

Readiness of Elementary School Teachers in Facing Minimum Competency Assessment (MCA)

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Abstract—MCA is a new program in learning evaluation that essentially measures minimum competence on institutional, personnel, and personality/character elements. The substance of the MCA content is basically a matter of competence of personnel in educational institutions (teachers) which are technically and academically owned by personnel with undergraduate education. The purpose of this research is to describe the readiness of teachers in dealing with MCA in elementary schools in Malang City in terms of the willingness and readiness of teachers to welcome MCA innovations and in terms of the habits of carrying out learning. This research was conducted using a quantitative research design with survey techniques. The survey was conducted on 61 teachers at public elementary schools and private elementary schools. Perceptually, teachers are ready to implement MCA, with a percentage of 86% of public elementary school teachers and 78% of private elementary school teachers.

Keywords—Minimum Competency Assessment (MCA), teachers, elementary school

I. INTRODUCTION

Minimum Competency Assessment (MCA) is one of the main things in the National Assessment policy. MCA is an assessment of the basic competencies needed by all students to be able to develop their capacity and participate positively in society as measured by reading literacy and numeracy literacy [1]. The competencies assessed in the MCA are divided into two groups, namely the assessment of reading literacy competence and numeracy literacy. The components assessed in reading and numeracy literacy competence include three things, namely logical-systematic thinking skills, reasoning skills, and skills to sort and process information. To be able to achieve these competencies, the development of components of the MCA instrument will be developed based on content,

cognitive processes, and the context in reading and numeracy literacy. [1].

MCA essentially measures minimum competence on institutional, personnel, and personality/character elements. The substance of the MCA content is basically a matter concerning the competence of personnel in educational institutions which are technically and academically already owned by personnel with undergraduate education [2]. Therefore, as a program that is developed, normally MCA can be understood by teachers academically because substantial matters related to the MCA have become academic, technical studies in higher education institutions that produce undergraduate education graduates. This logically can be stated that MCA as a developed program should have been understood by teachers (as personnel in educational institutions), although it is possible that it still requires a measurable adaptation process.

Usually understood as a personnel part of a school system, a teacher has various variants of self-building patterns in developing his profession. Sometimes they always enhance their capacity. There are also those who for some reason, are careless to enhance their capacity. If in preservice education, all teacher personnel should have relatively the same capabilities, but in self-development, not all of them develop equally. The self-development of teacher personnel can be done through in-service education such as through personal learning and training [3].

Strategies or ways that can be done to improve the competence or quality of teacher personnel include strategies in personnel training and development, performance appraisal strategies, compensation strategies, and interpersonal relations strategies [4]. Concerning the world of education, improving the competence of personnel or teachers can be done by: 1)

increasing the capability of teachers through training and developing teacher competencies, 2) effective management of personnel or teachers requires the application of the knowledge taught and skills, 3) obtaining induction from the leadership schools by providing or seeking conducive school conditions for teachers to achieve school goals [5].

Teachers are expected to always be open and updated regarding issues or new programs rolled out by the government, one of which is about the MCA implementation program in elementary schools. Availability of competent teachers, teachers, are expected to be able to easily adapt and not easily swayed to face the changes that exist in the field of education. Therefore, it is appropriate to know whether or not the implementation of the MCA developed by the Ministry of Education and Culture is related to the readiness of teachers in implementing the program. This readiness can be seen from the perspective of conceptual understanding, tendencies, and willingness to implement them. The purpose of this research is to describe the readiness of teachers in dealing with MCA in elementary schools in Malang City in terms of the willingness and readiness of teachers to welcome MCA innovations and in terms of the habits of carrying out learning.

II. METHOD

A. Research Design

This study uses a quantitative research design with survey techniques. The research variables were determined based on the readiness of teachers to face MCA in elementary schools in Malang City, in terms of the willingness and readiness of teachers to welcome MCA innovations as well as in terms of the habits of carrying out learning. The survey questionnaire was designed based on the above variables, then the questionnaires were distributed to public and private elementary school teachers in Malang City.

B. Participants

The population of this research is the 4th and 5th-grade elementary school teachers in Malang City. This is following the initial target of MCA which was implemented in the 5th grade of elementary school. The research sample was obtained based on the use of a random sampling technique. Based on the questionnaires that have been distributed in 30 public and private elementary schools in Malang City, it was found that 61 teachers filled out the questionnaire with a percentage of 79% female and 21% male. As for status rank the respondents, consisting of permanent teachers (PNS), teachers first aid, teachers remain the foundation (GTY), and non-permanent teachers (GTT) with bachelor's and master's degrees in education.

C. Data Analysis

The data analysis method is divided into four stages, namely the preparation stage, data tabulation, data

presentation, and concluding. At the preparatory stage, the respondent's name and completeness of identity were checked, checked the completeness of the research data, and reduced the data based on the formulation of the research problem. The next stage is data tabulation. After that, the data is presented in descriptive quantitative form. The last stage of data analysis is concluding.

III. RESULT

The results showed that the readiness of school teachers basic state (N) in carrying out the MCA by 86% and school teacher elementary private (S) by 78%. Specifically, the percentage of criteria/indicators of teacher readiness to implement MCA is shown in Table 1.

Based on the questionnaire filled out by the teacher (according to criteria/indicators 1-4), the preparations made by the teacher to implement MCA, including reading books about MCA, attending training organized by the government/non-government, attending webinars or workshops at the sub-district level through the teacher working group (KKG) forum, up to the national level through the management information system account for sustainable professional development (SIM PKB).

Based on previous experience (known from the questionnaire filled out by the teacher), the teacher has carried out learning with the content/material according to the criteria/indicators 5-19 in Table 1. Because the content/material is already contained in the elementary school curriculum, this experience can be transferred to increase teacher readiness to carry out MCA in the future.

IV. DISCUSSION

Based on the results of the research above, the readiness of public and private elementary school teachers is 86% and 78%, respectively. Based on the percentage of the results of the research, it shows that public elementary schools are more prepared to implement MCA than private elementary schools. However, both public elementary school teachers and private elementary school teachers indicated that teachers were quite ready to implement MCA as an innovation in learning. Teachers as personnel in educational institutions in addition to serving as teachers, should always be able to innovate to be able to improve their capabilities as teachers.

One of the innovations that can be developed by teachers is in the form of learning strategy innovations [6]. Teachers can adopt various innovative learning strategies according to students' needs [7]. Innovative teaching skills are needed so that students can actively participate in the learning process [8]. In line with the explanation, MCA as one of the new programs developed by the government should have been welcomed and prepared well by teachers.

TABLE I. PERCENTAGE OF TEACHER READINESS RESULTS TO IMPLEMENT MCA

No	Criteria/Indicators	Percentage (%)	
		N	S
1.	Knowing about MCA.	95	100
2.	Have attended MCA training.	66	80
3.	Attend training from government agencies.	49	60
4.	Participate in training from non-governmental organizations.	27	35
5.	Incorporating reading literacy content about informational text material into the learning process.	100	95
6.	Incorporating reading literacy content about fictional text material into the learning process.	95	90
7.	Guiding students to find information based on reading literacy content about informational texts and fictional texts.	98	85
8.	Guiding students to interpret information based on reading literacy content about informational texts and fictional texts.	95	75
9.	Guiding students to provide evaluations and reflections based on reading literacy content about informational texts and fictional texts.	98	80
10.	Entering numeracy literacy content about number material into the learning process.	98	80
11.	Incorporating numeracy literacy content on measurement and geometry materials into the learning process.	95	95
12.	Incorporating numeracy literacy content about data materials and opportunities into the learning process.	93	95
13.	Incorporating numeracy literacy content about algebraic material into the learning process.	76	35
14.	Guiding students to provide an understanding of mathematical facts, procedures, and tools.	88	60
15.	Guiding students to be able to apply mathematical concepts in real situations that are routine? (e.g. the use of the mathematical operations of addition, subtraction, multiplication, division, etc.).	86	80
16.	Guiding students to be able to reason about mathematical concepts to solve non-routine problems? (e.g. problem-solving or story problems, etc.).	93	70
17.	Relate learning content/materials to students' interests? (for example the rights and obligations of students as school citizens, etc.)	93	95
18.	Linking learning content/materials with socio-cultural interests? (eg material on harmonization of relations between citizens, etc.).	95	95
19.	Relate learning content/materials to a scientific/scientific framework? (for example implementing learning models, including PBL, PjBL, discovery).	95	70
Average		86	78

Literacy is the government's main focus in the MCA program. Literacy competencies need to be instilled from an early age so that students understand that literacy is not only limited to basic skills (reading, writing, and arithmetic), but furthermore, literacy competencies are important for students' financial, social, and personal well-being as a provision for living in society [9]. This is, of course, related to the personal interests of students. Because of the importance of literacy competence, the government developed the MCA program. MCA is a program to evaluate students' literacy skills. Of course, before the evaluation is carried out, the teacher must prepare learning which includes literacy components.

These components include logical-systematic thinking skills, reasoning skills, and skills to sort and process information. These skills are internalized into learning content/materials so that students are expected to master these skills. Therefore, teachers should link learning content/materials with students' interests, socio-cultural interests, and scientific thinking frameworks. Scientific thinking framework needs to be grown and internalized into students. Because knowledge and understanding of scientific concepts

and processes are needed for decision making, to increase student productivity, and participation in social life [10]. In social life, literacy competence is needed. Because with literacy competence is expected to be able to create and maintain social relations between humans to be able to coexist peacefully [11].

The availability of competent teachers who can control all changes in the policies taken is very necessary. Teachers are expected to be able to adapt easily and not be easily swayed by changes in the field of education. Therefore, the readiness of teachers in implementing the Ministry of Education program is very important to do. The development of literacy skills for elementary school teachers should have started in the last few years. The emergence of the school literacy movement should also have triggered the development of literacy in elementary school teachers [12], [13].

Unfortunately, the literacy movement that develops literacy activities for students, sometimes has not been matched by the development of similar abilities by teachers. The problems that arise regarding student competence at MCA show the limited scope of the implementation of the literacy movement in schools,

which indeed needs to be balanced with learning activities that are not only centered on school textbooks, but also through multiple sources. The existence of these varied learning resources will certainly support in preparing students to be able to have independent learning and critical thinking skills [14], [15].

V. CONCLUSION

Perceptually, teachers are ready to implement MCA. The implementation in question is in the form of perceptual readiness about MCA and teacher habits in carrying out learning. This readiness is expected to support the implementation of MCA in the future. Furthermore, so that MCA can be implemented better, teachers should be given regular training organized by government and non-government institutions to further mature the performance of teachers in implementing MCA. MCA as a new program that will be held, needs to be investigated further related to the area and research methods.

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