



National Assessment at West Tanjung Jabung 2 Public High School (Teachers' Perspective)

*Asmaida Asmaida^{1, a}

¹Magister Manajemen Pendidikan, Universitas Jambi, Indonesia

^arizkykhatulistiwa870@gmail.com

ARTICLE INFORMATION

Article History:

Received : 02/01/2023
Revised : 17/01/2023
Accepted : 19/01/2023
Published : 31/01/2023

Keywords:

National Assessment;
Perspective;
Teacher;

DOI:

<https://doi.org/10.46963/asatiza.v4i1.861>

*Correspondence Author:

rizkykhatulistiwa870@gmail.com

Abstract

This study aims to describe the teachers' perspective towards the National Assessment at State Senior High School 2 Tanjung Jabung Barat. This research was qualitative descriptive that describes or expresses in words (qualitatively). Data was collected by interviewing the teachers. The results of this study indicate that: The teacher's understanding of the national assessment is quite good, this can be seen from the teacher's knowledge regarding the national assessment and the results of teacher interviews regarding the teacher's views on the national assessment policy. Besides that, the teacher's knowledge of the reasons the government established the national assessment policy, which in this case, allows the teacher to play a very important role in the national assessment. However, the teacher's knowledge regarding minimum competency assessment, character surveys, and learning environment surveys are quite good. The Implementation of the national assessment in teaching and learning activities have been carried out. (2) obstacles were the lack of student motivation, lack of student ability, and lack of outreach and training for teachers.

How to cite this article:

Asmaida, A. (2023). National assessment at West Tanjung Jabung 2 Public High School (Teachers' perspective). *Asatiza: Jurnal Pendidikan*, 4(1), 24-34. <https://doi.org/10.46963/asatiza.v4i1.861>.

INTRODUCTION

The educational development of a nation will never end and be completed, therefore quality control is very necessary. This is so that in the future the education system will be more focused, effective, relevant and developing according to the dynamics of a nation's life (Zulaikhah et al., 2020).

One of the efforts made by the government to improve the quality of education is to carry out evaluations (Primayana, 2015). Evaluation in the field of education means measuring or observing the process to assess and

determine its value by comparing it with others or with predetermined standards.(Adom et al., 2020). One form of the evaluation program currently being carried out in Indonesia is implementing an independent learning program that aims to provide a happy learning atmosphere for both teachers and students. Freedom of learning is one of the efforts to freedom of thought and expression. The independent learning education policy is a program designed by Nadiem Anwar Makarim as minister of education and culture at the beginning of his leadership era since he was sworn in on October 23, 2019. Based

on his speech, the background for the rolling out of this independent learning policy was that many people complained about the national education system which had currently in effect, many students have already been assigned the National Exam scores they achieved before the National Examination process took place (Andiani et al., 2021).

The independent learning policy initiated by the minister of education and culture, Nadiem, consists of four points. First, the National Standardized School Examination was abolished, this program was returned to school policy. Second, the National Examination was replaced with a Minimum Competency Assessment and a character survey. The National Assessment consists of three parts, namely the Minimum Competency Assessment, the character survey and the learning environment survey (Rokhim et al., 2021)

Assessments are carried out to obtain information on student achievement of the expected competencies. The Minimum Competency Assessment is designed to generate information that triggers improvements in the quality of teaching and learning, which in turn can improve student learning outcomes (Utami et al., 2022). Results reporting The Minimum Competency Assessment is designed to provide information on a student's competency level.

Assessment (assessment) of learning outcomes is a step taken to measure student learning outcomes (Saftari & Fajriah, 2019). Assessment of learning outcomes by educators aims to monitor and evaluate processes, learning progress, continuous improvement of student

learning outcomes, and is used by the government to make policies in Education (Firma et al., 2021)

The National Assessment is one of the priority programs of the Ministry of Education, Culture, Research and Technology. The National Assessment is the main part of driving the education strategy, systemically and as feedback for all education stakeholders to self-reflect and improve the quality of education.

The National Assessment captures the quality of inputs, processes and learning outcomes that reflect school performance as regular feedback for school/madrasah management, the Education Office, the Ministry of Religion, and the Ministry of Education, Culture, Research and Technology.

Since the condition of the Covid-19 pandemic with the implementation of online learning has also had an impact on the education system which has resulted in a lack of direct training and briefing provided by the government to all parties involved in the implementation of the National Assessment During the Covid 19 Pandemic debriefing and training related to the implementation of the National Assessment can only be carried out virtually, which of course with all the limitations. On the other hand, most education actors, including principals, teachers, and students, as well as parents, still do not understand the true functions and types of national assessment and how to implement the results of the National Assessment as an evaluation tool for improving the quality of education in their respective schools. (Supriyanto & Rustyawati, 2021).

The National Assessment is a new education evaluation policy in Indonesia (Raini et al., 2022). Research related to the existing National Assessment is still limited to being carried out at the elementary school level and junior high school equivalent, so further research is needed at the senior high school level. So far, based on the results of initial observations at Tanjung Jabung Barat State Senior High School 2, it is known that Tanjung Jabung Barat State Senior High School 2 is entering its third year of implementing the National Assessment.

In 2020, this school was designated as one of the schools to implement trials, and in 2021 it will be implemented simultaneously with other educational units. The results of the 2021 National Assessment can be seen by each school, but research regarding the extent to which the assessment results in the form of school quality report cards are followed up as a tool for evaluating the quality of education in schools does not yet exist, so it needs to be done to provide an overview of the extent to which the National Assessment results are implemented by teachers. As an evaluation tool, it becomes a consideration for related parties in determining further policies, especially in mapping the quality of education in schools and improving the implementation and results of the National Assessment in the following year so that the education quality report cards in schools that are colored red or yellow can all be green.

Based on the description above, the researcher is interested in raising the title of the thesis proposal "Implementation of

National Assessment by Teachers in West Tanjung Jabung 2 Public High School"

METHOD

This research approach is qualitative descriptive research, namely describing or expressing in words (qualitatively) the physical form or nature of an object and explaining it in detail and systematically regarding the teacher's understanding of the implementation of the National Assessment. The qualitative research method is based on the philosophy of post positivism, which is used to examine the natural conditions of objects where the researcher is the key instrument (Harahap et al., 2022).

This research took place from November 2022 - March 2023 at Sekolah Menengah Atas Negeri 2 Tanjung Jabung Barat. The location selection is because Sekolah Menengah Atas Negeri 2 Tanjung Jabung Barat since 2020 has carried out a computer-based Minimum competency assessment appointed by the government.

A sampling of data sources was carried out purposively, and snowball. The reason for using purposive and snowball procedures refers to sugiyono's opinion that this sample is more suitable for qualitative research or studies that do not generalize. Subjects or informants in this study were four teachers: 1 homeroom teacher X, one homeroom teacher XI, 1 homeroom teacher XII, and 1 senior teacher. Criteria that become informants in this study are teachers who have been supervisors of the National Assessment and are involved in implementing the National Assessment.

The data collection procedure in this study is one of the important stages carried

out. In general, there are three main data collection techniques in qualitative research: observation, interviews, and documents. Data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization (Sugiyono, 2018).

RESULTS AND DISCUSSION

According to Lenge Veld education is an effort to influence, protect and provide assistance aimed at the maturity of their students or in other words helping students to be capable enough to carry out their own life tasks without the help of others in that sense, above the guidance and influence and protection provided must contain noble values in accordance with the nature and dignity of humanity, with the ultimate goal of education being the ability or independence of students' lives (Ramadan, 2015). Without leading to this, the activities of influence and guidance given are not educational activities.

Assessment is an umbrella term that includes all the methods used to assess students' test results. Ign. Masidjo (1995) states that assessment is an activity comparing the results of measuring the properties of an object with a relevant reference so that the quantity of an object is qualitative. (Sari et al., 2022). Wortham (2005) states that assessment is a process of gathering information to understand what children know and what children can do daily. (Usman, 2020). Opinion of Wortham (2005) shows that assessment as a process of gathering information related to many things about children, namely knowledge, attitudes, and behavior of

children. Therefore, the assessment is carried out using various strategies that need to be adapted to the characteristics of the child's development. Furthermore, Wortham explained that assessment can be used to study children individually.

According to Baryamin S. Bloom Evaluation is a "Handbook on formative and summative evaluation of student learning", which means Evaluation is the collection of sufficient evidence to be used as a basis for determining whether there are changes that occur in students. So, we as teachers must be sure that education can bring change to students. Meanwhile, according to G'oss Evaluation is "Evaluation is a process which determines tests to hitch objectives have been achieved".

When viewed from the definition, measurement, assessment, evaluation, and assessment have different meanings and functions. But everything in education cannot be separated, because it has a close relationship between one another, including the following (Aisah et al., 2021):

- a. Measurement and assessment are two continuous processes.
- b. The measurement is carried out first, which produces a score and from the measurement results an assessment can be carried out.
- c. Between assessment and evaluation have similarities, namely both have the meaning of assessing or determining the value of something. Besides that, both are tools used to collect data.
- d. Evaluation and assessment are more qualitative in nature. The essence of both is the process of making decisions

about the value of an object. The scope of assessment is narrower and only limited to one component or aspect, such as learning achievement. The implementation of the assessment is carried out in an internal context. The scope of evaluation is wider, in practice it covers all components in a system and can be carried out not only by internal parties, but also external parties.

- e. Policy in terminology, as explained by Klein and Murphy in Syafaruddin (2008) as the overall guidance of an organization, includes a set of goals, principles, and rules that guide the organization. In Indonesia itself, there are many examples of failure to implement policies or programs launched by the government; one example is the National Examination policy, which, after going on for more than 10 years, has no impact on P results. program for International Student Assessment, as one of the benchmarks for the quality of education in a country (Setiyowati et al., 2022).

The result release program for International Student Assessment December 3, 2019, shows that Indonesian students' reading scores are ranked 72 out of 77 countries, math scores are ranked 72 out of 78 countries, and science scores are ranked 70 out of 78 countries (Setiyowati et al., 2022). This result has decreased compared to the results of the program for International Student Assessment 2015, where Indonesian students' reading scores were ranked 65, science was ranked 64, and math scores were ranked 66.

The abbreviated National Assessment is a form of evaluation of the education system by the Ministry at the primary and secondary education levels. The national assessment is a program for assessing the quality of each school, madrasah, and equality program at the primary and secondary levels. The quality of the education unit is assessed based on the primary student learning outcomes (literacy, numeracy, and character), the quality of the teaching and learning process, and the climate of the education unit that supports learning (Nurjanah, 2021).

The legal basis for implementing the National Assessment is Permendikbud No.17 of 2021, which is a rule for implementing the provisions of Article 46 paragraph (8) of Government Regulation Number 57 of 2021 concerning National Education Standards, so the Ministry needs to regulate provisions regarding National Assessment.

The National Assessment has the intention of educating the nation's life, it is necessary to carry out mapping and continuous improvement of the quality of the education system so that it can encourage learning that fosters the reasoning power and character of students according to the values of Pancasila and to map the quality of education periodically and encourage continuous improvement of the quality of education. need to carry out a national assessment (Hadiana, 2015).

The birth of the independent learning education policy is a program initiated by the minister of culture and research education which aims to provide a happy learning atmosphere for teachers

and students where the National Examination is replaced with a Minimum Competency Assessment (Hasanah & Hakim, 2021). The four main points in the discussion of independent learning in Prof.'s presentation. Dr. Hj. Sylviana Murni, SH, M.Sc, namely the elimination of the national exam and assessment was replaced with a National Assessment including Minimum Competency Assessment, Character Survey, and Study Environment Survey (Rohim et al., 2021).

Teachers are the spearhead of educational success. If a teacher needs to understand the direction and road map of education, the impact will be fatal to students' future fate. Therefore, the awareness of every teacher is needed to continue learning to develop their professional competence by actively participating in various online and offline training activities (Sulkimah et al., 2022).

However, since the conditions of the Covid pandemic, training and outreach regarding the implementation of the National Assessment have been limited. For teachers, in general, obtain information via the internet. The limited training provided to teachers influences teachers' understanding of the national assessment, such as several studies with an analysis of teachers' understanding of the follow-up to the Minimum Competency Assessment showing that teachers' understanding of the follow-up to the Minimum Competency Assessment still needs to be higher (Faith et al., 2021).

According to Webster's Dictionary, implementation comes from English to implement. In the dictionary, to implement (implement) means to provide the means

for carrying out (provide the means to carry out something) and to give practical effect to (to have an impact/effect on something) (Pasaribu, 2021). Meanwhile, in the Big Indonesian Dictionary, implementation is implementation or application. Another definition of implementation is the provision of means to do something that impacts or affects something.

Based on the results of interviews with teachers regarding the implementation of the national assessment by teachers at Tanjung Jabung Barat 2 State Senior High School, it has been running and implemented as well as possible, as stated by the resource person who stated.

Until now, teachers are still trying to get their students to follow literacy as found in the library. Librarians always make programs for their students. The school has made every effort to implement numeracy for students based on the 2021 report card results, which state that our literacy still needs to improve. The program, for example, takes 15 minutes to make reading a habit; even the religious teacher also makes a program to read the Koran, verse by verse, every day, and it has been implemented. This statement was also supported by answers from other informants who stated that some teachers, before starting learning, provided several literacy activities, such as requiring students to go to the library to overcome this problem.

So, the Minimum Competency Assessment is an assessment of the fundamental competencies needed by all students to develop their capacity and

participate actively in society (Fauziah et al., 2021). The Minimum Competency Assessment measures two fundamental competencies: reading and mathematical literacy (numeracy). The Minimum Competency Assessment presents problems in a variety of contexts that students are expected to be able to solve using their literacy and numeracy competencies. The Minimum Competency Assessment is intended to measure competency in depth, not just content mastery; for example, reading ability is measured through the Minimum Competency Assessment.

Literacy is developed through Indonesian language lessons and in religion, science, social studies, and other subjects. The ability to think logically and systematically, as measured in the Minimum Numeral Competency Assessment, should also be developed through various lessons. Content in Reading Literacy, including (1) Information Text, namely text that aims to provide facts, data, and information in the context of developing scientific insights and knowledge; (2) Fictional texts, namely texts that aim to provide readers with the experience of getting entertainment, enjoying stories, and contemplating (Sudianto & Kisno, 2021).

With this content, it is expected that students can acquire cognitive processes, including being able to find information by searching for or accessing information that is explicit in a discourse, interpretation, and integration (understanding information explicitly or implicitly in a discourse), and as evaluation and reflection (by assessing credibility,

appropriateness, and being able to relate to other things outside the text). As well as in context, it can be applied personally (self-interest), related to social culture, and scientific (issues, activities, and scientific facts).

Content in numeracy literacy, including (1) Numbers, which include representation, sequence properties, and operations on various types of numbers (count, integer, fraction, decimal); (2) Measurement and geometry, which includes the use of volume and surface area in everyday life, which includes the measurement of length, weight, time, volume and discharge as well as area units using standard units; (3) Data and uncertainty, which includes understanding, interpretation, and presentation of data and opportunities; (4) Algebra, which includes equations and inequalities, relations and functions, as well as ratios and proportions.

With this content, it is hoped that students will acquire cognitive processes, including understanding facts, procedures, and mathematical tools, applying mathematical concepts in real situations that are routine, and reasoning with mathematical concepts in solving problems. As well as in context, it can be applied personally (self-interest), related to social culture, and scientific (issues, activities, and scientific facts).

In this research on teaching and learning activities, the direction of the assessment is as follows: (1) The assessment includes all learning and learning components that can be carried out at the beginning of the activity, during the activity, or at the end of the lesson; (2)

The main focus of the assessment is knowing the achievements and progress of students in learning and improving the learning process and students' activities in learning; (3) Assessment must be focused, demand collective attention and create relationships or linkages, and enrich curriculum coherence (Novrizal, 2022).

Based on the results of interviews with teachers regarding the obstacles in implementing the national assessment, one of them is the lack of student motivation, as stated by the resource person. Low student achievement is strongly influenced by low motivation in learning. This is as stated by Gunadi and Gunawan that the low student achievement in Indonesia is more due to weak motivation in learning. Students with high learning potential will exert all their abilities to develop their various potentials. On the other hand, students who lose motivation do not find reasons to develop all their potential, resulting in low learning achievement.

Teachers as educators are facing a new challenge in 2021, to become good facilitators for students in preparing themselves for the Minimum Competency Assessment amid educational adaptation during the covid 19 pandemic. Teachers can face this challenge with training to increase understanding and skills in designing learning that can improve literacy and numeracy achievements in students. Generally, teachers in designing learning and assessment still refer to the achievement of basic competencies in the textbooks or those in the syllabus and learning implementation plans.

In the learning process, students are still learning partially for each subject, yet

to be integrated according to the expected reasoning competencies in literacy and numeracy. The skill to read the meaning of text and data is also an obstacle due to students' low interest in reading. Daily assessments and end-of-semester exams are still tested with multiple choice questions and several essay questions that still need to reflect a comprehensive assessment of student learning completeness and are not infrequently only limited to memory tests.

A lack of knowledge and skills will lead to less-than-optimal work performance. Knowing the lack of knowledge and skills indicates that teachers as educators need to receive training in the expected competencies to create strong motivation at work and increase creativity and confidence at work.

CONCLUSION

Teacher in Senior High School 2 West Tanjung Jabung already understands the national assessment itself. This allows the teacher to play an important role in the national assessment. The national assessment evaluation system aims to explain the quality of learning processes and outcomes. This goal can be achieved if the teacher has adequate knowledge and skills related to the concept and implementation of national assessments. Therefore, the teacher's role as an elevator in the learning process and teachers need to understand this assessment system.

The Minimum Competency Assessment is an assessment of the fundamental competencies needed by all students to develop their capacities and actively participate in society. The Minimum Competency Assessment

measures two fundamental competencies, namely reading literacy and mathematical literacy. The Minimum Competency Assessment presents problems in a variety of contexts that students are expected to be able to solve using their literacy and numeracy competencies.

Based on the results of interviews with teachers regarding the obstacles in implementing the national assessment, namely lack of student ability and lack of socialization and training for teachers. Lack of knowledge and skills will lead to less-than-optimal work performance.

REFERENCE

- Adom, D., Mensah, J. A., & Dake, D. A. (2020). Test, measurement, and evaluation: Understanding and use of the concepts in education. *International Journal of Evaluation and Research in Education*, 9(1), 109–119. <https://doi.org/10.11591/ijere.v9i1.20457>
- Aisah, H., Zaqiah, Q. Y., & Supiana, A. (2021). Implementasi kebijakan asesmen kemampuan minimum (AKM): Analisis implementasi kebijakan AKM). *Jurnal Pendidikan Islam Al-Affan*, 1(2), 128–135. <http://ejournal.stit-alquraniyah.ac.id/index.php/jpia/article/view/25>
- Andiani, D., Hajizah, M. N., & Dahlan, J.A. (2021). Analisis rancangan assesmen kompetensi minimum (AKM) numerasi program merdeka belajar. *MAJAMATH: Journal of Mathematics and Mathematics Education. Majamath*, 4(1). <http://ejurnal.unim.ac.id/index.php/majamath/article/view/1010>
- Fauziah, A., Fitriani, E., Sobari, D., & Robandi, B. (2021). Analisis pemahaman guru sekolah menengah pertama (smp) mengenai asesmen kompetensi minimum (AKM). *Educative: Jurnal Ilmu Pendidikan*, 3(4), 1550–1558. <https://doi.org/10.31004/EDUKATI.F.V3I4.608>
- Firma, I., Dian, N., Marini, A., & Sumantri, MS (2021). Analisis kebijakan dan pengelolaan pendidikan terkait standar penilaian di Sekolah Dasar. *Jurnal Basicedu*, 5(3), 1479–1491. <https://doi.org/10.31004/BASICEDU.V5I3.956>
- Hadiana, D. (2015). Penilaian hasil belajar untuk siswa sekolah dasar. *Jurnal Pendidikan dan Kebudayaan*, 21(1), 15–26. <https://doi.org/10.24832/JPNK.V21I1.173>
- Harahap, A.C. P., Anggreini, A., Setiawan, B., Ummi, F., Mayarani, L., Sitompul, M. R., Fahmi, M. I, Hsb, R. S. N, & Anggini, Y. C. (2022). Kebermanfaatan Need Assesment bagi Program BK di Sekolah. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 6606–6610. <https://doi.org/10.31004/jpdk.v4i6.9360>
- Hasanah, M., & Hakim, T. F. L. (2021). Analisis kebijakan pemerintah pada assesmen kompetensi minimum (AKM) sebagai bentuk perubahan

- ujian nasional (UN). *Irsyaduna: Jurnal Studi Kemahasiswaan*, 1(3), 252–260.
<https://doi.org/10.54437/IRSYADUNA.V1I3.344>
- Iman, N., Usman, N., & Bahrin, B. (2021). Implementasi kebijakan Sekolah Dasar dalam menghadapi asesmen kompetensi minimum. *Jurnal Pendidikan: Teori, Penelitian, & Pengembangan*, 6(2), 250–260.
<https://doi.org/10.17977/JPTPP.V6I2.14464>
- Novrizal, N. (2022). Implikasi asesmen nasional terhadap pengajaran mata pelajaran Pendidikan Agama Islam (PAI). *Tarbawi: Jurnal Pemikiran Dan Pendidikan Islam*, 5(1), 50–64.
<https://doi.org/10.51476/TARBAWI.V5I1.337>
- Nurjanah, E. (2021). Kesiapan calon guru SD dalam implementasi asesmen nasional. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 3(2), 76–85.
<https://doi.org/10.36232/jurnalpendidikandasar.v3i2.1120>
- Pasaribu, M. H. (2021). Implementasi sebuah program berbasis riset aksi dalam meningkatkan kualitas program. *Education Achievement: Journal of Science and Research*, 2(1), 38–46.
<https://doi.org/10.51178/JSR.V2I1.379>
- Primayana, H. K. (2015). Manajemen Sumber Daya Manusia dalam Peningkatan Mutu Pendidikan di Perguruan Tinggi. *Jurnal Penjaminan Mutu*, 1(2), 7–15.
<https://doi.org/10.25078/JPM.V1I2.45>
- Raini, A., Khodijah, N., & Suryana, E. (2022). Analisis kebijakan tentang pedagogie dan penilaian pendidikan (AKM = Asesmen Kompetensi Minimum, Survey Karakter dan Survey Lingkungan Belajar). *MODELING: Jurnal Program Studi PGMI*, 9(1), 131–142.
<https://doi.org/https://doi.org/10.36835/modeling.v9i1.1136>
- Ramadan, ZH (2015). Pengembangan penilaian autentik berbasis kurikulum 2013 di kelas IV Sekolah Dasar Negeri kota Pekanbaru. *Jurnal Tematik*, 5(1), 36–48.
<https://doi.org/10.24114/jt.v5i01.3201>
- Rohim, D. C, Rahmawati, S., & Dyah Ganestri, I. (2021). Konsep asesmen kompetensi minimum untuk meningkatkan kemampuan literasi numerasi siswa Sekolah Dasar. *Jurnal Varidika - Variasi Pendidikan*, 33(1), 54–62.
<https://doi.org/10.23917/VARIDIKA.V33I1.14993>
- Rokhim, D. A, Rahayu, B. N, Alfiah, L. N., Peni, R., Wahyudi, B., Wahyudi, A., Sutomo, S., & Widarti, H. R (2021). Analisis kesiapan peserta didik dan guru pada asesmen nasional (Asesmen kompetensi minimum, survey karakter, dan survey lingkungan belajar. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 4(1), 61–71.

- <http://dx.doi.org/10.17977/um027v4i12021p61>
- Saftari, M., & Fajriah, N. (2019). Assessment of the affective space in the form of attitude scale assessment to assess learning outcomes. *Edutainment: Jurnal Ilmu Pendidikan dan Kependidikan*, 7(1), 71–81. <https://doi.org/10.35438/E.V71I.164>
- Sari, D. Y, Nakita, I. T., & Rahma, F. (2022). Pemahaman guru dalam proses penilaian perkembangan anak usia dini. *PERNIK: Jurnal Pendidikan Anak Usia Dini*, 5(2), 25–37. <https://doi.org/10.31851/PERNIK.V5I2.7910>
- Setiyowati, H., Suryati, E., Rina, R. (2022). Analisis pelaksanaan asesmen nasional berbasis komputer (ANBK) di Madrasah Ibtidayah Negeri 9 Hulu Sungai Utara. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 6(3), 803–818. <https://doi.org/10.35931/AM.V6I3.1086>
- Sudianto, S., & Kisno, K. (2021). Potret kesiapan guru Sekolah Dasar dan manajemen sekolah dalam menghadapi asesmen nasional. *Jurnal Akuntabilitas Manajemen Pendidikan*, 9(1), 85–97. <https://doi.org/10.21831/JAMP.V9I1.39260>
- Sugiyono. (2018). Quantitative research methods and R&D.
- Sulkimah, N. A, Syahchruraji, A., & Hendracipta, N. (2022). Proses pendampingan belajar peserta didik berbasis AKM (asesmen kompetensi minimum) SDIT Elfatih. *Jurnal Ilmiah Pendidikan Dasar: Pendas*, 7(2), 712–720. <https://doi.org/10.23969/JP.V7I2.6639>
- Supriyanto, & Rustyawati, D. (2021). Assesmen nasional: Survey kesiapan. *PREMIERE: Journal of Islamic Elementary Education*, 3(2), 23–36. <https://doi.org/10.51675/JP.V3I2.183>
- Usman, D. (2020). Penerapan prinsip-prinsip evaluasi dalam mata pelajaran Pendidikan Agama Islam (PAI). *Cendekia: Jurnal Ilmiah Pendidikan*, 8(2), 227-236. <https://doi.org/10.33659/cip.v8i2.176>
- Utami, A. D, Zainudin, M., Suriyah, P., Noeruddin, A., & Hasanudin, C. (2022). Literature of the national assessment program to improve the quality of learning for teachers and prospective teachers in Bojonegoro and surroundings. *Publikasi Ilmiah Bidang Pengabdian Kepada Masyarakat (SIKEMAS)*, 1(1), 1–8. <https://doi.org/10.47353/sikemas.v1i1.164>
- Zulaikhah, D., Sirojuddin, A., & Aprilianto, A. (2020). Analisis pembelajaran pendidikan Agama Islam kurikulum 2013 bagi anak berkebutuhan khusus. *Tafkir: Interdisciplinary Journal of Islamic Education*, 1(1), 54-71. <https://doi.org/10.31538/tijie.v1i1.6>