



Evaluation of The Implementation of The Computer Based National Assessment in Indonesian School of Bangkok

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ABSTRACT

Starting in 2020, the Ministry of Education and Culture will transform the National Exam into a national computer-based assessment or Asesmen Nasional Berbasis Komputer (ANBK). This change shows a paradigm in the evaluation of primary and secondary education. The study was conducted at Indonesian School of Bangkok, Indonesian School Overseas located in Bangkok, Thailand. The aim of this study is to identify, describe, and formulate the evaluation of the implementation of ANBK at the primary school of Indonesian School of Bangkok. This study is expected to be used as a reference in the implementation of ANBK in the next year. This research method is qualitative descriptive in which data is obtained through active observation, open interviews, and documentation. The results of the research showed that the implementation of the ANBK at the Indonesian School of Bangkok went with the lancer despite several obstacles, including technical constraints and the level of concentration of students in working on the issue of the ANBK. The observation results also showed that there are students with a marriage background of citizens of Indonesia and foreign nationals parents who reach the minimum limits of competence in literacy and numeration aspects, but character aspects have evolved.

Keyword:

*Evaluation,
Indonesian School Overseas,
National Assessment.*

1. INTRODUCTION

Undang-Undang Number 20 of 2003 concerning the National Learning System, Article XVI, Articles 57, 58, and 59 describes the final evaluation of education in primary and secondary schools in Indonesia. Evaluation is carried out as a way to make education administrators accountable to interested parties in the framework of controlling the quality of education nationally. To assess the achievement of national learning standards, independent institutions carry out regular, equitable, transparent and systematic assessments (Novita et al., 2021).

Learning evaluation is an integral part of the educational process. Even so, not all types of assessment can be used as indicators of academic success. Education can be measured accurately with a perfect measuring instrument. Evaluation activities are carried out at all levels and types of education in formal and informal forums as well as student forums (Sari et al., 2021).

The Ministry of Education and Culture issued a new policy called the Computer-Based National Assessment (ANBK) during the COVID-19 pandemic. These policy changes will have benefits and drawbacks depending on how they are implemented. We all know that before the existence of ANBK, the government created the National Examination as a tool to assess students. National exams are conducted throughout Indonesia to evaluate and measure students' knowledge in primary and secondary schools. According to Ghan and Zharfa, 2020 Among educators, the National Examination is the subject of controversy and debate. Problems arise before, during and after the National Examination (Sinambela et al., 2020).

At the beginning of its implementation, there was debate about the abolition of the National Examination. However, in 2020, the government finally decided to cancel the National Examination to prevent the spread of COVID-19. This decision was announced in the Circular Letter (Surat Edaran) of the Minister of Education and Culture Number 4 of 2020 concerning Emergency Education Policy as a result of the spread of COVID-19. In addition, a Circular Letter was also issued regarding the Abolition of National Exams and Equality Exams and Implementation of School Exams during the COVID-19 Emergency Period (Ere, 2021).

The National Examination cannot improve the quality of education in Indonesia. As a result, the Ministry of Education and Culture implemented the National Assessment as a substitute for the National Examination. The National Assessment is a quality assessment program for schools, madrasas, and equality programs at the primary and secondary levels of education. This shows that the National Assessment (AN) will act as a substitute for the National Examination or Ujian Nasional (UN). In other words, the National Examination will not be held in 2021 like the previous year. The 2021 National Assessment aims to collect preliminary data for improving the quality of education units, which will be used in subsequent years. This will also bring up a new paradigm in the world of education with the aim of improving the quality of education units (Novita et al., 2021). The quality of the education unit can be evaluated from the results of basic student learning, the quality of the education and learning process, and the learning environment of the education unit (Kharismawati, 2022).

There are three main instruments that can provide this data, including the Minimum Competency Assessment or Asesmen Kompetensi Minimum (AKM), Character Survey or Survei Karakter (SK), and Learning Environment Survey (Rokhim, 2021). AKM evaluates

literacy understanding and numeracy skills, a character survey with six aspects assessed: morality, good personality, faith and piety to God Almighty, world diversity, mutual cooperation, independence, critical thinking, and creativity. While the study environment survey was carried out independently without the help of teachers or school principals.

The National Assessment is an attempt to look at learning outcomes in primary and secondary schools throughout Indonesia. By using national assessment data, the learning process in educational units can be improved. This has the potential to improve the quality of student learning outcomes. Question: Questions for the National Assessment are given using a computer rather than paper media. ANBK is intended for a sample of students from all levels of education. Students in grade V at SD/MI or elementary school, students in grade VIII at SMP/MTs or junior high school, and students in grade XI at SMA/MA/SMK or senior high school

Unlike the previous National Exams, the National Assessment is based on students' ability in literacy and numeracy. In addition, the objectives of the National Examination (UN) and the National Assessment (AN) are different. The National Examination (UN) has the objective of evaluating the quality of the education system in Indonesia, while the National Assessment has the objective of evaluating individual student learning outcomes. Unlike the National Examination, the National Assessment is held in the middle of the education level, for students in grades V SD/MI or elementary school, VIII SMP/MTs or junior high school, and XI SMA/MA or senior high school. The aim is to encourage educators and schools to make educational improvements after receiving the results of the National Assessment report (Arifin et al., 2021).

Every policy implemented must be evaluated so that the program objectives can be achieved according to plan. In the framework of the success of the Indonesian Ministry of Education and Culture's program, from 2 to 3 November 2022, a National Assessment was carried out at the Indonesian School of Bangkok in elementary level. This activity was attended by 5 students of grade 5 and 13 teachers along with the Principal who had taken part in the Learning Environment Survey as part of the 2022 National Assessment at the Indonesia School of Bangkok elementary level. The 2022 National Assessment (AN) is an evaluation program implemented by the Ministry of Education and Culture to improve the quality of education by photographing the inputs, processes and outputs of learning in all educational units which are implemented as a substitute program for the National Examination (UN).

The method used by the government to assess school quality through the National Assessment is different from previous years. Therefore, researchers want to know in depth to evaluate the implementation of the National Assessment at the elementary school of Indonesian School of Bangkok. Because this research has not been widely carried out, this research is very important to be studied in the field of education as an effort by the government to develop new methods to improve the quality of education in Indonesia. Based on the phenomena and problems mentioned above, that is what attracts the attention of researchers.

The focus of this research is to evaluate how effective and efficient the implementation of the 2022 National Assessment Program is. The implementation of the program is evaluated using the CIPP (Context, Input, Process, and Product) evaluation method, which is a method commonly used to assess learning programs. In addition, the focus

of the author's research is parts of the Minimum Competency Assessment (AKM) carried out by students in the 2022 National Assessment at the elementary school of Indonesia nSchool of Bangkok.

2. METHODS

This study uses a qualitative descriptive approach to examine the state of natural objects. A descriptive approach is used to describe the conditions at the research location and present it based on facts in the field using a case study approach (Sugiyono, 2017). The results of qualitative research include detailed explanations of observable organizational behavior in certain situations, individuals, groups, communities, and contexts, which are reviewed from an overall perspective (Jaya, 2020). Data collection was carried out using in-depth interviews, direct observation, and documentation (Anufia, 2019). Data were analyzed using techniques of reducing, displaying, and drawing conclusions. However, to check the validity of the data, the source triangulation method is used, which means checking the validity of the data with various data sources, time triangulation, which means checking the validity of the data at various times, and method triangulation, which means checking the validity of the data using various methods or methods (Naely, 2022).

Researchers and respondents conducted interviews directly to collect data. Interviews are an effective method for evaluating people's opinions, beliefs, motives, feelings, and hopes about the future (Anufia, 2019). Researchers conducted interviews with respondents in this case students and teachers. The results of the interviews were checked to gain an understanding of the results of the assessment of the implementation of ANBK activities for students at elementary school or SD/MI/equivalent. In addition, research evidence is needed to support analysis related to the implementation of ANBK.

3. RESULTS AND DISCUSSION

The Ministry of Education and Culture's efforts to abolish the National Examination and replace it with the National Assessment have saved the budget by printing a lot of paper. This is due to the National Assessment and its use of computers. To carry out ANBK, students, teachers and schools must be prepared. School readiness to implement ANBK is determined by how ready the school is to follow the regulations made by the government (Mirna Santi, 2018). Schools must have the ability to provide everything students need, including school preparation. Students' willingness to do ANBK is evidence of a healthy physical, spiritual and emotional condition that is supported by knowledge and skills. The preparation of teachers, facilities and infrastructure is very important to note. In addition to the teacher's role as a motivator, good facilities and infrastructure can increase student readiness.

From the results of data presentation and data analysis using data collection techniques through observation, documentation and interviews. the researcher draws a research discussion regarding the evaluation of the implementation of the 2022 National Assessment at the Indonesian Elementary School in Bangkok which includes the following:

First, the implementation of the National Assessment at the Indonesian School of Bangkok at the elementary level needs to be evaluated because with this evaluation the school can find out the effectiveness and efficiency of the implementation which has been going on for 2 days, besides that, with self-evaluation, schools can also find out how the success rate is generated through the implementation of the National Assessment.

This is consistent with the statement that evaluation is an identification activity to determine whether the planned program has been achieved or not. In addition, an evaluation can be carried out to evaluate the efficiency of program implementation. At all levels and types of education, evaluation activities are carried out on students and formal and non-formal institutions. Therefore, the principle that must be used when conducting evaluations is to improve, so that each evaluation carried out by each institution aims to provide better education than before. In Undang-Undang Number 20 of 2003 concerning the National Education System, Chapter XVI, Articles 57 to 59 which discusses evaluation, it is stated that "in the framework of national education quality control, evaluation is carried out as a form of accountability of education providers to interested parties." The evaluation system in Indonesia has been regulated. Evaluations are carried out by independent institutions on a regular, thorough, transparent and systematic basis to assess achievement of national education standards (Dewi & Suryana, 2020).

In addition, Sukma Ayu Kharismawati's research entitled Evaluation of the Implementation of Computer-Based National Assessments in Remote Elementary Schools found almost the same results. The results showed that the implementation of ANBK at Remo Elementary School faced several obstacles, including internet signals, facilities and infrastructure, and a low level of students' understanding of ANBK. The observation results also show that students have never used a laptop, operated, or used a mouse during the ANBK implementation, and the literacy and numeracy aspects have reached the minimum competency threshold. However, aspects of the character have evolved. Researchers saw and felt the ANBK process at Remo Elementary School in November 2021 (Kharismawati, 2022).

Second, the condition of infrastructure facilities and infrastructure at the Indonesian School of Bangkok in meeting the requirements to support the implementation of the 2022 National Assessment has met the standards in the technical guidelines (juknis) for the 2022 ANBK implementation set by the Central Level Executor with details of 1 AKM implementation room, Number of computers +- 10 units, There are 2 units of servers, 20mbps internet network and only servers are connected to the internet, while client computers are connected to a LAN, +- 10,000 watt electricity, 20 sets of tables and chairs.

The results of Darujatin Wenang Manguni's research entitled Analysis of the 2021 Computer-Based National Assessment (ANBK) Infrastructure Management at SD Negeri Sukomulyo Sleman are almost the same. The results of the study show that national data on ICT vervals show that around 67.39% of infrastructure is not ready for the implementation of ANBK 2021, which is classified as type C until it is not ready. This means that more than fifty percent of schools in Indonesia are not ready to implement ANBK 2021, including SD Negeri Sukomulyo. SD Negeri Sukomulyo only has six laptops and one PC for proctors. In addition, the internet network is inadequate. The results showed that the challenges faced by SD Negeri Sukomulyo included preparing proctors and technicians, buying computers and laptops, creating a stable internet network, anticipating problems with the electricity network, and planning financing (Mangun, 2022).

This is in accordance with the statement that each education unit must provide a number of computers with a minimum ratio of 1:3 (1 computer can be used by a maximum of 3 participants in turn in 3 assessment sessions) for SMP/MTs, SMA/MA, SMK/MAK levels. and equivalent, and a ratio of 1:2 (1 computer can be used by at most 2 participants in turn in 2 assessment sessions) for SD/MI and equivalent levels. The technical specifications for the facilities needed by the educational unit to implement AKM refer to the technical guidelines (juknis) for the implementation of ANBK in 2022 stipulated by the Central Level Executor (Standar, 2022).

Third, the implementation of AN at the Indonesian School of Bangkok elementary school level is running according to schedule in batch 4, for 2 days, on 2-3 November 2022 in one session and is in accordance with the National Assessment Standard Operational Procedure (POS) for 2022. The timing of ANBK implementation is in accordance the schedule is as follows, the first day is carried out at 07.30-09.40 doing exercises (35 minutes), reading literacy (75 minutes), and character surveys (20 minutes) while the second day is carried out at 07.30-09.40 doing exercises (35 minutes), numeracy (75 minutes), and a survey of the learning environment (20 minutes). Implementation of ANBK at the Indonesian School in Bangkok at the elementary level from Wednesday to Thursday 2-3 November 2022 session 1 at 07.30-09.40 WIB. The ANBK mode used by SIB is full-online, so that students can access the ANBK test and the answer data for each student is directly connected to the central server. In this regard, the teacher accompanies students to minimize obstacles during the implementation of ANBK.



Picture 1. The teacher accompanies students in implementing ANBK

Picture 1 shows students accompanied by the teacher to enter their username and password when logging into the ANBK application. After a successful login, the student will read the instructions and answer the questions carefully, then the token code will be given by the proctor and the student will press the submit button to proceed to test confirmation.

The results of this study are almost the same as the results of Naely et al's research entitled Evaluation of the Implementation of the 2021 National Assessment at SMA Negeri 4 Rejang Lebong. The results of this study are (1) The implementation of the National Assessment at SMA Negeri 4 Rejang Lebong needs to be evaluated because through this evaluation the school can correct deficiencies and overcome obstacles encountered during implementation. (2) The condition of infrastructure facilities and infrastructure at SMA Negeri 4 Rejang Lebong in fulfilling the requirements to support the implementation of the 2021 National Assessment has referred to the technical guidelines (juknis) for the 2021 ANBK implementation stipulated by the Central Level Executor; (3) The implementation of AKM at SMA Negeri 4 Rejang Lebong went according to schedule, for 2 days, namely September 27-28 2021, was appropriate and followed the 2021 National Assessment Standard Operational Procedure (POS). (4) Obstacles that occurred in the implementation of the assessment minimum competence in SMA Negeri 4 Rejang Lebong, namely the absence of several students during the simulation, the lack of knowledge of teachers and students regarding the functions and objectives of the national assessment; (5) Several solutions were made to overcome obstacles in implementing the minimum competency assessment at Rejang Lebong 4 Public High School, namely participating in National Assessment workshops, utilizing teacher.Id accounts in learning, besides that all school elements are trying to improve the education system through achievement indicators Rejang Lebong 4 Public High School

Education Report Card to serve as a remedial platform for the implementation of AKM in 2021 and a reference for preparation for AKM in 2022 (Naely et al, 2022).

Fourth, the obstacles that occurred in the implementation of ANBK at the Indonesian Elementary School of Bangkok, the preparations made by the principal, teachers, and students were very limited / did not reach all components of the 2022 National Assessment because school activities were quite dense. During the ANBK implementation, the school also carried out learning activities and other soft diplomacy activities that affected students' concentration and seriousness in working on the ANBK test. In addition, there were technical problems from the center, including server computers unable to connect to the central server, or waiting for the token issue to be released from the center, as well as client computers that often automatically exited the ANBK application, causing time to exceed the predetermined schedule so that participants could complete the entire series. ANBK activities until 12.00 WIB. During the implementation of the activity, participants were accompanied by those who served as proctors, supervisors, and technicians who always coordinated with the central ANBK team so that the obstacles they faced could be overcome immediately. The teacher also helps participants who experience reading difficulties because there are students with married backgrounds from Indonesian and foreign parents, so they have difficulty understanding Indonesian vocabulary.



Picture 2. Teachers coordinate with the central ANBK team at the Ministry of Education and Culture

Picture 2 shows that during the ANBK implementation, students experienced several problems while doing the test. The teacher always coordinates with the central ANBK team so that the obstacles encountered can be overcome immediately.

The research results from Wendy Dian Patriana, Utama Utama, and Murfiah Dewi Wulandari entitled *Cultivating Numeracy Literacy for Minimum Competency Assessment in Curricular Activities at Muhammadiyah Elementary Schools* are almost the same. The results of the research show that 1) the planning for cultivating numeracy literacy in curricular activities is carried out by compiling lesson plans, study materials, HOTS questions, and learning media designs. 2) the implementation of numeracy literacy culture in curricular activities is carried out through synchronous and asynchronous learning, and home visits. 3) controlling the cultivation of numeracy literacy in curricular activities is carried out through planning supervision, implementation supervision, and student supervision (Patriana et al., 2021).

Fifth, the results of the ANBK report obtained from the Ministry of Education and Culture's Education Report Card portal show the following: good literacy skills (80% of students have reached the minimum competency), moderate numeracy ability (60% of students have achieved the minimum competency for numeracy but efforts need to be made to encourage more participants students in achieving minimum competence), achievement of good character with a score of 55.94 (Students are accustomed to applying the values of

the character of Pancasila students who have noble character, work together, are independent, creative and reason critically and have global diversity in everyday life), a climate of security good school with a score of 66.80 (the education unit has a safe school environment, as seen from good psychological well-being and low cases of bullying, corporal punishment, sexual violence, and drug abuse. The education unit can maintain the quality of school members in preventing and handling cases for creating a climate of safety in the school environment), a climate of good diversity with a score of 74.72 (the education unit has been able to present an atmosphere of the learning process that upholds religious/belief and cultural tolerance; get a quality learning experience; support equality of religion/belief, and culture; and strengthening nationalism), and moderate learning quality with a score of 63.63 (Learning leads to increased quality as indicated by a conducive classroom atmosphere and the presence of affective support and cognitive activation from the teacher).

Based on the results of the Education Report Card (Rapor Pendidikan), Indonesian School of Bangkok at the elementary level carried out activities that supported improvements for the implementation of the ANBK in the future by participating in the National Assessment workshop and utilizing thelearning.id teacher account in learning. In addition, all elements of the school are trying to improve the education system at the Bangkok Indonesia School to become a remedial vessel for the implementation of the 2022 National Assessment and become preparatory activities for the 2023 National Assessment which will be carried out based on the 2023 POS AN which has been published. The planned improvements are in the form of improving infrastructure and also improving the learning system that takes place in the classroom. Students are also given practice on literacy and numeracy questions, especially in mathematics and Indonesian language learning activities so they get used to understanding the questions.

The results of this study are almost the same as those of Putri Dewi Kusumaningrum and Muhammad Abduh's research entitled Analysis of Elementary School Teacher Readiness in the Implementation of National Assessments. The results of this study are teacher readiness based on aspects of physical, mental and emotional conditions, and aspects of skills, knowledge and other things teachers are ready to carry out national assessments. The teacher gives practice questions to students to prepare for the national assessment, besides that the teacher has a good medical history and has knowledge of the national assessment. In terms of motivation and goals the teacher has not shown readiness in carrying out the national assessment (Kusumaningrum, 2022).

The implementation of the National Assessment is aimed at reflecting and improving the quality of education as a whole, not based on obtaining material according to the curriculum, such as the national exam. AN focuses on acquiring measurable literacy and numeracy skills. Therefore, the introduction of AN is expected to increase the literacy and numeracy of elementary school students (Rohim, 2021). The results of the study "Alternative Assessments in Distance Learning During the Emergency Spread of Coronavirus Disease (Covid-19) in Indonesia" show that educators, especially teachers, need to use various appropriate and supportive assessments or assessment models when conducting distance learning during the COVID pandemic -19. Online-based assessment, portfolio assessment, and self-assessment are some of the assessment models that can be used for distance learning (Ahmad, 2020).

4. CONCLUSION

The implementation of the National Assessment (ANBK) at the Indonesian School of Bangkok at the elementary level needs to be evaluated because with this evaluation the school can find out the effectiveness and efficiency of the implementation that has taken place according to the timeline set by the Government. In addition, with self-evaluation, schools can also know and see how the level of success generated through the implementation of the National Assessment and things that need to be improved according to the priority scale. Evaluation of the National Assessment uses the CIPP model (Context, Input, Process, Product).

The facilities and infrastructure to support the implementation of the 2022 National Assessment have met the requirements according to the technical guidelines (juknis) for the 2022 ANBK implementation in the form of rooms, client computers, server computers, internet networks, electric power, tables and chairs. The ANBK implementation is running according to schedule in a full-online mode, so that students can access the ANBK test and the answer data for each student is directly connected to the central server. The teacher accompanies students to minimize obstacles during the implementation of ANBK.

Obstacles that occur in the implementation of ANBK, namely the preparations made by the principal, teachers, and students are very limited because school activities are quite dense. thus affecting the concentration and seriousness of students in working on the ANBK test. In addition, there are technical problems from the center, including server computers not being able to connect to the central server, or waiting for tokens to be released from the center, and client computers that often automatically exit the ANBK application, causing time to exceed a predetermined schedule. During the implementation of the activity, participants were accompanied by those who served as proctors, supervisors, and technicians who always coordinated with the central ANBK team so that the obstacles they faced could be overcome immediately. The teacher also helps participants who experience reading difficulties because there are students with married backgrounds from Indonesian and foreign parents, so they have difficulty understanding Indonesian vocabulary.

Based on the results of the Education Report Card (Rapor Pendidikan), Indonesian School of Bangkok at the elementary level carried out National Assessment workshop activities and utilized thelearning.id teacher account in learning. In addition, all elements of the school are trying to improve the education system at the Bangkok Indonesia School to become a remedial vessel for the implementation of the 2022 National Assessment and become preparatory activities for the 2023 National Assessment which will be carried out based on the 2023 POS AN which has been published. The planned improvements are in the form of improving infrastructure and also improving the learning system that takes place in the classroom.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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