

Perspective of English Teachers on National Assessment (Minimum Competency Assessment, Survey of Character and Learning Environment)

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| ARTICLE INFO | ABSTRACT |
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| <p>Keywords: <i>English teacher, Learning environment, Minimum competency assessment, National assessment, Perspective, Survey of character</i></p> <p>DOI: http://dx.doi.org/10.22437/langue.v2i1.24945</p> <p>Received: May 9, 2023</p> <p>Reviewed: May 13, 2023</p> <p>Accepted: June 25, 2023</p> | <p><i>This research is aimed to discuss about perspective of English teachers on National assessment in term of minimum competency assessment, survey of character and survey of learning environment as three main components of National assessment. This qualitative research was using interview with five English teachers in Jambi Province as research participants. Pseudonyms were used in this research to protect the privacy of research participants. Five participants will be identified as T1, T2, T3, T4 and T5. The results of this study indicated that only T1 had complete knowledge and comprehension about National assessment. Three of five English teachers (T2, T3 and T4) had knowledge and comprehension about the National assessment in general, but did not have specific knowledge and comprehension of the National assessment, while one of English teachers (T5) had no idea and did not understand at all related to knowledge and comprehension of the National assessment as a comprehensive evaluation program. All participants (T1, T2, T3, T4 and T5) have never attended seminar, training and any form of socialization about National assessment. It can be concluded that there is a lack of optimal socialization regarding the National assessment conducted by the government for English teachers and all parties in this evaluation program such as headmaster, teachers and student. It is causing all research participants (T1, T2, T3, T4 and T5) still do not have sufficient knowledge and comprehension of the National assessment and its implementation.</i></p> |

1. Introduction

The result of PISA Survey 2018 showed the quality of education in Indonesia is categorized low and unsatisfying in literacy, mathematics and science. Indonesia only got 74th position in category of reading ability, 73th position in category of mathematic and 71st position in category of science. As an alternative solution toward this problem, the Ministry of Education and Culture created a new evaluation program called the National Assessment to replace the National exam. The reason of this transformation is National exam only measures student's cognitive (science) abilities while the PISA 2018 results show Indonesia's scores on literacy, numeracy and science are classified as very low. The National exam is considered not effective to be implemented as evaluation education program meanwhile National assessment is expected to be another form of National exam in evaluating and increasing Indonesia's PISA score in the future.

The Ministry of Education and Culture designed National assessment in measuring three main focuses on student abilities including literacy, numeracy, cognitive and character of student. These measurements are the as same as the three main components of measurement in PISA survey such as science, literacy and numeracy. According to Kemendikbud (2020), National assessment consists of three main components, namely minimum competency assessment, survey of character and survey of learning environment. The minimum competency assessment aspect is to measure student's cognitive learning outcomes includes reading literacy and numeracy.

The implementation of the Minimum Competency Assessment (AKM) in online form is known as the Computer-Based National Assessment (ANBK). In line with this, survey of character measures emotional learning outcomes that refer to the Pancasila profile for student in aiming Indonesian students can have global competence such as faith to God, noble character, cooperation, critical thinking, independence, and creativity. On the other hand, survey of learning environment measures the quality of various aspects of the input and teaching-learning process in the classroom and environment of education unit level.

The National assessment came up with a complete assessment not only based on knowledge but also takes an assessment of learning methods, abilities, motivation, attitudes, understanding, input and output of learning to measure the quality of education based on individuals, educator, institutions and the education environment. This National assessment no longer evaluates the achievements of individual students such as the National exam did, but it is evaluating and mapping the education system based on the input, process and output of student learning.

The results of this National Assessment are not only aimed at improving the quality of students but also aiming to improve the quality of teachers, schools and the entire learning process starting from learning, teaching methods or strategies and the content of knowledge material. In line with this, the socialization of the National assessment to educators and schools needs more concern due to limited access during covid-19 pandemic. Indonesia has conducted online learning for 2 years due to this pandemic. One of the Covid-19 pandemic impacts is lack of direct training and socialization provided by the government to all participants that involved in the implementation of National assessment.

Regarding of this situation, socialization and training related to the implementation of National assessment could be carried out in virtual form such as zoom meeting or YouTube and this condition come with all the limitations and problems. On the other hand, principals, teachers, students as main subject in National assessment still do not understand the real function and process of National assessment's implementation because many of them still think that National assessments are not considered as evaluation program of government.

There are several related studies that have been carried out by previous researchers; these are studies that are still closely related to teacher's perceptions regarding the National Assessment. The first research was conducted by Novita, et al., (2021) who launched a study on knowledge and perceptions of prospective teachers about the National assessment. This descriptive quantitative research uses the data with survey methods. The population of this study is all prospective teachers in the Mathematics Education Study Program, Physics Education and Chemistry Education, Malikussaleh in academic year 2020/2021. The results of this study indicate that the knowledge and perceptions of prospective teachers towards the AN implementation system are still not adequate.

Second research related to teacher perceptions of the National Assessment was also carried out by Rokhim, et al., (2021). This research focused on the analysis of perceptions

and readiness of students and teachers on National Assessment (Minimum Competency Assessment (AKM), Character Survey and Learning Environment Survey). This study used survey research methods with quantitative descriptive approaches. The results of student group stated that 46.6% of students understand about the national assessment and 53.2% of students do not understand well about the national assessment. The results of the teacher group stated that 75% of teachers understood the national assessment and 25% of teachers did not understand the national assessment.

The latest research was conducted by Kusumaningrum and Abduh (2022) regarding an analysis of the readiness of primary school teachers in carrying out the National Assessment. This study uses a qualitative method with a case study design. The subjects in this study were 5th grade elementary school teachers in Ngemplak District. The instrument of the research was interview, observation and documentation. The result of this research stated that although the teacher has not prepared a Learning Implementation Plan (RPP) for National assessment, teachers are ready to carry out the national assessment in terms of aspects of skills, knowledge, and other matters and it can be concluded that teachers are quite ready in the implementation of the National assessment.

From the results from each findings in the previous research, the researcher found a gap that the researcher could make a research related on teacher's perceptions and knowledge regarding the implementation of the National Assessment from the side of English teachers. There are two reasons why English teacher had chosen in this research. First that English is a language and literacy subject which literacy is part of the main components in the National assessment. The second reason is English subject was examined in computer-based National assessment (ANBK) which computer-based National assessment (ANBK) is an online examination form of National assessment. Moreover, the researcher is interested in exploring further about the perceptions and knowledge of English teachers in Jambi Province regarding the National Assessment and its implementation.

2. Literature Review

2.1 National Assessment

Assessment is defined as activities to identify and describe the quality of the learning process and student learning outcomes to gain as much information as possible from student learning outcomes and student achievements for fulfilling and mastering learning competencies in term of focusing on student input, processes and outputs in learning (Resti and Kresnawati, 2020). One form of assessment published by the government in 2020 as evaluation program for education is National assessment. The National assessment is a form of government effort in mapping the quality of education and as evaluation material in reviewing inputs, learning processes and outputs from student learning and had published as new action as a substitute for the National exam (Kemendikbud, 2020).

The National assessment is a form of effort to review and photograph how well the quality of processes and learning outcomes of basic education are in a comprehensive review and provide real conditions of education in the field directly (Perdana, 2021). National assessment focuses on teachers, students and schools who will be asked for information regarding the quality of education in institutions and their comprehension based on the national assessment and its results will be evaluated later. The government uses all forms of evaluation results as material for consideration in advancing the education system in the future. National assessment also explores the impact and consequences of each learning from educational institutions. National assessment guides teachers in measuring student's learning

outcomes according to the three components of National assessment and teachers will be facilitators, teachers, models and central in learning and education. Teacher has the function in facilitating and training the competence and activeness of students to achieve learning goals.

National assessment consists of three main components, namely the minimum competency assessment, character survey, and learning environment survey (Novita, 2021). The minimum competency assessment is a form of assessment that explores student's basic competencies in developing literacy and competency skills and playing an active role in the wider community in the form of positive activities (Kemendikbud, 2020). Meanwhile, survey of character is understood as a form of assessing the character, attitude and spirituality of students in learning and serves to measure the extent to which student character is able to apply elements of the Pancasila precepts into daily activities (Cahyana, 2020). All of these aspects aim to create a comfortable and conducive learning environment. Survey of learning environment is known as a survey that provides a real picture of how the learning environment can influence student learning outcomes.

2.2 Minimum Competency Assessment

Minimum competency assessment made by the government is aimed at improving and developing student's numeracy and literacy abilities in all educational units. Minimum competency assessment focuses more on reasoning which includes numeracy and literacy and where the assessment questions will be adapted from PISA tests and questions (Suri, 2020). Minimum competency assessment focuses on assessing student's cognitive abilities in reading literacy and numeracy skills (Nanda Novita, 2021). The purpose of the minimum competency assessment is to achieve innovative learning that is oriented and focuses on student's critical thinking. The minimum competency assessment assists teachers in reflecting on the development of students' potential and competence in literacy and numeracy in a cognitive and non-cognitive way.

Moreover, minimum competency assessment describes accurate and real information in evaluating the learning system and the aspects contained in it are intended to measure the extent of student's cognitive abilities through numeracy and literacy content and contextual because these two things are mutually sustainable across levels of education (Novita & Herizal, 2021). Minimum competency assessment is aiming to improve the quality of student learning and student's abilities to reflect, use, understand, and evaluate various types of text will be measured (Septiana, 2020). Minimum competency assessment supports teachers in participating in teacher learning programs and sharing a series of minimal competency assessments.

Learning materials for teachers oriented towards minimum competency assessment can be accessed on website of Indonesia Ministry of Education and Culture. This program in the website is prioritized to provide support and encouragement that helps teachers and principals as part of educational institutions in understanding the concept, form and purpose of implementing National assessment in term of identify and analyze student's numeracy and literacy skills contained in the minimum competency assessment. This program is designed to benefit teachers and colleagues in working together and learning to implement the entire program launched by the government.

2.3 Survey of Character

Survey of character is part of the government's efforts, especially the Minister of

Education and Culture for Indonesian student to have basic competencies and behaviors that are in line with the existing Pancasila values. The Pancasila student profile is a project to strengthen Pancasila values launched by the Minister of Education and Culture with the target of students in Indonesia. In this context, Pancasila Student Profile will have a competency formulation that complements the focus in each achievement of the graduate competency standards at each level of the educational unit and input the inculcation of character that is aligned with Pancasila values. There are six characters embodied by Pancasila values that must be implemented by students, namely religious, global diversity, cooperation, critical thinking, creative and independent.

Character survey aims to analyze and measure students' emotional learning outcomes based on the Pancasila precepts where students are expected to have global competence and behavior that upholds Pancasila values (Kemendikbud, 2020). Character survey is more oriented towards spirituality, character and attitudes that reflect the values of Pancasila. This survey is created to review the student character ecosystem in the school environment related to how Pancasila values affect the student character ecosystem in interacting and socializing in the school environment. The key elements of Pancasila values that students are expected to implement can be seen in the table below (Nasir, et al., 2021):

Table 1 Key Elements of Pancasila Student

| No | Main Character | Key Elements |
|----|-------------------|--|
| 1. | Religious | Noble character and faith to God |
| 2. | Global Diversity | (1) Morality to humans (2) Morality to nature (3) State Morality (4) Personal character (5) Religious morality |
| 3. | Independent | Self-regulation and self-awareness |
| 4. | Cooperation | Sharing, caring and collaboration |
| 5. | Critical Thinking | The process of analyzing, reflecting and evaluating information and ideas to obtain clear and logical reasons |
| 6. | Creative | Stimulating student creativity in producing original ideas and invention |

2.4 Survey of Learning Environment

The learning environment survey is interpreted as a process of collecting data and information about how and to what extent the quality of student learning is inside and outside the student learning environment that can be affecting student learning outcome. This survey has the objective of improving and developing facilities and infrastructure in the learning process in schools based on the climate of the education unit and learning environment which includes diversity, quality of learning, socio-economic index, security, teacher development and quality of learning (Shohel et al., 2021).

The overall objective of the learning environment survey is to explore various aspects that affect student learning environments in schools and in the classroom (Jia et al., 2021) so that a lot of comprehensive National information and data can be collected in contributing to educational units starting from process, input and output (Dyson et al., 2021). The response of each teacher is expected to provide a real picture and reflect the conditions of the education unit or commonly known as reflective information. activeness,

completeness and honesty in filling out and providing data regarding the learning environment survey is the main key as an indicator of the quality of the education unit.

Aspects that can be measured in the learning environment survey such as teacher beliefs and attitudes, student safety (student welfare and safety), school programs and policies and the value of diversity in the school climate (multiculturalism in the classroom, beliefs and attitudes of school principals and teachers), socio-economic influence (work and education of parents and learning facilities that students get at home), quality of learning (affective influence and support, classroom management and liaison activities) and teacher development (teacher activities in developing and improving the quality of learning, reflection and evaluation of teachers in learning) is the main aspect that is taken into consideration in the learning environment survey.

2.5 Role of English teacher in National assessment

English teacher can acts as a facilitator, motivator, mediator and catalyst for supporting and assisting student learning in numeracy and literacy of National assessment context. English teachers are required to lead the learning environment. English teachers are expected to give appreciation to students and stimulates student in being religious, critical thinking, creative, independent and innovative in terms of character of Pancasila profile. Conducive learning conditions can be developed by English teachers in using school facilities such as learning media, classrooms, learning support tools, lighting and lighting and arrangement of facilities and infrastructure that can improve the quality of student learning environment as part of learning environment survey.

It is necessary to strive for schools to provide learning support facilities as a form of school support for achieving student learning outcomes, growing and increasing student motivation and interest in learning. In conclusion, teaching and learning activities can give the best results if the classroom and school conditions are conducive and comfortable for students. The ways and actions of teachers that can create and develop a conducive environment in learning is to create a pleasant learning atmosphere by arranging classrooms, supporting students in being creative and imaginative and creating a harmonious and pleasant social and communication atmosphere. English teacher can directs students to agree on general rules that are made so that the class atmosphere can be organized. Each student is required to comply with the rules that have been made together. Students are freed to be creative, imaginative and play according to their intuition.

3. Research Methodology

3.1 Research Design

The approach taken in this study is a qualitative method. The qualitative method was chosen because it adjusts the phenomena that occur to the participants, for example motivation, actions and behavior in whole part of this research and is interpreted in the form of a text description. The researcher chose to use a qualitative method to study issues related to the National Assessment from the perspective of an English teacher in depth and detail.

3.2 Participants

The participants selected by the researcher were five English teachers who taught at schools from elementary to high school in Jambi Province. Researcher was using pseudonym concept related to the privacy of research participants and research participants will be categorized as T1, T2, T3, T4 and T5. The choice of English teachers to be participants in this

study was because there has been no research that has taken the perspective of English teachers as part of the National Assessment evaluation program as a new policy made by the Indonesian government.

3.3 Instruments

The researcher conducted semi-structured interviews as a research instrument with five English teachers by implementing open-ended questions. This study used an interview protocol to collect research data. The researcher also use the tools to facilitate the process of research analysis such as interviews properties (Interview sheet, stasionery and recorders) in supporting the research. The specification of interview sheet in this research could be seen from the table below:

Table 2 Specification of Interview Questions

| No. | Specification of Interview | Questions |
|-----|--|---|
| 1. | Knowledge and comprehension of English teachers regarding National assessment and its three components | <ol style="list-style-type: none"> 1. How do you define the national assessment? 2. Do you know and understand about the three components in National assessment such as minimum competency assessment, character survey and learning environment survey? 3. How do you define each three components of Natonal assessment such as minimum competency assessment, character survey and learning environment survey? 4. Do you know the purposes of the national assessment? |
| 2. | Teacher participation in socialization of National assessment | <ol style="list-style-type: none"> 5. Have you attended socialization, seminars or training related to national assessment? 6. Would you explain about information did you get in socialization, seminars or training regarding the national assessment? |
| 3. | English teacher's suggestions for National assessment as evaluation program | <ol style="list-style-type: none"> 7. What is your opinion regarding the effectiveness of the national assessment conducted by the government? 8. What is your suggestion regarding the national assessment? |

Source: *anbk.kemendikbud.go.id*

3.4 Data Analysis Procedures

The process of data analysis involves making sense of data in the form of text or images. Therefore, researchers need to prepare concrete data to be discussed in more depth which will later be presented in the form of text descriptions and a holistic interpretation of its meaning will be made. Researchers use the data analysis model of Miles and Huberman intensively, interactively and continuously until complete. The first procedure is data grouping which begins by bringing together all the raw forms (audio recordings) in the form of text transcripts.

The second procedure, the researcher performs data reduction, namely coding in the development of analysis to sharpen, discard, focus, select and arrange data in a final conclusion that can be described and verified. The third procedure that the researcher carried out was presenting the data. The presentation of the data in this qualitative research was presented in the form of a text description so that the researcher could design narrative words in combining detail information that is coherent and easy to understand.

The final procedure or step is drawing conclusions carried out by researchers in the form of interpreting the meaning of the data presented. Researchers use contrasting comparisons in the data so as to find themes or patterns, groupings in connecting data to one another. The meaning of interpretation can be tested for its correctness, suitability and robustness so that researchers get temporary conclusions from strong and supporting evidence.

4. Findings and Discussion

This research was conducted to find out about teacher's comprehension and knowledge regarding the National assessment and the three components included in it, namely the minimum competency assessment (MCA), survey of character and survey of learning environment by interviewing five English teachers in Jambi Province using pseudonym concept for maintain the privacy of research participants. Research participants will be identified into T1, T2, T3, T4 and T5. Main points from this interview were classified as English teacher's knowledge and comprehension, English teacher's participation in the socialization of the National assessment and English teacher's suggestions for National assessment as evaluation program form in increasing quality of education. From the results of research on the comprehension and knowledge of English teachers regarding the National assessment, only T1 as English teacher who truly have in-depth knowledge and comprehension of the National assessment and and its three components included minimum competency assessment (MCA), survey of character and survey of learning environment. T1 explained her in-depth knowledge and comprehension about National assessment to interviewer in detail. In this case below is the explanation given by T1:

"Menurut saya, Nasional assessment itu adalah bentuk dari program pemerintah yang dibuat untuk menggantikan ujian Nasional ya, salah satu bentuk evaluasi juga. Setahu saya, ada juga asesmen kompetensi minimum, survey karakter dan survey lingkungan belajar yang terkandung sebagai pokok utama dari asesmen Nasional, asesmen kompetensi minimum berfokus pada numerasi dan literasi, survey karakter berpatokan pada nilai Pancasila dan survey lingkungan belajar tentang lingkungan belajar siswa yang dapat mempengaruhi peningkatan hasil belajar siswa"

(In my opinion, the National Assessment is a form of government program created to replace the National Examination, yes, it is also a form of evaluation. As far as I know, there is also a minimum competency assessment, character survey and study environment survey which are contained as the main points of the National Assessment. Minimum competency assessment focuses on numeracy and literacy, a character survey based on Pancasila values and a study environment survey on student learning environments that can affect student learning outcomes).

Meanwhile T2, T3 and T4 only know in general related to definition, objectives and three main components of the National assessment (minimum competency assessment, survey of character and survey of learning environment). It explained by T2 below:

"Saya sih tahunya asesmen Nasional adalah evaluasi menyeluruh di bidang pendidikan, saya tau kalau salah satu bentuk asesmen Nasional pengganti ujian Nasional dalam bentuk ANBK, kalau untuk komponennya apa saja sih saya kurang paham, saya hanya tahu ada unsur karakter dan kemampuan literasi dan numerasi saja yang pernah saya dengar tentang asesmen Nasional, selebihnya saya kurang paham"

(I know that the National Assessment is a comprehensive evaluation in the field of education. I know, it is part of National assessment replaces the National Examination in the form of ANBK. For the components, I don't understand. I only know that there are elements of character and literacy skills. and numerations that I have heard about the National Assessment, the rest I don't understand).

T2 was able to explain well the definition of the National Assessment, but he did not understand what components were contained in the National Assessment. T2 only knows that there are elements of character, literacy and numeracy skills in the National Assessment, but cannot identify that literacy and numeracy skills are part of the minimum competency assessment. T2 was also not aware of any survey of learning environment.

Thus, T3 explained her general thought related to definition and components of National assessment, below:

"Saya hanya tau sebagai bentuk program edukasi yang diluncurkan oleh pemerintah untuk mengevaluasi secara menyeluruh mengenai peningkatan mutu belajar siswa di Indonesia, Komponen Nasional asesmen yang saya ketahui hanya survey karakter dan Asesmen kompetensi minimum saja, kalau definisi survey karakter saya taunya karakter Pancasila. Untuk asesmen kompetensi minimum saya tidak tahu"

(I only know that as a form of educational program launched by the government to thoroughly evaluate the improvement of the quality of student learning in Indonesia, the National Components of the assessment that I know of are only a character survey and a minimum competency assessment. If the definition of survey of character, I only know about Pancasila character. For minimum competency assessment, I have no idea).

T3 was identified as not having sufficient knowledge about the National Assessment

because she only knew the definition of the National Assessment and its two components, namely the survey of character and minimum competency assessment but could not explain the meaning of the minimum competency assessment. T3 was not even aware of the existence of a survey of learning environment. Moreover, in response to this matter, T4 explained if:

“Asesmen Nasional ya bentuk evaluasi atau bisa dikatakan program evaluasi yang menggantikan ujian Nasional sebagai bentuk evaluasi terdahulu. Isi point utama Nasional assessment yang saya tahu ya survey karakter kalau tidak salah. Untuk survey karakter saya tahu karakternya berbasis nilai-nilai sila Pancasila, kalau yang lain saya kurang paham”

(The National Assessment is a form of evaluation or it can be said that an evaluation program replaces the National Examination as the previous form of evaluation. Fill in the main points of the National Assessment that I know only character survey if I'm not mistaken. For the character survey, I know that the character is based on the values of the Pancasila values, for the rest of others components, I do not really understand).

T4 was identified as only being able to explain the National definition of assessment and one of its components, namely the survey of character. T5 had no knowledge and comprehension about the National assessment and its three components at all. Below is the explanation given by T5:

"Saya sama sekali tidak mengetahui tentang asesmen Nasional, apalagi component-component yang ada didalamnya"

I (I have no idea about the National assessment and all the components of it”.

Regarding the participation of English teachers in socialization, training and seminars have been held by the Indonesian government, all English teacher has never attended seminars, training or socialization related to the National assessment. This was reinforced by one of the statements submitted by T1,

“Saya tidak pernah mengikuti sosialisasi apapun tentang Nasional assessment, saya mengetahui pemahaman Nasional assessment hanya dari youtube dan website resmi Kemendikbud”

(I have never participated in any socialization regarding the National assessment, I know the understanding of the National assessment only from YouTube and the official website of the Ministry of Education and Culture).

Although T1 understood completely in detail regarding the National assessment and its components, T1 also never attended seminars, training or socialization related to the National assessment. Statements of T2, T3, T4 and T5 explained that they have also never attended seminars, training or socialization related to the National assessment. Parties of T2, T3 and T4 only know and get information about the National assessment from colleagues which are reinforced by one of statement from T3. Below, T3 stated about socialization of National assessment:

“Saya mengetahui secara garis besar mengenai National assessment dari teman sejawat dan saya tidak pernah mengikuti seminar, pelatihan dan sosialisasi apapun tentang National assessment” (I know in general about the National assessment from colleagues and I have never attended seminars, training and any outreach regarding National assessment).

T3's statement explained that the government's role in the dissemination of the National Assessment was not successful. Moreover, most of the information that was circulated was obtained by all participants only from colleagues. Another statement that strengthens this statement was also conveyed by T4 which explained that:

“Info asesmen Nasional ini saya dapat dari obrolan dengan teman sebaya saya di Kantor, kalau dari referensi lain saya jarang mendengar”

(I got this Information of National Assessment from talking with my friends at the office, I rarely hear it from other references).

Besides T5 also explained if:

“saya tidak pernah mendapatkan informasi apapun mengenai National assessment dari referensi manapun”

(I never got any information about the National assessment from any reference).

Related to English teachers' suggestions for National assessment, evaluation program in Indonesia is an educational issue. It can be concluded that Parties from T1, T2, T3, T4 and T5 expect that the effectiveness of the implementation of the National assessment will be further enhanced, especially the lack of socialization, training and seminars about the National assessment. T2 stated

"Saya harap asesmen nasional dapat diaplikasikan dengan baik untuk semua level pendidikan. Asesmen nasional juga berkaitan dengan penggunaan teknologi dan perluasan jaringan di Sekolah sebagai aspek pendukung, maka diharapkan pemerintah juga lebih aware pada guru dan siswa sekolah di daerah perbatasan sehingga dapat mengakses pendidikan lebih baik guna mengoptimalkan asesmen Nasional sebagai program evaluasi pemerintah"

(I hope that the national assessment can be applied properly to all levels of education. The National assessment is also related to the use of technology and network expansion in schools as a supporting aspect, so it is hoped that the government will also be more aware of teachers and school students in rural areas so they can access education better to optimize the National assessment as a government evaluation program).

5. Conclusion

Based on analysis of result from the five English teachers who were interviewed, only one of English teacher (T1) had holistic comprehension and understanding regarding the implementation of the National assessment and its three components namely minimum competency assessment, (MCA), survey of character and survey of learning environment. Three of five English teachers (T2, T3 and T3) only had general knowledge and

understanding of the National assessment but did not know specifically in detail about the National assessment and its three components (minimum competency assessment, (MCA), survey of character and survey of learning environment). Only one teacher (T5) did not fully understand and had no comprehension or knowledge of National assessment in terms of minimum competency assessment (MCA), survey of character and survey of learning environment as three components of National assessment. All research participant (T1, T2, T3, T4 and T5) never attend the socialization regarding of National assessment and they have no clue about the socialization, seminar or training of National assessment. It can be concluded, the National Assessment as an evaluation program launched by the Ministry of Education and Culture in Indonesia is not optimally socialized to parties who participate in the success of this program such as English teachers.

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