# ASSESSMENT OF SCHOOL READINESS IN THE APPLICATION OF LITERATURE AND NUMERATION IN STATE SCHOOLS IN GORONTALO REGENCY

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The purpose of this study is to describe: (1) To find out school policies in the implementation of literacy and numeracy in Gorontalo Regency public elementary schools, (2) To determine the readiness of human resources in implementing literacy and numeracy in Gorontalo Regency public elementary schools and (3) To determine the readiness of facilities and infrastructure in the application of literacy and numeracy in Gorontalo Regency public elementary schools. This research uses a quantitative approach with explanatory descriptive research. Data collection techniques used are questionnaires, observations, interviews and documentation. The collected data were analyzed using the percentage technique presented in the form of tables and diagrams. The results of the study show that: 1) School policies regarding the application of literacy and numeracy in public elementary schools are in the ready category, 2) readiness of human resources in the application of literacy and numeracy in state elementary schools are in the ready category, and 3) readiness of facilities and infrastructure in implementing literacy and numeracy. literacy and numeracy in public elementary schools are in the less ready category in Gorontalo Regency.

**Keywords:**

## INTRODUCTION

Learning conditions during the Covid-19 pandemic forced students to study from home. The unpreparedness of teachers in teaching and the lack of supporting infrastructure have resulted in disrupted learning activities. Sani (2021:41) in the Survey of the Ministry of Education and Culture in 2021 revealed that 67.11% of teachers had problems operating digital devices. On the other hand, 88.7% of students lack supporting facilities such as laptops, electricity, internet networks, and gadgets. As a result, students do not concentrate in learning (51.1%). Similarly, According to a survey by the Indonesian Child Protection Commission, 76.7% of students do not like to study from home. Because, according to 37.1% of students, they feel less rested and tired from doing assignments in all subjects

The results of the Program for International Student Assessment (PISA) research in Julie (2019:35) describe that Indonesia's PISA scores are stagnant in 10-15 years, students' learning abilities in primary and secondary education are inadequate. In 2018, around 70% of students had reading literacy competencies below the minimum. Similar to math and science skills, 71% of students are below the minimum competency for math and 60% of students are below the minimum competency for science skills.

Following up on this, the policy of the Ministry of Education and Culture (Kemendikbud) to abolish the National Examination and replace it with a National Assessment is claimed to be the right policy with the conditions and needs of the current education world. Sani (2021: 47) Minimum Competency Assessment (AKM) is one part of the National Assessment which consists of Literacy and Numeration. Literacy is the knowledge and skills to read, write, search, search, process, and understand information in order to analyze, respond to, and use written texts, while numeracy competence means the ability to analyze using numbers. According to Han (2017:3) numeracy literacy has knowledge and skills including: (a) using numbers and symbols related to mathematics in solving everyday problems, (b) analyzing the information displayed to make decisions. Meanwhile, another opinion about numeration according to Traffer's (in Sari, 2015: 715) is the ability to manage numbers and data and evaluate statements that involve mentality and estimates according to problems and reality.

Slameto (2013: 59) reveals that in the learning process that affects the educational goals that take place, one of the psychological factors in it is readiness. Readiness is the overall condition of a person that makes him ready to respond in a certain way to a situation Slameto (2013: 113). Willingness arises from within a person and is also related

to maturity, because maturity means readiness to carry out skills. This readiness needs to be supported by educational institutions, in this case schools, because if students learn and are supported by school readiness, their learning outcomes will be better (Jamies in Slameto, 2013: 59). Experts suggest that readiness factors in education are divided into five types, namely (1) objective factors (2) educator factors (3) student factors (4) tools factors (5) environmental factors (Sutari, 1995:35). One of the educator factors is related to the learning system that will be used in the teaching process and students are closely related to the readiness of the teaching and learning process, without the readiness of the students the learning system applied can adversely affect the teaching and learning process. In a school environment, students interact directly with teachers so that teachers have a lot of knowledge about their students.

Based on data from primary schools in Gorontalo Regency, 285 schools were built in 205 villages/villages, 19 sub-districts throughout Gorontalo Regency with various regional conditions, human resources and infrastructure. The level of readiness in each category tested in addition to being able to determine the overall level of readiness, it can also be seen that the readiness category is still low. The level of readiness in the low category will be followed up, and the level of readiness in the high category will be maintained. So that the school can save, focus on giving time and costs to categories that are still low by conducting socialization or training and other steps.

## RESEARCH METHODS

This research was conducted in a public elementary school in Gorontalo Regency. This research uses a quantitative approach with explanatory descriptive research. From a population of 285 schools, sampling based on the Harry King monogram method was 58 schools with research subjects consisting of principals and teachers of SD Negeri Gorontalo Regency. Data collection techniques used are questionnaires, interviews, observation and documentation. The collected data were analyzed using the following percentage technique:

$$p = \frac{f}{N} \text{ x } 100\%$$

Information : P = Percentage
F = Frequency
N = Number of Respondents
100% = Fixed Number

Meanwhile, to calculate the percentage of respondents' achievement scores, the following formula is used:

$$Pr = \frac{SA}{SI} \text{ x } 100\%$$

Information : Pr = Percentage of research results
SA = Actual Score, which is the total score obtained by all respondents
SI = Ideal Score, which is the maximum number of scores that can be achieved
100% = Fixed Number

The results of the achievements of each indicator, are classified based on the criteria of Arikunto (2019), namely: very good category with a score range of 91-100%, very ready category with a score range of 81-90%, ready category with a score range of 71-80%, and unprepared category with a score range of 61-70% unprepared and <60% very unprepared category.

## RESEARCH RESULT

In this section, the results of the research will be presented in accordance with 3 indicators, namely: (1) School policies, described in 8 statements, (2) Human resources for educators consisting of 8 statements, students consisting of 5 statements (3) Facilities and learning media infrastructure consists of 6 statements, information technology facilities 2 statements. Furthermore, it will be presented based on the statement items in each descriptor as described in the table.

## School Policy Readiness

As in the table Table 4.9. The summary of school policy indicator scores in the implementation of literacy and numeracy in SD Negeri Gorontalo district is as follows:

| Table | Statement | Score | % | Criteria |
|---|---|---|---|---|
| 4.1 | Have a commitment to apply literacy and numeracy | 484 | 83 | Ready |
| 4.2 | Develop a work plan for the implementation of literacy and numeracy | 473 | 82 | Ready |
| 4.3 | Evaluate literacy and numeracy planning. | 460 | 79 | Not Ready |
| 4.4 | Conducting pre-activity socialization of literacy and numeracy implementation | 467 | 81 | Ready |
| 4.5 | Assisting, supervising, and assessing the implementation of literacy and numeracy | 454 | 78 | Not Ready |

| | | | | |
|---|---|---|---|---|
| 4.6 | Conduct a review of the evaluation results in the form of remedial | 463 | 80 | Not Ready |
| 4.7 | Scheduling independent practice for students as a form of preparation for online literacy and numeracy evaluations | 467 | 81 | Ready |
| 4.8 | Provide special treatment to children who have substandard abilities in literacy and numeracy | 481 | 81 | Ready |
| **Average** | | **3737** | **81** | **Ready** |

Table 4.9. explained that the average score for school policy indicators in the application of literacy and numeracy in SD Negeri Gorontalo Regency lies in the ready criteria with a percentage of 81%. it shows that the school has a policy in the application of literacy and numeracy. Then it can also be observed that the highest score is found in the statement Having a commitment to implementing literacy and numeracy with a total score of 484 or 83%. While the lowest is in the statement of Providing assistance, supervision, and assessment of the implementation of literacy and numeracy with a total of 454 or 78%.

## Human Resources Readiness

A. Human resources of educators as shown in Table 4.18. Summary of Educator Human Resources Readiness indicator scores

| Table | Statement | Score | % | Criteria |
|---|---|---|---|---|
| 4.10 | Become educators who are able to manage facilities and infrastructure well | 481 | 83 | Ready |
| 4.11 | Understanding curriculum content so that you can design learning with literacy strategies | 484 | 83 | Ready |
| 4.12 | Improving professionalism both independently and networking with professional groups and the teacher community | 499 | 86 | Ready |
| 4.13 | Become an educator who has the competence to install literacy and numeracy applications | 468 | 81 | Ready |
| 4.14 | Can access, accurate, and utilize a variety of learning media, especially student enrichment books | 483 | 83 | Ready |
| 4.15 | Become educators who are able to take advantage of ICT facilities, especially in handling internet networks | 476 | 82 | Ready |
| 4.16 | Able to protect student data | 461 | 81 | Ready |
| 4.17 | Have a high responsibility for the implementation of literacy and numeracy | 474 | 82 | Ready |
| **Average** | | **3832** | **83** | **Ready** |

Table 4.18 Summary of the percentage score of the Readiness indicator of human resources in SD Negeri Gorontalo Regency lies in the ready criteria with a percentage of 83%. This shows that the human resources of educators or teachers are in line with expectations. Then it can also be observed that the highest score is in the statement Improving professionalism both independently and in networking with professional groups and the teacher community with a total score of 499 or 86%. while the lowest is in the statement of being an educator who has the competence to install literacy and numeracy applications with a total score of 468 or 81% and the statement Able to secure student data with a total score of 461 or 81%.

B. Human resources of students as described in Table 4.24. The summary of the student's Human Resource Readiness indicator score is as follows

| Table | Statement | Score | % | Criteria |
|---|---|---|---|---|
| 4.19 | Have a trial schedule for the implementation of literacy and numeracy evaluation | 496 | 86 | Ready |
| 4.20 | Able to solve literacy and numeracy test questions online, | 474 | 82 | Ready |
| 4.21 | Having information technology equipment facilities in the form of a laptop or PC for online literacy and numeracy evaluation | 426 | 73 | Not Ready |
| 4.22 | Able to operate technological devices through the guidance of educators, | 472 | 81 | Ready |
| 4.23 | Interact with teachers in solving problems in the implementation of literacy and numeracy evaluations | 467 | 81 | Ready |
| **Average** | | **2335** | **81** | **Ready** |

Table 4.24 Summary of indicator percentage scores The summary of the indicator scores for the Readiness of Human Resources of Students at SD Negeri Gorontalo Regency lies in the ready criteria with a percentage of 81%. This shows that the human resources of the educator participants are in line with expectations. Then it can also be observed that the highest score is in the statement having a trial schedule for the implementation of literacy and numeracy evaluation with a total score of 496 or 86%. while the lowest is in the statement Having information technology equipment facilities in the form of a laptop or PC for online literacy and numeracy evaluation with a total score of 476 or 73%.

## Readiness of facilities and infrastructure

A. Readiness of learning media facilities and infrastructure as shown in Table 4.32. Summary of the indicator scores for the Readiness of Learning Media Facilities and Infrastructure

| Table | Statement | Score | % | Criteria |
|-------|-----------|-------|---|----------|
| 4.25 | Availability of facilities and infrastructure in the form of textbooks or literacy and numeracy e-books | 463 | 80 | Not Ready |
| 4.27 | Created Classrooms decorated with pictures, illustrations, student assignments, and words taken from the learning theme. | 495 | 85 | Ready |
| 4.28 | Student access to various text materials (dictionaries, menu lists, labels, signs, student assignments, alphabet, etc.) used in learning. | 434 | 75 | Not Ready |
| 4.29 | There is a reading corner that contains graded books for habituation and learning. | 464 | 80 | Not Ready |
| 4.30 | Availability of school gardens enriched with games related to literacy and numeracy | 444 | 77 | Not Ready |
| 4.31 | Has a library that contains board games related to numeracy literacy. | 482 | 83 | Ready |
| **Average** | | **3270** | **81** | **Ready** |

Table 4.32 Summary of the percentage score of the indicator Readiness of Facilities and Infrastructure Learning media in SD Negeri Gorontalo Regency lies in the ready criteria with a percentage of 81%. This shows that the learning media facilities and infrastructure are in line with expectations. Then it can also be observed that the highest score is found in the statement that classrooms are decorated with pictures, illustrations, student assignments, and words taken from the learning theme with a total score of 495 or 85%. while the lowest is the statement of student access to various text materials (dictionaries, menu lists, labels, signs, student assignments, alphabet, etc.) used in learning with a total score of 434 or 75%.

B. Readiness of information technology facilities and infrastructure as described in table 4.35 as follows

| Table | Statement | Score | % | Criteria |
|-------|-----------|-------|---|----------|
| 4.34 | Availability of electronic devices in the form of laptops/PCs to support the implementation of literacy and numeracy | 454 | 78 | Not Ready |
| 4.35 | Schools have internet network facilities for online evaluation | 463 | 80 | Not Ready |
| **Average** | | **917** | **79** | **Not Ready** |

Table 4.35 Summary of the percentage score of the ICT Facilities and Infrastructure Readiness indicator in SD Negeri Gorontalo Regency is located on the ready criteria with a percentage of 79%. This shows that the learning media facilities and infrastructure have not met expectations. Then it can also be observed that the highest score is found in the statement that the school has internet network facilities for online evaluation with a total score of 463 or 80%, while the lowest is in the statement of the availability of electronic devices in the form of laptops/PCs to support the implementation of literacy and numeracy with a total score of 454 or 78%.

Table 4.36 shows a summary of the overall score of research indicators regarding the Analysis of School Readiness in the Application of Literacy and Numeracy in SD Negeri Gorontalo Regency in the ready category with a percentage of

| Table | Indicator | Score | % | Criteria |
|-------|-----------|-------|---|----------|
| 1 | School policy | 3737 | 81 | Ready |
| 2 | Human Resources Readiness | 3832 | 82 | Ready |
| 4 | Readiness of Learning Media Facilities and Infrastructure | 3270 | 80 | Not Ready |
| **Average** | | **14091** | **81** | **Ready** |

81%. These results illustrate that through these five indicators, it has shown that elementary schools in Gorontalo Regency are ready to implement literacy and numeracy.

## DISCUSSION

School policy in this context is oriented towards the implementation of literacy and numeracy. The indicator regarding this is in the ready category with a percentage score of 81%, this is because the school has a literacy and numeracy implementation plan. As explained by Syaiful Sagala (2018: 97), policy is defined as intelligence, skill, wisdom, a series of concepts and principles that form the basis and basis of plans in carrying out work, leadership and ways of acting by governments, organizations and so on as a statement of ideals. ideals, principles or intentions as guidelines

for management in achieving goals. Four variables or factors that influence the success or failure of policy implementation are: 1) communication factors, 2) resources, 3) disposition, 4) bureaucratic structure (Widodo 2013:96).
). Policy implementation means carrying out the choices that have been determined from various alternatives in the formulation and applicable laws, supported by professional personnel, as well as available facilities and infrastructure. The results of the research at the Gorontalo District Public Elementary School show that school policies regarding the implementation of literacy and numeracy have existed since 2021. The principal through a staff meeting of the teacher council and administrative staff stated that the school agreed to implement a literacy and numeracy system.

Readiness of human resources is readiness that is oriented towards human resources as a driver in the implementation of literacy and numeracy. Indicators regarding this are divided into two, namely indicators of human resources educators with a percentage of 83% and students with a percentage of 81% so that the average percentage value obtained is 82% in the ready category. This gives the assumption that human resources in SD Negeri Gorontalo Regency in the application of literacy and numeracy have quite good human resources from educators who master information technology who are able to operate computers and access the internet well, supported by students who are able to understand and practice the application of literacy. electronically. Widodo (2013: 96) resources are indicators and central points of the implementation of policy implementation because if the implementer lacks resources, then something that will be implemented will not run efficiently and effectively, resources can be in the form of humans, facilities, and budgets. The results of the research at the Gorontalo District Public Elementary School show that in the application of literacy and numeracy regarding the readiness of school human resources, the school is ready. SD Negeri Gorontalo Regency in the application of literacy and numeracy has sufficient human resources, both from educators and students who master information technology who are able to operate computers well.

Readiness of facilities and infrastructure is the level of school's ability to provide facilities in the application of literacy and numeracy. Indicators regarding this are in the less ready category with the percentage value obtained is 80%. In this case, the facilities and infrastructure prepared by schools for literacy and numeracy are not adequate and according to standards whose specifications have been adjusted. According to the KBBI (2017: 999) Facilities are everything that can be used as a tool or media in achieving goals and objectives. So, the readiness of the facility is the readiness of the tool or media or a condition where the tool or media is ready to do something or give a response. Meanwhile, infrastructure etymologically means an indirect tool to achieve goals. Success and fluency in the implementation of literacy and numeracy definitely requires facilities and infrastructure that can support its implementation. The facilities and infrastructure needed include: 1) space provision, 2) equipment, 3) software, 4) human resource qualifications (Effendhie, 2014 ). The results of the study indicate that all SD Negeri Gorontalo Regency has not all of them have computer equipment as well as an Internet network. Facilities and infrastructure that do not meet the standards for the application of literacy and numeracy still require additional facilities and other infrastructure to be more adequate to support the implementation of literacy and numeracy.

## CONCLUSION

Based on the results of research and discussion, it is concluded that school policies regarding the application of literacy and numeracy in Gorontalo Regency Public Elementary Schools are in the ready category, Readiness of human resources in the application of literacy and numeracy in Gorontalo Regency Public Elementary Schools is in the ready category, Readiness of facilities and infrastructure in implementing literacy and numeracy in Gorontalo Regency Public Elementary Schools are in the less ready category. In general, all public elementary schools in Gorontalo Regency are ready to implement literacy and numeracy and one of the supporting factors for school readiness in implementing literacy and numeracy is the funding factor but it is not part of the indicators that researched

From the results of the research, it is recommended for the school to make improvements to all factors of readiness for the application of literacy and numeracy, especially to the factor of readiness of facilities and infrastructure. There are several schools that already have facilities and infrastructure but do not support it in terms of quantity with the number of students. Likewise, the availability of infrastructure but not supported by the internet network and other ICT equipment. For Educators, in order to improve their competence, especially in the field of information technology, and internet media-based learning strategies, meet the minimum standards of learning media requirements in the application of literacy and numeracy with make maximum use of existing school facilities, the Department of Education and Culture in order to assist schools in providing information technology-based learning facilities and infrastructure in order to adapt the application of literacy and numeracy electronically according to national standards and to further refine the assessment of school readiness it is necessary to analyze funding indicators for further research.

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