TECHNICAL GUIDANCE FOR THE PREPARATION OF AKM-BASED NATIONAL ASSESSMENT OF ENGLISH LEARNING FOR STATE SENIOR HIGH SCHOOL TEACHERS IN SURABAYA

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Informasi Artikel	Abstrak
	Sebagai pengganti Ujian Nasional (UN), Kementerian Pendidikan dan Kebudayaan (Kemendikbud) telah menyiapkan program Penilaian Nasional. Asesmen Nasional adalah program untuk menilai kualitas setiap sekolah, madrasah, dan program pemerataan di tingkat dasar dan menengah. Kualitas satuan pendidikan dinilai berdasarkan hasil belajar siswa sekolah dasar (literasi, numerasi, dan karakter), kualitas proses belajar mengajar, dan iklim satuan akademik yang mendukung pembelajaran. Informasi diperoleh dari tiga instrumen utama: Penilaian Kompetensi Minimum (AKM), Survei Karakter, dan Survei Lingkungan Belajar. Karena program ini masih sebatas diperkenalkan di dunia pendidikan sebagai pengganti Ujian Nasional, masih banyak hal yang ditanyakan oleh pelaksana penilaian. Oleh karena itu, untuk penilaian hasil belajar siswa disusun bimbingan teknis bagi guru SMA Negeri di Surabaya yang diharapkan dapat memberikan wawasan dalam penyusunan penilaian yang berdampak pada peningkatan kemampuan berpikir kritis siswa. Bimbingan teknis ini merupakan kegiatan pengabdian kepada masyarakat dari dosen Program Studi Pendidikan Bahasa Inggris.
	Abstact
	As a substitute for the National Examination (UN), the Ministry of Education and Culture (Kemendikbud) has prepared a National Assessment program. The National Assessment is a program to assess 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 academic unit that supports learning. The information was obtained from three main instruments: Minimum Competency Assessment (AKM), the Character Survey, and the Learning Environment Survey. Because this program is still limited to being introduced in the world of education as a substitute for the National Examination, there are still many things that the assessment implementer asks. Therefore, for the assessment of student learning outcomes, technical guidance for the teacher of SMA Negeri in Surabaya is arranged, which is expected to provide insight in the preparation of assessments that impact increasing students' critical thinking skills. This technical guidance is under community service activity from the faculty member of English Education Study Program.

INTRODUCTION

Education in the era of industrial revolution 4.0 is directed toward the development of 21st century competencies consisting of three components: competency to think, act, and live in the world (Turmudi, 2020). The thinking component includes critical thinking, creative thinking and problem-solving skills. Action components include communication, collaboration, data literacy, human literacy and technology literacy. Components of living worldwide include initiative, self-direction, global understanding, and social responsibility (Kennedy & Sundberg, 2020). The emergence of new literacy is (1) data literacy, namely the ability to read, analyze and use information (big data) in the digital world, (2) technological literacy, namely the ability to understand how machines work, technology applications (coding, artificial intelligence and engineering principles), and (3) human literacy related to *humanity, communication, collaboration,* is a challenge in itself to be able to live in the 21st century (Voogt & Roblin, 2012).

Minimum Competency Assessment (AKM) is an assessment of fundamental competencies required by all students to develop self-capacity and participate positively in society. There are two fundamental competencies measured by AKM: reading literacy and math literacy (numeracy). In reading literacy and numeracy, competencies that are assessed include logical-systematic thinking skills, reasoning skills using concepts and knowledge that have been learned, and skills to sort and process information. AKM presents problems with a variety of contexts that are expected to be resolved by students using their reading literacy and numeracy competencies. AKM is intended to measure competence in-depth, not just the mastery of content.

Reading literacy is defined as the ability to understand, use, evaluate, reflect on different types of written text to develop the capacity of individuals as Indonesians and citizens of the world and to be able to contribute productively to society. Meanwhile, numeracy is the ability to think using concepts, procedures, facts, and mathematical tools to solve everyday problems in different types of contexts relevant to individuals as citizens of Indonesia and the world. Both literacy and numeracy skills are important to enhance their higher-level education and future profession (Wijayanti, 2020).

METODE

Since this study was to make an effort to enhance the competence of the state senior high schools in Surabaya, the authors invited 40 teachers of the state senior high schools in Surabaya. Most of them had been certified and received professional remuneration from the government. They attended four meetings of technical guidance. The first meeting was the

Minimum Competency Assessment, the second meeting was reading comprehension, the third meeting was designing the reading's minimum competency assessment, and the forth meeting was assessing the teachers-made minimum competency assessment. In the last meeting of the technical guidance, half of the participants could make the minimum competence assessment well. Meanwhile, the rest were still needed further guidance from the authors.

Technical Guidance for AKM

Minimum Competency Assessment (*Asesmen Kompetensi Minimum*/AKM)

Minimum Competency Assessment is conducted to measure students' reading and numeracy literacy. The minimum understanding to show reading and numeracy literacy is a competency that must be possessed for a person to function productively in life. The content measured is essential and sustainable across classes and levels. Not all content in the curriculum is tested. The term minimum also means that the content measured is not the entire content in the curriculum but the actual content.

The Minimum Competency Assessment (AKM) is an assessment of the basic competencies needed by all students to be able to develop their own capacity and participate positively in society. There are two basic competencies measured by AKM, namely reading literacy and mathematical literacy (numbering). In both reading and numeracy literacy, the competencies assessed include logical-systematic thinking skills, reasoning skills using concepts and knowledge that have been learned, as well as skills in sorting and processing information. AKM presents problems with various contexts that students are expected to be able to solve using their reading and numeracy literacy competencies. AKM is intended to measure competence in-depth, not just content mastery.

Reading literacy is defined as the ability to understand, use, evaluate, reflect on various types of written texts to develop individual capacities as Indonesian citizens and global citizens and to be able to contribute productively to society.

Numeration is the ability to think using concepts, procedures, facts, and mathematical tools to solve everyday problems in various contexts relevant to individuals as citizens of Indonesia and citizens of the world.

The Goal of AKM

There are three essential components in learning, namely curriculum (what is expected to be achieved), learning (how to achieve), and assessment (what has been achieved). The assessment is carried out to obtain information to determine the student's

achievement of the expected competencies. The Minimum Competency Assessment is designed to produce information that triggers improvements in the quality of teaching and learning, which can improve student learning outcomes.

The AKM results report is designed to provide information about student competence. Teachers of various subjects can use this level of competence to develop effective and quality learning strategies according to student achievement. Thus "Teaching at the right level" can be applied. Learning designed by taking into account the level of student achievement will make it easier for students to master the content or competencies expected in a subject.

Instrument Component of AKM

To ensure AKM measures the competencies needed in life, also according to the understanding of Reading Literacy and Numeration that has been conveyed previously, the AKM questions are expected not only to measure certain topics or content but various content, various contexts at several levels of cognitive processes.

Content in Reading Literacy shows the type of text used. This case is divided into two groups, namely informational text and fictional text. In Numeration, the content is divided into four groups: Numbers, Measurement and Geometry, Data and Uncertainty, and Algebra.

The cognitive level shows the thinking processes that are required or needed to be able to solve problems or questions. Cognitive processes in Reading and Numeration Literacy are divided into three levels. In Reading Literacy, these levels are finding information, interpretation and integration, and evaluation and reflection. In Numeration, the three levels are understanding, application, and reasoning.

Context indicates the aspect of life or situation for the content used. The context of AKM is divided into three: personal, socio-cultural, and scientific. A more detailed explanation of the AKM component is presented in the Table 1 below.

Table 2. The Component of AKM adopted from https://pusmenjar.kemdikbud.go.id/akm/

Development of Question Bank of AKM

After the components of the AKM are determined, the next step is to develop the questions that will be given in the assessment. Referring to the assessment standards that have been set, the flow of the development of the questions bank refers to the following chart.

Table 2. The Flow of Developing Items' Bank for AKM adopted from

https://pusmenjar.kemdikbud.go.id/akm/
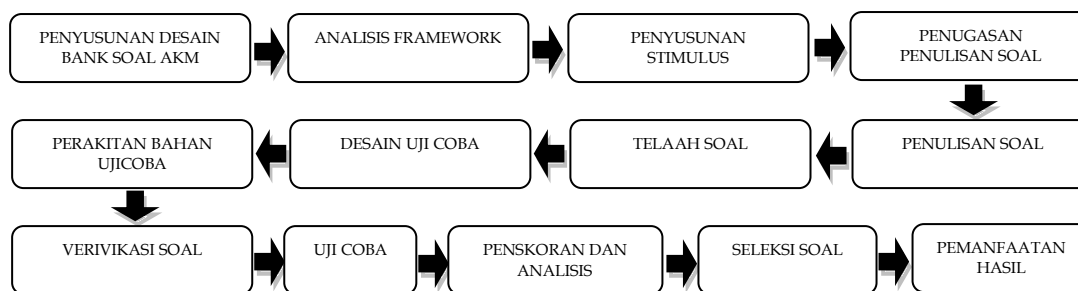
Implementation of Technical Guidance of Minimum Competency Assessment on Reading Comprehension Assessment

Timing of Activities and Participants

Time and place the Community Service Activity was held on 1 - 31 October, 2021 at a Public High School in Surabaya with around 40 participants. The Scheme for the Implementation of Community Service Activities will be divided into three stages while the distribution of Community Service Performance is divided into several teams. This Technical Guidance Activity is in the context of Community Service from the English Education Study Program. The activity

has been carried out on 5-17 October 2021 online using the Zoom meeting facility.

Activity's Theme

The theme of the Community Service Activities above is "Refreshing the Preparation of 21st Century Learning Devices" with the sub-theme "Preparing the National Assessment of AKM-Based English Learning" for State Senior High School Teachers in Surabaya.

Materials of Reading Comprehension Assessment

Designing reading comprehension for AKM can be developed from varieties of reading problems. There are two types of problems in reading assessment: 1) objective; multiple choice with only one right answer, multiple double choice with two right answer, true or false or not given, matching, completion: 2) Subjective; short essay.

Types of questions in Reading Assessment: Mentioning the theme, topic of the listening/reading text/passage/materials; Finding the main idea of the listening or reading text/passage/materials; Finding the stated specific information; Analysing the unstated specific information; Explaining the meanings of new/difficult words; Stating the references of the nouns and pronouns; Summarizing the listening or reading text/passage/materials; Retelling the content of the listening or reading text/ passage/materials using the students' own words; Role playing/acting out/dramatizing the content of the listening or reading text/passage/materials; Evaluating the significance of the listening or reading text/passage/materials; Exploring the moral lesson of the listening or reading text/passage/materials; Judging the tone of the listening or reading text/passage/materials. (serious, humorous, sarcastic, cynical, questioning, etc.); Outlining the organization of the thought of the listening or reading text/passage/materials.; Showing the relationship between one sentence and another, or between one paragraph and another; Creating similar context to the original text/passage/materials.

RESULTS AND DISCUSSIONS

This community service activity was carried out by inviting teachers from SMA Negeri in Surabaya, who registered as participants as many as 178 people. However, at the time of the implementation, 150 people were present online. Technical guidance materials were delivered online considering that this activity was held still in a pandemic atmosphere. The theoretical material was presented at the beginning and then the assignment was given to the participants.
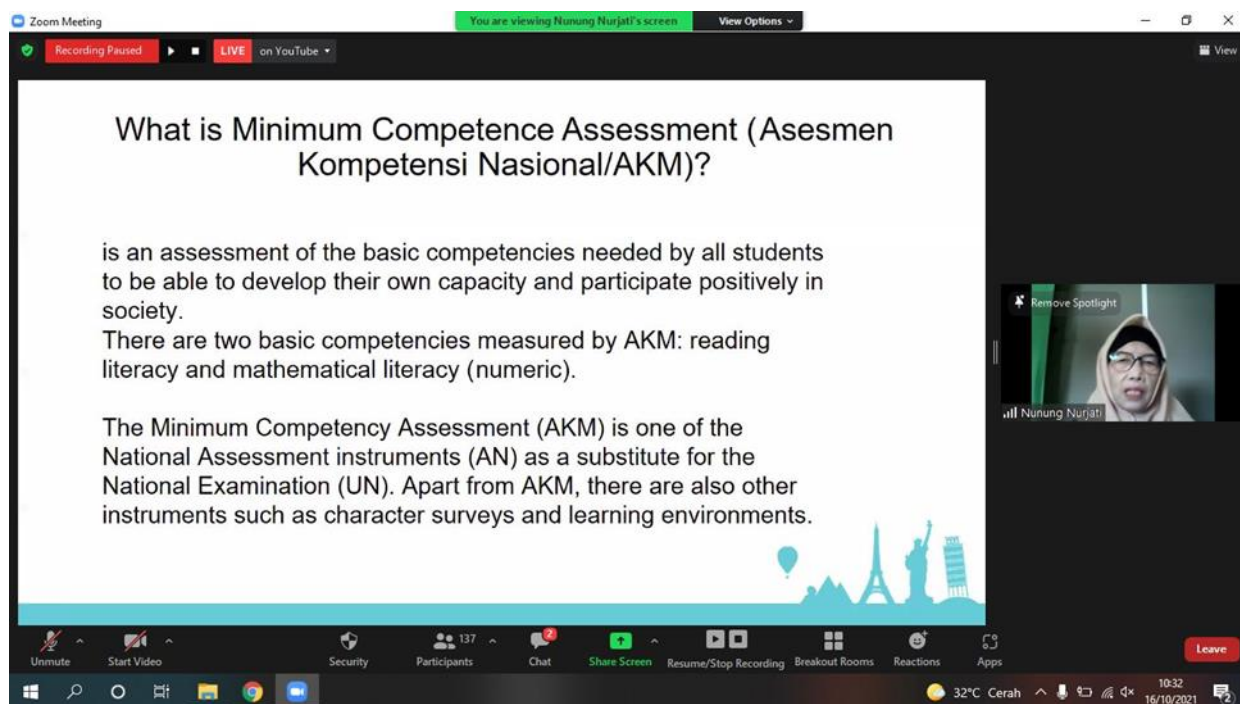
Figure 1. Materials Presentation Online

The material is delivered with examples of AKM and grids that have been determined based on the applicable curriculum. The following is an example for a reading comprehension question.
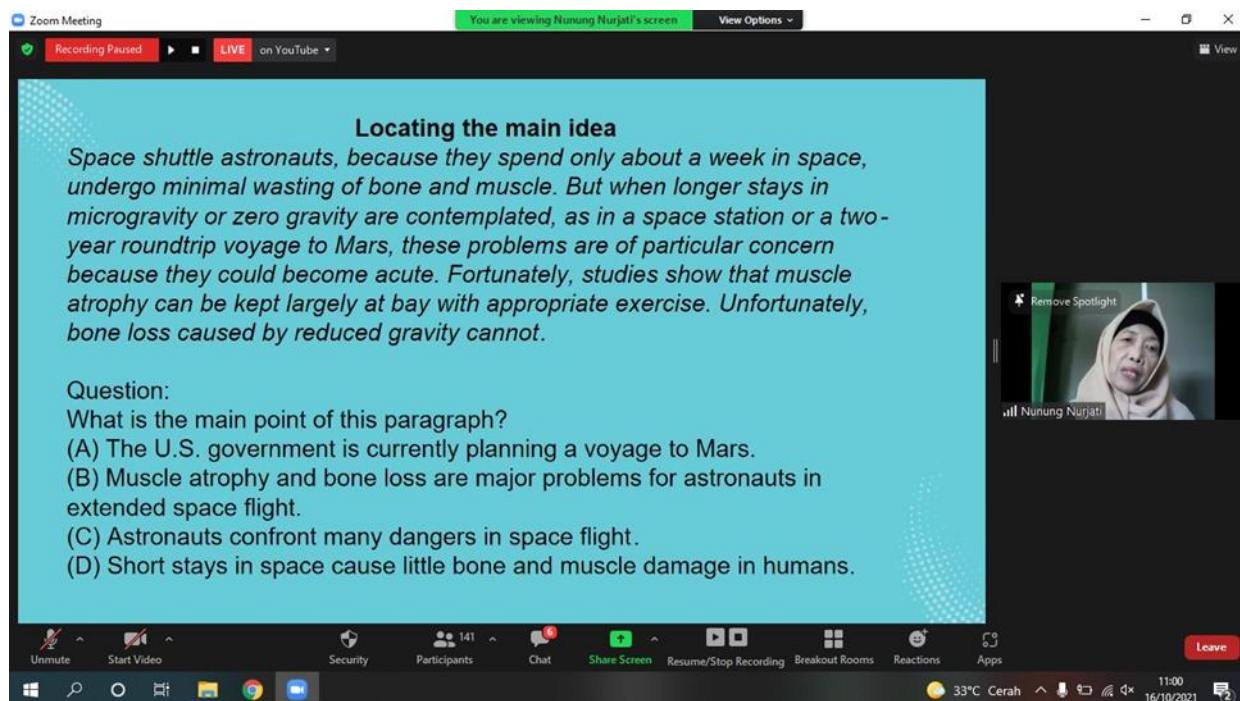

Figure 2. Sample of Reading Comprehension Question

From the assignments given to the teachers in each session, the tasks that were done and submitted to the committee were not proportional to the total number of participants. Only 27 tasks were submitted to the committee. From the results collected, after being examined, it shows

the quality of the AKM that has been understood by the participants. As for the quality of the AKM reading comprehension, which collected 27 files, 17 of them have met the requirements, while 8 of them still need to be revised. They were given a week and after being repaired, the 8 AKM met the requirements. After our PPM team interviewed those who had not yet collected it, they apparently still were not confident enough to make it themselves.

The participants who attended were 150 people consisting of 40 public high school teachers throughout Surabaya, they were members of the English MGMP organization, while the rest were private high school and junior high school teachers and some were followed by students.

The following are a number of participants who attended and actively participated in technical guidance both in attending material presentations and in submitting assignments given by the committee.
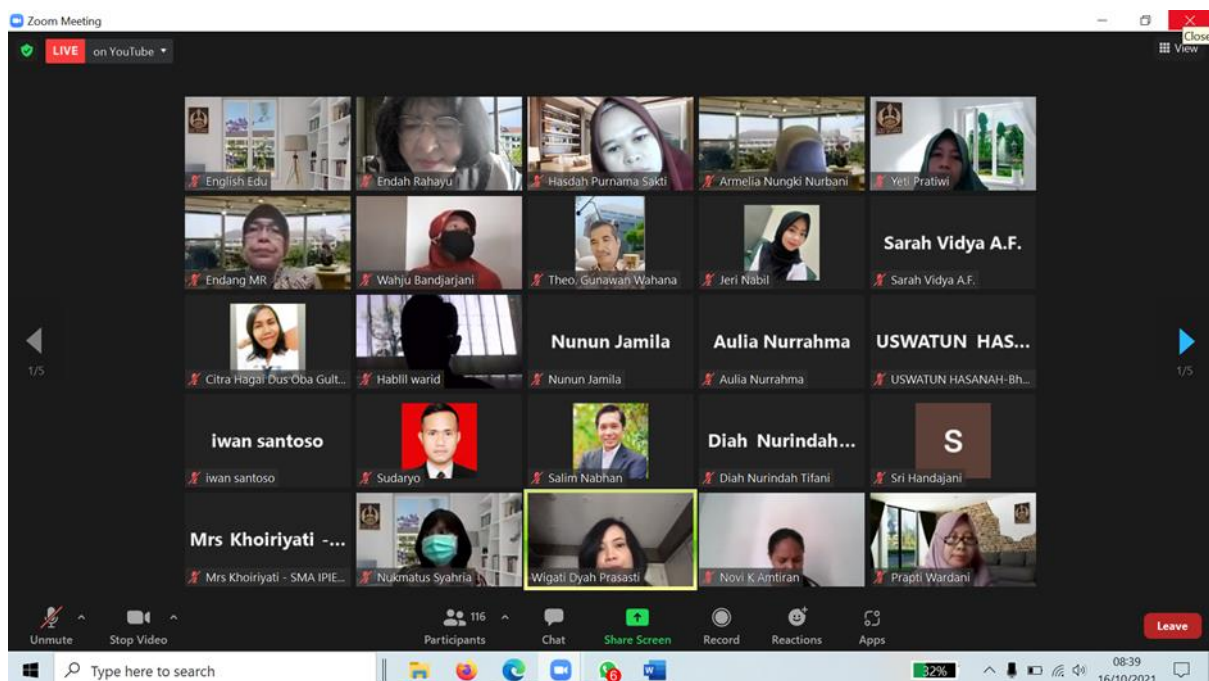

Figure 3. The Attendees of the Technical Guidance Online

CONCLUSIONS

The quality of the education unit is assessed based on the basic student learning outcomes consisting of literacy, numeracy, and character, besides the quality of the teaching and learning process and the educational supports learning. Thus, the teachers have to master Minimum Competency Assessment (AKM) as the basic competencies needed by all students to develop their own capacity and participate positively in society. This technical guidance focuses on designing reading comprehension to improve the teachers' competence in designing reading AKM. The participants of this technical guidance can design and provide information about the level of student competence in learning reading. Teachers of various subjects can use this level of competence to develop effective and quality learning strategies

according to student achievement.

Acknowledgement

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