

## **EFL JUNIOR HIGH SCHOOL TEACHERS' PERCEPTION ON LITERACY ASSESSMENT**

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### **ABSTRACT**

There is a need for research on how teachers perceive the minimum competency assessment, especially literacy competence that this research was conducted. As a result, this study is keen to gauge how is the perception of English teachers at junior high school on literacy assessment based on minimum competency assessment. There are 3 components called the CAC model (cognitive-affective-conative) that influences a person's behavior so that it is also related to one's perception. The research was conducted towards 150 junior high school English teacher joined in teacher community (MGMP) with sets of open closed ended questionnaire which focused on the teachers's concept indicator, base literacy assessment, literacy assessment implementations, Measurement of Information Acquisition and the Measurement of Teachers' Involvement. The findings showed the perception of the English teachers about literacy assessment based on a minimum competency assessment in terms of cognitive aspects was fairly good, on the affective aspects was fairly good while on the conative aspects was good. Accordingly, research on minimum competency assessment needs to be examined further that afford teachers' comprehension in implementing minimum competency assessment.

**Keywords:** National Assessment, Minimum Competency Assessment, CAC Model, Perception, Literacy Assessment

### **INTRODUCTION**

*Kurikulum Merdeka Belajar*, the most recent national curriculum, states that a national assessment has taken the place of the previous national examination which focused on the three major elements, Conative, Affective, and Cognitive. The measurement of students' achievement in specific learning level are now viewed from the minimum competence assessment (*Assessment Kompetensi Minimum/AKM*). As the old-fashioned national examination was thought to be primarily focused on memorization skills, which is why it was changed into a national assessment. For the second reason, the national exam evaluates only one component—the cognitive component (Halik, 2019). In education, assessment plays a crucial role. Evaluation is a tool used to determine whether someone has learned something and to find out what they know and can do (Baird et al., 2017). Assessment determines whether or not students are able to learn new material and looks at how well they can apply it

both inside and outside of the classroom (OECD, 2019). It is clear from this study's necessity that national assessments are significant in the field of education.

Nowadays, as the new direction of curriculum which expected students to elaborate the 4C skills therefore, during the process they are tested and measured through various types of literacy assessments. The literacy assessment is upheld in elementary level through high schools. Practically, it is specified for students in class 5 elementary school, 8 junior high school and 11 senior high school. To make the students achieve all the curriculum goal, the teacher's role is significantly crucial. As the pivotal role, their knowledge during learning process, presenting material, assessing the students is highlighted for all the process of national assessment is practically portraying their successfulness in teaching. However, not all teachers are ready with this rule and willingly implement all the rules. This is triggered by some basic factor which focus on the teacher's awareness and readiness to adapt with the assessment model. Realizing the significance of literacy assessment, junior high school teacher which joined in teacher community (MGMP) collaborate each other to strengthen their ability in implementing the literacy assessment as the curriculum wants. Due to this reason, the current study was aimed to figure out the perception of English teachers at junior high school on literacy assessment based on minimum competency assessment as formulated in the following;

1. How is the perception of English teachers at junior high school on literacy assessment based on minimum competency assessment

## **NATIONAL ASSESSMENT**

Evaluation has grown to be a vital component of educational procedures in order to ascertain students' comprehension levels, areas of strength and weakness, and rate of learning (Purwani et al., 2022). Teachers then improve student learning and their own teaching strategies through evaluation (Hussain et al., 2021). Regarding the essential element of evaluation, the Ministry of Education and Culture organized the national assessment, an evaluation program that takes pictures of the input, process, and product of learning in all academic units with the goal of raising educational standards (Pusat Asesmen & Pembelajaran, 2020). The national assessment and the national examination differ in that the former does not determine graduation. Furthermore, tests have been piloted in schools using a sample of students who are not randomly selected, unlike the national exam. The following sections of the national assessment are put to the test:

- a. The achievement of literacy and numeracy as a result of cognitive learning is measured by the Minimum Competency Assessment (MCA).
- b. The Character Survey gauges attitudes, behaviors, and values that emerge from non-cognitive learning, including creativity, critical thinking, independence, global diversity, faith and piety in God, noble character, and values of *Pancasila*.
- c. The Learning Environment Survey gauges how well instruction is provided and how well the school environment facilitates learning.

Students are expected to use literacy and numeracy to solve problems in a variety of contexts that are presented in the minimum competency assessment. The goal of the minimum

competency assessment is to evaluate competence comprehensively, not just content mastery. Literacy and numeracy are the two competencies that are assessed. While numeracy measures thinking ability using concepts, procedures, facts, and mathematical tools to solve everyday problems in various contexts relevant to individuals as citizens of Indonesia and the world, literacy assessment aims to measure the ability to understand, use, evaluate, and reflect on various texts to solve problems and develop individual capacities as global citizens to contribute productively to society. Additionally, teachers work closely and directly with students, and when they carry out a literacy program effectively, the goal of the program can be successfully met (Ratri et al., 2022).

### **LITERACY ASSESSMENT**

The rationale behind the application of minimum competency assessment-based literacy assessment is an attempt to address the disruptive times and the current state of Indonesian education. Based on information provided by the Ministry of Education and Culture, there is a need to raise the standard of instruction for both Indonesian teachers and students (Chalice, 2020). The following facts are displayed for further explanation.

#### **1. Disturbance of Work Requirement**

Data from the World Economic Forums in 2015 and 2016 shows a trend toward a decline in the demand for workers with routine manual labor and an increase in jobs requiring interpersonal and analytical skills.

#### **2. PISA findings**

The PISA results and scores are one metric that is frequently used to assess the caliber of education. Indonesia received a low PISA score in 2018. The reading proficiency of between 60 and 70 percent of students still falls short of the minimal requirement.

#### **3. Instructors' Capability**

It is not just about the students' grades; the teachers' grades also count. In 2019, the mean score on the Teacher Competency Test was 57.

### **PERCEPTION**

In the present study, "perception" refers to an idea, image, or viewpoint that arises from reacting to or comprehending something. The process by which people arrange and interpret sensory impressions to assign meaning is called perception (Robbins & Judge, 2013). Regarding the national assessment's replacement of the national examination, prospective teachers' opinions of the government's decision are roughly in line with 52% of votes (Novita & Herizal, 2021). A study aimed at determining the teachers' perception of the minimum competency assessment (Nurhikmah et al., 2021) demonstrated that the minimum competency assessment is seen by the teachers as falling into the appropriate category.

Bandung vocational school teachers' opinions of the national assessment encompass cognitive, affective, and co-native domains (Ningrum, 2021). Regarding the cognitive component of the national assessment, the teachers possess knowledge and comprehension of the idea, framework, technical implementation indicators, infrastructure, and infrastructure readiness. Teachers' assessments, attitudes, and feelings regarding the Learning Environment Survey, Character Survey, and Minimum Competency Assessment indicators are generally

good on the affective domain. Teachers are actively involved in preparing for the national assessment and have been searching for information on the subject.

A multitude of factors impact the process of perception, elevating each person's point of view regarding an object. The following elements affect perception: 1) perceived object or stimulus; 2) the central nervous system, nerves, and sense organs; and 3) attention. As a result, every person reacts differently to stimuli and information because every person's ability varies (Walgito, 2010). There are 3 components of what is known as the CAC model (cognitive-affective-conative), which influence a person's behavior so that it is also related to one's perception. The following Figure 1 illustrates the three essential elements that Wahyuni (2018) claims make up an individual's attitudes.



FIGURE 1. CAC as components of person's attitudes (Wahyuni, 2018)

Those three elements above are listed by Tutupoho and Hartati (2022) as the aspects of perception. The cognitive aspect is concerned with how individuals view an object, the affective aspect is concerned with how an individual feels and evaluates an object in terms of individual emotion factors; while the conative aspect is concerned with how an individual perceives a particular object or situation in order to influence behavior (Tutupoho & Hartati, 2022).

## METHOD

This study used descriptive quantitative research design. Survey research, another name for descriptive research, gathers numerical data to address queries regarding the accurate state of the study object (Gay, 2012). This study did not compare or relate its findings to any other variables; instead, it determined the true state of affairs through the administration of valid and reliable questionnaires.

All of the English teachers at Junior High School Jombang who participated in MGMP comprise the research population. Purposive sampling is a non-probability sampling technique used in this investigation. Teachers of English who are knowledgeable about minimum competency assessments meet the criteria and serve as examples. English teachers who are aware of minimum competency assessments are the intended criteria. It was learned from an interview with the junior high school Jombang's Head of the English MGMP that 150 English teachers who are members of the MGMP are aware of minimum competency assessments, particularly literacy assessments. As a result, 150 persons who met the preset criteria were selected by the researchers, as shown in Table 1. English teachers who are

members of the MGMP on the east territory were selected as the research sample since it has the largest percentage among the others territory.

TABLE 1. Features of Respondents

	<b>Characteristics</b>	<b>Frequency</b>	<b>Percent</b>
Gender	Male	92	65,33
	Female	58	34,67
Age	<30 years old	11	7,33
	30 – 50 years old	90	60
	>50 years old	49	32,67
Territory	East	39	26
	West	25	16,67
	South	22	14,67
	North	33	22
	Central/Middle	31	20,67

Since this study takes a quantitative approach, the questionnaire is closed-ended. Respondents can select the answer directly from each question by using closed questionnaires, which have pre-prepared answers to all of the questions. Using Google Form, the questionnaire was distributed online. The purpose of this study questionnaire, which was split into two sections, was to gather respondent demographic information as well as English teachers' opinions regarding literacy evaluation using minimum competency tests. A Likert scale was used in the creation of this questionnaire. During all the data gathering, the participant state their consent to be the participant of the research

Using construct and content validity, each statement item on the instrument used in this study was tested for validity. An expert panel was used for the validity test. Using SPSS, construct validation is done following content validation. The following criteria were applied to determine the validity of the statements used in this study: The statement item is considered valid if  $r_{count}$  exceeds  $r_{table}$  (see Table 2).

TABLE 2. The Validity Test's Outcomes

<b>Sig.</b>	<b><math>r_{count}</math></b>	<b><math>r_{table}</math></b>	<b>Description</b>
0,000	0,701	0,361	Valid
0,003	0,521	0,361	Valid
0,000	0,661	0,361	Valid
0,000	0,738	0,361	Valid
0,000	0,757	0,361	Valid
0,000	0,812	0,361	Valid
0,001	0,582	0,361	Valid
0,009	0,471	0,361	Valid
0,000	0,657	0,361	Valid
0,012	0,452	0,361	Valid
0,000	0,745	0,361	Valid
0,001	0,592	0,361	Valid
0,007	0,484	0,361	Valid
0,023	0,414	0,361	Valid
0,000	0,675	0,361	Valid
0,000	0,614	0,361	Valid
0,000	0,678	0,361	Valid
0,000	0,625	0,361	Valid

0.047	0,365	0,361	Valid
0.028	0,402	0,361	Valid

When someone responds to a statement in a consistent or stable manner, it is deemed reliable, according to the questionnaire that was utilized. A test's degree of stability, consistency, predictability, and precision is referred to as its reliability. Measurements with a high degree of confidence can yield accurate data. Table 3 displays the categories of reliability coefficient levels.

TABLE 3. Level of Reliability Coefficient by Category

Calculation result r11	Level of reliability coefficient
$0,8 < r_{11} \leq 1,0$	Very High
$0,6 < r_{11} \leq 0,8$	High
$0,4 < r_{11} \leq 0,6$	Medium
$0,2 < r_{11} \leq 0,4$	Low
$0,0 < r_{11} \leq 0,2$	Very Low

The three steps of the data processing method used in this study are tabulating, coding, and editing. The editing phase was done in order to verify the information gleaned from the completed questionnaires. The respondents' answers, which took the form of numbers or other indicators, were coded during the coding stage. To make it simpler to understand and evaluate the results, the data was then grouped. Additionally, the tabulation stage involved gathering, calculating, and scoring the coding results before presenting them in tabular form. The data was analyzed in the following three steps:

1. Responses from teachers were identified and gathered via a Google Form questionnaire.
2. Divided English teachers' perceptions into three categories: cognitive, affective, and conative.
3. Manually calculated the data using Microsoft Excel, then used SPSS to measure central tendency.

## FINDINGS AND DISCUSSION

English teachers were given questionnaires to complete in order to gather research results on the cognitive aspect. Table 4 displays the number of interval classes that were manually calculated using the Sturges Rule formula (3.7) based on the questionnaires that were distributed through Google Form.

TABLE 4. English teachers' perceptions of the cognitive aspect

Interval	Category	Frequency	Percent
$x \geq 31.25$	Very Good	24	16
$28.75 \leq x < 31.25$	Good	18	12
$26.25 \leq x < 28.75$	Fairly Good	86	57,33
$23.75 \leq x < 26.25$	Less Good	18	12
$x \leq 23.75$	Terrible	4	2,67

It is evident that English teachers have the highest percentage of positive perceptions regarding literacy assessment when it comes to cognitive components. Additionally, the

notion of literacy assessment based on a minimum competency assessment and the basis of literacy assessment based on a minimum competency assessment were the two indicators used to measure the cognitive aspects. As shown in Table 5, there are five statements to collect data on the first indicator.

TABLE 5. Average on Concept Indicator

Interval	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	R	%	R	%	R	%	R	%	R	%
I am aware that minimum competency assessments are used to assess literacy	30	20	116	77,33	4	2,67	0	0	0	0
I am aware of the rationale behind the minimum competency assessment for literacy	31	20,67	114	76	4	2,67	1	0,67	0	0
I am aware of the cognitive level that literacy assessments use to gauge proficiency are based on minimum competency assessments	24	16	113	75,33	9	6	4	2,67	0	0
Based on a minimum competency assessment, I am aware of the components of literacy assessment	28	2,67	111	74	10	6,67	1	0,67	0	0
I am aware of several literacy evaluation methods that are based on evaluations of minimal competency.	31	20,67	112	74,67	4	2,67	3	2	0	0
Average	28,8	19,20	113,2	75,47	6,2	4,13	1,8	1,2	0	0

The majority of respondents (75,47%) agreed with the concept indicator, indicating that the English teacher has knowledge of and comprehension of the idea of literacy assessment based on a minimum competency assessment in the cognitive domain. Two statements related to the second cognitive aspect indicator are shown in Table 6.

TABLE 6. Base Literacy Assessment Indicator

Interval	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	R	%	R	%	R	%	R	%	R	%
I am aware of the history and guidelines pertaining to the literacy competency minimum competency assessment program.	24	16	98	65,33	19	12,67	9	6	0	0
I am aware of the distinctions between	25	16,67	114	76	9	6	2	1,33	0	0

## New Language Dimensions

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national exams and literacy assessments based on minimum competency assessments.	Average	24,5	16,33	106	70,67	14	9,33	5,5	3,67	0	0
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The majority of respondents (70,67%) said they agreed with the basis of literacy assessment, indicating that English teachers are aware of and comprehend this foundational knowledge based on a minimum competency assessment. By distributing questionnaires with seven statements each, as shown in Table 7, research findings on the affective aspect were obtained.

TABLE 7. Measurement of the Literacy Assessment's Implementation

Interval	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	R	%	R	%	R	%	R	%	R	%
Compared to the national examination, literacy assessments based on minimum competency assessments are more intricate and varied	15	10	112	74,67	20	13,33	3	2	0	0
I believe that monitoring students' progress will help them better understand the ideas, abilities, and content of the English language	9	6	121	80,67	19	12,67	1	0,67	0	0
In my opinion, determining students' basic competencies, such as reading literacy, presents a learning challenge	9	6	121	80,67	17	11,33	3	2	0	0
I concur that a minimum competency assessment, particularly in the area of literacy, serves as the foundation for creating English subject questions	15	10	123	82	10	6,67	2	1,33	0	0
I believe that literacy evaluations that are predicated on minimum competency assessments are employed to raise the standard of instruction	21	14	123	82	4	2,67	2	1,33	0	0
The existence of a Minimum Competency Assessment is thought to bring changes to Indonesian education, particularly in literacy competency, in accordance with the <i>Merdeka</i> Learning program	27	18	118	78,67	4	2,67	1	0,67	0	0
It is believed that having literacy skills facilitates the processing and filtering of information, and that receiving information without double-checking is difficult.	19	12,67	118	78,67	10	6,67	3	2	0	0
Average	16,43	10,95	119,43	79,62	12	8	2,14	1,43	0	0



The majority of respondents (79,62%) said they agreed with the affective aspect of the English teachers' assessment, attitude, and feeling that the literacy assessment, which was based on a minimum competency assessment, was accurate.

The final factor, conative, was assessed using the following two metrics:

1. Looking for information regarding minimum competency assessments for literacy assessment

As shown in Table 8, the questionnaire used to collect the data for the analysis of the conative aspect had four statements.

TABLE 8. Measurement of Information Acquisition

Interval	Always		Often		Sometimes		Hardly Ever		Never	
	R	%	R	%	R	%	R	%	R	%
I take part in webinars and socialization activities pertaining to literacy evaluation using minimum competency assessments	7	4,67	97	64,67	45	30	1	0,67	0	0
I adhere to the technical guidelines for assessing literacy using a minimum competency assessment	2	1,33	85	56,67	52	34,67	7	4,67	4	2,67
I participated in a fictitious implementation of a literacy competency minimum competency assessment	2	1,33	68	45,33	47	31,33	22	14,67	11	7,33
Every time I review information regarding literacy assessments, I base it on the government's minimum competency assessment	9	6	89	59,33	46	30,67	4	2,67	2	1,33
Average	5	3,33	84,75	56,50	47,5	31,67	8,5	5,67	4,25	2,83

It can be inferred that teachers have knowledge of literacy assessment since over 50% of them frequently indicated that they had looked up information about it using a minimum competency assessment. From this point on, it was verified that the minimum competency assessments for literacy competency were being implemented. The purpose of the verification was to attest to their comprehension of how to carry out literacy assessments.

2. The participation of educators in the application of minimum competency tests for literacy

To gather information about teachers' participation in implementing minimum competency assessments, there are two statements (see Table 9).

TABLE 9. Measurement of Teachers' Involvement

Interval	Always	Often	Sometimes	Hardly Ever	Never
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	R	%	R	%	R	%	R	%	R	%
I build literacy components into my English lesson plans using a minimum competency assessment	19	12,67	99	66	31	20,67	1	0,67	0	0
I acquaint students with the process of working on literacy assessments derived from assessments of minimal competency in English-language courses.	21	14	91	60,67	36	24	2	1,33	0	0
Average	20	13,33	95	63,33	33,5	22,33	1,5	1	0	0

Given that they have carried out minimum competency assessments on literacy competency, more than 60% of teachers frequently confirmed indicators of their involvement in putting minimum competency assessments into practice. It guarantees that the majority of Junior High School Jombang's English teachers have taken part in the minimum competency assessments on literacy proficiency.

In conclusion, teachers' perceptions are rated as good in the conative aspects but as adequate in the cognitive and affective domains. The cognitive perception of the teachers attests to their knowledge and comprehension of the idea behind implementing literacy assessment based on a minimum competency assessment. It supports Nurhikmah's (2023) conclusion that elementary school teachers have an understanding of minimum competency assessment based on their capacity to create its elements.

According to minimum competency assessment, the current study also discovered that Junior High School Jombang's English teachers have responded, felt, and regarded indicators of literacy assessment fairly well. The results regarding the affective aspects support the assessment made by Familiyana et al. (2022) indicating that junior high school English teachers responded favorably to the minimum competency tests. Teachers could help students improve their ability to answer questions, especially those related to literacy assessments, even though the students were not accustomed to the implementation of minimum competency assessments (Familiyana et al., 2022). Based on a minimum competency assessment, it confirms that junior high school English teachers have positive responses to literacy assessments.

Regarding the consequential aspects, the current study discovered that junior high school English teachers have conducted information searches and are actively involved in getting ready to implement literacy assessments based on minimum competency assessments. However, Weng and Shen (2022) recommend language teacher assessment training programs be necessary, but only 13,33% of teachers are consistently involved in minimum competency assessments on literacy competency. The examination of teachers' language assessment literacy also revealed five themes: the level of teachers' literacy in language assessments, the components of language assessments, the need for training in language teachers' assessments, language assessment training courses, and the growth of language assessment literacy (Weng & Shen, 2022). In another words, using the minimum competency assessment tool made it simpler for teachers to explain the material to students and ensure that they understood it (Rokhim et al., 2022). It is possible that the program was designed to encourage more language teachers to use language assessment literacy.

## CONCLUSION

Regarding literacy assessment based on minimum competency assessment in terms of cognitive aspects, junior high school English teachers at Jombang view it as adequate. Teachers were generally aware of the idea and the rationale behind using literacy assessments that were predicated on minimum competency evaluations. Their perspectives are deemed adequate in terms of affective aspects. Based on a minimum competency assessment, teachers have, on the whole, responded, felt, and acted fairly well toward indicators of literacy assessment. Their viewpoints are regarded as positive when it comes to conative aspects. Teachers have, on average, been the subject of information searches and have done a good job of organizing the implementation of literacy assessments based on minimum competency assessments.

The independent curriculum has been incorporated into the curriculum since 2022. Thus, in order to improve their understanding of minimum competency assessment, all junior high school teachers should examine every item on the test. Thus, this study can be taken into account when offering minimum competency assessment training, which guarantees teachers' understanding and involvement in minimum competency assessment implementation. However, the use of literacy and numeracy assessments is still relatively new and has not received much research attention. Research on minimum competency assessment must therefore be looked into.

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**APPENDIX A**

Grid of Research Instruments

<b>No</b>	<b>Aspect</b>	<b>Indicator</b>	<b>Item Number</b>
1	Cognitive	Concept	1,2,3,4,5
		Base Literacy	6,7
2	Affective	Implementation Literacy Assessment	8,9,10,11,12,13,14
3	Conative	Information Acquisition	15,16,17,18
		Teacher Involvement	19,20

**APPENDIX B**

**Question Item of Cognitive, Affective, and Conative**

Aspect	Indicator	Question item	SA	A	UD	DS	SDS
Cognitive	Concept	<ol style="list-style-type: none"> <li>1. I am aware that minimum competency assessments are used to assess literacy</li> <li>2. I am aware of the rationale behind the minimum competency assessment for literacy</li> <li>3. I am aware of the cognitive level that literacy assessments use to gauge proficiency are based on minimum competency assessments</li> <li>4. Based on a minimum competency assessment, I am aware of the components of literacy assessment</li> <li>5. I am aware of several literacy evaluation methods that are based on evaluations of minimal competency.</li> </ol>					
	Base Literacy	<ol style="list-style-type: none"> <li>6. I am aware of the history and guidelines pertaining to the literacy competency minimum competency assessment program.</li> <li>7. I am aware of the distinctions between national exams and literacy assessments based on minimum competency assessments.</li> </ol>					
Affective	Literacy Assessment's Implementation	<ol style="list-style-type: none"> <li>8. Compared to the national examination, literacy assessments based on minimum competency assessments are more intricate and varied</li> <li>9. I believe that monitoring students' progress will help them better understand the ideas, abilities, and content of the English language</li> <li>10. In my opinion, determining students' basic competencies, such as reading literacy, presents a learning challenge</li> <li>11. I concur that a minimum competency assessment, particularly in the area of literacy, serves as the foundation for creating English subject questions</li> <li>12. I believe that literacy evaluations that are predicated on minimum competency assessments are employed to raise the standard of instruction</li> <li>13. The existence of a Minimum Competency Assessment is thought to bring changes to Indonesian education, particularly in literacy competency, in accordance with the <i>Merdeka</i> Learning program</li> </ol>					

## ***New Language Dimensions***

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		14. It is believed that having literacy skills facilitates the processing and filtering of information, and that receiving information without double-checking is difficult.							
			<b>Alw</b>	<b>Oft</b>	<b>Stm</b>	<b>Hrd</b>	<b>Never</b>	<b>evr</b>	
<b>Conative</b>	<b>Information Acquisition</b>	15. I take part in webinars and socialization activities pertaining to literacy evaluation using minimum competency assessments							
		16. I adhere to the technical guidelines for assessing literacy using a minimum competency assessment							
		17. I participated in a fictitious implementation of a literacy competency minimum competency assessment							
		18. Every time I review information regarding literacy assessments, I base it on the government's minimum competency assessment							
				<b>Alw</b>	<b>Oft</b>	<b>Stm</b>	<b>Hrd</b>	<b>Never</b>	<b>evr</b>
	<b>Teacher's Involvement</b>	19. I build literacy components into my English lesson plans using a minimum competency assessment							
		20. I acquaint students with the process of working on literacy assessments derived from assessments of minimal competency in English-language courses.							