

## COMPUTER-BASED NATIONAL ASSESSMENT POLICY (*ANBK*) AT SD IT QORDOVA BANDUNG AS AN ALTERNATIVE TO THE NATIONAL EXAMINATION

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### Abstract

The government issued a maximum competency assessment policy, abbreviated to (AKM), as a replacement for the National Examination which was deemed to have failed in improving the quality of education. AKM is a fundamental assessment for students in the development of abilities which is an evaluation of the extent to which education has been successful. So the government provides policies so that they can be implemented in educational institutions to encourage teachers and school principals to improve the quality of learning and evaluation. Maximum National Assessment (AKM) Next known as Computer-Based National Assessment (ANBK) which is carried out at the middle school level, namely in class 5 for SD/MI, class 8 for SMP/MTS, and class 11 for SMA/MA/SMK. This policy is not easy to realize, in fact it has become a tangled thread in the world of education, so the aim of this research is to analyze the AKM policy rolled out by the Ministry of Culture and Education in socializing it, especially at SDIT Qordova Rancaekek Bandung. The method used is a qualitative method with a descriptive approach through analysis by studying manuscripts and documentationliberia riserct through data analysis. A summary of the research results shows that the government has succeeded in implementing the maximum competency assessment (AKM), known as ANBK, to all educational institutions throughout Indonesia. Even though there are still many shortcomings in applying it to educational institutions, this policy has been implemented. The conclusion of the national assessment is a new breakthrough in policy to improve the quality of education through maximum competency assessment (AKM). SD IT Qordova has implemented ANBK well and smoothly even though there are still many shortcomings and needs improvement, one of which is a lack of resources and laboratory space as a place to carry out ANBK.

**Keywords:** Assessment; Competency

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## INTRODUCTION

Education for a country is the tip of the spear that will bring progress and change. In the world of education, currently in 2023, the Indonesian nation will use the independent learning system program. The independent learning policy initiated by the minister of education and culture, Nadiem, was inaugurated on October 23 2019. which consists of four points. First, the national standard school exam (USBN) was abolished, this program was returned to school policy. Second, the National Examination was replaced with a Minimum Competency Assessment (AKM) and a character survey. Third, the thirteen components contained in the learning implementation plan (RPP) were replaced with 3 components. Fourth, regulations for the acceptance of new students (PPDB) which are proportionally oriented. (Nurainah, 2022) In 2021, the ministry of culture and education, led by Mas Nadin Makarin, issued a policy to replace the exam National with Maximum Capability Assessment. The aim of this policy is to improve the quality of educational outcomes and academic abilities (Kompas, 2000). Educational institutions, educators, parents, students and the general public who send their children to school will face new challenges as a result of these changes.

Changing the term assessment is an integral part of the educational process. Meanwhile, the benefits of assessment in education are as a provider of information for: (1) improving education, (2) controlling the quality of education, (3) educational effectiveness, (4) selection, (5) determining levels of success and (6) public accountability. (Nurjanah, 2021) The participants or parties involved in the National Assessment are the heads of education units (principals), all teachers/educators, students (grade 5 for elementary school level).

Starting from the evaluation of learning through national examinations which took place from 1950 to 2019. National examinations often cause many problems, including less effectiveness, optimality, and poor quality of education, as well as many administrators, schools, educators, and students who make mistakes which cause students to be stressed or stressed because they prepare for the national exam. Therefore, evaluation needs to be developed. Even though the purpose of the national exam is to measure the level of students, higher levels and improving the quality of education, facts in the field, cause many problems. In addition, even though the national exam focuses more on cognitive abilities, students memorize a lot of the material. However, implementation is lacking, so that many students feel stress and have not yet realized it in their character. Different from the implementation of changes from national exams to evaluations, the term computer-based national assessment (ANBK) prioritizes the input, process and results of educational quality. So that it can be seen from a mapping perspective from the field, thereby accelerating the revitalization of the quality of education. (Muslih, 2022).

Qordova Rancaekek Bandung IT Elementary School has implemented ANBK from 2022 to 2023. Starting from planning, cooperation was communicated with the Bandung city education office as a continuous response to the ANBK policy. Old habits have changed due to the digital era of technological developments. Teachers must be able to use the technology provided to their students. The aim of ANBK is to measure the quality of educational institutions, especially how students participate in the learning process at school.

The ANBK policy has been implemented at SD IT Qordova Rancaekek Bandung, replacing the national exam with a computer-based ability assessment (ANBK) with 30 students participating and 5 people as reserves.

Previous research related to ANBK includes:

First; Darujatin Wenang Manguni, Analysis of Management of Computer-Based National Assessment Facilities (ANBK) in 2021 at SdNegeri Sukomulyo Sleman. The research aims to determine the obstacles and problems in procuring infrastructure faced by Sukomulyo State Elementary School in particular, in implementing ANBK 2021, knowing the needs and financing of infrastructure.

Second, Septi Wulan Sari. Analysis of the Implementation of ANBK Reviewed From the Results of Reading Literacy and Numeracy Literacy in Primary School Students. The results of the research, namely the implementation of ANBK in elementary schools in one Ahmad Dahlan

cluster, Kalirejo sub-district, Central Lampung district, is that the five elementary schools still meet the level of need for special and basic intervention in reading literacy and numeracy which is caused by two factors, namely internal factors in teachers and students, while external factors exist in schools and technology.

Third, David Budi Irawan et al. Student Assistance in Using Computer Devices. Preparing for ANBK SDN 2 Gelumbang. This research explains and ensures that all devices and other resources operate optimally to support the implementation of ANBK during the 3 days of ANBK implementation at SD Negeri 2 Gelumbang.

Fourth, Amiruddin et al. ANBK System in Improving the Quality of Internal Education for MAS Insan Kesuma Madani. This research was conducted to determine and describe the ANBK system in improving the quality of internal education at the MAS Insan Kesuma Madani madrasah. From this aim, it can be seen that the ANBK system in the Madrasah is improving the quality of internal education.

Fifth, Harlis Setiyowati et al. Analysis of the Implementation of Computer-Based National Assessment (ANBK) at Madrasah Ibtidayah Negeri 9 Hulu Sungai Utara. The implementation of ANBK at MIN 9 HSU is implemented by online and adapted to the 2021 National Assessment Standard Operational Procedure number 030/H/PG.00/2021 which is divided into three stages. First, pre-ANBK which includes socialization activities, personnel management, facilities and infrastructure, and student management. Second, the ANBK implementation stage at MIN9 HSU decided to follow the ANBK implementation in the third wave which can be concluded to be running well and smoothly due to the lack of obstacles. Third, the post-ANBK stage, the activities carried out at this stage ensure that participants log out, sign the minutes and print the report. The impact of implementing ANBK makes students and teaching staff proficient in mastering information and technology, and also more efficient in time management.

Thus, the difference between the research and previous research is that the national exam was replaced with the term National Assessment which was implemented with a computer-based ability assessment (ANBK). How can this policy be implemented well and what is the influence on the quality of education, especially at SD IT Qordova Rancaekek, Bandung, generally on the Indonesian nation?

## **METHODOLOGY**

This research method uses descriptive qualitative. The technique for collecting data is by collecting articles related to ANBK, AKM via Google Scholar for the period 2021-2023 and data on accountability reports (LPJ) of the ANBK SD IT Committee, Qordova Rancaekek, Apart from that, interviews with the ANBK SD IT Qordova committee. The data analysis technique is described as a whole to see the readiness for implementing ANBK at SDIT Qordova Rancaekek Bandung.

## **RESULT AND DISCUSSION**

Assessment can be understood as an assessment of learning outcomes to the extent of success, strengths and weaknesses related to the expected goals which is carried out through measurement, assessment and evaluation. Benefit assessment is to find out how well students' learning outcomes are and to identify and improve their weaknesses so that they can maximize their potential in the advocacy process (Novrizal, 2022). The knowledge, abilities, attitudes and skills that students hope to apply in everyday life to form character. The Ministry of Education and Culture (Kemendikbud) has established six basic competencies for Indonesian society: language literacy, numeracy literacy, scientific literacy, financial literacy, digital literacy and cultural literacy (Novrizal, 2022).

National Education aims to improve the quality of Indonesian national education. The National Assessment, hereinafter abbreviated as AN, is a form of evaluation of the education system by the Ministry at the primary and secondary education levels (Permendikbud No. 17 of 2020 Article 1 paragraph 1) (Directorate General of Early Childhood Education and Education,

Education and Culture, 2023). The policy currently being rolled out is national assessment as a substitute for the national exam. The Indonesian nation has a vision, namely to create an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila students who have faith, are devoted to God Almighty, and have noble character, critical reasoning, creativity, independence, mutual cooperation, and global diversity. The aim of AN is to monitor and evaluate the education system at the primary and secondary levels. Student achievement is evaluated by educators and educational units. In essence, the national assessment is carried out to evaluate input, processes and the quality of teaching and learning in the classroom so as to improve the quality of Indonesian national education. (Deni, 2021). AN's function is to evaluate the education system, but not to evaluate students, teachers or school principals as individuals. AN is designed to encourage and facilitate improvements in the quality of learning. Benefits of An for improving the character and competence of students. (Ministry of Education and Culture, 2023)

### **National Assessment Concept**

National assessment to improve the quality of education through evaluations carried out at schools, madrasas and elementary, middle and upper levels. The national assessment emphasizes literacy, numbers, character and teaching and learning activities. As for the national assessment instrument, the first is termed the Maximum Capability Assessment (AKM) with the aim of cognitive learning outcomes placing greater emphasis on literacy and numeracy. Literacy is to understand, practice and evaluate texts to solve a problem in the surrounding environment, literacy also plays a role in increasing knowledge so that information can play an active role in educate the Indonesian community. Whereas numeration serves to solve problems through rational mathematical logic to find a good solution. Literacy and numeracy are not only related to the subjects of Indonesian language and mathematics, but more emphasis is placed on solving problems in order to get a fixed solution from the results of the concept and analyzing from the subject. So that literacy and numeracy will get the students used to studying or reading a lot so that the ability will also improve. varies depending on school policy. (Lidya, 2021)

The implementation of the national assessment is a bright spot of development to improve the quality of Indonesian education. The quality of educators and students is better than before. From teachers who started doing more administrative work with the AKM national assessment, it was more practical because the minimum RPS was 3 sheets. Educators further develop the potential and talents of students because learning is more fun in terms of evaluation and improves the quality of Indonesian education. (Mukhlis, 2022)

Character Survey (SK), which aims to build Pancasila character that can be applied in everyday life, and Learning Environment Survey (SLB). is an evaluation assessment of the learner's learning process to develop in accordance with the expected educational goals. Institution education, diversity, socio-economics, quality of learning, and teacher development are the main factors in the learning environment. The objectives of the National Assessment are as follows: First, to encourage educators to develop cognitively while cultivating the character of their students; Second, improve students' competence and character for the better; and third, provide an illustration to schools and madrasas that they can function as character-forming institutions that improve the quality of the Indonesian nation.

Therefore, national exams are different from national assessments because the former assesses the quality of the education system, and the latter assesses student learning outcomes.

### **Implementation of Maximum Capability Assessment**

Assessment can be understood as an assessment of students, while maximum ability is an assessment of the fundamental competencies needed by students to develop their potential and participate actively in society in general in the quality of education. AKM measures two fundamental competencies, namely reading literacy and mathematical literacy (numeracy). AKM

presents problems in various contexts which students are expected to be able to solve using their reading literacy and numeracy competencies. (Novrizal, 2022) The main components of education are divided into three: curriculum, learning, and assessment. The curriculum includes what must be learned, and includes how to achieve goals by studying material according to the curriculum. The assessment assesses what has been learned, to what extent, and to what extent. (Mizanul, 2021)

The government implemented the AKM policy with National assessments, one of which is the minimum competency assessment (AKM), which is an effort to assess the basic competencies needed by students to be able to develop their own capacity and participate positively in society (pusmendik.kemdikbud.go.2022). AKM is designed to meet current global needs, where students are expected to have the ability to adapt to a rapidly changing world and participate actively in society. Therefore, students must continue to be learners. Reading ability and mathematical literacy, or numeracy literacy, are two abilities that are very important for lifelong learning skills. This ability is important because they require logical skills, skills to understand, sort and use information critically, as well as reasoning skills to use the concepts and knowledge that have been learned. (pusmendik.kemdikbud.go.2022)

The form of AKM questions covers individual, social, cultural, and science fields. bget AKM questions including multiple choice (PG), complex multiple choice (PGK), matching, question essays, and answers. The aim of AKM is to improve the quality of education by completing these tasks. Reading literacy includes non-fiction texts and informational texts. Literacy mathematics (numeracy) consists of numbers, geometry and measurement, algebra, data, and short distance. Reading literacy consists of finding information, interpret, integrate, and rotate and reflect. On the other hand, mathematical literacy (numeracy) focuses on helping students understand, apply, and make logical conclusions about how to solve a problem. (pusmendik.kemdikbud.go.2022)

The Minimum Competency Assessment (AKM) is carried out to obtain information about how to improve the quality of learning so that it is hoped that student learning outcomes will improve. AKM not only measures mastery of knowledge material in accordance with the curriculum, but is also designed to determine the overall quality of education and make improvements to the quality of education that is considered to be within the curriculum. Fulfilling students' reading literacy and numeracy skills is the main goal of AKM. (Mizanul, 2021)

The first AKM implementation focused more on first literacy *First*; Content in Reading Literacy includes: a) Information Text, namely text that aims to provide facts, data and information in the context of developing insight and scientific knowledge; b) Fiction texts, namely texts that aim to provide the reader with the experience of getting entertainment, enjoying the story, and reflecting. *Second*; Content in numeracy literacy includes: a) Numbers, which includes representation, sequence properties, and operations on various types of numbers (whole, whole, fractional, decimal); b) Measurement and geometry, which covers flat shapes and using volume and surface area in everyday life, also assessing students' understanding of measuring length, weight, time, volume and flow as well as area units using standard units; c) Data and uncertainty, which includes understanding, interpretation and presentation data and opportunities; d) Algebra, which includes equations and inequalities, relations and functions, as well as ratios and proportions. (Novrizal, 2022).

### **Implementation of ANBK at SD IT Qordova**

SD IT Qordova Rancaekek which is located on Jl. Raya Majalaya- Rancaekek No.378, Rancaekek Wetan, Kec. Rancaekek, Bandung Regency, West Java 40394. one of the schools that has implemented ANBK in 2022-2023. attended by 30 students and 5 students as anticipatory reserves from 30 students there are obstacles to taking part in ANBK. Implementation is quite good and smooth, although there are many things that need to be evaluated, one of which is the lack of resources and supporting infrastructure for the ANBK Multimedia Laboratory. The schedule that has been scheduled by the ANBKSDI ITQordova committee is as follows:



No	Day	Date	Activity
1	Jum'at Sunday	13 – 15 – 2023	Rehearsal SD 1 October equivalent to Stage II M
2	Monday	– Thursday 16 – 19 2023	mentary school equivalent Stage II clean rehearsal October
3	Jum'at Sunday	20 – 22 – 2023	2023 Synchronization of SD Implementation equal October Level I
4	Monday	– Thursday 23 – 26 2023	n-Implementation of elementary school equivalent to Phase I October
5	Jum'at Sunday	27 – 29 - 2023	broken in Implementation of Package A Level 1 October
6	Jum'at Sunday	27 – 29 - 2023	nbc-Synchronization of SD Implementation equal October Level II
7	Monday	– Thursday 30 October –2 November 2023	you-a Implementation of elementary school equivalent stage
8	Jum'at Sunday	3 - 5 November – 2023	n-p Implementation of Package A Phase II

When the ANBK program was rolled out, they responded by preparing to start holding a workshop on ANBK for Qordova IT Elementary School teachers and forming a committee and creating a program starting from 13 - 15 October 2023 until implementing ANBK on 3-5 November 2023. Based on the results of interviews and viewing the Accountability Report (LPJ) ANBK SD IT Qordova has generally been implemented well and smoothly. such as the implementation and evaluation starting from supervision is quite optimal, the supervisor's duties are carried out in accordance with technical guidelines. The layout in the lab is not comfortable so the mobilization of supervisors is less than optimal for evaluation. The layout is given the distance between students. There are literacy and numeracy questions that are difficult to understand. Consolidation of the questions is carried out more optimally, one of which is evaluation of the lack of resources and supporting infrastructure for the ANBK Multimedia Laboratory.

## CONCLUSION

Minimum Capability Assessment (AKM) which is better known as ANBK (Computer Based National Assessment) is a method for measuring the success of the quality of educational institutions, so that the government can evaluate the strengths and weaknesses for future improvements. ANBK has been implemented, one of the ways, through students. SD IT Qordova Bandung, one of the schools that has implemented ANBK in 2022-2023, the implementation is

quite good and smooth, although there are many things that need to be evaluated, one of which is the lack of resources and supporting infrastructure for the computer-based national assessment multimedia laboratory (ANBK).

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