Analysis of Teacher Readiness in the Implementation of Competency Assessment Minimum (AKM) Independent Class at SDN 44 Mandau

Zefira Salsabilla [a,1,*], Guslinda [b,2], Zariul Antosa [b,3]

[a,b,c]Elementary School Teacher Education, Faculty of Teacher Training and Education, University of Riau, Pekanbaru, Indonesia.
[1] zefira.salsabilla0908@student.unri.ac.id *; [2] guslinda@lecturer.unri.ac.id; [3] zariul.antosa@lecturer.unri.ac.id
* Corresponding Author

ABSTRACT: This study aims to find out how the readiness of teachers in implementing AKM classes independently. This type of research is qualitative research. Sources of data in this study are teachers and proctors. The results showed that the teacher's readiness to carry out AKM classes independently at SDN 44 Mandau as a whole was declared not ready, this was because of the inhibiting factors there was a lack of understanding of the teacher in using technology and there were no infrastructure facilities that could be used as a learning system, as well as for to the students the teacher does not give extra hours and only does it in the usual learning hours. However, this problem can be resolved because of the self and mental readiness that has been prepared by the teacher so that the implementation can run effectively.

INTRODUCTION

Education is an effort to foster and develop human dignity as a whole, comprehensive and interesting, fun and exhilarating. 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 is more focused, effective, relevant and developing according to the dynamics of a nation's life (Rony et al., 2021).

The Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 17 of 2021 concerning the National Assessment is a form of evaluation of the education system by the ministry at the primary and secondary education levels. The quality of the educational unit is assessed based on the basic student learning outcomes (literacy, numeracy, and character) as well as the quality of the teaching-learning process and the climate of the educational unit that supports learning. The test used this year is the Minimum Competency Assessment (AKM). This makes the National assessment replace the task of the National Examination as a source of data for planning and assessing the education system. As a tool for assessing system quality, the National Assessment will provide a more complete picture of learning outcomes and educational experiences in schools. The report on the results of the National Assessment is intended as a "mirror" or useful critique for schools and the Office of Education during self-assessment and programming. (Ministry of Education and Culture, 2021)

Changes to the education system policy were made to improve the quality of human resources. Good education creates good ideas, attitudes and personality for an individual, Dakir in (Afista et al, 2020). Evaluation in education means to measure and determine its value by comparing it with others (Adom et al, 2020). The goal is to find out the level of students' understanding of learning material in cognitive, affective and psychomotor aspects (Elis Ratnawulan, 2014). This is in line with the opinion of Sari et al (2020) evaluation is an effort to bring better quality education and realize quality education. The Ministry of Education and Culture, under the auspices of the Minister of Education, Nadiem Anwar Makarim, issued new policy, namely changing the National Examination (UN) education evaluation system to become the National Assessment (AN) (Kompas, 2020).

The implementation of this policy is a marker of a paradigm shift, educational evaluation and improvement of the educational evaluation system, where the parties involved are students, teachers and school principals. This is done to give an overview of character formation in students and improve the quality of learning in the future. This national assessment includes three instruments: Minimum Competency Assessment (AKM), Character Survey and Learning Environment Survey. (Novita et al, 2021). This makes the teacher has a very important role in the implementation of the Minimum competency assessment.

The AKM implementation system has the goal of explaining the quality of the process and learning outcomes (Resti et al, 2021). This goal can be achieved if the teacher has sufficient knowledge and skills related to the concept and implementation of the national assessment (Anas et al, 2021). Therefore, the teacher becomes an evaluator in the learning process and the teacher needs to understand this implementation system, where the teacher also has an important role and responsibility in the effectiveness of the implementation of learning. According to Hanestya (2021) states that the role of the teacher includes being a learning resource, facilitator, manager, mentor and learning facilitator.

The implementation of the AKM implementation as a substitute for the national exam, this has triggered the emergence of various kinds of problems related to the readiness of elementary school teachers in implementing the AKM, such as the readiness of teachers at SDN 44 Mandau which is the object of research by researchers, who have problems where the teacher's lack of understanding regarding new policies regarding the implementation of AKM online-based or using applications and lack of guidance to students who are participants in the AKM implementation. Other obstacles also occur with teachers who show that there is an inappropriate strategy in understanding information regarding the implementation of AKM.

Readiness comes from the word ready which is viewed from several aspects, namely cognitive aspects, physical aspects and psychological aspects. Cognitive aspects, namely (through understanding, using learning resources, learning processes and learning assessments) to achieve the goal of increasing learning (Syaharuddin et al., 2022). Where the cognitive aspect in implementing AKM is a condition that makes a teacher willing to carry out AKM in terms of understanding, using learning resources, learning processes, and learning assessments where this cognitive aspect aims to encourage teachers to develop attitudes, values, and behaviors that reflect values pancasila. From the implementation of this AKM it is necessary to use it to find out problems and plan for improving learning by teachers, school principals, and the education office, and also to achieve the goal of improving the learning system based on physical readiness and psychological readiness. While the psychological aspects (interest and motivation) and physical preparation (availability of supporting facilities and infrastructure) (Jumriani, Mutiani, Putra, et al., 2021). Where the physical aspect is seen based on physical preparation (human resources). and adequate health). Teacher readiness in implementing AKM often uses micro teaching, namely learning through an approach or method of training teaching performance which is carried out in a micro (simple) manner and becomes one of the main competencies that a teacher must have. From this psychological aspect, a teacher must have interest, concern more and more motivation in carrying out and compiling the assessment.

Based on the above background, it is necessary to examine more deeply how far the teacher's readiness is in implementing the minimum competency assessment as an educational evaluation system. Therefore it is necessary to conduct research on "Analysis of Teacher Readiness in the Implementation of Class Minimum Competency Assessments (AKM) Independently at SDN 44 Mandau".

RESEARCH METHODS

Qualitative method is research that focuses on identifying activities, describing problems that arise as well as focusing, documenting and knowing a phenomenon that occurs in the subject of research in more depth and according to facts. The purpose of this research is to obtain information and a clearer, complete and accurate picture so that it is necessary to directly observe

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the researcher and determine which informants are selected by purposive sampling. Purposive sampling is a sampling technique for data sources with certain considerations. The data in this study used two data sources, namely primary data and secondary data. The data in this study is a descriptive text about the readiness of the SDN 44 Mandau teachers in implementing AKM classes independently which the researchers obtained from observations, questionnaires and interviews. The researchers' primary data came from questionnaires, observations, teacher and proctor interviews at SDN 44 Mandau, Bengkalis Regency. While the secondary data of researchers is documentation and various document studies related to the implementation of the minimum competency assessment. Data collection techniques in qualitative research used by researchers are open questionnaires, passive participatory observation, interviews and documentation.

Research Instruments

This research instrument contains statements about several factors that will be examined in detail. The details of the aspects to be studied provide direction and clarify the phenomena under study. The research instrument referred to here is an instrument used to assist researchers in collecting data. The researcher used an open questionnaire guide and conducted interviews as below, which put forward several open questionnaire and interview grids as seen from 3 indicators of aspects of teacher readiness, namely cognitive, psychological and physical aspects, as follows:

Table 1. Open Questionnaire and Interview Analysis of Teacher Readiness in Implementing AKM in Class Independently at SDN 44 Mandau

No.	Indicator	Sub-Indicators	Number of Items	No item on the instrument
1.	Cognitive Aspect	1. Knowledge	1	1
		2. Skills	1	2
2.	Psychological Aspect	1. Tutoring	1	3
		2. Special attention	1	4
3.	Physical aspect	1. Character building	1	5
		2. Mental readiness	1	6
	Number of Instruments			**6**

RESULTS AND DISCUSSION
RESULTS

This research was conducted at SDN 44 Mandau based on the results of research through questionnaires and interviews. Teacher readiness in implementing the Class Minimum Competency Assessment (AKM) independently at SDN 44 Mandau which was observed by a questionnaire containing questions related to teacher readiness in implementing AKM which were filled out by the teacher and proctor via Google Form. Questions regarding teacher readiness in implementing AKM consisting of 3 indicators each containing 2 questions. Only 3 informants filled out these questions. Then, after observing the respondents' answers through the questionnaire, the researchers conducted interviews with the respondents in order to find out more in-depth answers to the teacher's readiness in implementing AKM.

Cognitive Teacher Readiness

Based on the results of questionnaires distributed and interviews from a cognitive perspective through 2 questions discussing understanding and knowing the implementation of AKM based online and technology and teachers who agree that this policy can improve learning and teaching skills, it can be concluded that teachers are declared not ready, because teacher readiness for understanding AKM policy is only in terms of theory and knowledge of new policies provided by the government with the latest material, namely literacy and numeracy and agrees that this program can be used as evaluation material or the latest skill method for teaching and learning

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systems that use technology and the formation of mindset and character of students which will improve quality school.Whereas for the implementation itself which is online and technology based, only one teacher understands, namely the one assigned to be the proctor, this is because the other teachers' understanding of technology does not really understand.

Psychological Readiness of Teachers

Based on the results of the questionnaires distributed and interviews from a psychological perspective with 2 questions about the readiness of the teacher to provide more extra guidance and special attention to mentally prepare students for the implementation of AKM, it was stated that they were not ready, in this program the teacher had prepared everything for students who became students. , but the teacher does not provide additional hours to help students answer or solve these questions by inviting discussions, meanwhile the teacher only helps students during normal learning hours and the teacher also introduces students to using laptops or computers as supporting tools for implementing AKM so that it runs smoothly. effective.

Physical Readiness of Teachers

Based on the results of questionnaires distributed and interviews from a physical perspective, it can be concluded that teachers who agree to the formation of character in students and self- and mental readiness in implementing AKM are declared ready, because with this program they provide and work on questions about literacy and numberation and discuss them as well as hone mindset and make changes to the personality of the students with more enthusiasm for learning again and great self-readiness of the teacher to make this implementation successful so that it goes well. It's just that what makes it difficult is the teacher's understanding of the use of technology and also learning from each other with other teachers to guide their students. It is known that the overall results of teacher readiness are seen from several indicators consisting of cognitive, physical and psychological aspects from table 4.4 as follows:

Table 2. Results of Teacher Readiness Research Data

No (1)	Indicator (2)	Statement (3)	Teacher Readiness (4)
1	Cognitive aspect	Does the teacher have knowledge about understanding online and technology-based AKM policies?	Not ready
		Does the teacher agree that the implementation of AKM can improve teaching and learning skills?	Ready
2	Psychological Aspect	Are teachers ready to provide more extra guidance to guide their students by changing the learning and teaching system?	Not ready
		Has the teacher prepared the students mentally by paying special attention?	Ready
3	Physical aspect	Does the teacher agree that the implementation of AKM can apply Pancasila values and character formation to students?	Ready
		Does the teacher prepare himself and mentally to carry out AKM?	Ready

Factors and efforts made in the implementation of the Class Minimum Competency Assessment (AKM) independently at SDN 44 Mandau

Based on the results of interviews with several grade V teachers at SDN 44 Mandau, the inhibiting factors that occurred were the teacher's lack of understanding in the use of technology and the absence of additional hours due to limited facilities and the difficulty of the network to access the internet. However, the implementation continued to run effectively by relying on one teacher who served as a proctor to direct and guide other teachers in using the application and waiting for the network to stabilize, meanwhile the SDN 44 Mandau teacher borrowed a student's parent's laptop during the implementation.

DISCUSSION

Year 2021 will be the first year that the fifth grade minimum competency assessment will be carried out independently at SDN 4 Mandau, as an effort to comprehensively capture the quality of student learning processes and outcomes. Assessment is different from evaluation where evaluation is only oriented to cognitive abilities related to value (Value). While Assessment is a process of assessing student learning development, with the main focus on improving student learning processes, developments, and outcomes so that educators and educational institutions know weaknesses or deficiencies in teaching students (Assessment to learning and assessment for learning). Therefore, a minimum competency assessment will be held in 2021 by making some previous preparations which are expected to run smoothly. As for the process of implementing a minimum competency assessment at SDN 44 Mandau.

Readiness

At the stage of teacher readiness in implementing AKM grade V independently at SDN 44 Mandau starting from the education office circular in 2021, so teachers are preparing for several steps to be taken, including:

1. Meeting regarding the formation of the Minimum Competency Assessment committee. As one of the main steps taken for the implementation of this AKM readiness carried out by the teacher is the formation of the AKM committee. This is in order for the division of tasks so that the implementation runs smoothly, the AKM committee also consists of a chairman, secretary, treasurer, proctor.

2. Special socialization for the Minimum Competency Assessment committee. The next step was socialization provided by the government as a guideline or direction for teacher preparation in implementing AKM and this workshop was represented by one of the committees, namely the proctor committee who served as technicians or monitored the implementation of AKM during the program and as a liaison in coordinating with other school teachers if there are problems or the latest information during the AKM implementation.

3. Preparation of exercises or sample questions and Minimum Competency Assessment Rehearsals. For the preparatory stage for the AKM rehearsal, the teacher provides motivation and support to students such as discussions working on questions about literacy and numeracy, so that students are not afraid or panicked when participating in the AKM implementation. It also hones students in building character and changing mindsets in solving problems.

4. Synchronize student data that will take the Minimum Competency Assessment. In synchronizing data following AKM, previously the teacher gave the names of students to the government who would be randomly selected students who were selected to take part in this AKM and when the AKM implementation took place before working on the questions, students filled in complete personal data first so they could log in. to the AKM application server.

5. Monitoring, evaluating and reporting on the implementation of the Minimum Competency Assessment. Monitoring while the teacher's readiness in implementing AKM takes place from a mental perspective the teacher is ready to welcome such as participating in the socialization that has been held, motivating and encouraging students by providing an additional

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schedule for discussion of working on the latest questions that discuss literacy and numeracy so students can work on these questions.

Implementation

The implementation of the minimum competency assessment at SDN 44 Mandau in the city of Duri is carried out by class V students, accompanied by educators as companions to follow a series of implementation paths before working on AKM questions, including:

1. Starting from checking body temperature and washing hands before entering the room.
2. Students are directed to class to put their luggage such as bags.
3. Fill in the attendance sheet and give directions when working on questions by the minimum competency assessment committee, then enter the class and sit in the seat that corresponds to the test number of each student.
4. After that, enter the test number and token number according to the directions of the room supervisor, then fill in the identity such as name, place, date of birth, gender, level, type of exam, exam session, to the name of the school. If filling in the identity has been completed then proceed to enter the minimum competency assessment question page.

Evaluation

During the implementation of the minimum competency assessment at SDN 44 Mandau, obstacles still arose. Obstacles are problems that arise and hinder the process of achieving goals. Therefore, the obstacles that occur in the implementation of the minimum competency assessment must be resolved immediately so that the objectives of the minimum competency assessment are achieved. Constraints that often occur are at the time before the implementation of the minimum competency assessment, and when the competency assessment takes place. This is useful for conducting an evaluation as a reference and improvement for the future during the implementation by comparing the results of work during preparation to implementation which will become a future reference, which can be seen from the following points:

Teacher readiness from a Cognitive Aspect

Teacher readiness seen from a cognitive perspective is in accordance with the theory put forward that "The cognitive aspect is the highest aspect in a learning tool through understanding, using learning resources, learning processes and learning assessment to achieve the goal of increasing learning" (Syaharuddin et al., 2022). This is considered to make it easier for teachers to use internet-based applications and technology and overcome problems in improving teaching and learning systems by teachers, principals and the education office.

Based on the results of questionnaires and interviews, teacher readiness from a cognitive point of view was declared not ready, because teacher readiness to understand AKM policies was only in terms of theory and knowledge of new policies provided by the government with the latest material, namely literacy and numeracy and agreed that this program could be used as evaluation material or the latest skill methods for teaching and learning systems that use technology as well as the formation of students' mindsets and characters that will improve school quality. Whereas for the implementation itself which is online and technology based, only one teacher understands, namely the one assigned to be the proctor, this is because the other teachers' understanding of technology does not really understand.

This is in line with research conducted by Patimah in 2021 with the title "Readiness of fifth grade teachers for the Minimum Competency Assessment (AKM) in MI and SD", this research uses descriptive qualitative. The results of the teacher readiness research carried out at MI PUI Kuningam by participating in training such as outreach, technical guidance and training. Meanwhile, at SDN IV Kuningan, class V elementary school teachers are ready to take part in training and technical guidance. (Patimah, 2021).

Teacher readiness in terms of Pychological

Teacher readiness put forward is a psychological aspect, namely psychological preparation seen from interest and motivation (Jumriani, Mutiani, Putra, et al., 2021). The highest level of psychological readiness is learning through an approach or method of training teaching performance which is carried out in a micro (simple) manner and is one of the main competencies that must be possessed by a teacher. From this psychological aspect a teacher must have interest, more attention and motivation in carrying out and compiling the assessment.

Based on the results of questionnaires and interviews at SDN 44 Mandau, they were declared ready, because because this program provided and worked on questions about literacy and numberation and discussed them, it also sharpened mindsets and provided changes in the personality of students with more enthusiasm for learning again and the readiness of teachers who great for the success of this implementation so that it runs well. It's just that what makes it difficult is the teacher's understanding of the use of technology and also learning from each other with other teachers to guide their students.

This is similar to this research conducted by Yeyen Afista et al in 2020 with the title "Analysis of PAI Teacher Readiness in Embracing the Freedom of Learning Policy (Case Study at MTSN 9 Madiun)". This study uses qualitative data to describe its characteristics. The results of this study indicate that; (1) The readiness of teachers in PAI in facing the independent learning policy has high readiness in preparing concise lesson plans and has low readiness in implementing AKM and character surveys as substitutes for National Examination in terms of cognitive aspects, physical readiness and psychological readiness; (2) The condition of learning support facilities at MTSN 9 Madiun has exceeded the minimum standards in quantity and meets the criteria for good conditions in terms of quality.

Physical Readiness of Teachers

The physical aspect is physical preparation (human resources) which can state that they are ready to carry out the four main points of implementing AKM (planning, learning resources, implementation and assessment). (Jumriani, Mutiani, Putra, et al., 2021). Based on the results of questionnaires and interviews, the implementation of AKM was declared not ready, in this program the teacher had prepared everything for students who were students, but the teacher did not give additional hours to help students answer or solve these questions by inviting discussion, meanwhile the teacher only helps students during normal learning hours and the teacher also introduces students to using a laptop or computer as an auxiliary tool for implementing AKM so that it runs effectively.

This is similar to research conducted by Putri Dewi Kusumaningrum, Muhammad Abduh in 2022 with the title "Analysis of Elementary School Teacher Readiness in the Implementation of National Assessments". This research uses descriptive research methods and a qualitative approach with a case study research design. The results of the study found that teacher readiness based on aspects of physical, mental and emotional conditions and other matters, teachers were ready to carry out national assessments. Whereas in the aspects of motivation and goals the teacher has not shown readiness in carrying out the national assessment (Kusumaningrum & Abduh, 2022)

Factors and efforts made in the implementation of the Class Minimum Competency Assessment (AKM) independently at SDN 44 Mandau

In preparing himself for the implementation of the Minimum Competency Assessment (AKM) this does not always run smoothly the teacher has factors that hinder him and the efforts made in preparing for the implementation of the Minimum Competency Assessment class independently at SDN 44 Mandau is the absence of a computer as a means and infrastructure in implementing AKM because the simulation is carried out only by the government and the teacher's lack of understanding regarding the use of technology is constrained in learning the simulation trials and gladesics for implementing this AKM. However, for this problem the teacher borrowed

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the student's guardian's laptop during the implementation and handed it over to the proctor who served as a technician in implementing the AKM.

Meanwhile, the next obstacle is that there are no additional hours given by the teacher to students for the learning process due to limited space, so the teacher can only give special attention or guidance in helping to complete sample questions done during normal learning hours. This is also in line with research conducted by Patimah in 2021 with the title "Class V teacher readiness for the Minimum Competency Assessment (AKM) in MI and SD", the results of her research which can be concluded that the inhibiting factor for teacher readiness is the limited library space which is a source of educators and there is no computer as a means and infrastructure for implementing this AKM.

CONCLUSION

Based on the results of the researchers and the discussion on Teacher Readiness in the Implementation of the Minimum Competency Assessment (AKM), this is an assessment carried out to measure school quality. This assessment includes literacy and numeracy as well as for the implementation of this AKM using online-based Technology Science and the use of applications, which means that schools must have computers and internet networks. The readiness of teachers in implementing AKM classes independently at SDN 44 Mandau is seen from 3 aspects which include cognitive aspects, physical aspects and psychological aspects. Where are the conclusions obtained from open questionnaires and interviews.

The readiness of the teacher from the cognitive aspect can be said to be not ready, this is because the teacher only understands knowledge about the implementation of AKM, but the teacher is not ready and understands the use of technology. While the readiness of teachers from the psychological aspect is declared ready, because this program can sharpen the mindset and provide changes to the personality of students with more enthusiasm for learning. Meanwhile, the teacher's readiness from a physical perspective is not ready, in this program the teacher has prepared everything for students who are students, and the teacher also introduces students to using laptops or computers as supporting tools for implementing AKM so that it runs effectively.

The inhibiting factors and efforts made by teacher readiness in implementing the Class Minimum Competency Assessment independently at SDN 44 Mandau are as follows: there is no computer as a means and infrastructure in implementing AKM because the simulation is carried out only from the government and the teacher's lack of understanding regarding the use of technology is constrained in learn simulation trials and gladersics for the implementation of this AKM. However, for this problem the teacher borrowed the student's guardian's laptop during the implementation and handed it over to the proctor who served as a technician in implementing the AKM. Meanwhile, the next obstacle is that there are no additional hours given by the teacher to students for the learning process due to space limitations.

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