



The Effect of Language Literacy and Numerical Literacy on the Result of the Minimum Competency Assessment (AKM) of SMAN Ploso Jombang

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Article History:

Received: Nov 30, 2022

Revised: Dec 25, 2022

Accepted: Jan 06, 2023

Online First: Jan 08, 2023

Keywords:

Language Literacy,
Numerical Literacy,
Minimum Competency
Assessment.

Kata Kunci:

Literasi Bahasa,
Literasi Numerasi,
Asesmen Kompetensi
Minimum.

How to cite:

Wahyuni, D. (2023). The Effect of Language Literacy and Numerical Literacy on the Result of the Minimum Competency Assessment (AKM) of SMAN Ploso Jombang. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(1), 225-237.

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Abstract: Education is an attempt to master the knowledge from the formal or non-formal environment to create quality human resources. The results of a world assessment of education in Indonesia, according to the 2015 PISA report, is a world-class assessment program in which the academic performance of 15-year-old students shows that the development of education in Indonesia is still far behind compared to other countries in the world. Therefore the Ministry of Education and Culture has implemented a new program called the National Assessment as a substitute for the National Exam, which will be implemented in 2021. This study aims to determine the effect of language and numeracy literacy on the Minimum Competency Assessment (AKM) results. The method of collecting data in this study is through a questionnaire (questionnaire). Respondents taken in this study were 49 students of SMAN Ploso. Data analysis method using descriptive analysis. This study's results indicate an influence of language and numeracy literacy on the Minimum Competency Assessment (AKM) results. This can be proven by the t-test significance value of $0.067 > 0.05$. Then the magnitude of the influence can be seen from the test results of the coefficient of determination with a value of 0.662 or 66.2% so that H_0 is rejected and H_a is accepted, which means that the independent variables are proven to have a significant influence on the implementation of AKM which was held at SMAN Ploso Jombang. The implications of the data analysis results on reading and numeracy literacy with a minimum competency assessment, it is necessary to improve governance of learning and infrastructure so that the quality of school education can be achieved through holistic management and learning governance. The relation between reading and numeracy literacy is how the teacher presents material, and the use of learning media is the main thing that needs improvement. Using relevant learning media is urgently needed to support students' literacy skills at SMAN Ploso Jombang.

Abstrak: Pendidikan merupakan suatu usaha menguasai ilmu pengetahuan yang diperoleh dari lingkungan formal ataupun nonformal guna menciptakan sumber daya manusia yang berkualitas. Hasil penilaian dunia tentang pendidikan di Indonesia menurut laporan PISA tahun 2015 yang merupakan sebuah program penilaian tingkat dunia dimana penampilan akademik siswa berumur 15 tahun menunjukkan bahwa perkembangan pendidikan di Indonesia masih jauh tertinggal dibandingkan dengan negara lain di dunia. Oleh karena itu Kemendikbud menerapkan program terbaru yang disebut dengan Assesmen Nasional sebagai pengganti Ujian Nasional yang mulai diterapkan pada tahun 2021. Penelitian ini bertujuan untuk mengetahui pengaruh literasi bahasa dan literasi numerasi dalam hasil Asesmen Kompetensi Minimum (AKM). Metode pengumpulan data dalam penelitian ini melalui angket (kuisisioner). Responden yang diambil dalam penelitian ini sebanyak 49 siswa SMAN Ploso. Metode analisis data menggunakan analisis deskriptif. Hasil penelitian ini menunjukkan bahwa ada pengaruh literasi bahasa dan literasi numerasi dalam hasil Asesmen Kompetensi Minimum (AKM). Hal ini dapat dibuktikan dengan nilai signifikansi uji-t $0,067 > 0,05$ kemudian besarnya pengaruh dapat dilihat dari hasil uji koefisien determinasi dengan nilai sebesar 0,662 atau 66,2% sehingga H_0 ditolak dan H_a diterima yang artinya variabel bebas terbukti mempunyai pengaruh yang signifikan terhadap pelaksanaan AKM yang dilaksanakan di SMAN Ploso Jombang. Implikasi dari hasil analisis data literasi membaca dan literasi numerasi dengan asesmen kompetensi minimum maka perlu adanya perbaikan tata kelola pada pembelajaran maupun sarana prasarana sehingga kualitas pendidikan sekolah dapat dicapai melalui manajemen maupun tata kelola pembelajaran yang bersifat holistik. Kaitannya dengan literasi membaca dan literasi numerasi yaitu bagaimana guru menyajikan materi dan pemanfaatan media pembelajaran menjadi hal utama yang perlu adanya perbaikan. Pemanfaatan media pembelajaran yang relevan sangat dibutuhkan untuk menunjang kemampuan literasi peserta didik di SMAN Ploso Jombang.

A. Introduction

Education is an effort to master knowledge from the formal or non-formal environment to create quality human resources to achieve the expected quality. It is necessary to determine the right educational objectives. This educational goal will determine success in forming a quality human person without putting aside the role of other elements in education (Aziizu, 2015). In order to achieve good results, it is necessary to develop national education goals according to the formulation in Law Number 20 of 2003 concerning the National Education System. Where it is stated that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state (Sujana, 2019). Developing a curriculum that will later become a plan and regulating the content, objectives, methods, and teaching materials are necessarily based on these objectives.

The Ministry of Education and Culture has decided that the implementation of the National Examination (UN) will end in 2020. The National Examination will be replaced with a Minimum Competency Assessment (AKM) and a character survey implemented in 2021. In order to realize this AKM policy, the development of AKM is based on a combination of International Student Assessment (PISA) with Trends in International Mathematics and Science Study (TIMSS). Furthermore, the Ministry of Education and Culture designed a prototype of an assessment method called AKSI (Assessment of Indonesian Student Competence) (Anas et al., 2021). The problem faced by the Ministry of Education and Culture is the low literacy of Indonesian students, which is known from the PISA test results. Students' difficulties in thinking critically and reasoning are also known from the need for students who can solve higher-order thinking skills (HOTS) questions contained in UN questions. Therefore the Ministry of Education and Culture has decided to conduct a competency assessment for all schools, especially for literacy and numeracy (Sinambela et al., 2020).

The Ministry of Education and Culture (Kemendikbud) has determined that Indonesian people need to master six basic literacy, namely (1) language literacy, (2) numeracy literacy, (3) scientific literacy, (4) digital literacy, (5) financial literacy, (6) cultural literacy and citizenship (Sani, 2021). Mastery of the six literacy must be followed by mastery of 21st-century competencies, including thinking critically and solving problems, creativity and innovation, communication, and collaboration.

Assessment differs from evaluation in that evaluation is only oriented toward cognitive abilities related to value (Resti et al., 2020). The National Assessment Assessment (AN) includes three aspects, namely the Minimum Competency Assessment (AKM), the character survey, and the learning environment survey (Novita et al., 2021). Minimum Competency Assessment (AKM) is an assessment of the essential competencies needed by all students in order to be able to develop their abilities and play an active role in society in activities that have positive value (Mendikbud, 2020). This AKM evaluation aims to map the literacy and numeracy abilities of all students in Indonesia in grades VI, IX, and XII. Conceptually, AKM is expected to be able to measure students' abilities based on not only

the content of the subject but also a variety of more general writing contexts and be able to master them to several levels of cognitive processes. Students with a high cognitive level can show the coherence of thought processes to solve problems and issues (Kemendikbud, 2020). The national assessment is based on an assessment model conducted by PISA and TIMSS. The national assessment was carried out to change the educational evaluation paradigm in Indonesia to evaluate and map the education system in the form of inputs, processes, and results instead of evaluating students' achievements, which were previously used in the National Examination. The national assessment will be carried out at the mid-school level, namely grade 5 for the SD/MI level, grade 8 for the SMP/MTs level, and grade 11 for the SMA/MA/SMK level to encourage teachers and principals to improve the quality of learning. This policy is expected to allow educators to improve learning the following year (Rokhim et al., 2021).

The change in the concept of national student assessment is related to the renewal of the curriculum paradigm promoted by Nadiem Makarim, Minister of Education and Culture, regarding computational thinking skills that students in Indonesia must have. When analyzed further, providing computational thinking skills to students requires basic functional literacy skills. Functional literacy is a group of essential reading, writing, and calculating abilities to meet daily needs so that humans can play an influential role in their communities. Internalizing good reading habits is necessary to achieve the intended functional literacy. If students already have good reading habits, literacy and numeracy skills can increase naturally and gradually every year. An increase in students' cognitive abilities will develop in line with a large amount of reading consumed and analyzed daily (Hasanah & Hakim, 2021). The minimum competency assessment measures literacy and numeracy as learning outcomes. The minimum competency assessment is intended to measure student competence in depth, not only to master the material content provided by the teacher. In its presentation, this general competency assessment can solve several problems from various contexts that students are expected to be able to solve using their reading literacy and numeracy (Baharuddin et al., 2021).

One of the schools in the Jombang Regency that implements the Minimum Competency Assessment (AKM) is SMAN Ploso Jombang. The results of field observations revealed that the implementation of AKM activities had been going on since the 2020/2021 school year. There still needs to be an improvement in the implementation of the AKM, which is carried out at SMAN Ploso; this can be seen from the limited facilities available at schools, such as LCD projectors, laptops, and computer laboratories. Other obstacles that become obstacles are weak internet networks, and there are still teachers and students who need help understanding the Minimum Competency Assessment (AKM) concept. Even though there are still obstacles to its implementation, the school continues to carry out Minimum Competency Assessment (AKM) activities. This is because SMAN Ploso Jombang is one of the senior secondary schools selected by the local Education Office as a pilot school in implementing the Minimum Competency Assessment (AKM).

The aims of this research are (1) to explain the influence of language literacy on the AKM results of students at SMAN Ploso Jombang; (2) to explain the effect of numeracy

literacy on students' AKM results at SMAN Ploso Jombang; (3) to explain the effect of language literacy and numeracy literacy on students' AKM at SMAN Ploso Jombang.

Language literacy is the knowledge and skills to read, write, search, browse, process and understand the information to analyze, respond to, and use written texts to achieve goals, understand and potential, and participate in the social environment (Kemendikbud, 2020). Here are three main components of AKM Literacy Language, namely (1) content includes text which aims to provide facts, data, and information in the framework of developing scientific insights and knowledge and fictional texts which aim to provide experience and contemplate readers; (2) cognitive processes include finding information, interpretation, and integration, as well as evaluation and reflection; (3) context includes personal, socio-cultural, and synthetic (Indahri, 2021). In Language Literacy, three cognitive levels are tested, including (1) finding information (access and retrieve), (2) understanding (interpret and integrate), and (3) evaluating and reflecting (evaluate and reflect) (Aisah et al., 2021).

Numerical literacy is the knowledge and skills to, among other things, (a) be able to acquire, interpret, use and communicate various kinds of numbers and mathematical symbols in solving practical problems in various kinds of contexts of everyday life, (b) can analyze information presented in various forms (graphs, tables, charts) to make decisions (Ministry of Education and Culture, 2020). The cognitive level of AKM numeracy literacy is divided into three levels, namely: (1) knowing, (2) applying, and (3) reasoning.

Minimum Competency Assessment (AKM) is an assessment of the essential competencies needed by all students to develop their capacity and participate positively in society. Here are two fundamental competencies that are measured in AKM, namely reading literacy (language) and mathematical literacy (numeration) (Mawaddah et al., 2022). Reporting on AKM results is designed to provide information regarding students' level of competence. Teachers of various subjects can use this level of competence to develop effective and quality learning strategies according to student achievement levels (Krissandi et al., 2022). The Minimum Competency Assessment (AKM) is divided into two forms of assessment: the National AKM and Class AKM (Kemendikbud, 2020).

Table 1. Minimum Competency Assessment (AKM)

No	AKM National	AKM Class
1.	Function to evaluate the quality of the education system	Function to understand the learning outcomes of individual students
2.	Samples were taken from students in grades eight and grade 11	Samples were taken from grade 2 to grade 12
3.	Implementation of standards by the center	Standard implementation by teachers in class

Source: Kemendikbud (2020)

In more detail, it can be said that the Minimum Competency Assessment (AKM) has the following objectives (Ministry of Education and Culture, 2020): (a) Monitor the development of the learning process of students with the hope that with the assessment,

information can be obtained to find out student achievements in the expected competencies; (b) The Minimum Competency Assessment is designed to produce information that triggers improvement in the quality of teaching and learning. This is done by checking the fulfillment of learning outcomes and giving value to the process and learning outcomes of students; (c) Reporting on the results of the AKM is designed to provide information regarding the competency level of students. By obtaining feedback as part of a continuous improvement cycle for parties, including students in the framework of improving learning, teachers in the framework of improving and developing subjects, study programs in the context of curriculum development, schools in the framework of institutional development; (d) Teachers of various subjects can use this level of competence to develop effective and quality learning strategies according to the level of student achievement. Determined; (e) "Teaching at the Right Level" can be applied, designing learning by taking into account the level of achievement of students and will make it easier for students to master the content or competencies expected in a subject; (f) Supporting the accountability of educational institutions, in this case, schools, as a source of information related to learning processes and outcomes to relevant stakeholders. The impact of AKM is expected to improve the learning culture, and there is no dichotomy between UN subjects and non-UN subjects, no primary and complementary subjects, no accelerated material or intensive guidance, and improve the learning process. (SD Directorate, 2020)

B. Method

The research design used in this study is quantitative research with a descriptive approach, namely a research method based on the philosophy of positivism used to examine certain populations or samples, data collection uses research instruments, data analysis is quantitative/statistical to test the hypotheses that have been implemented (Sugiyono, 2012). Based on the background and formulation of the problem that has been mentioned, this study uses a descriptive quantitative method to measure the effect of the independent variables Language Literacy and Numeracy Literacy on the dependent variable Minimum Competency Assessment Results (AKM) for SMAN Ploso Jombang students in the 2021/2022 academic year.

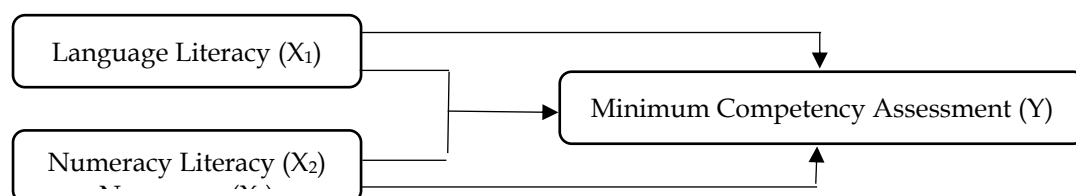


Figure 1. Research Design

Source: Quantitative Research Methods, Qualitative, R&D (Sugiyono, 2012)

The population used in this study were class XI-IPS students at SMAN Ploso. The number of students in class XI-IPS is 49. Meanwhile, the researcher used a simple random sampling technique for sampling technique. The simple random sampling technique is done

by making a lottery containing class attendance numbers. The lottery numbers that come out are selected to represent the sample, and so on, until 49 research samples are obtained.

The data sources used in this research are primary data and secondary data. Primary data was obtained from observation and questionnaires (questionnaire) distribution. Observations were carried out directly by providing questionnaires that had been tested for validity and reliability to respondents or research samples. In contrast, questionnaires were distributed to obtain data regarding student knowledge while participating in the Minimum Competency Assessment (AKM) program, which was carried out at SMAN Ploso in the 2021 academic year/ 2022. Secondary data used by researchers was obtained from the internet, books, and scientific journals. The instrument used in this study used a closed questionnaire, namely a questionnaire that had been stated so that the respondent only had to fill in the answers for each statement item using a Likert scale. The Likert scale was used in the questionnaire statement grid with a range of 1-5 (STS score 1, TS score 2, KS score 3, S score 4, SS score 5). o analyze the data obtained, the researcher used the following data analysis techniques: (1) classical assumption test (normality test, multicollinearity test, heteroscedasticity test, autocorrelation test); (2) hypothesis testing (t-test, test of the coefficient of determination).

C. Result and Discussion

In the following, the researcher describes the descriptive analysis and multiple linear regression analysis results on the research variables using the SPSS program.

1. Descriptive Analysis

Table 2. Results of the Description of Language Literacy Variables

No	Indicator	No Item	SS F	S F	KS F	TS F	STS F	Mean	Mean Indicator
1	Finding information	1	7	24	14	2	2	4,4	3,92
		2	1	8	21	9	0	4,0	
		3	1	23	15	8	2	4,4	
		4	5	23	16	5	0	3,6	
		5	8	18	15	6	2	3,2	
2	Understand	6	5	21	20	3	0	3,6	3,6
		7	13	19	13	4	0	3,0	
3	Evaluating and reflecting	8	7	19	18	5	0	2,8	3,35
		9	5	18	21	3	2	3,6	
		10	3	19	22	3	2	4,0	

Source: data processed by researchers, 2022

Table 3. Results of the Description of the Numeral Literacy Variables

No	Indicator	No Item	SS F	S F	KS F	TS F	STS F	Mean	Mean Indicator
1	Knowing	11	9	20	17	3	0	3,4	4,32
		12	1	8	25	13	2	4,8	
		13	1	8	24	11	5	4,6	

		14	1	15	15	16	2	5,0	
		15	2	20	18	8	1	3,8	
		16	11	24	12	2	0	3,6	
		17	8	25	11	4	1	4,0	
2	Apply	18	20	21	5	2	1	3,3	3,56
		19	1	15	22	9	2	3,5	
		20	1	16	22	5	5	3,5	
		21	2	17	23	7	0	3,5	
		22	2	19	17	8	3	1,4	
		23	7	26	11	3	2	2,8	
3	Reasoning	24	1	14	20	10	4	3,8	3,44
		25	12	26	7	2	1	5,0	
		26	2	11	23	9	4	4,2	

Source: data processed by researchers, 2022

Table 4.

Results of the Description of the Minimum Competency Assessment Variables

No	Indicator	No Item	SS	S	KS	TS	STS	Mean	Mean Indicator
			F	F	F	F	F		
1	Language	27	14	19	14	1	1	3,6	3,2
	Literacy	28	13	16	15	3	2	2,8	
2	Numeracy	29	12	19	9	8	1	3,6	3,6
	Literacy	30	16	20	11	2	0	3,6	

Source: data processed by researchers, 2022

2. Multiple Linear Regression Analysis

Multiple linear analysis was used to prove the hypothesis proposed in this study, namely to determine the effect of the Language Literacy variable (X_1) and Numerical Literacy variable (X_2) on the dependent variable Minimum Competency Assessment (Y).

Table 5. Multiple Linear Regression Results

Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	9.126	3.902		2.339	.024
	.067	.082	.116	.813	.420
	.072	.045	.229	1.598	.117

a. Dependent Variable: Y

Based on the table above, the multiple regression equation $Y = 9.126 + 0.067X_1 + 0.072X_2$ is obtained. The multiple regression equation can be explained:

- a) Constant (a) is a constant with a magnitude of 9.126 indicating that if the independent variables (Language Literacy and Numerical Literacy) are considered constant, then the Minimum Competency Assessment (Y) results will increase by 9.126 one-unit. Language Literacy variable regression coefficient (X_1) = 0.067

- b) The regression coefficient of the Language Literacy variable (X_1) = 0.067. The value of B is the regression coefficient of Language Literacy (X_1) which is 0.067 indicating that each additional Language Literacy (X_1) variable is one unit, it will increase the Minimum Competency Assessment result (Y) by 0.067 one unit.
- c) The regression coefficient of the Numerical Literacy variable (X_2) = 0.072. The value of B is the regression coefficient of Numerical Literacy (X_2) which is 0.072, indicating that each addition of the Numerical Literacy (X_2) variable is one unit, it will increase the result of the Minimum Competency Assessment (Y) by 0.072 one unit.

3. The Classical Assumption

a) Normality test

The normality test is useful for knowing whether the residuals are normally distributed. The normality of the data from this study was confirmed by noting the points on the normalized plots of the normalized residuals that fall back on the dependent variable. The normality test requirement is that if the data is stretched around the diagonal and in the same direction as the diagonal, then the regression model meets the normality assumption (Ghozali, 2016). The following is a picture of the normalized P-Plot of residuals regression.

Normal P-P Plot of Regression Standardized Residual

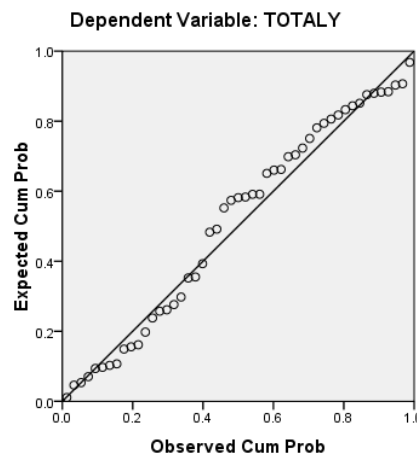


Figure 2. Normal P-Plot of Regression Standardized Residual

Based on the picture above, it can be seen that the data points are distributed around the diagonal and in the same direction as the diagonal so that the data is usually distributed.

b) Multicollinearity Test

Multicollinearity can also be seen from the tolerance value > 0.10 or the VIF value < 10 , so it can be concluded that the regression model does not have multicollinearity.

Table 6. Multicollinearity Test Results

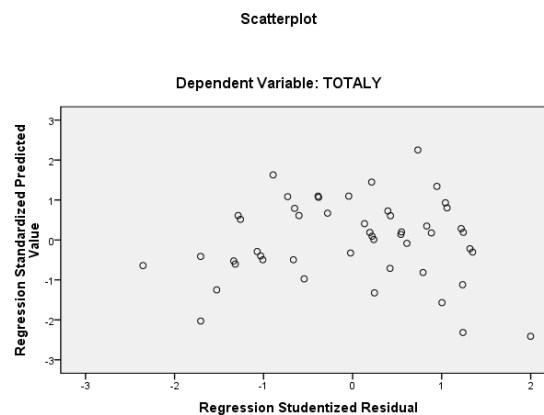
No	Independent Variable	Tolerance Value	VIF Value
1	Language Literacy	0,995	1,005
2	Numeracy Literacy	0,995	1,005

Source: data processed by researchers, 2022

From the table above, it is known that the multicollinearity test results show that the VIF values of variables X_1 and X_2 , in this study, are <10 , while the tolerance values for variables X_1 and X_2 are > 0.10 or 10%. It can be concluded that there are no symptoms of multicollinearity between independent variables in the regression model.

c) Heteroscedasticity Test

Heteroscedasticity is a point spread, and the population is not constant. There is no heteroscedasticity problem if the distribution of dots does not form a pattern/spread and is actually above and below the 0 (zero) point on the Y axis, then identifying that there is no heteroscedasticity on the scatterplot graph.

**Figure 3.** Results of the Heteroscedasticity Test

Based on the picture above shows that there is no clear pattern. The dots from the image are also gathered above, and many are still at the 0 coordinate point. There is no heteroscedasticity, so the regression model is feasible to use.

d) Autocorrelation Test

Autocorrelation can be detected by performing the Durbin Watson test which can be seen from the results of many linear regression tests. Usually, a regression equation can be said to fulfill the autocorrelation hypothesis if the Durbin Watson test value is close to two or more (Sugiyono, 2016).

Table 7. Autocorrelation Test Results

N	Du	Dw	4-Du	Decision
49	1.625	0,964	2,375	there is no autocorrelation

Source: data processed by researchers, 2022

In this test, the sample tested $N = 49$, k (number of independent variables) = 2, so $Dw = 0.964$ (attached to the Durbin Watson table) is obtained. The table above shows the Durbin Watson value above the DU value and a value less than $4dU$ with the following equation: $DU < DW < 4 - DU$ ($1.625 < 0.964 < 2.375$), and there is no autocorrelation.

4. Hypothesis Testing

a) The t-test (partial test)

The t-test is used to determine whether the independent variables partially have a significant influence on the dependent variable.

Table 8. Results of the t-test hypothesis

Model	Coefficients			t	Sig.	
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1	(Constant)	9.126	3.902		2.339	.024
	X_1	.067	.082	.116	.813	.420
	X_2	.072	.045	.229	1.598	.117

a. Dependent Variable: Y

1) Testing the First Hypothesis (H_1)

It is known that the value of Sig. for X_1 to Y is $0.067 > 0.05$, and the t-value is $0.813 < 2.068$, so it can be concluded that H_1 is accepted, which means that there is an effect of X_1 on Y.

2) Testing of the Second Hypothesis (H_2)

It is known that the value of Sig. for X_2 to Y is $0.072 > 0.05$, and the t-count value is $1.598 < 2.068$, so it can be concluded that H_2 is accepted, which means that there is an effect of X_2 on Y.

b) Determination Coefficient Test (R_2)

Table 9. Determination Coefficient Test Results

Model Summary ^b										
Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change	Durbin-Watson	
				R Square Change	F Change	df1	df2			
1	.249 ^a	.662	2.969	.662	1.524	2	46	.229	.964	

a. Predictors: (Constant), X_2 , X_1

b. Dependent Variable: Y

In the table above, the results obtained are $R^2 = 0.662$ (66.2%). This means that the independent variables, Language Literacy, and Numerical Literacy affect the dependent variable Minimum Competency Assessment by 66.2%. The rest are influenced by other

variables not included in this study. There is a positive and significant influence on the implementation of AKM on students of SMAN Ploso Jombang.

Discussion

This study aims to assess the success of SMAN Ploso Jombang in the implementation of AKM. Implementation of the Minimum Competency Assessment at SMAN Ploso Jombang began in the 2021 school year since the Ministry of Education and Culture (Kemendikbud) Nadiem Anwar Makarim issued the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 17 of 2021 concerning National Assessment at the elementary education level and secondary education, and senior education to map the quality of education regularly and encourage continuous improvement of the quality of education. The principle in implementing the Minimum Competency Assessment (AKM) is an assessment of the essential competencies required by all students, including reading and numeracy, to develop self-capacity and participate positively in society. Based on the data analysis that the researchers did, it was proven that the AKM had a positive and significant effect on the implementation of the AKM, this can be proven by the significance value of the t-test $0.067 > 0.05$. Then the magnitude of the influence can be seen from the test results of the coefficient of determination with a value of 0.662 or 66.2%.

The implementation of the Minimum Competency Assessment that was implemented at SMAN Ploso Jombang was not easy, and teachers and students faced many obstacles during the activities carried out. Based on the results of observations, the researchers found that for the implementation of the Minimum Competency Assessment the school implemented special teaching and learning hours in grade 11, in 1 hour each subject was divided into 30 minutes for material and 30 minutes for AKM preparation such as literacy and numeracy questions according to the subject taught by each teacher during class 11 lessons. Changes to the National Assessment aim to map the quality of education regularly and encourage comprehensive and continuous improvement of education quality at the primary and secondary education levels. The National Assessment has three primary assessment instruments: the Minimum Competency Assessment (AKM), the Character Survey, and the Learning Environment Survey.

D. Conclusion

This study describes the influence of language and numeracy literacy on assessing minimum competency in Ploso Public High School students. Based on the data analysis results, there is a positive and significant influence on the implementation of the AKM. This can be proven by the t-test significance value of $0.067 > 0.05$. Then the magnitude of the influence can be seen from the test results of the coefficient of determination with a value of 0.662 or 66.2% so that H_0 is rejected and H_a is accepted, which means that the independent variables are proven to have a significant influence on the implementation of AKM which was held at SMAN Ploso Jombang.

The Minimum Competency Assessment (AKM) is a program for assessing the quality of schools, madrasas, and equality programs at the elementary and secondary levels. In the National Assessment, several instruments are used as an assessment of the quality of academic units, namely: (1) Minimum Competency Assessment which measures competence based on students' reading literacy and numeracy; (2) Character surveys that measure the attitudes, values, beliefs, and habits of students so that they will reflect their character; (3) Learning Environment Survey which measures the quality of various input aspects and learning processes at the classroom and school level. In this study, researchers have conducted research related to the Minimum Competency Assessment (AKM), with the instruments studied being language literacy and numeracy literacy. Therefore, other researchers who wish to research the same topic as those conducted by other researchers can conduct research by including other instruments, such as character surveys and learning environment surveys, as other instruments suspected of influencing the Minimum Competency Assessment (AKM).

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