

Analysis of Ability to Prepare Learning Evaluation Minimum Competency Assessment (AKM) during the Covid 19 Pandemic at SD Negeri 3 Abepura, Jayapura City

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ABSTRACT

This research was conducted at SD Negeri 3 Abepura to analyze the ability to prepare a Minimum Competency Assessment (AKM) Learning Evaluation during the Covid 19 Pandemic. The method used in this research is qualitative, collecting information through interviews and observing the situation in elementary schools, as well as through documentary research. The results of this study indicate that in carrying out the AKM at SD Negeri 3 Abepura it is done online with questions developed by the Directorate of Basic Education, Ministry of Education and Culture. SD Negeri 3 Abepura teachers have received socialization related to AKM. However, they have not received technical assistance regarding the preparation of questions, so the teacher has never prepared AKM questions. As a recommendation, teacher readiness in dealing with AKM is very important, therefore teachers can collaborate at their respective class levels in carrying out student-based learning plans, including it is important for teachers to increase teacher community forums available online to share experiences and practical.

INTRODUCTION

Evaluation is interpreted as a measurement process to provide data on student characteristics based on various criteria. The implementation of the evaluation depends on the application of the type of evaluation used because it affects the determination of procedures, methods, instruments, implementation time, data sources, and others. Teachers can use tests (written and oral tests) and non-tests (observations, interviews, the study of documents, attitude scales, etc.) to assess learning outcomes according to their goals and functions. Learning evaluation is an act of measurement and assessment of learning outcomes. Evaluation provides comprehensive and ongoing information about student learning processes and products to inform further processing. This learning evaluation is fundamental for students, teachers, and educational institutions with universal, factual, valid, reliable, and educative principles.

Measurement of learning outcomes includes cognitive, psychomotor, and affective learning outcomes. Assessment is the process of evaluating student progress in the teaching and learning process. The teacher must measure the developmental achievements of students and the status of students as individuals and groups. Teachers must understand this because students usually come to class with different abilities. Some students understand the material quickly, but some are classified as moderate, and some are slow because the student's comprehension of the material is different. Teachers can assess the development of these students' skills by knowing what they do from the beginning to the end of learning to get learning outcomes in meeting understanding objectives. In addition, teachers can evaluate the effectiveness of teaching experiences, knowledge activities, and teaching methods used. Minister of Education and Culture (Mendikbud) Nadiem Makarim said 2020 would be the last year for holding the national exam (UN). The 2021 national exam will be replaced with a minimal aptitude assessment and character test. Assessment is not based on mastery of subjects or teaching materials, such as the national exam. Still, it is assigned to two minimum student competencies, namely in reading or literacy skills and arithmetic or numeracy. UN 2020 was abolished during the Covid 19 Pandemic.

The presence of the Covid-19 pandemic is a global disaster that threatens the order of human life, in Indonesia the pandemic has had various impacts (Ilham, et al., 2021). Because of this pandemic, the government has issued a policy for the implementation of worship, work, including teaching and learning activities to be carried out from home and to avoid crowds as well as a ban on activities that can invite or gather masses (Purnamasari, in Ilham et al., 2020). The Covid-19 pandemic in Indonesia has harmed various lines of life, including the world of education. However, it cannot be denied that the impact of the Covid -19 outbreak is not only a negative one but also a positive one. The emergence of the Covid-19 outbreak in the hemisphere, including in Indonesia, has caused education system stakeholders to start looking for innovation in teaching and learning activities. One of the policies issued by the government is through the implementation of learning from home (Ilham & Yunita, 2022).

The policy that appears refers to the Circular Letter number 4 of 2020 from the Minister of Education and Culture concerning the implementation of Education during the emergency period of the spread of Covid-19, which recommends that all activities in educational institutions must keep their distance and all material delivery will be delivered at each other's homes as one of the steps to inhibit the spread of Covid-19. This policy certainly also has an impact on the education process both for students, teachers, and parents due to unpreparedness to face this situation, primarily related to supporting facilities and infrastructure. Learning from home, or called distance learning, requires keeping factors such as knowledge of technology for teachers, students, and parents and learning support devices, both hardware as well as software. Differences in regional conditions are one of the inhibiting factors.

One of the challenges for a teacher is to prepare students for the National Examination. Facing AKM is also challenging because we are not used to literacy, numeracy, and character. Previous research conducted by Rohim (2021) with the theme of AKM shows that AKM is not based on the ability to master material according to the curriculum as in the national exam but is designed to map and improve the quality of education as a whole. Minimum Competency Assessment (AKM) focuses on mastering literacy and numeracy competencies. Then research by Fauziah et al. (2021) focuses on the teacher's ability to train students regarding literacy, indicating that teachers' understanding of the Minimum Competency Assessment (AKM) is still low. This means that the minimum competency assessment needs to be socialized more towards existing human resources, especially teachers, so that they can give examples of similar questions to improve the quality of student learning outcomes. This study aims to analyze the ability to prepare a Minimum Competency Assessment learning evaluation during the Covid-19 pandemic at SD Negeri 3 Abepura in 2021.

LITERATURE REVIEW

Learning Evaluation

A good evaluation must be based on the objectives set based on previous planning and then actually attempted by the teacher for students. No matter how good the assessment is, if it is not based on the goals that have been set, the target will not be achieved (Miswanto, 2014). The evaluation process must be appropriate to the plans, usually expressed in behavioral language. Because not all behavior can be described with the same evaluation tool, evaluation is one of the complicated and challenging things teachers must realize (Sukardi, 2011: 1).

Tayibnapi (2008: 2) notes that awareness of evaluation is one step towards improvement because evaluation can provide a more informed approach to providing information to education to help improve and develop the education system. Therefore, influential people in the field of education, such as education experts, policymakers, and those who approve educational programs, need to be evaluated. Departing from this, a solution is required to solve this problem; if it is not resolved, it will hinder the educational process.

Minimum Competency Assessment (AKM). Assessment is an activity to reveal the quality of learning processes and outcomes (Resti et al., 2020). the assessment is the application of assessment tools to obtain as much information as possible about students' success in mastering specific competencies. Assessment differs from evaluation because evaluation is only oriented toward cognitive abilities related to values (Resti et al., 2020). The National Assessment Assessment includes three aspects, namely the Minimum Competency Assessment (AKM), the character survey, and the learning environment survey (Novita et al., 2021). Minimum Competency Assessment (AKM) is an assessment of the essential competencies needed by all students to develop their abilities and play an active role in society in activities that have positive value (Mendikbud 2020). The AKM measures students' cognitive abilities, where the measured aspects are reading literacy skills and numeracy literacy (Novita et al., 2021). AKM is designed to encourage the implementation of innovative learning that is oriented towards developing reasoning abilities, not focusing on memorization. Meanwhile, a character survey was conducted to measure students' mastery of Pancasila principles and their implementation (Cahyana, 2020). Thus it is expected to create a conducive learning environment.

METHODOLOGY

The research was conducted from May to October 2021 at Abepura Public Elementary School 3, Jayapura City. The approach used in this research is qualitative (Moleong, 2019). The research target was Elementary School 3 Abepura Public Elementary School, Jayapura City. Data analysis was carried out through descriptive qualitative methods. The research was conducted by observation. To obtain the data, interviews, and words of the elementary school situation were carried out, and a documentary study of the implementation of the 2013 curriculum was conducted.

RESEARCH RESULT

The Ministry of Education and Culture issued a policy in the form of a Minimum Competency Assessment (AKM) to improve the quality of education in Indonesia in other assessment units in schools. The contents of the practical assessment include literacy and numeracy. This is, of course, not new in our world of education. Still, its implementation has not been optimal so far, so the performance of elementary school education must be improved so that this policy is successful. Therefore, it is necessary to increase learning orientation, one of which is holistic education, where instruction must be able to develop all the potential of students in harmony, which includes mental potential such as cognitive, emotional, physical, social, and aesthetic aspects – affective aspect. In addition, learning can be done through problem-solving by applying knowledge with Higher Order Thinking Skills (HOTS) questions which can be arranged by connecting the character values. Education based on problem-solving is considered to be able to develop student's literacy and numeracy skills. The active role of school principals is highly expected in creating quality learning activities and supervision of teacher performance.

Implementation of AKM in schools is for students in grades 5, 8, and 11 who are randomly selected. Minimum Competency Assessment (AKM) is an assessment of the essential competencies needed by all students to develop their abilities and make a positive contribution to society. The AKM measures two basic skills, namely reading and mathematical literacy (numeration). In literacy and numeracy, the ability to think logically and systematically, the ability to think logically using learned concepts and information, and the ability to sort and process data are assessed. AKM presents problems in different contexts for students to solve using their reading and math skills. AKM is designed to measure competency in depth, not just content mastery.

Observation of the implementation of AKM at SD Negeri 3 Abepura began with remarks on the performance of the 2013 curriculum during the pandemic. Following government instructions regarding the prevention of the coronavirus, several policies in the educational environment include; (1) Increasing the role of schools as a complement to health facilities to prevent the spread of Covid-19. (2) Providing hand washing facilities with soap and disposable cleaning tools such as cloths and rags at various strategic locations around the area. (3) Ensuring that schools carry out activities to clean classrooms and their surroundings, especially in other areas that are often touched by hands. (4) Remind all schoolchildren to avoid direct physical contact. The City Government and residents of Jayapura are also trying to prevent the spread of the coronavirus according to the central government's advice. This is done in the community by following the health protocols given by the local government. In contrast, the government monitors or controls the community because the spread of the virus is so concerning.

The implementation of learning at SD Negeri 3 Abepura during the pandemic was done online through the WhatsApp group platform, Zoom, and Google meet. Learning activities are simplified according to the following schedule. Public Elementary School 3 has implemented the 2013 Curriculum since 2015, since the inception of the 2013 Curriculum in Papua. Abepura Public Elementary School 3 is one of the schools that implements online class learning because this elementary school can use and manage information systems and technology. As an online class organizer, SDN Abepura 3 carries out various activities such as; classroom management, teacher management, students, database management, summaries, or the number of assessments and learning activities, as an online class organizer. State Elementary School 3 Abepura can monitor how teachers and students use learning in online classes. The curriculum implemented is the Covid 19 emergency curriculum by simplifying the standard curriculum content. Even though the content standards are simplified, they still pay attention to achieving essential basic competencies. The achievement of selected essential Basic Competencies is carried out together, especially in parallel classes.

Learning usually carried out at Public Elementary School 3 is currently being studied at home using various applications such as the teacher's room, google classroom, zoom, google Forms, quiz, or WhatsApp group. Learning activities can run well and effectively depending on how the teacher can

present learning material and practice questions for students. Student practice questions can be used as daily notes for students on cognitive and affective questions. However, in the case of elementary school students in grades I-III, due to limited opportunities to use online learning media, the collaboration between teachers and parents is required. Time to be with students while studying. Given chart. Special education so that students can accompany their parents in online learning. Therefore, it is clear that online learning requires the cooperation of teachers, students, and parents. Learning activities can also use blended learning.

With the implementation of the Covid-19 emergency curriculum, SD Negeri 3 has not carried out a minimum competency assessment (AKM) per its aims and objectives. Another factor that causes it is that there is still a need for a strong understanding of the preparation of AKM questions for teachers at SD Negeri 3, especially in grade 5, which will be a sample for the National AKM.

The results of observations on the teacher's ability to compose AKM questions indicate a need for ongoing training to strengthen teachers' understanding of how to manage AKM questions. The AKM questions must ensure that the competencies needed in life are also in line with the knowledge of literacy and numeracy that has been stated previously; the AKM questions are expected not only to measure certain subjects or content but various content at several levels of cognitive processes. The literacy content tells the type of text used; in this case, it is divided into two groups, namely informative text and fictional text. In numeration, content is divided into numbers, Measurement and Geometry, Data and Uncertainty, and Algebra.

The cognitive domain shows the thought processes needed to solve problems. The mental processes of literacy and numeracy are divided into three levels. In literacy, these levels are information search, interpretation, integration, evaluation, and reflection. The three levels of computation are understanding, application, and reasoning. The context shows aspects of life or situations for the content used. The context of AKM is divided into three; personal, socio-cultural, and scientific. The observation results show that the development of questions used to measure the success of learning is still focused on achieving Cognitive competence. This certainly does not describe the fulfillment of the minimum competency assessment components. Basically fulfilling the minimum competency assessment is important to fulfill the AKM component as shown in the image below:

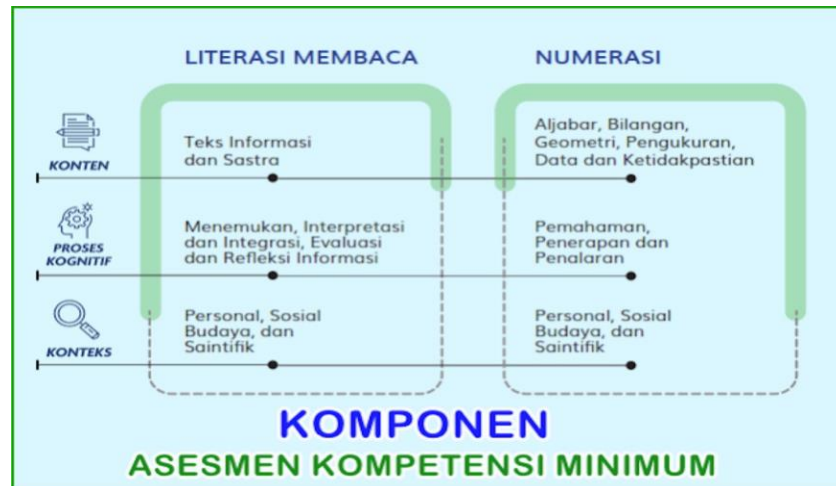


Figure 1. Minimum Competency Assessment Components

By implementing AKM, grade 5 elementary school students will answer questions via computer. The question is then tried out with students in class, after which students choose the answer. When completing AKM questions, they are expected to use a computer provided by the school and complete an online assessment. Students who complete the assessment are assigned randomly by the school. For more detailed information on the assessment participants and technical implementation, see the article on the assessment participants and the national assessment timeline.

DISCUSSION

The observations and interviews with SD Negeri 3 teachers, specifically for grade 5 teachers, revealed that the AKM had been implemented despite constraints on several factors. Among them are the availability of school infrastructure, students and teachers, the readiness of teachers to prepare students, and the ability of teachers to compose AKM questions. Minimum Competency Assessment (AKM) is an assessment of the essential competencies needed by all students to develop their abilities and make a positive contribution to society. The AKM measures two basic skills, namely reading and mathematical literacy (numeracy). The ability to think logically and systematically, the ability to think logically using learned concepts and information, and the ability to sort and process data are considered necessary in literacy and numeracy. AKM presents problems in different contexts for students to solve using their reading and math skills. AKM is designed to measure competency in depth, not just content mastery. Implementation of AKM SD is carried out online with material developed by the Directorate of Basic Education, Ministry of Education and Culture. The AKM test is a substitute for the National Examination, which is expected to be able to measure the essential or minimum competencies needed by students in future social life. This is also a marker of a paradigm shift regarding educational evaluation. In dealing with AKM, teachers must prepare students, especially grade 5 elementary school students, who are a measure of student competency

at the school. In preparing for the implementation of AKM by students, the most important thing is the teacher's readiness in preparing students to face the AKM. Some of the things that are important to do are the teacher's ability to identify AKM questions. So that schools can carry out AKM well and students can work on AKM questions, students need to be prepared by learning and doing AKM questions, and this can only be done if the teacher can identify AKM questions, knows how to make questions, and can make them. The results of this study are in line with research conducted by Iman et al. (2021), which shows that AKM during the pandemic has not been carried out as it should; this is because Covid-19 has various obstacles in teaching and learning activities, including literacy.

The results of interviews with SD Negeri 3 teachers regarding the ability to identify and compose AKM questions illustrate that the teacher has received socialization regarding AKM but has never received technical guidance on preparing AKM questions, so the teacher has never compiled AKM questions. The teacher's knowledge of how to identify and compose AKM questions shows the readiness of teachers and schools to face AKM, affecting student success and the process of implementing AKM.

CONCLUSIONS AND RECOMMENDATIONS

1. The results of the study show that in carrying out the Minimum Competency Assessment in SD Negeri 3 is carried out online using a sola developed by the Directorate of Basic Education, Ministry of Education and Culture.
2. SD Negeri 3 teachers have received socialization regarding AKM but have not received technical guidance on preparing AKM questions, so they have never prepared AKM questions

Therefore, teachers are expected to be able to identify and know how to make HOTS literacy and numeracy questions so that schools can carry out AKM well and students can work on AKM questions smoothly; students need to study and practice AKM questions frequently, which requires teacher readiness. Dealing with AKM is very important. Therefore teachers can collaborate at their respective class levels in carrying out student-based learning planning, and teachers need to increase forums (teacher community forums) which are widely available online, to share experiences and knowledge related to learning practices competency-based, which will add expertise and relationships.

ADVANCED RESEARCH

This study was only conducted in one school, namely SD Negeri 3 Abepura. Therefore, it is important to carry out further research in all elementary schools in Jayapura City. So that it can be useful in making AKM learning assessments for all teachers in Jayapura City, especially during the Covid-19 pandemic.

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