



Analysis of Elementary School Teachers' Understanding of the Implementation of the Minimum Competency Assessment (AKM) Policy

Irfan Jaenudin, Dwi Kurniasih, Sri Wahyuni Ulfah, Babang Robandi

Elementary Education, School of Postgraduate Studies

Indonesia University of Education

Dr. Setiabudhi Street No. 229 Bandung 40154

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Korespondensi:

(Irfan Jaenudin)

(087821869290)

(irfanjaenudin@upi.edu)

Abstract: Teachers have an important role in successfully implementing AKM policies in elementary schools. This study aims to describe the level of understanding of elementary school teachers regarding implementing the AKM policy. Through a quantitative approach with the survey method, data is collected using a questionnaire via Google Forms. The instrument was validated with content validity by experts and test-retest reliability to test its reliability. The data obtained were then analyzed using descriptive statistics in the form of percentages. The procedure for carrying out this survey research begins with formulating the research problem and objectives, identifying research subjects, selecting data collection techniques, making instruments, distributing instruments, and analyzing data and reporting. There were 113 research samples from the population of 392 elementary school teachers in Megamendung District, Bogor Regency. The results of this study indicate that the average percentage of elementary school teachers' understanding of the implementation of the AKM policy is 71% or in the good category. Based on these data, it can be seen that elementary school teachers in Megamendung District, Bogor Regency, understand the concept of implementing the AKM policy set and socialized by the Ministry of Education and Culture of the Republic of Indonesia.

INTRODUCTION

The Minimum Competency Assessment (AKM) is an important issue currently being widely discussed in Indonesian education circles. AKM,

which is one of the four new policy points rolled out by the Ministry of Education, is a solution for the abolition of the National Examination (UN) in 2021 (Afista et al., 2020; Mustaghfiroh,



2020; Uswatiyah et al., 2021). This policy is a breath of fresh air which is welcomed by all parties, especially parents and students, considering that the National Examination policy which has been implemented so far has caused a lot of polemic in society and based on the decision of the Supreme Court (MA) it is considered legally flawed (Afista et al., 2020; Aisah et al., 2021). Critical studies of the evaluation of the implementation of the National Examination, which is always problematic and used as a standard for graduating students, cause societal controversy (Susanti, 2013). The implementation of the National Examination, which is used to assess the quality of a person's education, but only measures the cognitive aspect, is seen as unfair and violates the national education system law (Law on the National Education System), which mandates an independent assessment comprehensive in the cognitive, affective, and psychomotor domains (Silverius, 2010).

Evidence in the field also shows that implementing the National Exam has been ineffective in increasing students' basic competencies. Results of

the Program for International Student Assessment (PISA) and the Trend in International Mathematics And Science Study (TIMSS) show that the ability of Indonesian students in the fields of reading, mathematics and science is still in a low category (Prasetyani et al., 2016) This is important, considering that the results of PISA and TIMSS are references often used by various countries, including Indonesia, in making policies (Rokhim et al., 2021). Facing global challenges that demand mastery of 21st-century life skills and the impact of the industrial revolution 4.0, the education system in Indonesia needs to make changes. Based on the results of the UN evaluation, demands for mastering 21st-century life skills, and the impact of the industrial revolution 4.0, the Ministry of Education and Culture policy publishes AKM as part of the National Assessment (AN).

The Indonesian Ministry of Education and Culture's Research and Development Center for Assessment and Learning (2020) defines AN as an effort to comprehensively capture the quality of processes and learning outcomes of primary and secondary

education units throughout Indonesia. AN acts as a National Examination, which is a source of information for mapping and evaluating the quality of the education system and not as a tool for evaluating student learning outcomes. There are three instruments used by AN, namely: AKM, Character Survey and Learning Environment Survey (Kemdikbud, 2021c). AKM is AN instrument that measures students' cognitive abilities for reading and numeracy literacy as basic and sustainable abilities across classes and levels of Education that need to be mastered by every student (Novita et al., 2021). Unlike the case with the UN cognitive assessment, the AKM was carried out on a sample of students in grades 5, 8 and 11 who were randomly selected at their respective educational levels. Feedback educational units use the results of this AKM to improve the learning process before students finish school. The hope is that this AKM will accommodate students in mastering 21st-century life skills (Andiani et al., 2020). As the newest form of educational evaluation in Indonesia, the government needs to make preparatory efforts in the form of outreach. The

results of previous research stated that the government had successfully implemented AKM socialization to all parties (Aisah et al., 2021). The teacher is the party that has an important role in the successful implementation of AKM. To what extent do teachers understand the concept and implementation of AKM, indicating the teacher's and the school's readiness to implement the AKM policy. Given this important role, a study is explicitly needed to determine the level of understanding of teachers, especially elementary schools, regarding implementing the AKM policy.

METHOD

This study uses a quantitative approach with survey methods and descriptive analysis. Survey research is a type of research that uses a questionnaire as its main data source (Sudaryono, 2017). The questionnaire was prepared by referring to the aspects and indicators according to the guidelines for implementing the national AKM assessment issued by the Ministry of Education and Culture of the Republic of Indonesia. The instrument's validity was measured by asking a judgment expert to provide an

assessment in terms of content and structure. Content validity is a judgment made by experts to state that the instrument is valid based on specific standards (Blanchflower, 2018).

The reliability level of the instrument used is test-retest reliability, namely a reliability test carried out by testing the instrument on the same sample twice to see the stability of the answers given by the sample (Blanchflower, 2018). The instrument was tested and then processed statistically with the consideration of Cronbach's Alpha so that the instrument is said to be consistent or reliable.

As for this study, the survey research procedures carried out were as follows:

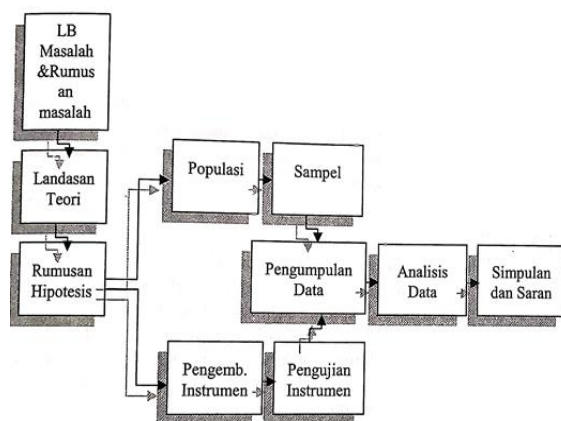


Figure 1 Quantitative Survey Method Research Procedure (Sugiyono, 2019)

Starting with explaining the background of this research, namely about the understanding of AKM

Elementary Teachers. This is followed by formulating the problem related to the extent to which elementary school teachers understand AKM. Formulate a hypothesis by estimating the existing situation.

The next step is determining the research subjects, namely elementary school teachers. Develop data collection instruments based on theoretical studies of AKM implementation. Furthermore, data were collected and then analyzed with descriptive statistics in the form of percentages. From the data that has been analyzed, the researcher concludes and provides suggestions for further research.

The subjects of this study were elementary school teachers in Megamendung District, Bogor Regency, with a sample of 113 respondents from a population of 392 people. Samples were randomly selected from every elementary school in Megamendung District, Bogor Regency, regardless of strata. The sample came from teachers of public elementary schools grades 1-6 in the Megamendung District, Bogor Regency.

The research instrument used was a questionnaire consisting of 20

statements about understanding AKM. The questionnaire uses a Likert scale in the form of a rating scale of 1-5. The questionnaire instruments were packaged in Google Forms and distributed to research samples in Megamendung District, Bogor Regency.

The following categories of elementary school teachers' understanding of the implementation of AKM were used in this study:

Table 1 Categories of Understanding Level of AKM Elementary Teachers

Tingkat Persentase (%)	Kategori
81-100	Very Good (Sangat Baik)
61-80	Good (Baik)
41-60	Average (Cukup)
21-40	Deficient (Kurang)
1-20	Very Deficient (Sangat Kurang)

RESULT & DISCUSSION

The data was obtained by distributing questionnaires to the research sample through the Google Forms application, namely elementary school teachers in Megamendung District, Bogor Regency. The distributed questionnaire has been declared valid by experts and has good reliability. The questionnaire was filled in by 113 elementary school teachers from every school in Megamendung District, Bogor Regency. The purpose of the

questionnaire was to obtain survey data regarding the level of understanding of elementary school teachers regarding the implementation of AKM policies.

Result

Questionnaire results regarding elementary school teachers' understanding of the AKM policy concept are explained in detail in Figure 2 below:

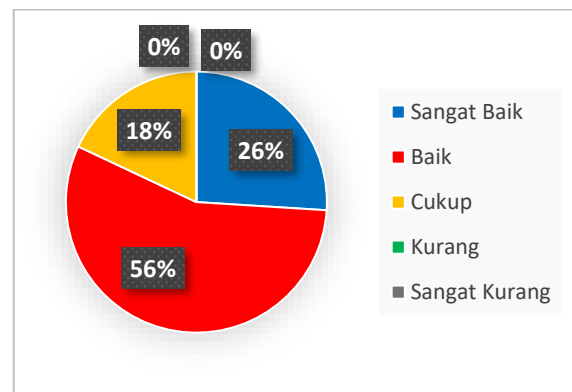


Figure 2 Elementary School Teachers' Understanding of the AKM Policy Concept

Based on the data in the graph above, we can see that the largest number of elementary school teachers who have understood the concept of the AKM policy are in the good category, namely 56% (63 respondents), 26% very good (29 respondents), and average 18% (21 respondents). So, the average value of elementary school teachers' understanding of the AKM policy concept is 74% or is in the category of good understanding.

Questionnaire results data regarding the understanding of elementary school teachers regarding the design of the AKM instrument are explained in detail in Figure 3 below:

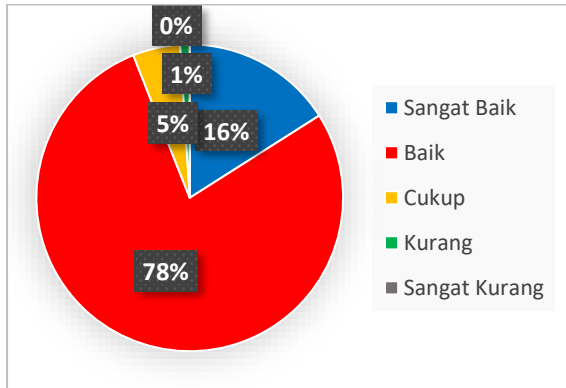


Figure 3 Understanding of Elementary School Teachers About Types of AKM Instruments

The graph shows that the largest number of elementary school teachers who understand the AKM instrument design is in a good category, namely 78% (88 respondents), very good 16% (18 respondents), quite good 5% (6 respondents), and 1% not good. (1 respondent). The average score is 71%, and it is in a good category. This means that most elementary school teachers in Megamendung District, Bogor Regency, understand this aspect well.

The data from the questionnaire on the level of understanding of elementary school teachers on aspects of the AKM policy implementation system can be observed in Figure 4 below:

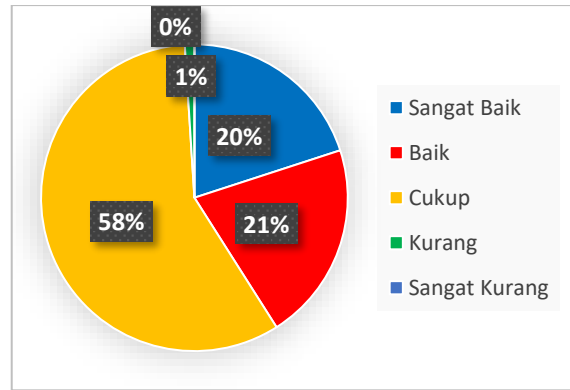


Figure 4 Elementary School Teachers' Understanding of the AKM Policy Implementation System

Based on the data above, it is known that the level of understanding of elementary school teachers about the AKM policy implementation system is at most in the fairly good category, namely 58% (65 respondents), good category 21% (24 respondents), very good 20% (23 respondents), and not good 1% (1 respondent). The average is 67%, or the good category. This means that elementary school teachers in Megamendung District, Bogor Regency, have a fairly good understanding of this aspect.

The average percentage of elementary school teachers' understanding of the implementation of the AKM policy as a whole, based on the accumulation of each aspect, can be seen in Table 2 below:

Table 2 Average Percentage of Understanding Level of Elementary School Teachers in Bogor District Against AKM

Aspects of Understanding AKM	Percentage Rate (%)
AKM Policy Concept	74
AKM Instrument Plan	71
AKM Policy Implementation System	67
Average	71

Based on the data in Table 2, we can see that the average understanding of elementary school teachers for all aspects of understanding AKM is 71% or in the Good category. Referring to this, it can be concluded that the average understanding of elementary school teachers in Megamendung District, Bogor Regency, regarding the implementation of the AKM policy that has been established and socialized by the government, is good.

Discussion

Based on the research results previously described, it can be explained that the elementary school teachers in this study had a good understanding of the implementation of the AKM policy. It can be seen from the average percentage of respondents in the three aspects measured in the good category. These aspects consist of the

AKM policy concept, the AKM instrument design, and the AKM policy implementation system.

The aspect of understanding the AKM policy concept consists of the extent to which respondents understand the definition, background, objectives and benefits, as well as the characteristics of AKM that distinguish it from the National Examination. In this aspect, the level of understanding of respondents is 74% or is in a good category. This indicates that most respondents have a good understanding of the definition of AKM as one of the AN instruments designed to measure reading literacy and numeracy literacy as basic literacy that needs to be mastered by every student (Novita et al., 2021). The background to establishing the AKM policy is none other than in response to the results of the government's evaluation of the implementation of the National Examination, the demands of mastering 21st-century life skills, and the impact of facing the industrial revolution 4.0 (Aisah et al., 2021; Novita et al., 2021). Respondents also understood well that the purpose of this AKM was to measure students' basic cognitive

abilities (Kemdikbud, 2020). Meanwhile, other instruments were used to measure schools' attitudes and carrying capacities, such as character surveys and the learning environment (Kemdikbud, 2021). The results of this AKM are useful as a benchmark for teachers to review and improve the learning process carried out by teachers and the quality of school education (Hendri, 2020; Novita et al., 2021). The characteristics of AKM are not only a substitute for the National Examination but are indeed different from the National Examination. The difference in AKM can be seen from the proportion of question development between AKM and UN. In AKM questions, the proportion of students' assessments for reasoning and application is greater than for knowledge. All AKM questions are accompanied by a context that connects students to master 21st-century life skills and think High Order Thinking Skills Andiani (2020); Hidayatulloh (2020). AKM is also not used as a graduation standard for a person in a particular educational unit and a requirement for continuing school to the next level of education as in the

National Examination (Kemdikbud, 2021).

Aspects of the AKM Instrument design consist of 8 statement items that test how well respondents understand the types of instruments, components, and forms of the AKM instrument. Based on the survey results, 71% of the respondents already understood the AKM instrument design. This figure shows that elementary school teachers' understanding regarding the design of the AKM instrument is in a good category.

Respondents have been very good at understanding AKM, which consists of reading literacy assessment instruments and numeracy literacy, both of which are basic skills that students need to master in order to learn various kinds of subjects (Kemdikbud, 2020). However, more than 50% of respondents were still confused about distinguishing the types of AKM instruments from AN instruments. Respondents considered that the character and learning environment surveys were part of the AKM. The AKM, character survey and learning environment survey are three different instruments in AN. Each of these

instruments has a different orientation. AKM measures reading literacy and mathematical literacy. Attitudes, values, beliefs, and habits that reflect the character of students are measured by character surveys. The quality of various aspects of input and teaching-learning processes in the classroom and at the educational unit level is measured by a survey of the learning environment. These three are different parts but are the same type of instrument used in AN (Kemdikbud, 2021).

Regarding the AKM component, respondents were very good at understanding reading and numeracy literacy, which consists of content, cognitive processes, and context. Respondents are also good at understanding the content of reading literacy in the form of informational texts and literary texts. Previous research stated that the average teacher could correctly understand reading literacy content consisting of informational and literary texts (Rokhim et al., 2021).

Based on its components, AKM consists of content, cognitive processes, and context. Content for reading literacy

is informational and literary texts. Content for numeracy literacy is numbers, geometry, algebra, measurement, data and uncertainty. The cognitive processes for reading literacy are finding, interpreting and integrating, evaluating and reflecting on the information. Meanwhile, numeracy literacy consists of understanding, applying, and reasoning. The contexts for these two literacies consist of personal, socio-cultural, and scientific contexts (Kemdikbud, 2020). However, more than 40% of respondents misunderstood that AKM consists of more than three contents: numbers, geometry, algebra, measurement, data and uncertainty. More than 45% of respondents also mistakenly understand that measuring factual, conceptual, and procedural knowledge is a characteristic of the cognitive level of understanding.

The AKM instrument is presented in various questions such as multiple choice, multiple complex choices, matching, brief entries, and descriptions (Kemdikbud, 2020). Respondents have been very good at understanding these instruments. This is indicated by the respondent's 82% or very good score.

The AKM policy implementation system aims to determine the extent to which respondents understand the goals of AKM, the implementation of AKM, and the facilities and infrastructure used in implementing AKM. The AKM policy implementation system obtained from respondents was 67% or in the good category. This indicates that most respondents already have a good understanding of the AKM target. Basically, the respondents already understood that the primary school level targets were grade 5 students. This was in accordance with what was explained by Balitbang that the implementation of the AKM or Minimum Capability Assessment was only attended by a portion (sample) of students who were randomly selected from grades 5, 8, and 11 in each school/madrasah (Kemdikbud, 2021). Based on the results of the questionnaire distribution, it was found that 47 out of 113 respondents agreed, and 17 respondents chose the answer strongly agreed with the statement that AKM participants were not all students who were at the end of their education level as was the implementation of the National Examination. This shows that

respondents understand that participation in the AKM implementation has a different system from the UN implementation. Participation of participants who took part in AKM consisted of (1) students who were sampled determined randomly by the Ministry of Education and Culture, (2) reserve participants of 5 students, (3) during the implementation of AKM followed by educational units that had an NPSN and were registered at the Ministry of Education and Culture, including SPK and SILN, (4) AKM is attended by students with special needs in inclusive schools who are able to carry out assessments independently, (5) while students such as SLB A, SLB B, SLB C, and SLB G do not participate in this activity (Kemdikbud, 2021).

Facilities and infrastructure in AKM have their mode of implementation. Respondents are quite good at understanding the facilities and infrastructure needed for implementing AKM. It was evidenced by the results showing that 37 respondents stated that they strongly agreed, and 51 respondents agreed with the statement explaining that the implementation of

the AKM was online/semi-online, which would later require facilities in the form of a computer. Apart from being computer-based, the mode of implementing AKM also shares facilities and infrastructure (Kemdikbud, 2021). Based on the questionnaire analysis on these three aspects, it can be seen that the overall understanding of elementary school teachers in Megamendung District, Bogor Regency, regarding the implementation of the AKM policy is good. Respondents' percentage level of understanding indicates this for all aspects of 71% or in the good category. Thus, this study shows that elementary school teachers in Megamendung District, Bogor Regency, already have a good and correct understanding of the implementation of the AKM policy. The understanding of elementary school teachers regarding AKM is the basic capital for schools to improve the quality of their education services. The function of this AKM is as a competency instrument that maps schools and regions based on measuring the minimum competencies possessed by each student, namely in reading literacy and numeracy (Houtman, 2020).

CONCLUSION

Referring to the results of the study, it can be concluded that elementary school teachers in Megamendung District, Bogor Regency, already understand the implementation of the AKM policy set and socialized by the government. Shown by the percentage level of understanding of the results of this study is 71%. The teacher has understood AKM, which includes three aspects: the AKM policy concept, the AKM instrument design, and the AKM implementation system. This implies that the Megamendung District, Bogor Regency, is ready to implement the AKM program launched by the Ministry of Education and Culture of the Republic of Indonesia at the elementary level. For the implementation of AKM to run better, the Ministry of Education and Culture will provide further socialization and training regarding this AKM. Likewise, for the level of understanding and readiness of teachers at the secondary education level, the development of AKM practice questions and evaluation of AKM policies, when implemented later, can become the focus of problems that can be examined for

recommendations for further research implementation.

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