



Assessment Analysis of AKM (Assessment Competency Minimum) and Character Surve in School

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Abstract

Indonesian Minister of Education and Culture Nadiem Makarim conveyed his perspective on #MerdekaBelajar. Replacing the National Standard School Examination (USBN) with a Minimum Competency Assessment and Character Survey is one of the goals. Literacy, numeracy, and character are the three elements that are evaluated. In order to be able to assess the concept and its application, this concept must be explored by linking it to pre-existing educational concepts. Through qualitative research, the literature study shows the concept of AKM assessment. The procedure for assessing AKM is to evaluate students' competence in reading literacy and numeracy, where each subject is rich in literature so that it is very possible to develop it in AKM and the Numerical Literacy Assessment in AKM can also be a reference in development. assessment.

Keywords: Assessment, Minimum Competency Assessment, Character Survey

Introduction

At the Preamble of the 1945 Constitution, one of the objectives of establishing the Unitary State of the Republic of Indonesia was to increase the intelligence of the nation's life. Education is the government's effort to print and prepare quality and competitive next generations. The quality of education has an important role because the country's educational development will never end. This is done to ensure that the education system in the future will be more focused, Efficient, relevant, and able to keep up with national developments. Therefore, Indonesia requires all its citizens to study for at least 9 years, (6 years in elementary school and 3 years in junior high school) in accordance with the use of article 1 paragraph 16 of law number 20 of 2003 the national education system. Compulsory education is the

responsibility of the government and local governments.

Even though Indonesia is a developing country, there are still some big problems in education. One of them is related to the use of global education, namely the national exam (UN). Based on law number 20 of 2003 on the National Education System, the UN should be used by teachers to evaluate student learning outcomes and monitor progress on an ongoing basis. However, in practice, the teacher's authority in this matter is often limited by the government. As a result, UN assessments are only focused on student learning outcomes, even though the law emphasizes the importance of evaluation in educational institutions and programs. Therefore, the UN was replaced with a Minimum Competency Assessment (AKM).

AKM is one of the initiatives introduced by the Minister of Education and Culture, Nadiem Makarim, through the independent learning education program, the aim of the free learning education policy is to facilitate access and quality education, which requires cooperation between the central and regional governments. AKM, also introduced as a character survey and learning environment survey, means one form of assessment of the education system for students. AKM and character surveys are policies that need to receive more attention. AKM measures students' abilities in reading and mathematics, while a character survey is used to measure students' emotional learning outcomes based on Pancasila principles. The learning environment survey aims to use information about school conditions. This survey involved a large number of parties, such as school principals, teachers, and students, using the assumption that competency assessment and evaluation was carried out by the students themselves.

The difference between the Paper-Based National Examination (UNBK) and the Minimum Competency Assessment (AKM) lies in the purpose of implementation. UNBK aims to increase the efficiency, quality, reliability, reliability and integrity of exams, AKM aims to collect information about learning outcomes for students throughout Indonesia, and use it to improve the quality and student learning products. So far, the literature has stated that UN material is claimed to be too difficult and encourages students to memorize. The AKM and the character survey have differences from the National Examination, because apart from assessing the cognitive aspects, they also assess the affective aspects of students. In addition, the character survey and AKM provide an opportunity for schools to improve the quality of student learning when the survey is conducted at the exclusive education level, namely grades 4, 8, and 11. The results of this survey are also

used as a basis for selection to continue to the next level of education.

As educational institutions, schools must prepare themselves to implement learning governance that supports this policy, regardless of the education implementation scheme for the new independent learning curriculum. Improvement of learning governance includes planning, implementation, and learning assessment. The hope is that learning activities must include materials and activities that can increase students' literacy and numeracy information and develop their character. Even though this curriculum was implemented 2 years ago, its implementation is still limited. Therefore, this study aims to analyze the character survey policies and minimum competency assessments implemented in schools.

Method

1. Type of research

The research method used in this article is library research or called library research, which is research that is obtained through data collection or scientific writing that aims at research objects or data collection that is of a literary nature or study is carried out to solve a problem which basically rests on critical and in-depth review of the same or relevant materials (Sukardi:2013). The research method with literature review or literature study is that it contains theories that are relevant to research problems. The problems in this study are as the authors described above regarding the minimum competency assessment and character survey in schools. Various existing sources will first be analyzed, discussed, and abstracted and then compiled in the form of an article report.

2. Procedure

This article uses a qualitative method of literature study. The akm assessment and character survey in schools

were analyzed. Researchers use journals, books, laws, and related references.

3. Data analysis techniques

The data analysis method uses the miles and huberman models which include presentation, reduction, presentation, and verification which aims to identify how the minimum competency assessment (akm) and character survey are implemented in schools.

Results and discussion

1. The concept of national assessment, akm, numerical literacy and character survey

First, assessment is data about student learning progress collected through a process known as assessment. Assessment can be defined as a way to assess student learning processes, in increasing growth and development and results, so that is a term that is relevant in achieving student learning processing. There are several categories of evaluation: traditional evaluation and alternative evaluation. Then the alternative assessment includes description questions and components in the assessment, some of which are called project assessments, friends, questionnaires, checklists, as well as overall assessment observations and discussions, finally the interview test. Then multiple choice tests, completion tests, and true-false tests, are part of traditional tests as well as limited answer tests.

The purpose of the assessment is (1) to show students' ability to master several components (2) to show satisfactory results from all learning processes (3) to determine whether the assessment results are accepted or not, (4) parents and society are important things for schools so that there is accountability on the part of the school. (5) improve teaching and learning activities.(waizah&Herwani: 2021)

Second, the minimum competency assessment is the main component of education which cannot be separated from several components such as learning and

the curriculum following assessment, the curriculum includes subject matter. Part of learning is how to make learning goals successful and in line with the established curriculum.

However, assessment is measured from all material processes that students learn, whatever and how much. Assessment is an assessment method used to collect information about the success rate of students in certain competencies.

Minimum competency assessment (AKM) is carried out to obtain information on how to improve the quality of the teaching and learning process and increase the fruit of the students' hard work. Departing from that, AKM does not only measure scientific material whether it is in line with the curriculum or not, but is also designed in order to improve the quality of education to know everything in a complex manner and to improve some of the coverage seen in the field regarding education, which is definitely lacking. In this case, having reading skills and numeracy skills is the main goal of AKM.(awandha, N)

AKM results are defined in the realm of providing knowledge about student strengths. To use innovative, high-quality learning strategies that are in line with student achievement levels, teachers can use these. It is hoped that the subject matter must be in accordance with the conditions of the students so that this can greatly help students understand the material of a subject. In this case akm includes the learning process, context, and content that must be taken by students. By applying this learning process assessment, teachers should be more creative in making tools to measure each of their students. Teachers who have mastered learning models should update or choose innovative and creative learning models, in this case the conventional model must be replaced first. In necessary situations, this can be achieved. The student-centered learning (scl) method is used to assess competency.

Scl is the teacher's center of attention because as a facilitator this is an approach in the learning process that focuses on students. This is due to the fact that conservative or conventional educational methods cannot be used to carry out national assessments. In order to improve students' processes and growth in the process of receiving information, the goals of numeracy literacy are easier to achieve. (Khalili, Rokhman: 2021)

Third, numerical literacy is the ability to think using several concepts in solving everyday problems in life, then continuing with all procedures, facts on the ground that are in line with individual humans in a relatively friendly society known as numeration.

Students who have numeracy skills can be used as capital to master other sciences. Literacy described above is the ability and knowledge in order to identify (1) in solving several problems that cover the whole in life (interpreting, using, communicating, obtaining, various numbers and mathematical symbols in solving problems. And (2) in making decisions should first analyze the knowledge that has been presented

Ability (numeric literacy), to use basic knowledge, principles, and mathematical processes in field facts (in human daily life) such as identifying problems in diagrams and trading boxes, etc. In this case, numeracy literacy is different from mathematical competence and numeracy literacy is different in how to use the concepts and knowledge they have. Numerical ability is not based on sufficient mathematical knowledge. Problems that are unstructured, do not have a concrete ending, and the factors inside are non-mathematical are not sustainable but require numeracy literacy for solving (Solechan: 2021). Mathematical knowledge is needed in improving numeracy skills, but this learning must be prepared in advance in order to develop abilities.

Fourth, Numerical Literacy According to the Head of the Standards Agency, curriculum and assessment of the ministry of education, culture, research and technology Number 030/H/PG.00/2021 Regarding Standard Operating Procedures in 2021 Implementation of the Assessment (National Assessment). Then the six aspects of students in the Pancasila Profile. Includes faith, piety to the Almighty and learning about strong and positive values. The purpose of the student character survey results is in order to see the learning outcomes related to the elements that have been determined. Then in this profile it can be seen if students apply or do not apply it.

As for article 3 regarding the objectives of national education No. 20 of 2003 regarding procedures in terms of building character and cultivating characters that reflect the morals of the civilization of the nation's life. Then the character traits that uphold the nation's civilization are the ones that are never left behind having noble morals, having faith in Allah, having a responsible and democratic attitude in society, being healthy, creative, independent.

According to Presidential Regulation (Perpres) No. 87 of 2017 related to strengthening character education, a nation that is cultured and has character must and values that must be grown first are tolerance, religious values, have honest values, work hard, and be independent, creative, disciplined, love the motherland, have high empathy for environment and social concern for the community. In addition, regulations that strengthen character education in 2018 No. 2018 (Regulation of the Minister of Education and Culture of the Republic of Indonesia). The regulation stipulates that Pancasila values must be implemented through five main values, namely religiosity, nationalism, and patriotism Having faith, having noble morals, then critical thinking, followed by a high social personality in

society such as mutual cooperation, independence and diversity.

2. Analysis (Minimum Competency Assessment) and Character Survey in Schools

It should be noted that actually the minimum competency assessment is aligned with the purpose of authentic assessment, this can help students so that they are able to visualize skills and knowledge even to the realm of applying skills and knowledge that already exist factually in life. (M.hosnan:2014)

Authentic research has several principles which specifically include: 1) developing assessment material through evaluation, 2) having characteristics that include subjects (Cross), 3) coherence and skills possessed by students or students' abilities 4) emphasizing the work process of participants students, 5) provide motivational enthusiasm in the learning process to students 6) focus on activities and empirical learning processes of students, 7) provide flexibility for students to rebuild the resulting responses, (8) more welcoming of a combination of affective, cognitive, psychomotor, (9) cultivating a divergent way of thinking (10) is learning and mutually coherent (11) wanting and continuous, (12) identifying visualizations in everyday life, (13) having correlations and jobs, (14) using data that original obtained in the field, (15) using various methods and instruments (Minister of Education and Culture of the Republic of Indonesia:2014).

The AKM assessment has procedural mechanisms such as evaluating student competence in reading and numbering, both field and character surveys.

Having skills or liking reading can be interpreted as an action that contains potential and good reading, as well as writing then searching, analyzing, knowledge received to think critically, upholding reason and then repeating it, as a

form of solving problems and growing the quota of Indonesian people who participate actively and actively contribute with citizens of the world whose capacity is very much. The most basic thing in the Minimum Competency Assessment is an evaluation of students' reading power or literacy activities. Writing and reading literacy cannot be interpreted in a narrow scope, the scope is in reading does not mean focusing only on repeating the reading and then writing it again. However, in a good literacy process, it is an effort to continue to develop reading and then analyze the world and be able to see the world from several points of view.

The scope of reading consists of several stages or processes in carrying out understanding, then using, and repeating or evaluating. The realm of literacy in evaluation is quite urgent in its development in a very broad range of factual, metacognitive, procedural, conceptual knowledge or information.

The Minimum Competency Assessment has the most basic thing to evaluate, namely reading literacy activities. In the context of reading, certain things should be adjusted, such as reading material (literature), there is part of a reading context or text, knowledge and the purpose of the context of information is to show a number of things that relate to phenomena in the field and data, as well as knowledge to grow the freedom of information found. scientifically, but the purpose of the context or text (fiction) is to encourage full empirical, with various entertainment and so on. Reading literacy in assessment does not focus on measuring a particular context but covers the whole context and then in improving cognitive processing. Some contexts that show about life and situations, Akm has knowledge of the discussion which has several substances:

1. Contexts that show related in terms of daily life that are more concrete, correlated (Personal).

2. Collaborating on all matters relating to the interests of the local community of various cultures (social)

3. Recent issues regarding science, which nominate activities, and all phenomena in the (scientific) field in a futuristic manner

An ability in critical reasoning determines knowledge with concepts, personality, skills, dispositions, some related facts and mathematical tools, used for students to solve problems in life phenomena whose context is relevant to individuals in the nation's society and the world within the country. In numerical competence, it is assessed from a fairly high level of reasoning, being precise in making decisions, and solving problems.

The Numerical Assessment covers various levels of cognitive competency, such as: understanding, applying, and reasoning. Numeration is not limited to aspects of mathematics, but covers all subjects. AKM is included in the basic assessment that all students must have in order to improve self-quality. Meanwhile, reading literacy and numeracy are included in the two minimum competencies for students which are intended so that they can learn in life at an unmeasurable age. As well as playing a role in everyday social life (society). Generally, the step in compiling an assessment instrument is to determine the thing or thing to be assessed concretely. However, this is not only a determination of the material, but is included in the way of thinking that will be assessed on that material (Permendikbud 2013). Broadly speaking, the assessment of AKM questions (the character of the questions given) is very different from the more varied learning assessments. The character of the questions given in AKM is not only (multiple choice) but multiple choice uses results or answers that show satisfaction at understanding level with application. This is based on the use of questions whose type is objective (Sukiman:2010). The type of descriptive questions is still used in AKM

questions, even though they are used based on CBT. The use of questions in context is for understanding, students, by measuring the level of application and students' critical abilities. In line with the opinion is in the processing of learning such as understanding, analyzing, applying, and repeating memories, thinking, including in the lowest level thinking family. Meanwhile, evaluation and analysis, as well as implementing the highest level thinking groups.

The emphasis point of the assessment is competency literacy, which is realizing the power whose cognitive orientation is contained in the High Order Thinking Skill. Then later in a phenomenon that occurs when individuals are faced with a complicated position or such as an urgent problem that requires speed in solving it. Thinking has several different levels, this depends on the condition and level of the problem at the moment. Then it focuses on the HOTS mindset, several questions or types of questions have been listed, which are multiple choice (AKM) which have a high level of complexity. However, there is a difference regarding multiple choice exercises (conventional ones) that seem very fast in completion. In practice questions such as multiple choice have a high level (difficulty) because here students have to choose more than one answer that should be right on the question (Sunardi : 2017). In this case it will make students careful, then in terms of thinking deeply or the options that have been provided. Apart from having definite advantages the type of question (Pilgan) has disadvantages, students have not been given the freedom to improve answers independently but they will tend to the correctness of the results of the question, so the consequence is that if students focus on the question is the truth then students will think about the answer correct, they will choose a random answer.

So this will be sustainable and have an impact on students so that they don't have to study hard to understand the subject

and will only focus on the correct questions and answers. In the learning experience for students, multiple choice questions are not the right way to provide stimulation and empirical learning to students. So that the right solution so that this problem does not occur, it is considered important to include the context of fictional information texts and some good text-based literacy. (Writing Team of Ministry of National Research and Development Research and Development Center Curriculum, 2006)

Departing from that AKM is a good assessment standard seen from the description below:

1. Realizing measurable results (competence)
2. Parts that have met the achievement standards based on the instrument used in the test.
3. Literally adjust the conditions of students so that the language is easy to understand,
4. Show facts on the ground (Empirical). (Minister of Education and Culture R)

The world of education has made significant efforts to prepare students to prioritize the ideals of the nation and then be able to compete globally to improve analysis in students' thinking processes, namely by using innovative ICT-based learning media such as (google classroom, Worwald, kahoot, and Quizis) . What is meant by high-level skills here is having the ability to deal with problems. The needs of students are not only knowledge and analytical processes, but students need to be equipped with essential knowledge that is appropriate for every era, which is relevant at this time.

The need for student character surveys in order to improve the quality of students in everyday life. Then in the affective domain it is only obtained in the learning process and will be done as much as possible. All domains within affective

subjects within each affective domain. In the affective domain there are value components then this value will then be implemented in the learning process both in class and in class size. Attitudes come from feelings that include willing or unwilling, attitudes have a relationship and individual behavior in providing feedback. Furthermore, attitude is the shape or facial expression in the point of view of all individuals. In another sense, attitude is a trait that can be formed, then behavior will follow and focus on the desired student activity created. Then there are 3 components of attitude, namely: Cognitive, conatit, and affective. Cognitive attitude includes believing or not towards the object. Conative attitude, includes several things related to the object of attitude by using certain continuous methods. Affective attitude, includes an object with feelings that have a point of view. (Author of Ministry of National Education Balitbang Curriculum Center)

The realm of character or attitude assessment aims to provide value for behavior and arises during learning, the scope of which is all social spiritual domains. There is a very large difference between the assessment of characteristics and the assessment of knowledge and skills. Based on that, the use of evaluation techniques is also different. The attitude assessment technique with a character survey is used in the National Assessment.

Part of the integral character survey of the national assessment, in the KBBI it is explained that the definition of a survey is a research technique in which it provides quite concrete boundaries from the field data that has been obtained. The characteristics of an individual, is a noble character, has a psyche, character, this which is called the survey character in the field. The Character Survey was created to serve as a measurement tool for social-emotional learning outcomes

Students, several components are given so as to have a positive impact on the

nation, namely in realizing students with character according to Pancasila. Non-test assessment techniques can be used in assessment. The assessment scale is used in AKM, which is a Likert scale and is accompanied by a rubric. Then this survey or such technique is felt to be very satisfying in terms of its implementation of providing good behavior measurements towards students. Statement from the Ministry of Education and Culture of 2013 No. 23 and in 2015 No. 15, states that character assessment in schools is carried out in order to improve or find out the behavior of students spiritually and the socialization of students. Related to the 2016 Permendikbud, spiritual character includes many things but the most important component is piety to God Almighty, while the social realm of students includes how students process with trust and honesty, discipline in doing assignments, and responsibility. Nevertheless, institutions can implement these spiritual and social aspects and adapt them to the school's vision and mission.

In terms of the implementation of PAI learning, it is very much needed in the aspect of character assessment, because in this case students will be formed with noble morals and Pancasila character, then if the application in schools has been familiarized, students will have an understanding of learning in schools cognitively, then students are expected to be able to implement it in everyday life. For this reason, character surveys are very relevant in PAI subjects. The assessment instrument contains not only positive questions but also many negative ones which are used for student literacy training to be more careful in choosing the correct answer. Minimum competency analysis assessment is (assessment categorized in the learning process) is an ast learning assessment, then this assessment has similarities with the For Learning assessment, namely: has a formative function and is carried out during the learning process. The difference lies only in

the active involvement of students in the assessment as learning.(sunardi)

This is carried out when the learning process in the classroom begins (Formative Assessment). The idea of assessment is then the idea that the concept of learning is not just an activity of incorporating knowledge or information into students, but is an active process of cognitive knowledge and this goes on with the condition of students and other students in the presence of interactions and renewed innovations in the world of education. Some of the benefits of surveys or measuring student learning outcomes are not seen from learning achievement alone, but the urgency is determined as the Assessment contributes to improving the skills possessed by students during the learning process. A teacher acts as a supervisor who has the task of supervising and monitoring the learning process and improving and realizing dreams in the progress of the student learning process that is adjusted to existing skills and continuous skill expectations. In the eighth grade can use the AKM assessment.

Very different from the National-Based Assessment Of Learning test which is carried out at the end of education at that level (educational unit). The reason for selecting students at the eighth grade school level is that the eighth grade position educates the middle of education in which the learning process is being carried out. Then the impact can improve learning processing which aims to increase student competence. Departing from that in line with the opinion (Ministry of National Education Balitbang curriculum center) is an assessment of having the ability to respond to teachers to improve planning and continuity of the teaching and learning process in schools.(Author of Ministry of National Education Balitbang Curriculum Center)

The data generated from the assessment is followed up by processing and analyzing the data. Maple supporting

teacher Gain knowledge of the achievement of students' abilities in the learning they are taught. In this case following up and reconstructing learning and improving while perfecting the assessment instrument.

This assessment relates to the process in learning processing which starts from the initial part of the planning lesson design, then carries out this process in the classroom so that it becomes part of unifying the whole learning or education program by complementing one another. The principle of assessment is none other than how educational efforts can stimulate students to think critically and then be able to apply them in an effort to solve some problems or issues that occur outside, both within the community group, as well as socio-political clusters such as culture and others. one of the goals of educators and in the form of principles that educators must have.

Conclusion

The national assessment includes the minimum competency assessment, which is intended to improve critical thinking and increase individual ability to solve problems that occur in society. Having critical thinking skills includes the ability to select and process information and have ideas and information that has been learned. Evaluating students' abilities in reading and numeracy is the akm assessment process. Each subject is very broad so it is very suitable for the development of akm, and the numerical literacy assessment in akm is used as a reference for its development efforts. Cognitive abilities that focus on higher order thinking skills (hots) are the second component of literacy skills. The akm characteristics are based on cbt and the use of various types of questions can be used to assess each subject. A character survey that measures students' social emotional development in the national assessment. The minimum competency assessment and attitude (character) survey as a substitute for the national standardized school

examination (usbn) do have advantages when combined on plantations. The results of assessments that focus on akm and character surveys can be used to develop learning that prioritizes critical thinking to solve problems that arise in society.

So, character values can be used to develop this assessment instrument, especially in the pai subject. Basic quality is needed from the results of the character survey which in the instrument contains literacy and numeracy indicating this. It is an important characteristic for the younger generation of the Indonesian nation in achieving their goals and future.

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