

Numerical Competency Profile of Elementary School Teachers in Ponjong District, Gunung Kidul Regency in terms of Gender, Type of School, Length of Teaching, Age, and Educator Certification

by Irfan Wahyu Prananto, Yoppy Wahyu Purnomo, fery Muhamad Firdaus, Sri Rochadi, Dwi Yuniarifi

ABSTRACT

This study describes the numeracy competency profile of elementary school teachers in Ponjong District, Gunung Kidul Regency. The aspects used to describe these abilities are in terms of gender, public or private school, length of teaching, age, and whether the teacher in question is a certified educator or not. This numeracy competency is essential to explore because this skill is one of the most critical primary education goals; it helps realize success in advanced learning, social interaction, meeting the needs of life, and global employment. This study uses a quantitative approach, where a sample of forty teachers is drawn evenly from each teacher working group (KKG) group. Data analysis used correlation and regression tests. The results showed that from the gender aspect, there was no difference in numeracy competence for both men and women. Second, from the type of school, it was found that there was no difference in numeracy competence between public and private schools. Third, from the length of teaching, it was found that teachers with teaching years under five years had higher numeracy scores. Fourth, age has no difference in numeracy abilities from 25 to 56 years. The conclusion, from the aspect of educator certification, is exciting. Although not significant, there were differences in numeracy skills between teachers who were certified educators and those who were not certified. The numerical results are higher for teachers who do not have an educator certificate.

Kata Kunci: *Competence, Numeration, Elementary School Teacher*