The Instruments of Primary School Teacher Readiness to Implement Independent Learning Policy in Determining Student Graduation: Questionnaire

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Abstract. This study aims to develop readiness instruments, especially related to determining aspects of primary school teacher readiness to implement the independent learning policy in determining student graduation which can be used as a basis in formulating elementary teacher readiness indicators to implement the independent learning policy in determining student graduation these. The model of research and development that be used in this study was 4D which consists of define, design, develop, and disseminate. The subject of this research is a instrument in which there are aspects of readiness which include Emotive-Attitudinal, Cognitive Readiness, and Behavioral Readiness. Based on the three aspects of readiness, then an indicator of the readiness of primary school teachers is formulated to implement the independent learning policy in determining student graduation. Finally, these indicators are used as the basis for formulating statement items in a questionnaire as an instrument to measure the readiness of primary school teachers to implement the independent learning policy in determining student graduation. The data obtained will be analyzed for validity. Based on the results of Aiken's V analysis, a score of 0.825 was obtained, and it was interpreted as a fairly high coefficient because the score was between 0 and 1.00. So the instrument of independent learning policy in determining student graduation are in the valid category

Keywords: Development; Instrument; Teacher Readiness

1 Introduction

Education is the most important investment for every country especially for the developing country. Through education, qualified individuals can be prepared to become developed countries. This can only be achieved if the current education system has a quality. To find out whether the current education system is having a good quality or not, an evaluation can be carried out. Evaluation is the systemic process of judging the worth, desirability, effectiveness, or adequacy of something according to definite criteria and purposes (Steele, 1970). Evaluation is an independent, systematic investigation into how, why, and to what extent objectives or goals are achieved (Twesky & Lindblom, 2012). Through evaluation it can be seen about what has been achieved and what has not, then the data obtained it can be used in the process of fixing and improving the quality of education (Purnomo & Wulandari, 2019).

Evaluation can be said as a deliberate and purposeful activity. Why it is deliberate because the evaluation is having been done with consciously. Meanwhile, evaluation is said to aim because it is to use to reveal difficulties, point the way to improvement, and give direction to

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growth (Blanchard, 1956). Evaluation is also often said as part of every human action, together with the decision-making process.

There are lots of reasons to do an evaluation (Leuwen, Hebbeler, Cherner, Newman, & Cameto, 2000), the first and most important reason to do an evaluation is to learn about something that is being carried out to see how it can be improved. A second reason to do an evaluation is that it will provide data about your activities so that you can celebrate your successes within your collaborative and your community. The third reason to do an evaluation is that an organization such as an outside funding source is requiring it. A fourth reason is to have evaluation data available for the future when the community might choose to apply to an outside funding source for additional support and finally the last reason is to remember that your community is involved in an exciting experiment—collaboration is an innovative approach to improve the well-being of.

Based on the various reasons expressed, it can be seen that evaluation has an important role in describing the results of an education system. One of the results of educational evaluation that can be described is the competence of students. The concept of competence centers on ability or capability, which in turn focuses attention on the attributes that comprise this ability or capability (Hager & Gonczi, 2009). Competencies should be recognized and judged based on specific contextual features, particularly how they are developed, what they represent within an organization, and the role that they play in delivering customer value (Ciarniene, Kumpikaite, & Vienazindiene, 2010). It is the same thing with the competencies for students in education. The competence of students in Indonesia is described through the competency standards of graduates.

Competency standards for graduates are the basic competencies of students who must be mastered after completing a level of education (Oktaviani & Wulandari, 2019). Domain competencies that must be mastered in competency standards for graduates is domain of knowledge, behavior and psychomotor. To measure the competency standards for graduates, the Indonesia government conduct national exams. The national examination basically have purpose to measure the achievement of graduate competencies in certain subjects nationally by referring to the competency standards for graduate (BSNP, 2019). So far, the implementation of the national exam has been centralized. The centralization starts from the creation of questions, assessment is also carried out through a centralized system, besides it is lack of the involvement of teachers who know the psychological condition of students in national exam bring more problem. This condition makes the national exam in the end often becomes a psychological burden for students.

The problem with the national exam raises the idea that assessment and graduation should be determined by schools, besides that it will provide benefits for students because they get additional grades, morally and psychologically students are not burdened (Nursyam, 2017). In addition, for schools, if the national exam is prepared and administered directly by the school, the school will feel that it is not bothered by the incomplete, lacking and even unclear script distribution and supervision system. Responding to this condition, the government responded through the independent learning policy in determining student graduation.

In the independent learning policy for determining student graduation, student graduation determined through school exams organized by the education unit based on the assessment of learning outcomes conducted by the teacher. (Kemendikbud, 2020). This condition has an impact on teachers, where school examination materials for student graduation (such as written tests, portfolios, assignments, and / or other forms of activity) are made by the teacher in each educational unit. Thereof for the teacher to be able to carry out this policy, the readiness of the teacher is needed.

Readiness is a state in which the organizational conditions are such that school staff are prepared to engage with change (Lynch & Smith, 2016). Through readiness as the part of organizational members is expected can ensure positive attitudes and behaviors (e.g. openness towards and commitment to change) (Kondakci, Beycioglu, Sincar, & Ugurlu, 2015). So it can be said that if the individual that facing change has good readiness, then changes can be made. It is the same thing for the readiness of the teachers in implementing the independent learning policy in determining student graduation.

Readiness consists of three categories (Maddox, M, & Boozer, 2000) the first is emotive-attitudinal readiness. Emotive attitudinal readiness consists of the responsibility to do a task, enthusiasm for a task, willingness to adapt to tasks at any time. In addition, individuals also show comfort and independence in carrying out tasks and the ability to appreciate the intrinsic value in a task. The second part of readiness is cognitive readiness. Cognitive readiness consists of having cognitive skills and critical thinking that are important to do their job. In addition, individuals must be aware of their strengths and weaknesses. Individuals must also easily make connections between the tasks they perform and the reality in the field so that they can be aware of their self-worth and willingness to carry out their duties. Furthermore, individual cognitive readiness must also be able to integrate concepts and tools from various scientific disciplines

The third part of readiness is behavioral readiness. Behavioral readiness consists of the willingness of individuals to carry out a partnership function with their colleagues and facilitators. In addition, individuals must also be adept at managing time to achieve goals in accordance with their duties. If the teacher is able to master all three parts of readiness, they will be ready to apply the new policy. However, in the implementation, we do not know to what extent the teacher's readiness to implement the independent learning policy in determining student graduation. To be able to determine the readiness of teachers to implement the independent learning policy in determining student graduation, appropriate instruments are needed. One of the instruments that can be used is a questionnaire.

The questionnaire is a data collection technique which is done by giving a set of questions or written statements to the respondent to be answered (Sugiyono, 2009). A Questionnaire is relatively economical, has the same questions for all subjects and can ensure anonymity (McMillan & Schumacher, 2010). Therefore, the questionnaire can be the right choice to determine the readiness of teachers to implement the independent learning policy in determining student graduation. However, in the reality, has not been developed a questionnaire which describes the readiness of teachers to implement the independent learning policy in determining student graduation. Based on the various problems expressed, this study will focus on developing instruments for teacher readiness to implement the independent learning policy in determining student graduation.

2 Method

This type of research is Research and Development. The development model used in this study is the 4D model, consisting of define, design, develop, and disseminate (Thiagarajan, Semmel, & Semmel, 1974). However, the disseminated stage cannot be carried out considering the time is limited. In this study, the implementation of the 4D model consists of: 1) The define phase is the initial phase or becomes the initial foundation in conducting a research. The purpose of this stage is to stipulate and define instrument requirements. The

initial phase is mainly analytical. Through analysis, we prescribe objectives and constraints for the instrument. This definition phase consists of front-end analysis, analysis of subject characteristics, task analysis, concept analysis and specifying the objectives. 2) The design stage is the stage in which it contains a design. Their design phase aims to make plans or initial framework readiness of teachers to implement an independent learning policy in determining graduation of students. (3) The development phase is a phase used in producing a development product.

This development phase aims to produce an instrument for the readiness of teachers to implement the independent learning policy in determining the graduation of students after going through the guidance and improvement process. This stage consists of an expert judgment which is carried out by testing the content validation analysis using a validation sheet that is submitted to the expert, then the expert will provide an assessment and input that is useful for improvement and refinement of the resulting product. The teacher's readiness instrument to implement the independent learning policy in determining student graduation was used in the form of grid and questionnaire sheets. Questionnaire is a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion (Roopa & Rani, 2012). In addition, questionnaire is defined as a set of questions administered to individuals to gather useful information (Harlacher, 2016). The questionnaires that clear and concise can help get the best response from respondent (Burgess, 2011).

The instrument of independent learning policy in determining student graduation is arranged based on indicators according to Maddox, M, & Boozer (2000), namely 1) responsibility to do a task, 2) enthusiasm for a task, 3) willingness to adapt to tasks at any time. 4) show comfort and independence in carrying out tasks ,5) ability to appreciate the intrinsic value in a task, 6) having cognitive skills and critical thinking that are important to do their job, 7) aware of their strengths and weaknesses, 8) easily make connections between the tasks they perform and the reality in the field, 9) aware of their self-worth and willingness to carry out their duties, 10) able to integrate concepts and tools from various scientific disciplines, 11) willingness to carry out a partnership function with their colleagues and facilitators, 12) individuals must also be adept at managing time to achieve goals in accordance with their duties. This indicator is developed into 15 positive statements.

This study uses techniques analysis data in the form of validity analysis. The type of validity that used in this study is content validity. Content validity is one of the most commonly used types of validity to determine the reliability of an instrument made by researchers in the early stages of instrument development (Vakili & Jahangiri, 2018). The steps of the preparation of content validity of the instrument as follows: (1) preparing grating aspects of assessment tailored to the scope of the variables to be measured, (2) gratings have been made then consulted with experts, (3) the results of the consultation and then developed in the questionnaire items on the questionnaire technique, interview, and documentation, (4) after being finished, an expert was consulted again.

There are various ways to test the validity of the content, but the type of content validity test that used in the research of developing teacher readiness instruments to implement the independent learning policy in determining student graduation is Aiken's V. The Aiken V index is an index of rater agreement on the suitability of items (or whether the items are appropriate) with the indicators you want to measure using these items (Retnawati, 2016). Aiken's V coefficient values range from 0 - 1. Aiken's V statistical formula is as follows:

$$V = \sum s / [n(c-1)]$$

$s = r - lo$ (Azwar, 2014)

The data analysis technique used to determine the validity of the teacher's readiness instrument to implement the independent learning policy in determining student graduation was done by tabulating all data obtained from the validator for each component and the assessment items available in the assessment instrument. The validators involved were Isnaini Wulandari, M.Pd and Yogi Kuncoro Adi, M.Pd. The instrument indicators for the readiness of teachers to implement the independent learning policy in determining the graduating students of the assessed students are, instructions for use, suitability of indicators with theory, choice of words in statements, language, level of instrument ability to measure the indicator. Which can be presented in the following table:

Table 1. Indicators of assessment of teacher readiness instruments

No	Indicator	Statement
1	Instructions for use	Instructions for use are clearly stated
2	Choice of words in statements	Statements are easy to understand and do not lead to multiple interpretations
3	Language	Sentences that use in the statement have a good and correct language
4	Suitability of indicators with theory	Conformity of statements with indicators of teacher readiness
5	Level of instrument ability to measure the indicator	The level of instrument ability in measuring teacher readiness

3 Result and Discussion

The development of the teacher's readiness instrument to implement the independent learning policy in determining student graduation was carried out to determine the extent of the teacher's readiness in responding to the independent learning policy in determining student graduation. Because the teachers' readiness to change affects the teachers' performance (Winardi & Prianto, 2016). So it is necessary to develop an instrument for the readiness of teachers to implement the policy of independent learning in determining student graduation. The development stage used in this research is the 4D model, consisting of define, design, develop, and disseminate (Thiagarajan, Semmel, & Semmel, 1974). In the define phase, front-end analysis, subject characteristic analysis, task analysis, concept analysis and specifying the objectives are carried out. This step is performed to determine the needs of the user. At this stage, it is known that data is needed regarding the readiness of teachers to implement the independent learning policy in determining student graduation. In this phase, the objectives of the development must be specified to facilitate the content to be included in the instrument that will be developed.

The next stage is design. the purpose of this stage is to design a prototype of the Instrument. The data obtained at the define stage is used as a reference in designing at this stage. At this stage the indicators used in the development of teacher readiness instruments are determined, namely based on the opinion of Maddox, M, & Boozer (2000) which contains 1) responsibility to do a task, 2) enthusiasm for a task, 3) Willingness to adapt to tasks at any time. 4) show comfort and independence in carrying out tasks ,5) ability to appreciate the intrinsic value in a task, 6) having cognitive skills and critical thinking that are important to do their job, 7) aware of their strengths and weaknesses, 8) easily make connections between the tasks they perform and the reality in the field, 9) aware of their self-worth and willingness to

carry out their duties, 10) able to integrate concepts and tools from various scientific disciplines, 11) willingness to carry out a partnership function with their colleagues and facilitators, 12) individuals must also be adapt at managing time to achieve goals in accordance with their duties. This indicator is developed into 15 positive statements. The result of this stage is the product of the teacher's readiness instrument to implement the independent learning policy in determining student graduation in the form of a questionnaire.

At the develop stage, the product is developed. The purpose of this stage is to modify the prototype of the instrument. The two steps in this stage is an expert appraisal and developmental testing. At the expert appraisal stage, the validity test was carried out through an expert judgment (Validator). The expert appraisal process is in accordance with the statement if questionnaire format, sequence and wording, the inclusion of classification, behavioral, knowledge and perception questions, and questionnaire length and output as an instrument, need to be considered to ensure reliability, validity, and sustained engagement of the participant (Bird, 2009). The draft of the teacher's readiness instrument to implement the independent learning policy in determining the graduation of students that was designed by the researcher was submitted to the validator along with the instrument assessment sheet. This product was tested for validity by two validators. The validators involved were Isnaini Wulandari, M.Pd, and Yogi Kuncoro Adi, M.Pd. The type of content validity was chosen is Aiken's V.

Based on the results of the assessment of the teacher's readiness instrument to implement the independent learning policy in determining student graduation, a score of 0.825 is obtained where this score is in the range from 0 to 1.00, the Aiken's V score in the validator table can be interpreted as a high enough coefficient for each indicator. instrument readiness of teachers to implement the policy of independent learning in determining student graduation. This means that each indicator contained in the teacher's readiness instrument to implement the independent learning policy in determining student graduation has good content validity. The results of the feasibility test of the teacher's readiness instrument to implement the independent learning policy in determining student graduation for each indicator can be presented in this following table:

Table 2. Aiken's V Test Results of the Teacher's Readiness Instrument to Implement the Independent Learning Policy in Determining Student Graduation

No	Indicator	Index Aiken's V	Category
1	Instructions for use	0,75	The Validity is High
2	Choice of words in statements	0,875	The Validity is High
3	Language	0,875	The Validity is High
4	Suitability of indicators with theory	0,75	The Validity is High
5	Level of instrument ability to measure the indicator	0,875	The Validity is High

Based on table 2, it can be seen that Aiken's V score on each indicator. In the indicator instruction for use, the figure is 0.75, which means that it can be interpreted that the item has a high coefficient. In the indicator choice of word in the statement, the figure is 0.875 which can be interpreted that items have a high coefficient. In addition, the language indicator obtained a figure of 0.875 which can be interpreted that items have a high coefficient. On the indicator of suitability of the indicator with the theory, the figure is 0.75 which can be interpreted that the item has a high coefficient, and on the indicator the level of instrument's ability to measure the

intended indicator as the last indicator, the figure is 0.875 which can be interpreted that the item has a high coefficient. So it can be said that all items have a high coefficient.

Of all Aiken's V numbers on each indicator, the lowest score was 0.75 on the indicator instruction for use and the suitability of the indicator with theory. Therefore, it can be said that all items in the teacher readiness instrument in the form of a questionnaire have good content validity and support the overall content validity. The statement that the results of the validity test on the teacher readiness instrument are said to be valid in accordance with the opinion that a judgmental review panel is assembled to assess the specifications according to the validity criteria of appropriateness, accuracy, and representativeness (Berk, 1990). So the results of this validity test can be considered valid, and the product instrument of teacher readiness can be used at a later stage in research.

4 Conclusion

Based on the results and discussion, it can be concluded that the results of Aiken's V analysis obtained a score of 0.825, and is interpreted as a fairly high coefficient because the score is between 0 and 1.00. So that the instrument of teacher readiness to implement the policy of independent learning in determining student graduation is in the valid category. After the teacher's readiness instrument to implement the independent learning policy in determining student graduation is declared valid, the next step is dissemination.

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