

Implementation of National Assessment

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Abstrak

Kualitas pendidikan berdasarkan hasil studi PISA, menunjukkan ketertinggalan dibandingkan dengan negara-negara lain. Upaya peningkatan kualitas tersebut melalui program Asesmen Nasional (AN) masih menghadapi berbagai kendala, terutama dalam hal pelaksanaan dan tindak lanjut. Penelitian ini bertujuan untuk mengevaluasi strategi optimalisasi pelaksanaan AN, mengidentifikasi solusi atas kendala yang dihadapi, menggali program-program sekolah yang mendukung siswa dalam menghadapi AN, dan menganalisis tindak lanjut sekolah terhadap hasil AN. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif evaluatif. Subjek penelitian terdiri dari guru, kepala sekolah, dan wakil kepala sekolah, serta 15 siswa dari berbagai tingkatan yang diambil sebagai sampel untuk mewakili populasi sekolah. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, dengan menggunakan instrumen berupa pedoman wawancara dan lembar observasi. Analisis data dilakukan dengan menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan, dengan triangulasi metode dan sumber sebagai validasi data. Hasil penelitian menunjukkan bahwa strategi optimalisasi AN meliputi perencanaan strategis, peningkatan kompetensi guru, dan pemanfaatan teknologi digital. Solusi untuk kendala implementasi meliputi peningkatan sarana prasarana dan pelatihan intensif untuk guru. Program sekolah yang menunjang siswa mencakup bimbingan intensif dan simulasi asesmen. Kesimpulannya, AN dapat dioptimalkan dengan penguatan aspek perencanaan, pelatihan, dan pendukung teknis. Implikasi penelitian ini adalah perlunya kebijakan berkelanjutan untuk meningkatkan kesiapan sekolah dan guru dalam menghadapi AN.

Kata Kunci: Asesmen Nasional, Optimalisasi Implementasi, Strategi Pembelajaran, Evaluasi

Abstract

The quality of education, based on the results of the PISA study, shows a lag compared to other countries. Efforts to improve this quality through the National Assessment (AN) program still need to overcome various obstacles, especially in implementation and follow-up. This study aims to evaluate strategies to optimize AN implementation, identify solutions to the challenges faced, explore school programs that support students facing AN, and analyze school follow-up on AN results. This study used a qualitative approach with an evaluative descriptive design. The research subjects comprised teachers, principals, and vice principals, as well as 15 students from various levels taken as samples to represent the school population. Data were collected through observation, interviews, and documentation using instruments like interview guidelines and observation sheets. Data analysis was conducted using data reduction, data presentation, and conclusion-drawing techniques, with triangulation of methods and sources as data validation. The results showed that AN optimization strategies include strategic planning, improving teacher competence, and utilizing digital technology. Solutions for implementation constraints include improving infrastructure and intensive training for teachers. School programs that support students include intensive guidance and assessment simulations. In conclusion, AN can be optimized by strengthening planning, training, and technical support. The implication of this research is the need for sustainable policies to improve the readiness of schools and teachers to face AN.

Keywords: National Assessment, Optimization Of Implementation, Learning Strategy, Evaluation.

1. INTRODUCTION

Ideally, education in Indonesia aims to produce excellent learners, not only in academics but also in life skills, character and social skills (Maisaroh & Untari, 2024; Ulfan et al., 2023; Yunanto & Kasanova, 2023). In the context of education evaluation, the

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government has implemented the National Assessment (AN) policy to measure the quality of education more comprehensively, covering literacy, numeracy and character. AN is expected to provide an accurate picture of student learning outcomes and overall school performance, with the results serving as the basis for policy-making in improving the quality of education (Hadi et al., 2020; Halim, 2024; Warsah & Habibullah, 2022). Other researchers have noted that, there are two different Latin roots of the English word “education” (Alfindo, 2023; Pratama, 2022; Sari, 2020). They are *educare*, which means to train or to mold, and *educere*, meaning to lead out. While the two meanings are quite different, they are both represented in our word “education.” Thus, there is an etymological basis for many of the vociferous debates about education today. The opposing sides often use the same word to denote two very different concepts. One side uses education to mean the preservation and passing down of knowledge and the shaping of youths in the image of their parents. The other side sees education as preparing a new generation for the changes that are to come readying them to create solutions to problems yet unknown. One calls for rote memorization and becoming good workers. The other requires questioning, thinking, and creating. To further complicate matters, some groups expect school to fulfill both functions, but allow only those activities promoting *educare* to be used.

The PISA study by the OECD in 2022 ranked Indonesia 68th with scores in math (379), science (398), and reading (371), indicating an education gap compared to other developing countries (Fikri et al., 2024; Firnando, 2023). The COVID-19 pandemic forced learning to become e-learning, prompting the government to pay attention to policies to improve the quality of education (Fahmi & Alhabsyi, 2022; Scottish Water, 2020). The Minister of Education and Culture issued Circular Letter No. 4/2020 on education policy during the pandemic. This change poses various challenges in the implementation of learning. The government responded by replacing the National Exam (UN) with the National Assessment (AN) in 2021 to prepare Indonesian human resources for the challenges of the 21st century, ensuring innovation, technology and life skills. Implementing the National Assessment is no longer centered on achieving students' final grades based on the results of mastery of certain subjects, and it is not a determinant of students' graduation. Rather, it prioritizes the mastery of competencies that can be useful as a provision for students' daily lives (Fathurrahman et al., 2022; Muliadi et al., 2021). In addition to the cognitive aspect, the National Assessment measures students' social-emotional learning outcomes, such as attitudes, habits, and values. Moreover, the National Assessment can also provide a fundamental picture related to the characteristics of effective educational units to achieve these goals.

The National Assessment policy is one of the effective ways to evaluate the performance results of each educational unit and produce important information related to the success of learning that has been implemented (Kusainun, 2020; Mahmudi & Muslih, 2024; Muliadi et al., 2021; Rahayu et al., 2021; Rizky et al., 2024). The information produced is a reflection and reference to continue improving the quality of learning, which can significantly impact the development of students' competencies and character. Jakarta, as the capital of the country, is certainly one of the barometers of educational progress in Indonesia. In conducting this study, the researcher chose the research location at the State Junior High School (SMPN) 216 Jakarta. The school is indeed known for having a high reputation. Based on the Grand Tour Observation (GTO) conducted by researchers through observation and study of news literature, SMPN 216 is a secondary educational institution located in the South Jakarta area, more precisely, in the Tebet District. As one of the public schools in the region, SMPN 216 has a strong commitment to providing quality education to students. The school is known for its supportive environment, adequate facilities, and dedicated educators. With various extracurricular activities and character development programs, the school

strives to create an inspiring and inclusive learning atmosphere, preparing students to face various challenges in the future.

SMPN 216 Jakarta is also active in developing the academic potential of its students through various innovative learning activities. With the support of a relevant and up-to-date curriculum, this school strives to give every student a deep understanding of various subjects. No wonder this school is among the best junior high schools in DKI Jakarta, and the community is greatly interested in enrolling their children. For example, every year, hundreds or even thousands of prospective students compete to be able to enter this school. Then, based on the Grand Tour Observation (GTO) results from the Ministry of Education and Culture website, State Junior High School 216 has become one of the educational units that has run the National Assessment program. The support of adequate infrastructure certainly makes it easier for schools to implement the National Assessment, and all school members have their respective roles in implementing it. It is hoped that each school member can carry out duties and functions per their respective roles to achieve the expected quality of education. The questions in this study include strategies for optimizing the implementation of the National Assessment at SMPN 216 Jakarta, solutions for overcoming obstacles in the implementation of the National Assessment at SMPN 216 Jakarta, school programs that support students in facing the National Assessment at SMPN 216 Jakarta, and school follow-up on the results of the National Assessment at SMPN 216 Jakarta. The study aims to describe the implementation of the National Assessment at SMPN 216 Jakarta through the analysis of solutions, programs, and follow-up to the National Assessment at SMPN 216 Jakarta.

Several studies are relevant to the current research. First, a study that aims to describe the implementation of Computer-Based National Assessment (ANBK) activities that focus on Minimum Competency Assessment (AKM), in which the study applied a qualitative descriptive approach in its research. The results showed that the level of student achievement on the Minimum Competency Assessment (MCA), which measures literacy and numeracy levels, reached 50%, which illustrates that the quality of education at SDN 156 Seluma is quite good. However, the school continues to improve the quality of education so that the results can be better in the following year. Furthermore, the second study showed that students were ready to implement AN, and some obstacles were found in the implementation of AN. However, the school was able to overcome the challenges that occurred. Then, the success rate of AKM students who only reached the primary stage was due to the low level of literacy and numeracy of students. Finally, the research shows that the implementation of AN is planned by looking at several aspects, such as programs, goals, and objectives that are scheduled through coordination meetings, socialization with students and guardians, providing practice questions, and assisting students in participating in learning. It has implications for improving students' literacy and numeracy knowledge in the learning process (Indahri, 2021; Martiano & Handajani, 2021; Mery, 2022; Muliasari et al., 2022; Novita et al., 2021; Nurhasanah, 2019).

This study is a novelty compared to previous research on implementing the National Assessment. Previously, the National Assessment focused on achieving students' final grades from mastery of certain subjects and becoming a determinant of graduation, with an emphasis on cognitive aspects only. However, this study changes this approach by no longer making the final grade the center of attention or the determinant of graduation. On the contrary, this study emphasizes the mastery of competencies that are beneficial for students' daily lives and measuring social-emotional learning outcomes such as attitudes, habits, and values adhered to. In addition, the National Assessment in this study also provides a fundamental picture of the characteristics of effective educational units. In the previous study, the results of the National Assessment were used to rank educational units in Indonesia. In contrast, this study

used the National Assessment as a reflection tool to improve the quality of learning and school climate. That allows educators to develop effective learning plans, implement teaching at the right level, and focus on developing students' competencies and character. Schools can also develop programs that develop character following the profile of Pancasila students and create a conducive school environment. Another novelty is that this research was conducted at the State Junior High School (SMPN) level, a superior school at the provincial level in the national capital, which has never been studied before. The purpose of this study is to analyze the implementation of the National Assessment at SMPN 216 Jakarta, including optimization strategies, solutions to overcome obstacles, student support programs, and follow-up of assessment results. The results of this study are expected to provide applicable recommendations for other schools to develop similar strategies in implementing AN effectively.

2. METHOD

This research uses a qualitative approach with descriptive methods. This design aims to describe the phenomena that occur in the field in depth based on natural data without intervention to provide a comprehensive understanding of the problem at hand (Alawiyah et al., 2024; Rachmad et al., 2024). This approach allows researchers to explore the conditions in the field and identify problems related to implementing educational programs at SMPN 216 Jakarta. This research focuses on exploring the subject's views on learning problems and identifying opportunities for improvement. The research subjects consisted of teachers, principals, and vice principals at SMPN 216 Jakarta, as well as 15 students from different levels taken as a sample to represent the school population. These key informants were purposively selected to provide deeper insights into the ongoing learning conditions. The sampling technique also used snowball sampling to involve additional informants relevant to the research topic.

Data were collected through in-depth interviews, participatory observation, and documentation studies. Interviews were conducted with key informants, namely teachers and principals, to uncover their perceptions of school curriculum implementation. The interview instrument was validated with a grid covering lesson planning, teacher performance and student motivation. Observation was conducted to observe the learning process in the classroom directly. The observation grids included indicators such as teacher performance, classroom interaction, and students' attitudes towards learning. Documentation studies were used to complement the data by reviewing related documents, such as curriculum, lesson plans, and learning outcome reports. The collected data were analyzed through three stages: data reduction, data presentation, and conclusion drawing. Data reduction was done by selecting relevant information to the research objectives, while data presentation was done in narrative form, describing the main findings from observations and interviews. Conclusions were drawn inductively based on patterns of findings that emerged during the research. The results of this analysis are then used to provide recommendations for improving learning programs at SMPN 216 Jakarta.

3. RESULTS AND DISCUSSION

Results

Implementation of National Assessment

The National Assessment assesses the quality of schools, madrasas, and programs at the primary and secondary levels. The assessment is based on basic student learning outcomes (literacy, numeracy, and character), the quality of the teaching-learning process,

and the environment that supports learning. The implementation of the National Assessment is carried out online. It is adjusted to the Standard Operating Procedures for implementing the 2023 National Assessment number 1372/H1/HK.08/2023 and the National Assessment Examiner Book. The National Assessment was attended by all primary and secondary education units that have a National School Identification Number (NISN), including the Overseas Education Unit (SILN) and the Community Learning Activity Center (PKBM) with an online or semi-online Computer-Based National Assessment (ANBK) system. The participants of the National Assessment consist of students, educators (teachers), and heads of education units who are actively registered in the Basic Education Data (Dapodik) and registered by the data manager of the education unit. However, there are differences in the aspects of the assessment that are followed. Students take the Minimum Competency Assessment (AKM), Character Survey, and Learning Environment Survey (Sulingjar). Meanwhile, teachers and school principals only participate in the Learning Environment Survey (Sulingjar).

Then, there are several provisions in the selection of students who will take part in the National Assessment, which are regulated in the Standard Operating Procedure for the implementation of the 2023 National Assessment number 1372/H1/HK.08/2023 such as students who take the AN are randomly selected in each educational unit following the procedures set by the Ministry. The number of students selected to take part in AN in each Education Unit is determined as the junior high school/MTs level, and the equivalent is a maximum of 45 people and a reserve of 5 people. Students carry out national assessments in educational units, universities, agencies, government, private institutions, or others, depending on the infrastructure conditions in their respective educational units. The minimum limit for students who must participate in the National Assessment is 85% of the total number of students. Meanwhile, the Head of the education unit and educators fill out the Learning Environment Survey instrument independently and online without specifying the filling location during the Sulingjar filling period. School principals and teachers carry out learning environment surveys independently without supervision through the Learning Environment Survey application that the Ministry of Education and Culture has prepared. The implementation of assessments on students is supervised by supervisors from other educational units, as determined by the education office. Educational units that carry out the National Assessment independently must have an executive committee consisting of at least the chief executive, proctors, technicians, and space supervisors.

Educational units can carry out National Assessments without considering accreditation status. Education units can reschedule AN in case of unavoidable obstacles such as power outages and natural disasters. The implementation of the National Assessment in educational institutions is divided into three stages: management of socialization activities, personnel management, facilities and infrastructure management, and student management. Second is the stage of implementing ANBK, which is carried out online. Third, the post-ANBK stage includes ensuring that participants have logged out, signed the minutes, and printed reports. An example of the implementation of the assessment conducted at SMPN 216 Jakarta is presented in [Figure 1](#).

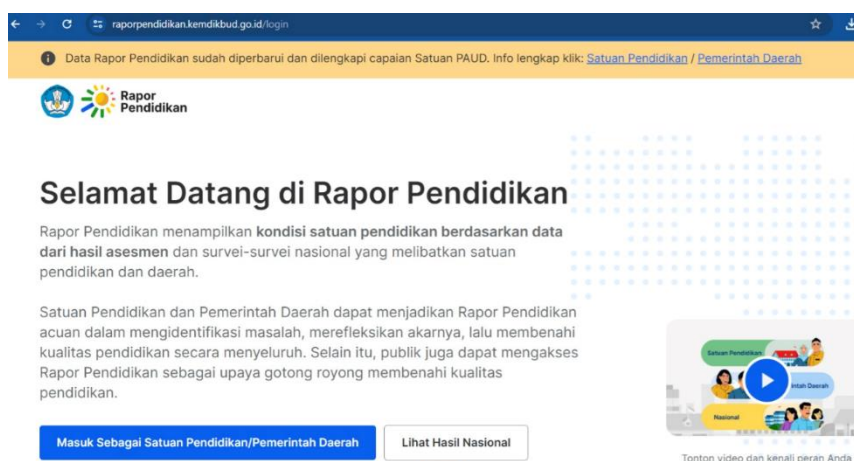


Figure 1. Display of National Assessment Implementation at SMPN 216 Jakarta

At SMPN 216 Jakarta, the National Assessment is implemented online or semi-online, depending on school conditions. In 2023, SMPN 216 Jakarta will conduct a Computer-Based National Assessment (ANBK) starting from the preparation, simulation, and main implementation stages. Preparation for the implementation of ANBK at SMPN 216 Jakarta involves several important stages, including the socialization of policies and mechanisms for implementing ANBK to teachers and school staff. The socialization was carried out to ensure a good understanding of the objectives of ANBK, namely to provide accurate information for school self-evaluation and planning to improve the quality of education, not to judge the performance of individuals or schools comparatively. The implementation of the ANBK simulation at SMPN 216 Jakarta follows several key stages and schedules as outlined in the Decree of the Director General of Junior High School regarding national assessment simulations. The simulation was initially conducted from July 28-30, 2023, followed by the main simulation phase from July 31 to August 3, 2023. A rehearsal synchronization took place on September 7-10, 2023, and the rehearsal implementation was conducted on September 11-14, 2023. The final synchronization phase occurred on September 15-17, 2023, leading to the official ANBK implementation scheduled for September 18-21, 2023.

In the simulation, students are asked to solve questions designed to measure their reading and math literacy skills. These simulations also help schools identify and correct technical issues that may arise during the actual implementation of national assessments. The implementation of ANBK at SMPN 216 Jakarta includes preparing computer devices and internet networks, as well as strict supervision to ensure the integrity of the simulation. Students cannot bring notes, communication devices, or calculators into the exam room to ensure fair and honest results. In its implementation, SMPN 216 Jakarta students who take the exam must assess reading literacy, mathematical literacy, and character surveys. After the implementation of ANBK, SMPN 216 Jakarta made improvements based on the assessment results to make continuous improvements, including teaching methods and learning processes.

At SMPN 216 Jakarta, the optimization strategy for implementing ANBK is carried out by optimizing the implementation of ANBK, comprehensive teacher training, assessment technology, and holistic student guidance. The initial step in this strategy involves careful planning, where schedules, facilities, and other resources are prepared and researched further before the implementation of the assessment. Teachers are also intensively trained on assessment formats, tested materials, and effective assessment techniques. Educational technology is applied to support a more efficient process of managing assessments and data

analysis. In addition, this strategy emphasizes student guidance and counseling to help them manage stress and anxiety with respect to assessments and provide recovery programs for students who need additional assistance in addressing identified weaknesses. Enrichment programs are also provided for high-achieving students. After the National Assessment, an in-depth analysis was carried out on the results of the students' assessments to identify trends, general weaknesses, and student strengths. The results of this analysis are used as a basis for schools to improve the curriculum, teaching methods, and other supporting resources. The commitment to continuity is maintained through continuous efforts to improve the quality of education at SMPN 216 Jakarta. By implementing this strategy holistically and sustainably, SMPN 216 Jakarta strives to create an integrated and sustainable national assessment process to improve academic achievement and overall student development.

In its implementation, the National Assessment still faces various obstacles that can affect the success and validity of the evaluation results. That happens because of the difference in resources owned by each school, such as the readiness of the school, teachers, and students, as well as the facilities and infrastructure owned by the school. Of course, this is a challenge for both schools and the government to optimize the implementation of the National Assessment. Some obstacles during the implementation are unstable internet conditions and equipment in the form of computers whose specifications could be more optimal, so errors often occur. Students' readiness to face assessments that require high reasoning power and strong numeracy literacy. In addition, the competence of educators in assisting students to understand numeracy still needs to be improved. Therefore, this challenge shows that further efforts are needed to ensure access and equality in implementing ANBK so that the benefits can be felt equally across all levels of society. In this situation, it is crucial to have a deep understanding of the challenges that may arise so that you can design the right solution.

At SMPN 216 Jakarta, the obstacles that often occur are close to the problem of internet stability in supporting the implementation of the Computer-Based National Assessment (ANBK). In addition, some teachers still need more technical skills in using digital tools or platforms to implement online assessments. Some students feel anxious and nervous about facing ANBK or are not ready for the assessment, so the assessment results are below their expectations. To overcome the obstacles that often occur, SMPN 216 Jakarta conducts a thorough evaluation of the infrastructure and human resource needs long before the assessment implementation and prepares a plan to ensure its availability. In addition, the school will also provide adequate training for teachers in using digital platforms during assessments, as well as in managing and analyzing the results of assessments long before the ANBK simulation is carried out. In overcoming the anxiety and nervousness that students may feel, the school implements guidance and counseling programs for students to help them manage stress and anxiety related to assessments, as well as providing additional resources for assessment preparation, such as deepening materials in the form of teaching and enrichment of the subjects being tested.

To encourage students to have 21st-century competencies that will be measured in the National Assessment, all schools, starting from school principals, teachers, and education stakeholders, need to work together in designing the right planning and strategies to develop the right school program to support students in carrying out the National Assessment. The right school program has an important role in improving the quality of education in schools. The program allows schools to develop better learning strategies and approaches to prepare students for the National Assessment. Additionally, the right school program can provide additional support to learners needing special assistance completing their study assignments. Thus, teachers can organize their learning to meet the specific needs of students. Programs can include aspects of the curriculum, provision of infrastructure, and teacher training on

teaching methods that support students' preparation for the National Assessment. The program not only directly supports students but also strengthens teachers' ability to manage the learning process, as it can include evaluation techniques and formative learning. The right school program can support learners by giving them a strong foundation to face the National Assessment. At SMPN 216 Jakarta, the school support program carried out to face the implementation of ANBK for students is training and assessment simulation. The school provides intensive training for students before the national assessment to prepare them for the assessment's format, question type, and difficulty level. In addition to providing intensive training, the school also holds a series of exam simulations per the national assessment format and curriculum to help students feel more comfortable and familiar with the actual exam settings. There is also a tutoring or material deepening program for students to understand the material to be tested in the national assessment and ensure that all students who take the exam have access and expertise in using the technology used in the national assessment, such as the use of exam computers.

The results of the National Assessment are a portrait of the condition of the school. So that each educational unit can choose the priority scale that needs to be followed up. The education unit carries out follow-ups on the national assessment results based on its urgency. So that school quality improvement can take place optimally and continuously. The results of the National Assessment are intended to be something other than rank educational units in Indonesia. On the contrary, the assessment is expected to be used as a reflection tool to improve the quality of learning and the school climate. As a result, schools are expected to be able to reflect the results of the National Assessment into the learning system. So that educators can develop effective learning plans and implement teaching at the right level (teaching at the right level per the level of student achievement) and focus on building the competence and character of students; in addition, schools can develop other programs that can develop the character of students who are following the Pancasila student profile and can create a conducive school environment. At SMPN 216 Jakarta, the follow-up after the national assessment (AN) was carried out based on the assessment results. The goal was to develop an improvement plan that included learning and teaching strategies and the formation of study groups for all ANBK participants to improve student achievement.

Discussion

The results of this study show that the implementation of the Computer-Based National Assessment (ANBK) at SMPN 216 Jakarta has been run by the established procedures and stages. The school carried out simulations and the primary implementation of ANBK smoothly despite facing technical challenges such as internet stability and device readiness. In addition, the results of this assessment are not just to measure students' academic achievement but are also used as a reflection tool for schools to improve the quality of education through evaluating learning and learning environments. The results of this study align with the theory proposed by other researchers, which states that ANBK not only measures students' academic competence but also assesses the quality of the learning process and learning environment at school ([Machfudz, 2020](#); [Rizki et al., 2024](#)). ANBK is also considered an effective diagnostic tool for evaluating strengths and weaknesses in the learning process. Furthermore, other researchers also reinforced these findings by mentioning that computer-based assessments such as ANBK encouraged deeper engagement between students and technology and emphasized the importance of teacher training in using digital platforms ([Andrea et al., 2024](#); [Fadilah et al., 2024](#)).

This study provides a comprehensive picture of the implementation of ANBK in schools, with clear and structured stages. In addition, the study identified technical and non-technical factors that influence the implementation of ANBK, such as teacher training,

student readiness, and required infrastructure. Another advantage is the use of real-time data from implementation in the field, increasing the validity of the research results. The results of this study contribute to a better understanding of the mechanics of ANBK implementation, particularly at the secondary school level. It also provides practical recommendations for other schools facing the challenges of implementing computer-based assessments, including the importance of intensive training for teachers and students and improvements in technological infrastructure. Furthermore, the results can serve as a basis for local governments to formulate policies to improve the quality of education at the school level. The results of this study have significant implications for education management at SMPN 216 Jakarta and other schools.

First, greater attention is needed to technology and school infrastructure readiness to support a more efficient implementation of ANBK. Secondly, this section scores the importance of providing student guidance programs to reduce anxiety and face challenges that can positively impact the final outcome. Third, this study also shows that ANBK can be used to plan continuous learning quality improvement programs. The main limitation of this study is the limited data on the differences in ANBK implementation in schools with more restricted access to infrastructure. This study focused on one school with relatively adequate resources, so generalization to other schools may be limited. In addition, students' psychological factors in facing the assessment were only identified in general without in-depth study. As a recommendation, future research could expand the scope to different types of schools with more diverse infrastructure to see how different resources affect the implementation of ANBK. In addition, further research is needed on the psychological influence of students on ANBK results by identifying effective strategies to overcome anxiety and improve student readiness.

4. CONCLUSIONS

The change in the final evaluation of education contains reasoning skills in understanding reading, the application of calculation or mathematics (numeracy) methods, and character surveys, namely assessments of students in the context of knowing safety, students' environmental conditions, school environmental conditions, student conditions and morals of students. The strategy to optimize the implementation of the National Assessment at SMPN 216 Jakarta is carried out by encouraging the transformation of the quality of the learning process to improve the achievement of National Assessment results so that teachers not only focus on training students to face the Minimum Competency Assessment questions but also provide an in-depth understanding and strengthen literacy and numeracy. In addition, the school also provides infrastructure support in the optimal implementation of the National Assessment.

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