

# Analysis of AKM Instrument Development for Historical Literature Capabilities of History Teachers of East Java

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## ABSTRACT

Reading literacy competence is important in education because it will build the ability to understand text, which is useful for decision making in the real world. Especially for history subjects that have a variety of sources, really need literacy mastery. The low reading literacy of Indonesian children based on the PISA score will be overcome through the AKM whose measurement refers to the PISA benchmark. The AKM measurement was applied to groups of grades 5, 8 and 11 without subject reference. In practice, many history teachers were asked to make history questions using the AKM measurement approach, causing confusion. The existence of abundant historical sources is ideal for developing historical AKM instruments to improve historical reading literacy. Therefore, the purpose of this activity/research is to evaluate the extent to which history teachers understand AKM through analysis of historical questions made and historical literacy through historical sources used. In order to achieve this goal, the method used is a survey with a questionnaire instrument and problem analysis to determine the level of understanding of AKM and observation to determine the use of historical sources. After discussing critical awareness and AKM through an online face-to-face session with 50 history teachers, they were asked to make a PISA literacy model question by including historical sources. The results obtained from the analysis and evaluation of historical literacy questions are, in terms of questions to find, interpret and integrate information, a score of 100% is obtained, while for questions measuring evaluation and reflection, a score of 72% is obtained. In terms of historical literacy as measured by the use of historical sources and the diversity of sources used, the scores were 84% and 78%, respectively. The score is already in the good category, so it can be concluded that the history teacher's understanding of AKM and historical literacy is good. However, there are still around 20% of history teachers who have not succeeded in developing questions to measure the ability to evaluate and reflect and have not utilized historical sources in the development of the AKM instrument which deserves attention. History teachers need to be encouraged to continue to use historical sources and a variety of historical sources in the development of historical AKM questions to train students' historical literacy. For the need for training on the development of sustainable historical AKM instruments through collaboration with alma mater universities through a network of alumni associations.

**Keywords:** AKM, literacy, history literacy, history resources, high school

## 1. INTRODUCTION

The progress of a society is determined by the literacy level of the community. Indonesian people's literacy, according to the Central State University Survey in 2016, shows that Indonesia's literacy rate is still low. In 2019 research from the Ministry of Education and culture showed that community literacy activities were still low in 34 provinces. Similarly, the results of the 2018 PISA test show that around 70% of Indonesian students have reading competencies below the minimum standard [1].

This means that the competitiveness of Indonesian students is low. Literacy competence is related to understanding reading texts analytically, critically and reflectively. Mastery of these capabilities will determine the ability to compete in global competition.

Education 4.0 states that the global framework is shifting from content and learning experiences towards future needs consisting of global citizenship skills, content that focuses on building awareness about the world, sustainability and an active role in the global

community; innovation and creative skills are problem solving competencies, analytical thinking by following the analysis system; technology skills are the ability to program, digital and use technology and have social interpersonal skills. So, in this case, a learning experience is needed that makes students independent, independent and inclusive learning, project-based learning, problem and collaboration and student-centered and sustainable (lifelong). The existence of technology makes student involvement more intense, covers a wide (digital) and diverse environment in virtual learning networks.

Mastery of life skills competencies is measured through PISA (International Program for Student Assessment) in terms of basic literacy and numeric abilities. Literacy and numeracy skills are a reflection of individual competencies for developing knowledge, understanding self-potential and participation in problem solving in society (social care). For this reason, in 2021 the UN is removed and replaced with a National Assessment whose measurement is based on the PISA assessment. The National Assessment consists of three parts, namely the Minimum Competency Assessment (AKM), the character survey and the learning environment survey.[2] AKM is used to measure cognitive competence which includes reading literacy and numerical literacy. The character survey is used to measure emotional learning outcomes which are reflected in the "Pancasila student profile" intended so that Indonesian students have global competencies with Pancasila characteristics.[3]

The National Assessment is a new evaluation and although there has been a systematic socialization and continued trials in mid-2020, still most education actors and parents of students have not been able to understand the function of the assessment. Distortion of the objectives of the national assessment is possible. The current phenomenon is that students in schools are prepared to solve AKM questions and there are even AKM try outs. Teachers are required to make and practice AKM model questions even though the subjects taught are not basic subjects for AKM. So, for history subjects, they are asked to use a reading literacy problem model, some even require numerical literacy.

The AKM as an adaptation of PISA with a test model using multiple choice questions, complex multiple choice, matchmaking, short entries and descriptions is then better understood as "substitution questions for the UN". In various forums organized by the central, regional, MGMP, subject forums and others, they tend to question making questions rather than discussing the goals of AKM. Thus, what is then understood is that the AKM question must be a long story question accompanied by questions that meet the required question criteria. Meanwhile, if we look back at the measurements made by PISA (adapted by AKM) for example literacy, literacy is used as a means of measuring

the cognitive process of finding information, interpretation and integration as well as evaluation and reflection abilities in personal, socio-cultural contexts and based on science, through texts as information or literature. In this case, it is seen that it is high-level competence with comprehensive thinking (HOT) that is measured. However, in reality what happens is that the questions are almost unchanged from the questions that are usually made by the teacher.

AKM is understood as a form of question that must include a description or explanation of something before the topic being discussed is described in the form of questions as determined, namely multiple choice, complex multiple choice, matchmaking, short entry and description. That the history teachers have made the questions as required is true, however, that the questions are to practice literacy skills (understanding, using, evaluating, reflecting and engaging with texts) have not been shown or the questions have not been compiled to measure students' competence. the.

Previous research on the topic of AKM has been carried out by Deni Ainur Rokhim et al with the title "Analysis of the Readiness of Students and Teachers in the National Assessment (Minimum Competency Assessment, Character Survey and Environmental Survey) in the Journal of Education Administration and Management Vol. 4 No. March 1, 2021. The results obtained are, in general, teachers have understood the national assessment (75%) while students have not understood it (53.2%).

## **2. METHODS**

The method used is a survey method with a quantitative descriptive approach. The survey method takes a sample from a population by collecting data through instruments in the form of questionnaires, interviews, tests and observations with individual units of analysis[4]. The steps of the survey method are 1) formulating problems, 2) formulating objectives, 3) identifying subjects, 4) selecting and determining data collection techniques, 5) data collection, 6) analysis and reporting.

The data obtained in the form of quantitative and qualitative data. Qualitative data was obtained from respondents' answers to open-ended questions, while quantitative data was obtained from observations of respondents' performance in the form of measuring instrument achievement indicators of reading literacy and historical literacy.[5] Data collection techniques through digital questionnaires based on the google form application. The sample consisted of 80 history teachers from East Java. The data obtained were analyzed using a classification or grid of indicators that have been determined through the instrument table for measuring the achievement of reading literacy and historical

literacy. Respondents' answers will be summed based on the classification and compared with the entire number of respondents to obtain the achievement value of each classification.[6].

### 3. RESULTS AND DISCUSSION

The questionnaire was distributed through the Google Form application to 80 history teachers throughout East Java. However, only 53 history teachers who were willing to fill out the questionnaire until the deadline for filling out the questionnaire came from Surabaya, Gresik, Sidoarjo, Madura, Madiun, Bondowoso, Jember, Ngawi, Banyuwangi, Pacitan and Pasuruan. In addition to filling out the questionnaire, respondents were asked to submit history questions using the PISA literacy model. The questions will be used to analyze the implementation of reading literacy and historical literacy.

#### A. AKM knowledge

Data from the questionnaire on respondents' understanding of AKM showed that 36 respondents (68%) answered the questions correctly, while the remaining 17 respondents (32%) answered incorrectly. This means that the understanding of cognitive competence which is the goal of reading literacy is not very good, there is still a large percentage of participants who do not understand correctly the basic things that are the basis for measuring the minimum competence of reading literacy. Respondents who did not succeed in answering correctly in general still equate AKM with the UN, only the name has changed. Meanwhile, in terms of the form of questions, they consider it easier than the UN because it allows multiple choice, matching, completing and giving short answers, compared to the UN questions that they have always made in the form of descriptions or essays. The difference between the two questions is that the AKM questions must include a fairly long reading.[7]

It is necessary to further understand the teacher's reading literacy AKM so that the aims and objectives of the literacy AKM as a means of mastering higher-order thinking skills can be achieved. The socialization which is accompanied by training on the development of AKM reading literacy measurement instruments that are in accordance with PISA literacy needs to be carried out continuously. So that in the end the teacher is able to develop measurement instruments that can foster critical analysis power based on information to solve the problems they face.[2]

Questionnaires were also given to measure respondents' understanding of historical literacy. The measurement results obtained a figure of 83% or as many as 44 participants out of 53 who answered correctly, while only 9 respondents (17%) answered incorrectly. The significant result is because the discussion focuses more on history which is the respondent's scientific

competence. This the understanding of historical literacy is very good.

#### B. AKM History Questions

The second indicator to measure teachers' reading literacy understanding in the AKM is from its implementation on historical questions developed by the teacher. This achievement is measured by the PISA reading literacy indicators, namely finding and exploring information (understanding), interpretation and integration, and evaluation and reflection. Meanwhile, historical literacy is measured by indicators of historical sources and the diversity of types of information from historical sources.

The data obtained from the development of instruments (questions) to measure historical literacy showed results that were in accordance with the results of the AKM understanding test. In terms of developing questions using the PISA literacy model, all 50 (100%) respondents have been able and successful in developing questions to measure understanding: integrating and generating conclusions and representing the meaning of literacy (interpretation and integration). Historical questions made by respondents have encouraged students to explore data/information in detail and relate the information obtained to an event or condition. Meanwhile, for the measurement of evaluating and reflecting aspects, only 36 (72%) of the 50 respondents managed to formulate it correctly. Composing questions to practice mastery of evaluating and reflecting competencies is not an easy thing.

In the dimension of cognitive processes, teachers have not been able to fully develop instruments to measure metacognitive knowledge. The developed questions have not encouraged students to make decisions based on certain standards. Nor has it shown the urge to construct separate parts into a new building or original product[8]. This is a weak point in historical instruments so far. This also shows that history teachers have not fully mastered the cognitive process of "high order thinking".

Historical literacy is measured by the use of historical sources in historical texts as narratives that students must elaborate on. 39 respondents (78%) have used historical sources in developing reading literacy measurement instruments. In terms of the diversity of information contained in the selected historical sources, the results are slightly lower than the use of historical sources. If 39 respondents (78%) have used historical sources that contain a variety of information, the remaining 11 (22%) still use historical sources with single information or tend to be chronological as narratives of "classical history".[9]

These data indicate that history teachers have not fully implemented historical literacy in developing instruments for measuring student literacy achievement.

Also not used historical sources that have a variety of information. There is a tendency that history teachers have not dared to change their habits in developing measurement instruments. While one indicator of reading literacy measurement is the reading format, namely narration, exposition and argumentation, forms, tables or charts.[10] So in this case it is clear that reading is not a simple decoding but a comprehensive power of understanding and using written information to functional goals.[10] It is a must for history teachers to master and choose historical sources that have a variety of information.

#### 4. CONCLUSION

AKM was launched by the Ministry of Education in an effort to improve the performance of basic competencies that Indonesian students must master in order to adapt and compete in today's world. AKM is measured using the measurement of reading and numerical literacy from PISA which has become the standard measure to measure the achievement of minimum competence. In practice, AKM schools are more interpreted as a substitute for the National Examination so that the treatment and understanding of AKM is like a test that has been carried out by teachers so far which prioritizes knowledge without understanding and meaning.

Reading literacy competence aims to understand information and use it for functional purposes. Historical literature is the use of various historical texts or information to analyse past humanitarian problems, reflecting on them in the present to solve human problems. This competence will be achieved if the history teacher develops historical questions that encourage the achievement of these competencies. In terms of understanding the AKM and its functions, history teachers already have a good understanding, especially in terms of developing informative questions and narratives that encourage interpretation and integration. The measurement instrument developed has stimulated students' thinking to make connections between components or events.[11]

However, these questions have not been able to measure more complex thinking, namely evaluation and reflection. The general reason that this has not been achieved lies in the selection of objects that students must elaborate on. Teachers in using historical sources as a starting point for student performance have not selected or used historical sources that have comprehensive information. The historical sources used are still historical sources that contain single information. Some teachers have not used historical texts that have various information in the form of text, infographics, or photos/pictures, tables/graphs or a combination of these things. The tendency to use historical textual narrative sources makes teachers tend to develop instruments for

measuring historical literacy that are limited and monotonous, limiting ideas and creative thinking. So in this case it is deemed necessary to conduct training on the development of the AKM instrument for measuring historical literacy so that it is in accordance with the PISA standard reading literacy.[12]

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