



Socialization of Literacies Assessment in the Covid-19 Pandemic Era for Elementary School Teachers in Jakarta

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Abstrak

Saat ini kompetensi guru SD di Jakarta terkait penilaian keaksaraan efektif selama ini belum dikelola dengan baik. Masalah ini juga dihadapi oleh guru sekolah dasar di provinsi Jakarta di Indonesia. Mereka memiliki masalah untuk menghadapi penilaian literasi yang efektif di era pandemi covid-19. Solusinya adalah sosialisasi penilaian literasi yang efektif di era pandemi covid-19 kepada mereka. Metode yang digunakan dalam melakukan kerjasama internasional pengabdian masyarakat ini adalah pembelajaran kooperatif, pembelajaran berbasis masalah, dan pemberian tugas. Sosialisasi ini dilakukan melalui video conference dalam bentuk kegiatan pembelajaran untuk meningkatkan kompetensi dalam menghadapi penilaian literasi yang efektif di era pandemi covid-19 untuk mencapai kualitas pembelajaran yang optimal bagi guru sekolah dasar di provinsi Jakarta di Indonesia. Kerjasama internasional pengabdian masyarakat ini dilakukan di sekolah-sekolah dasar di Provinsi Jakarta di Indonesia karena sekolah dasar tersebut secara rutin dibina oleh Universitas Negeri Jakarta. Kerja sama pengabdian masyarakat internasional ini diawali dengan pre-test dan diakhiri dengan post-test setelah sosialisasi selesai untuk mengetahui keberhasilan pelaksanaan kegiatan ini. Implikasi dari pengabdian masyarakat ini, para guru dapat menerapkan berbagai macam teknik penilaian literasi yang disesuaikan dengan kebutuhan siswa.

Kata Kunci: Penilaian Literasi, Kualitas Pembelajaran Optimal, Kompetensi Guru

Abstract

Nowadays the competences of elementary school teachers in Jakarta related to effective literacies assessment has not been managed properly so far. This problem also faces by elementary school teachers in the province of Jakarta in Indonesia. They have a problem to deal with effective literacies assessment in the covid-19 pandemic era. The solution is socialization of effective literacies assessment in the covid-19 pandemic era for them. The methods used in conducting this international collaboration of community service are cooperative learning, problem-based learning, and giving assignments. This socialization is conducted through video conferences in the form of learning activities to improve the competence in dealing with effective literacies assessment in the covid-19 pandemic era to achieve optimal learning quality for elementary school teachers in the province of Jakarta in Indonesia. This international collaboration of community service is conducted at elementary schools in the Province of Jakarta in Indonesia because those elementary schools are regularly coached by Universitas Negeri Jakarta. This international collaboration of community service is started with a pre-test and ended with a post-test after socialization is completed to determine the success of implementing this activity. Implication of this community services, the teachers can apply many kinds of techniques of literacies assessment adjusted to the students' needs.

Keywords: Literacies Assessment, Optimal Learning Quality, Teachers' Competences

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1. INTRODUCTION

Literacies assessment is very important for elementary school teachers in order to find out the student learning outcomes in literacy (Hidayat, 2020; Luthfiyyah et al., 2020; Yamtim & Wongwanich, 2014). Pedagogy intervention can encourage the students in enhancement of literacy (Luyten, 2022; Smith et al., 2013). The teachers' competences in literacies assessment have impacts on the students writing outcomes (Mellati & Khademi, 2018). Practices of literacies assessment for teachers was highly encouraged (Nurdiana, 2021; Schildkamp et al., 2020; Smiley et al., 2020). Literacies assessments should integrate the assessment, teaching and learning, and feedback provided (Coombe et al., 2020; Lee et al., 2020) The success of students in literacy depends on teacher language assessment literacy (Herrera & Macías, 2015). Better teachers' comprehension about literacies will make meaningful assessment in literacies (Zulaiha et al., 2020). Teachers' experiences in teaching are associated with their improvement of language assessment literacy (Prasetyo, 2018).

However lack of teacher's competences in language assessment literacy makes their failures of helping the students to improve their learning achievement (Moneyam et al., 2022; Shams & Zafar Iqbal, 2018). Teachers' trainings have impacts on their competences in doing assessment (Nimehchisalem & Bhatti, 2019). Literacies assessment involves information collection and utilization of student achievement (Made et al., 2020). The constructiveness of teachers' literacies assessment can determine the positive results of students' outcomes (Amirian et al., 2016). The teachers should have excellent competences in assessing the students to prevent the imprecise assessment (Aria et al., 2021; Sultana, 2019). However, the previous studies did not explain in detail about how to improve the teachers' competences of literacies assessment.

The fact shows that there are still low competences among elementary school teachers in Jakarta in dealing with effective literacies assessment to achieve optimal learning quality. The competences of elementary school teachers in Jakarta related to effective literacies assessment has not been managed properly so far. Based on the observations done to many school such as, Klender 03 Public Elementary School, Pondok Bambu 02 Public Elementary School and Jatinegara 06 Public Elementary School in East Jakarta; Tanah Tinggi 09 Public Elementary School, Kebon Kosong 16 Public Elementary School, and South Gunung Sahari 01 Public Elementary School in Central Jakarta; Cipete Utara 15. Public Elementary School, Menteng Atas 01 Public Elementary School, Karet Kuningan 03 Public Elementary School, Guntur 03 Public Elementary School, Menteng Atas 05 Public Elementary School, Menteng Atas 04 Public Elementary School in South Jakarta, it can be seen that 80 % of elementary school teachers still have low competences in dealing with effective literacies assessment so that achievement of learning quality has not been optimal. Based on background stated and observation conducted in those elementary schools, the problem statements are as follows: Problem 1.) 80 % of elementary school teachers in Jakarta have a lack of knowledge about effective literacies assessment. Problem 2.) 85 % of elementary school teachers in Jakarta have a lack of skills about effective literacies assessment. Problem 3.) 80 % elementary school teachers in Jakarta have a low motivation to improve their competences related to effective literacies assessment.

Based on situation analysis and problems of target audiences, solution offered is to give socialization about effective literacy assessment for elementary school teacher groups to encourage development of their competences with appropriate learning activity programs through socialization. Elementary school teachers should have optimal competences related to effective literacies assessment so that it can promote to achieve optimal learning quality (Wiliam & Thompson, 2008; Xu & Brown, 2016). In addition to this socialization is also useful for developing elementary school teacher competences in mastering the steps of effective literacies assessment implementation (Bayar, 2014; Maba et al., 2018; Rusilowati &

Wahyudi, 2020). This solution is expected make improvement minimum of 80 % elementary school teacher knowledge about effective literacies assessment. Beside of that, the teacher are expected to able improving their skill about effective literacies assessment. There are also expected can improving minimum of 80 % elementary school teacher motivation to improve their competences related to effective literacies assessment. The objectives of this community service activity are 1.) Improvement of knowledge about effective literacies assessment implementation for 85 % of elementary school teachers in the Province of Jakarta. 2.) Improvement of skill about effective literacies assessment implementation for 80 % of elementary school teachers in the Province of Jakarta 3.) Improvement of interests in dealing with effective literacies assessment implementation for 85 % of elementary school teachers in the Province of Jakarta. Then the output targets plan of this activity is shown in [Table 1](#).

Table 1. Output Achievement Plan

No	Types of Output	Achievement Indicators
1.	Pocket book about the steps of the steps of effective literacies assessment implementation to make elementary school teacher understanding easier	Completed
2.	Elementary school teacher knowledge improvement about effective literacies assessment implementation	Completed
3.	Elementary school teacher skill improvement about effective literacies assessment implementation	Completed
4.	Elementary school teacher interest improvement in effective literacies assessment implementation	Completed
4.	Certificates of effective literacies assessment socialization	The presence of community service activities
5.	Articles in journal of community service and empowerment	Published
6.	Video on YouTube showing recording of community service activities	Published
7.	Article about the activities of this community service has already been published in Suara Merdeka mass media	Published
8.	Intellectual Property Right (IPR) about literacies assessment	Published
9.	Seminar of community service activities at UNJ	Completed
10.	Report of community service activities	Completed

2. METHOD

Target audiences of this community service activities are elementary school teachers at SDN Penjaringan 01 in North Jakarta, SDN Cengkareng Barat 08 West Jakarta, SDN Menteng Atas 01 in South Jakarta, SDN Klender 03 in East Jakarta, SDN Cempaka Putih Barat 03 in Central Jakarta in the Province of Jakarta as key target audiences distributed in 5 different regions. The activity is carried out in 31 May 2021 for the first session, on 2 Juni 2021 for the second session, and on 26 July 2021 for the third session through the zoom platform. The implementation method used in this community service activities is run systematically, structured, and directed through interactive discussions, demonstrations, simulations, filling out questionnaires (pre-test and post-test). Each participant receives e-pocket book in the socialization of effective literacies assessment. The learning system in

this community service will use mentoring and guidance from partner mentor from RMIT University in Australia, Prof. Dr. Heather Fehring. The steps in solving problems faced by elementary school teachers at Klender 03 Public Elementary School around Jakarta can be shown in [Table 2](#).

Table 2. Steps of Solving Problems

No.	Problems	Objectives	Method	Solving Problems
1.	90 % of elementary school teachers in Jakarta have a lack of knowledge about effective literacies assessment	Improvement of knowledge about effective literacies assessment for 85 % of elementary school teachers in the Province of Jakarta	Discussion, Problem based learning, Simulation, Assignment	Elementary school teachers will be given some explanation together with technical guidelines for learning activities through effective literacies assessment
2.	95 % of elementary school teachers in Jakarta have a lack of skills about effective literacies assessment	Improvement of skill about effective literacies assessment for 80 % of elementary school teachers in the Province of Jakarta	Discussion, Problem based learning, Simulation, Assignment	Elementary school teacher will be given effective literacies assessment learning system integrated with hands-on practice
3.	90 % elementary school teachers in Jakarta have a low interest in effective literacies assessment	Improvement of interests in effective literacies assessment for 85 % of elementary school teachers in the Province of Jakarta	Discussion, Problem based learning, Simulation, Assignment	Encouraging the development of elementary school teacher related to effective literacies assessment interests with appropriate learning activity programs

The steps taken in solving problems are as follows: (1) field observation; (2) problem and weakness identification of target audiences; (3) offering solutions; (4) system design; (5) system implementation; (6) additional system integration in existing system in target audiences; (7) evaluation system; and (8) feedback. The steps of problem solving in this community service are designed with attention to partner involvement and needs. It can be seen in [Table 3](#).

Tabel 3. Steps of Implementation Activities

No.	Activities	Outputs
1.	Giving some explanation together with technical guidelines for learning activities through effective literacies assessment	Improvement of knowledge about effective literacies assessment for 85 % of elementary school teachers in the Province of Jakarta
2.	Giving effective literacies	Improvement of skill about effective literacies

No.	Activities	Outputs
	assessment learning system integrated with hands-on practice	assessment for 80 % of elementary school teachers in the Province of Jakarta
3.	Encouraging the development of literacies assessment interests with appropriate learning activity programs	Improvement of interests in effective literacies assessment for 85 % of elementary school teachers in the Province of Jakarta
4.	Guiding community service activities	-Supervising the progress of this community service activities until the end with observation, interactive question and answer, discussion, demonstration, simulation, and practice -Ability to find, analyze, and provide solutions to problems arising in carrying out this community service activities
5.	Reporting and Publication	(Pocket book, certificates, videos on YouTube, articles in journal of community service, publications in mass media, Intellectual Property Rights (IPR), seminar, report.

Evaluation and steps of achievement and sustainability of the activity program for socializing effective literacies assessment. Each socialization process completed is followed by evaluation as a feedback reference to ensure the effectiveness of this community service activities. [Table 4](#) shows an evaluation and steps of program achievement.

Table 4. Evaluation and Steps of Activities Achievement

No.	Steps	Activities Achievement
1.	Step I	Elementary school teachers in the Province of Jakarta recognizing and classifying the types of effective literacies assessment.
2.	Step II	Elementary school teachers in the Province of Jakarta can solve the problems of effective literacies assessment given.
3.	Step III	The existence of new knowledge about effective literacies assessment being motivating for improvement of understanding comprehensively.
4.	Tahap IV	Planning to make a proposal about effective literacies assessment.

In this community service activities, partner from RMIT University, Australia, Prof. Dr. Heather Fehring, is expected to give socialization about effective literacies assessment collaboratively related to provide an integrated literacies assessment learning system with hands-on practice. This learning system can take the form of socializing, mentoring, and guiding elementary school teachers. Partner also collaboratively develop pocketbook of effective literacies assessment and have a commitment in guiding the entire series of this community service activities until the end. The implementation of this community service activities will be evaluated by looking at the enthusiasm of the teachers in participating in these activities. In addition to this, evaluation of solving problems given will be considered. For the assessment of literacies assessment program, an assessment rubric or a measure of success of learning outcomes can be prepared. In this community service activities, elementary school teacher interest in effective literacies assessment will be measured by

questionnaires of interest made collaboratively with partner from RMIT University in Australia, Prof. Dr. Heather Fehring. Sustainability of this program will be continued by operational cost allocated in the annual school program.

3. RESULTS AND DISCUSSION

Result

Activities of international collaboration in community services conducted for 12 elementary school teachers around Jakarta. The activity were held successfully on 31 May 2021 for the first session, on 2 Juni 2021 for the second session, and on 26 July 2021 for the third session through the zoom platform. Implementation of the socialization of literacies assessment on 31 May 2021 is about terms to be used, targeted literacy teaching model, influences on classroom curriculum, purpose of assessment, types of assessment techniques, Criterion Referenced Techniques (CRT), and informal assessment techniques. Other contents are related to purposes of assessment in identifying a starting point for a teacher in a new class, grouping students according to a common need, identifying students' strengths and weaknesses, for reporting purposes at the parent and school levels, for reporting purposes at the Indonesian government level, and evaluating the effectiveness of a particular curriculum program. Implementation of the socialization of literacies assessment on 2 June 2021 and 26 July talked about implementation of the socialization of about many kinds of technique of literacy assessment which can be implemented for elementary school students. Documentations of this socialization about literacies assessment for the teachers in the Province of Jakarta are shown in [Figure 1](#).

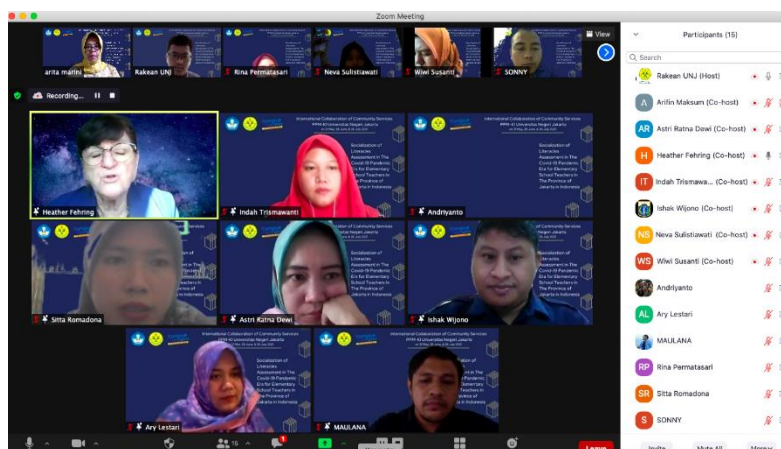


Figure 1. Socialization of literacies assessment through zoom platform

After giving socialization, evaluation was done to measure effectiveness of these three socialization. Based on the evaluation measurement, the teachers competences in literacies assessment reached 93,45 % and they would like to implement literacies assessment for elementary school students in order to improve student competences in literacies.

Discusion

From the results above, it is shown that elementary school teachers in the province of Jakarta are very enthusiastic and have an interest in mastering effective literacy assessment implementation. Based on the evaluation measurement teachers competences in literacies assessment reached 93,45 %. It shows that the success rate of this socialization is very good. Then some of the benefits obtained by elementary school teachers include, a.) Elementary school teachers in the Province of Jakarta have mastery about effective literacies assessment

implementation. b.) Elementary school teachers in the Province of Jakarta can make about effective literacies assessment implementation. c.) Elementary school teachers in the Province of Jakarta have high interests to improve competences in dealing with effective literacies assessment implementation (DeVries, 2017; Liu et al., 2015; Vernon-Feagans et al., 2013; Wandasari et al., 2019). The advantage of this community service is that it can involve many participants who are elementary school teachers around Jakarta. And the results of this activity can immediately provide benefits and be applied by the teacher. However, the weakness of this activity is, because it involves many participants, the mentoring process from each teacher cannot be maximized. It would be better if more intense mentoring was held in order to know the developments and obstacles of each teacher. So that output of the activity is achieved optimally.

4. CONCLUSION

Socialization about literacies assessment can improve the teachers' competences to do the literacies assessment in order that the students will improve their literacies through implementation of many kinds of techniques of literacies assessment suitable to the needs. In this international collaboration in community services, the teachers have many opportunities to discuss about many different kinds of assessment techniques completed with rubrics assessment technique. In addition, they can compare between assessment technique types implemented in Indonesia with Australia together with the advantages of each type.

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