provided by the government abundantly. The instrument supports educators' accomplishment accompanying process of learning. The last instrument is in the form of statistics, subventions, arrangement of property rights, and taxes. Regarding educators as the instrument of obligatory target, this study is intended to figure out teachers' competence in implementing AN by considering their competence in designing AKM tasks. The competence of designing AKM task is accomplished when the task has been following the components of AKM issued by Mendikbud (2020).

The importance of assessment has also been verified by Julaeha dan Sapriati (2016) by designing assessment model for institution of educational teacher in relation to distance education. Their affirmation related to distance education is applicable since the pandemic time. Sudrajat (2019) also analyses model and measurement of assessment of English learning by involving the terms test, measurement, and evaluation. On the other hands, teachers take essential role in the implementation of AKM (Anas, Muchson, Sugiono, & Forijati, 2021) which places the first rank among aspects of implementing AN. As a consequence, teachers must take into custody those three terms and competent in designing AKM tasks. In addition, there are three

components of AKM to be considered in designing AKM tasks. The components are displayed in the following Table 1.

Table 1. Components of AKM (Mendikbud, 2020)

	Literacy	Numeracy
Content	Informative text	Numbers
	Literary text	Measurement and geometry Data and uncertainty Algebra
Cognitive process	Retrieve	Understanding
	Interpretation and integration	Applying
	Evaluation and reflection	Reasoning
Context	Personal	Personal
	Socio-cultural	Socio-cultural
	Scientific	Scientific

The three components above have different description each. In literacy, the content involves informative and literary text, while numeracy includes numbers, measurement and geometry, data and uncertainty, as well as algebra. Informative text is text with the intention to provide facts, data, and information for the sake of developing scientific understanding, while literary text is meant to give experience by means of entertainment, amusing story, and self-contemplation for readers. Content of numeracy embraces as follow:

- a. Numbers, which takes account of representation, sequence numbers, and various types of number operation (integers, decimal, fractional numbers, etc)
- b. Measurement and geometry, which is related to measurement of length, weight, volume, debit, unit area, etc. by using raw units
- c. Data and uncertainty, comprises understanding, interpretation, and data presentation as well as coincidental.
- d. Algebra, encompasses similarity as well as dissimilarity, relation and function (number pattern), also ratio and proportion.

Cognitive process of literacy implicates retrieve, interpretation and integration, as well as evaluation and reflection while numeracy incriminates understanding, applying, and reasoning. Retrieve means the task directs the students to search, access and find explicit information of text; interpretation and integration is meant to understand both expressed and implied information, combining interpretations between parts of the text to generate inference; whereas evaluation and reflection entails assessing the credibility, suitability and trust of the text and be able to associate the content of the text with other things outside the text. In numeracy, AKM tasks destined to understand mathematical facts, procedures and tools; able to apply mathematical concepts in real situations that are routine; also motive with mathematical concepts to solve non-routine problems.

The last component, context contains personal, socio-cultural, and scientific on both literacy and numeracy. All the three terms have the same description on both literacy and numeracy, the difference is on the characteristics of task which take in numbers to be calculated. The characteristics made teachers confuse in designing AKM tasks, specifically which points toward calculation matters, even math teachers

who always dealt with numbers and calculation matters are confuse as well. The terms personal related to personal self-interest; socio-cultural communicates individual interests, cultures, and societal issues; whereas scientific related to issues, activities, and scientific facts which both have been done and futuristic. The whole three components take role in AKM tasks design and implementation as well.

REASEARCH METHODS

This study was conducted to figure out teachers' competence on designing AKM tasks that involved teachers' experience. Thus, qualitative research was done by describing information in detail. In this study, the researcher took role as the key instruments. Sukestiyarno (2020) asserts qualitative research analyses natural objects with the researcher's role as key instrument and doing triangulation (combining interview, observation, documentation). Triangulation in this study was done by combining documentation and questionnaire. The documentation was the AKM tasks designed by the teachers while the questionnaire was distributed to the teachers.

The data were collected by documenting AKM tasks designed by teachers and their responses about AKM. The AKM tasks were complemented to components of AKM as supported instrument. The result was then compromised with questionnaire distributed. This research was carried out at an Islamic high school lays about 5 km from Gus Dur's grave, on Diwek Jombang which was built 32 years ago by KH. Hasyim Asy'ari, a national hero and the founder of Nahdatul Ulama. In obtaining information needed, the researchers involve the Principal and teachers of the school. They took role as informants during observation before collecting the data of the study. After the data collected, data analysis was done by confirming the AKM tasks designed by teachers with components of AKM formulated by the government through Mendikbud (2020).

DISCUSSIONS

A. Literacy AKM Tasks

Poster was used by teachers in designing literacy AKM tasks. The poster used displays simple ways in saving the earth. Two tasks were designed by using the posters, they are opinion whether agree or disagree on the ways to save the earth, and classifying garbage based on types of waste. Facts obtain from the poster are simple ways to save the earth, the data gain is the ten ways in saving the earth, while scientific understanding attain is information on threats of environmental damage and how to overcome or avoid it. By referring to the content, poster is an informative text from mass media which Mendikbud (2020) affirms provide facts, data, and information for the sake of developing scientific understanding. The first task about agree or disagree on the ways to save the earth is the cognitive process which guides the pupils to be criticism and give reason on their agreement or disagreement. In stating the agreement or disagreement, they must judge and consider the information they have understood from the poster. The second task also directs the pupils to be criticism by categorizing six types of garbage into two. In relation to the context, the selected poster offers information related to the interests between individuals, culture and society in showing attitudes of caring about the surrounding environment.

B. Numeracy AKM Tasks

In designing numeracy AKM tasks, the teachers used diagram about daily necessity completed with a table of shopping schedule and currency for shopping. The task given was in the form of multiple choices related with daily necessity. By denoting to the content, thoughtful knowledge about number operation is needed in deciding the precise choice of answer. It is in accordance to Barrett's taxonomy, the task guides pupils to achieve inferential comprehension level. The level gets pupils ready to complete numeracy task by predicting currency found by means of mathematical tools based on the evidence provided. In relation to the cognitive process, the task gives direction to pupils in implementing mathematical concept in the real routine situation since the text on the task can be seen in any daily activities. The pupils' choice of accurate answer indicates that they have achieved reasoning level, the last level of cognitive process. It is in line with Mendikbud (2020) that reasoning revenues expressing reason with mathematical concepts to solve non-routine problems. Related to the last component of AKM, the task denotes personal context since the text provided is correlated with self-interest personally.

C. Questionnaire

Based on the authorization of minimum competency assessment tasks with components of AKM, the tasks designed have fulfilled and completed the components of AKM. It means that teachers' competence on designing AKM tasks is accomplished. In verification to their competence, questionnaire was disseminated. The teachers' responses on the questionnaire are displayed on the following percentage:

- a. All the teachers (100%) were eager to enhance their knowledge on AKM
- b. 42.9% of the teachers understood the way of implementing AKM in the class
- c. Half teachers (50%) were familiar with Bloom's taxonomy
- d. More than half teachers (64.3%) have joint training on designing AKM task
- e. Less than half teachers (42.9%) assumed the taxonomy used in understanding literacy and numeracy
- f. Almost one third of the teachers (85.7%) felt mentoring was needed in designing AKM task for the first time
- g. Supplementary teachers (71.4%) distinguished the difference between evaluation, assessment, and test
- h. 50% teachers realized the substance of assessment
- i. Supreme teachers (85.7%) agreed the implementation of AKM for enhanced quality of teaching-learning
- j. The entire teachers (100%) were disposed to start implementing AKM

In summation, the questionnaire indicates teachers' willingness in enhancing knowledge on AKM although they have joint training, but they still need mentoring in designing AKM task for the first time, they realize the substance of assessment that agreed the implementation of AKM and ready to start implementing AKM in the class. Questionnaire related to AKM implementation has the uppermost percentage, precisely 100% and 85.7%, while on AKM design is 85.7%. It confirms teachers' motivation in AKM implementation.

CONCLUSION

The AKM tasks approved and questionnaire calculated entail teachers' profile as high motivated teachers on supporting AKM implementation prepared although mentoring is needed in designing AKM task on their earliest time. The extraordinary motivation is not only caused by their accomplished knowledge, but more likely initiated by their mindfulness on the implementation of AKM for enhanced quality of teaching-learning.

The questionnaire also displays that several teachers have not joint mentoring on AKM that they are less familiar with AKM. As a consequence, suggestion for further research related to minimum competency assessment is recommended for the sake of society's conception on succeeding learning quality as well as assessment matter supplemented.

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