



## Teacher's Understanding of Minimum Competence Assessment and Its Impact on Assessment Conducted in Class

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### Article Info

#### History Articles

Received:  
19 December 2023  
Accepted:  
19 January 2023  
Published:  
30 March 2023

#### Keywords:

*Minimum competency assessment; impact of minimum competency assessment; teacher's understanding*

### Abstract

Misconceptions in assessment can lead to low quality of education. Previous research revealed that the misconceptions experienced by teachers, schools and parents in implementing the National Assessment policy had different impacts. This study aims to describe teachers' understanding of the Minimum Competency Assessment and its impact on assessments conducted in class. The data collection technique used a semi-structured interview method with seven MTs Muhammadiyah PPTQ Ahmad Dahlan teachers. The results of the study reveal that the teacher's understanding of the Minimum Competency Assessment is divided into translation, interpretation and extrapolation understanding. In addition, the assessment carried out in class by informants with an understanding of translation has not changed after the implementation of the Minimum Competency Assessment policy. Informants with an understanding of interpretation changed their assessments, while informants with an understanding of extrapolation felt there was no need to change the assessments carried out in class because they wanted to provide an overview of the actual abilities of students.

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**p-ISSN 2252-6420**

**e-ISSN 2503-1732**

## INTRODUCTION

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) issued Regulation of the Minister of Education, Culture, Research, and Technology Number 17 of 2021 concerning National Assessment. In this regulation, the policy changes the format of the National Examination with a National Assessment, consisting of a Minimum Competency Assessment, character survey and environmental survey starting in 2021 (Kemendikbudristek, 2019). The steps taken by the Minister of Education, Culture, Research and Technology in the framework of realizing the SISDIKNAS Law, namely implementing an independent learning policy which is a marker of a paradigm shift in the education evaluation system in Indonesia (Hendri & Kumi, 2020). The paradigm shift in educational evaluation from the National Examination to the National Assessment aims to encourage an increase in the quality of learning and student learning outcomes, because the National Assessment no longer evaluates individual student achievement but evaluates and maps the education system in the form of inputs, processes and results (Kemendikbudristek, 2020).

Driana and Ernawati (2020) write that educational goals in several countries are centered on developing higher-order thinking skills (HOTS) in order to prepare students to face more complex problems in the future. Furthermore, research conducted by Driana, et al (Driana & Susilowati, 2021) revealed that almost all Vocational High School chemistry teachers in Jakarta believe that equipping vocational high school students with HOTS is very important. However, the knowledge about HOTS among most teachers is still inadequate, causing them to be unprepared in assessing students' skills. This is influenced by teachers' misconceptions about HOTS, lack of motivation, academic ability and reading habits of students, as well as the lack of facilities from schools. The research also revealed that an appropriate teacher

professional development program is needed to eliminate teacher misconceptions about HOTS assessment, so that teachers are able to determine a strategic plan for fostering HOTS among Vocational High School students.

Misconceptions in assessment can lead to low quality of education. According to Setiadi and Ernawati (2020) the National Examination format is considered less than optimal as a tool for improving the quality of education nationally. In line with this opinion, Davies and Neitzel in Atjonen (2014) said that assessment in education is needed to convince the public about the quality, accountability, and effectiveness of teaching in schools in general and learning by teachers in particular. From the previous statement, the researcher concluded that the implementation of the National Examination so far has not been in accordance with the meaning of the SISDIKNAS Law and the purpose of the assessment itself, so the government adopted a policy of implementing the National Assessment as a substitute for the National Examination.

The establishment of a National Assessment as a form of evaluation of the Education system in Indonesia at the primary and secondary education levels regulated in the Regulation of the Minister of Education, Culture, Research and Technology number 17 of 2021 confirms that evaluation of the results of the National Assessment is used to improve the quality of the learning process and improve the quality of student learning outcomes (Kemendikbudristek, 2021). This refers to the results of research in various countries which show that Assessment in education is needed to convince the public about the quality, accountability and effectiveness of teaching in schools in general and learning by teachers in particular (Atjonen, 2014; Chen & Teo, 2020; Fletcher, 2021; Fulmer et al., 2015; Paget et al., 2016). On the other hand, the misconceptions experienced by teachers, schools and parents in implementing the National Assessment policy have a different impact. Therefore, the main objectives of this research are: first, to

find out how teachers understand AKM and second, to find out the impact of teachers' understanding on assessments carried out in class.

## METHODS

The data used in this study is about teachers' understanding of AKM and its impact on assessments conducted in class at MTs both public and private in Madiun Regency. The sampling technique by considering certain things is called purposive sampling (Wicks, 2017). In this case, the researcher considers the results of the demographic maps of potential informants that were previously collected during sampling. Five informants were selected based on representative characteristics, such as gender characteristics, educational background characteristics, teaching experience characteristics, and the informant's initial level of understanding, as well as participating or not participating in AKM socialization activities. According to Moleong (2006), researchers must attend because they act as one of the key instruments in the interview. Taking five people as informants is applied not only to save time and money, but also to study anthropological situations where the researcher's intuitive approach can be useful for finding meaning (Sugiono, 2018).

In the analysis, we build on data from the interviews of the five MTs Muhammadiyah PPTQ teachers Ahmad Dahlan who represent the characteristics of having never been socialized, having attended socialization, having an understanding of translation, having an understanding of interpretation, and having an understanding of extrapolation as informants (Miles, M.B, Huberman, A.M, Saldana, 2014) for 60 - 90 minutes, which was carried out by two researchers. The interview guide was made based on the level of sensitivity and degree of material absorption according to Bloom (1956), which is stated in the indicators: being able to transfer meaning from one language to another in accordance with the understanding

obtained from a concept (translation); able to connect past knowledge with other knowledge obtained next (interpretation); able to expand perception in terms of time, dimensions, cases or problems (extrapolation).

The analysis was carried out in two steps (Mausethagen et al., 2021). First, to take a closer look at the research objectives, the interviews focused on the questions; how did the informant provide an explanation of each word contained in the Minimum Competency Assessment; how did the informant differentiate between the National Examination and the Minimum Competency Assessment; and how informants find and resolve problems that arise during the implementation of the Minimum Competency Assessment; and what is the impact of the Minimum Competency Assessment on the assessments carried out in class. Second, to prove whether there have been changes to the assessment carried out, informants were asked to submit assessments carried out in class, during the period before and after the implementation of the Minimum Competency Assessment. The conclusions drawn are then verified by questioning and looking back at the records in order to obtain a more precise understanding (Miles, M.B, Huberman, A.M, Saldana, 2014). The researcher then describes the data, so that the data can be understood and is in accordance with the research objectives.

## RESULTS AND DISCUSSION

### Teacher's understanding of the Minimum Competency Assessment.

The results of in-depth interviews conducted with five informants have been summarized in the following interview transcripts:

*"Minimum competency assessment is used to measure student abilities, so that in essence it changes the pattern of examination patterns so that it is more objective to know the actual abilities of students".*

Informant 021

According to the Ministry of Education and Culture (Mendikbud, 2020), the Minimum Competency Assessment is an assessment of the basic competencies (literacy and numeracy) that all students need to be able to develop their own capacities and benefit society. From this understanding, the meaning of the Minimum Competency Assessment given by Informant 021 is still not correct. The misconception experienced by Informant 021 as a representative of the characteristics of having never received socialization regarding the Minimum Competency Assessment proves that socialization is very necessary to instill understanding in teachers. This is inconsistent with previous research conducted by Fauziah, Sobari, & Robandi (2021), which said that 100% of teachers know what a minimum competency assessment is, 87% of teachers know what components of reading literacy and numeracy will be measured in the assessment minimum competence and as many as 12.5% of teachers did not know, 62.5% stated that not only literacy and numeracy were measured in competency assessment questions, with 37.5% saying yes and 25% of teachers answering each literacy question and numeration, namely 36 questions and 75%, namely 30 questions. In this case, the minimum competency assessment needs to be socialized more towards teachers. This is necessary because according to Ernawati, Manik, & Trisnawati (2022) the level of sensitivity to understanding and the level of absorption of teacher material knowledge in Bekasi City regarding the Minimum Competency Assessment is only limited to understanding translation and interpretation, not at the extrapolation level, so it is still incomplete.

*“For example, in my subject, I always try to make a value out of what they produce, but I don't deny that something is subjective, I can't avoid it, so I'm not really sure about my grade. I'm worried that what I give to children is not in accordance with their abilities, so maybe I hope that the Minimum Competency Assessment in the future will be more objective.”*

#### Informant 021

Misconceptions experienced by teachers, like informant 021 about assessment, exist in all schools (Fulmer et al., 2019). This shows that the subjects taught do not affect the teacher's misconceptions. Fulmer, Lee, and Tan (2019) also said that misconceptions were triggered by teachers' lack of assessment preparation, low school support, and lack of public enthusiasm for the importance of academic success.

In addition, informants who had never attended socialization were still confused in determining the type of assessment to be carried out in class. According to Pitsia (2021), teachers with a more positive attitude towards standardized tests and teachers who are often involved in some form of professional development on standardized tests tend to use assessment data to inform their teaching results more frequently and openly, so teachers who attend training more often will be more honest in conducting the assessment. This shows that teachers who do not take part in training or socialization are more difficult to use and determine the type of assessment to be carried out in class.

Informants with an understanding of interpretation have been able to understand the fundamental differences between the National Examination and the Minimum Competency Assessment, while the implementation of the Assessment in the schools concerned has yet to be explored.

*“But I'm still not comfortable with it. Through this Minimum Competency Assessment, will the results be better than the National Examination, because yesterday I gave students a test on the Minimum Competency Assessment and most of them were lazy to do it because the questions were too long. Even though it was already difficult to make literacy questions, the kids in class didn't pay attention. There are 30 minutes out of the exam. Maybe this is the weakness of the Minimum Competency Assessment, right?”*

#### Informant 016

In previous research, teachers often considered students to be an obstacle in

cultivating assessments, especially those that were HOTS in nature, such as lack of motivation, low academic ability and lack of reading habits (Driana & Susilowati, 2021). For this reason, in addition to improving school facilities, an appropriate teacher professional development program is needed to help teachers develop various HOTS assessment coaching strategies among vocational high school students.

The results of in-depth interviews with informants with an understanding of extrapolation resulted in findings that the informants had been able to broaden their perceptions both in terms of time, dimensions, cases and problems in the Minimum Competency Assessment. Informants have understood how to prepare, process and apply the Minimum Competency Assessment, as well as how it will impact in the future.

"To my knowledge, in the Minimum Competency Assessment, students are given several questions related to literacy and then numeracy. In this Minimum Competency Assessment, students improve their literacy and numeracy, because each question adds additional knowledge to their knowledge, and from this additional knowledge, students will be able to understand what the current condition is like. Through this Minimum Competency Assessment, student literacy is better than before."

Informant 015

"Yes ma'am, the context and cognitive level are also different. At the cognitive level, literacy is information seeking, interpretation, evaluation and reflection. If the numeration has understanding, application and reasoning.

Informant 015

The results of previous research regarding knowledge of the Minimum Competency Assessment instrument used to measure students' cognitive abilities showed that 28% of teachers chose the correct and correct answers (Novita et al., 2021). However, from the two interview excerpts with informant 015, it appears that the informant has been able to describe the Minimum Competency Assessment

accordingly. According to the Ministry of Education and Culture (Kemendikbud, 2020), the difference between the National Examination and the Minimum Competency Assessment can indeed be seen from the competencies tested, the types of questions, participants, and the level transfer function.

"Yesterday there was also Technology Guidance for operators so they could prepare infrastructure such as servers, computers, and there were simulations for students too. If the teacher motivates students more, so they want to learn. Many students underestimate it because it does not determine graduation. So, we continue to be encouraged that this Minimum Competency Assessment is very important to see the picture of education in Indonesia, so we have to study it seriously."

Informant 015

Analysis of the results of interviews with informant 015 resulted in the finding that the informant had not been able to explore his understanding of the Minimum Competency Assessment. According to Bloom (1956), understanding of exploration can be seen when informants are able to explain the problems or impacts of the Minimum Competency Assessment and how to deal with these obstacles during implementation.

### **The impact of teachers' understanding of the Minimum Competency Assessment on Assessments conducted in class**

Based on the results of in-depth interviews with 5 informants, informants from the characteristics of understanding translation showed that the implementation of the Minimum Competency Assessment did not have enough impact on the assessments carried out in class, this was due to the inability of the informants to make questions. As in the following interview excerpt:

"The school has asked for questions for my subject, namely skills, which have literacy, but personally I still want children to produce work like that, so I just practice it. I am also less able to make questions with literacy. The kids also liked doing projects more than doing written tests."

#### Informant 021

Informant 021 changed the assessment that was carried out because it was requested by the school. This shows that misconceptions are not only experienced by teachers, but by schools, students and parents. Mausethagen, Proitz & Skedsmo (2021) mentions in their article, that there are school leaders who do not want school exams and national exams to be a stamp of quality or vice versa, although he admits that the two assessments are of little importance. However, the same article revealed that there are still school leaders who are too focused on results without promoting good practices in the process.

Meanwhile, informants from the characteristics of understanding interpretation stated in interviews that there were changes to the assessment carried out in class, although not comprehensively. Changes were made to train students in preparation for the implementation of the Minimum Competency Assessment as well as reports to schools or madrasahs that ask teachers to make Minimum Competency Assessment questions.

"I have tried to do the Minimum Competency Assessment questions, but not all. Create student exercises. From school, I was asked to do it, but I can't do everything yet, so only a few."

#### Informant 021

Some of the concerns that affect the practice of assessment in the classroom by teachers, one of which is the policy of the school leadership, where several regulations made by school leaders are contrary to the professional values of teachers, besides the involvement of parents in their children's education (Zulaiha, Mulyono, & Ambarsari (2020).

Furthermore, informants representing extrapolation characteristics stated that changes after the implementation of the Minimum Competency Assessment policy were more about learning and not in terms of assessment. This makes the assessment carried out by the teacher in the classroom unchanged or has no impact on the Minimum Competency Assessment policy.

"If I prefer to prepare the teaching materials, I will change them, because I also took part in the independent curriculum training where the preparation of the RPP must also be changed, so that it is similar to what is taught during the Minimum Competency Assessment education and training."

#### Informant 015

Based on a press release by the Ministry of Education and Culture's Research and Development Agency (Kemendikbudristek, 2021), preparation in the form of training questions on Minimum Competency Assessment is not recommended, such as preparation for the National Examination. It is feared that this will make the function of the National Assessment as a portrait of the competency of Indonesian students become unreal and trivial.

## CONCLUSION

Based on the previous discussion, the teacher's understanding of the Minimum Competency Assessment is divided into translation, interpretation, and extrapolation based on the results of the questionnaire. However, based on the results of the interviews, the teacher's understanding was split at the level of understanding translation and extrapolation only.

The teacher's understanding of the Minimum Competency Assessment has an impact on some informants who have an understanding of translation. Some felt the need to change the assessment in order to prepare students for the Minimum Competency Assessment, while others were still confused about determining the type of assessment to be carried out in class. Furthermore, informants with an understanding of extrapolation have understood how to prepare, overcome problems in the process and are able to implement the Minimum Competency Assessment, and what the impact will be in the future. The informant changed the

arrangement of the lesson plans for the preparation of the Minimum Competency Assessment, without changing the assessments carried out in class.

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