

POLICY IMPLEMENTATION ANALYSIS MINIMUM COMPETENCE ASSESSMENT (AKM) IN HASSINA VOCATIONAL HIGH SCHOOL (SMK) SUKABUMI DISTRICT

Riza Wijaya Sativa¹, R. Deni Muhammad Dania², Unin Nibi Saputra³

^{1,2,3}Administrative Science Master Study Program, Faculty of Administrative and Humanity,
Muhammadiyah University Sukabumi
Email : riza.sativa2@gmail.com

ABSTRACT

This research is entitled 'Analysis of Implementation of Minimum Competency Assessment (SMK) Policy in Hassina Vocational High School (SMK), Sukabumi Regency'. This research is motivated by several problems that occur in the implementation of AKM at Hassina Vocational High School, Sukabumi Regency, namely: (1) the occurrence of a digital divide caused by inadequate infrastructure and internet connection speeds that vary between schools and regions (2), the problem of teacher readiness in encouraging students to face AKM, and (3) the problem of student readiness where only 8% of AKM students/participants understand the form of High Order Thinking Skills (HOTS) questions in AKM questions.

The purpose of this study is to reveal and understand how the AKM policy is implemented at Hassina Vocational High School, Sukabumi Regency and the factors that can influence the implementation of the policy. The method used in this study is using a descriptive qualitative approach. The theory of policy implementation which is used as an analysis measure consists of 4 dimensions, namely: (1) communication, (2) resources, (3) disposition, and (4) bureaucratic structure.

The results of this study indicate that Hassina Vocational High School as the implementer of AKM at the education unit level builds good communication with the internal environment and with implementers at the District/City level, and has good human resource availability but in terms of teacher pedagogical competence needs to be improved. As for the commitment of the organizers, school leaders continue to encourage and support the implementation of AKM to run well through improvement and refinement of the bureaucracy both at the policy and technical levels.

Keywords: Policy Implementation, Minimum Competency Assessment (AKM), Hassina Vocational High School, Sukabumi Regency

INTRODUCTION

Education is an effort to master knowledge obtained from a formal or non-formal environment in order to create quality human resources (Aziizu and Abdul, 2015). In order to achieve good results, it is necessary to develop national goals according to the formulation in Law Number 20 of 2003 concerning the National Education System. Based on the law it is stated that the purpose of national education is to develop the potential of students to become human beings of faith and piety to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible state.

Based on the national educational goals mentioned above, it is necessary to develop a curriculum that regulates the plan, content, objectives, methods and teaching materials to be

used. After the learning process is implemented, an evaluation will be carried out. Learning evaluation activities are an inseparable part of the educational process. However, not all types of evaluation can be used as a tool to measure the success of educational goals. If you use the right measuring tool, of course the success of education can be measured clearly.

Utilization of UN results as the only indicator of student success during the learning process is certainly considered inappropriate. It can be seen that based on the results of the world's assessment of national education in Indonesia according to the 2015 PISA report which is a world-class assessment program where the academic performance of students aged 15 (fifteen) years will be tested. The results of the report show that the quality of education in Indonesia is ranked 62nd out of 72 participating countries in all (Novita, 2021). This shows that the development of education in Indonesia is still far behind compared to other countries in the world. Therefore, as an effort to improve the quality of national education, the Government through the Ministry of Education and Culture issued a new policy as a substitute for the National Examination in accordance with Permendikbudristek Number 17 of 2021 concerning National Assessment, namely the Minimum Competency Assessment (AKM) policy.

The Minimum Competency Assessment (AKM) is an assessment of the basic competencies needed by all students to be able to develop their own capacity and participate positively in society. There are two basic competencies that are measured by AKM, namely reading literacy and mathematical literacy (numeration). In both reading literacy and numeracy, the competencies assessed include logical-systematic thinking skills, reasoning skills using learned knowledge concepts, as well as skills in sorting and processing information. AKM presents problems in various contexts that students are expected to be able to solve using their literacy and numeracy competencies.

In learning there are 3 (three) important components, namely curriculum (what is expected to be achieved), learning (how to achieve) and assessment (what has been achieved). That way the assessment is carried out to obtain information on student knowledge of the expected competencies. AKM is designed to produce information that triggers improvements in the quality of teaching and learning, which in turn can improve student learning outcomes.

Reporting on AKM results is designed to provide information about the competency level of students. This level of competence can be used by teachers of various subjects to develop effective and quality learning strategies according to the level of student achievement. Thus "Teaching at the right level" can be applied. Learning that is designed by taking into account the level of student achievement will make it easier for students to master the content or competencies expected in a subject.

The implementation of the AKM policy in Indonesia has taken place in 2022 which is also the first for stake holders, school principals and teachers to evaluate the AKM policy (Hasanah, 2022). In the same year, one of the educational institutions implementing AKM in Indonesia was the Hassina Vocational High School (SMK), located in Sukabumi Regency (Nugraha, 2022). Organizing computer-based AKM is one of the solutions to eliminate problems such as leakage of questions which so far often occur in national assessments such as the National Examination which are given through paper-based media. Organizing computer-based AKM can also shorten the flow of distribution of questions that have been very complex and long.

However, computer-based assessments have so far left many problems and technical weaknesses that must be resolved immediately on a national scale. Starting from uneven implementation due to inadequate infrastructure to internet connection speeds that vary between schools and regions. This is often also called the digital divide.

In general, this is often interpreted as the Digital Divide (digital skills gap). The digital divide or Digital Divide is a gap between individuals, households, businesses, and geographic areas at different socio-economic levels regarding their ability to access ICT (information and communication technology), as well as in terms of using the internet for various activities

(OECD, 2001). The Digital Divide discourse itself has historically started from the issue of cable network inequality between urban and rural areas in the United States (Lumakto, 2017). Then it developed into Personal Computer (PC) ownership both in households, public/private government agencies, and schools. Since the invention of the PC followed by the development of a spectacular internet network, the Digital Divide has occurred globally.

Basically Digital Divide is still focused on economic, regional and technological distribution factors. For the lower middle class in remote villages, of course seeing a laptop is a luxury. However, by changing the variables of living in a city, having a laptop may be commonplace, while owning a smartphone may become a separate luxury item. The gap that occurs with the upper middle class who live in urban areas will certainly be very large.

METHODS

According to Sugiyono (2017: 3-4) reveals that "administrative and management research methods can be interpreted as a scientific way to obtain valid data with the aim of finding, proving, and developing a certain knowledge so that in turn it can be used to understand, solve, and anticipate problems in the field of administration and management.

As for this research, it uses a descriptive qualitative approach. According to Sugiyono (2014: 8), qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural settings). Meanwhile, according to Satori and Komariah (2013: 22), a qualitative research method is research that emphasizes quality or the most important thing about the nature of a good/service. The most important thing from an item or service in the form of an event/phenomenon/social phenomenon is the meaning behind the event which can be used as a valuable lesson for a theoretical concept development. According to Creswell (2016: 4-5) qualitative research is methods to explore and understand the meaning that a number of individuals or groups of people ascribe to social or humanitarian issues.

From the definition above, it can be understood that qualitative research is a research method that can be used to find out and understand a phenomenon or problem concerning the social life of humanity. In addition, qualitative research is used to understand the meaning behind the phenomenon of research problems. The reason researchers use qualitative research methods is because researchers see the nature of the problems raised in the previous chapter can develop naturally according to the conditions and situations in the field and this design seeks to describe human life and actions specifically in certain cases and certain locations.

RESULTS AND DISCUSSION

Technical Instructions and Guidelines for Implementing the Minimum Competency Assessment (AKM) at the Education Unit Level

Based on the technical instructions for the Computer-Based National Assessment (ANBK) issued by the Curriculum Standards Agency, and the Education Assessment Ministry of Education, Culture, Research and Technology explained that the education unit level implementer is formed by each head of the education unit, in this case the school principal. The head of the education unit proposes supervisors to the Regency/City level Committee. The head of the education unit is responsible for implementing AN at the education unit level. The technical instructions that need to be carried out by the education unit in carrying out the Computer-Based National Assessment (ANBK) or in this case the Minimum Competency Assessment (AKM) are as follows:

1. report technical problems in the Education Unit to the technical team district/city or provincial technical team through assistance services on the ANBK website;

2. coordinate with the Regency/City Technical Team or Provincial Technical Team regarding the implementation of ANBK;
3. collect data on facilities and infrastructure on the <https://vervaltik.data.kemdikbud.go.id/> page;
4. preparing the infrastructure to be used in the ANBK implementation;
5. ensure that the infrastructure can function properly in the implementation of ANBK;
6. follow the technical steps for implementing ANBK in accordance with the procedures and technical guidelines listed on the <https://anbk.kemdikbud.go.id/> page;
7. Always monitor announcements or information on the website <https://anbk.kemdikbud.go.id/> and carry out the instructions on the announcement or information;
8. choose the status and mode of implementation on the <https://anbk.kemdikbud.go.id/> page which consists of: (a) Independent Online Mode, (b) Semi Online Independent Mode and (3) Hitchhiking (mode according to the place of implementation);
9. pay attention to the minimum required number of computer facilities for the status of independent ANBK implementation consisting of:

Number of Minimum Requirements for ANBK/AKM Computer Facilities

Jenjang	Gelombang	Jumlah Peserta			Jumlah Komputer Klien	Jumlah Komputer Proktor
		Sesi - 1	Sesi - 2	Sesi - 3		
SMK Sederajat	1	8	8	8	8	1
SMA Sederajat	2	8	8	5		
SMP Sederajat						
SD Sederajat	1	3	3	3	3	1
	2	3	3	3		
	3	3	3	3		
	4	3	-			

Source: ANBK Technical Manual, 2022

10. make administrative agreements with educational units with independent implementation status (for educational units with overlapping implementation status);
11. make arrangements for room/Proctor ID, waves and sessions <https://anbk.kemdikbud.go.id/> ;
12. ensure that the main and reserve participants have been determined to take part in the entire series of ANBK activities;
13. ensuring administrative completeness such as: attendance list, minutes, integrity pacts, etc. during the implementation of ANBK listed on the page <https://anbk.kemdikbud.go.id/>;
14. ensure that the head of the education unit and all educators take part in the learning environment survey (sulingjar) according to a predetermined schedule;
15. ensure that education units prepare health protocol equipment;

16. submit the final report on the implementation of ANBK including: Integrity Pact, list of attendees, minutes and decree of the education unit committee.

The status and mode used in implementing AKM at Hassina Vocational High School, Sukabumi Regency, namely using independent status and online mode (AKM Hassina Vocational School Organizer, 2022) with implementing guidelines as follows:

1. Pre Online

The education unit prepares all facilities and infrastructure to support the implementation of AKM with the following conditions:

a. Define AKM Room

The education unit level committee determines the AKM room with the following requirements:

- 1) The AKM room is safe and proper for AKM implementation according to the verification results;
- 2) Each AN room is handled by 1 (one) proctor who is in charge of operating the Proctor Browser application;
- 3) Ratio of 1 (one) projector ID serving a maximum of 15 client computers taking into account network devices and bandwidth;
- 4) The ratio of 1 (one) room supervisor supervises at most 15 participants;
- 5) At the AN location, an announcement is posted that reads:

"OTHER THAN PARTICIPANTS, SPACE SUPERVISORS, PROCTORS, AND NATIONAL ASSESSMENT TECHNICIANS ARE PROHIBITED TO ENTER"

"DO NOT BRING COMMUNICATION EQUIPMENT AND/OR CAMERA INTO AN ROOM"

"AREAS MUST WEAR MASK AND APPLY HEALTH PROTOCOL"

b. Online Network Device Preparation

Network hardware specifications that must be prepared for AKM are as follows:

- 1) Cable : minimum CAT5E 10/100/1000
- 2) Switch: each proctor computer 1 (one) switch with
Minimum number of ports is 24 ports
- 3) Bandwidth : 12 Mbps for 15 clients in that network
fully utilized for the implementation of AKM
- 4) Accesspoint: a minimum of 15 clients can access simultaneously,
stable and implement network security options
in the form of: login access, static IP address and WPA/PSK

c. Personal Computer (PC) Preparation

- 1) The number of computer facilities that must be provided by the education unit implementing AKM is a number of computers with a minimum ratio of 1:3 (1 computer can be used by a maximum of 3 participants taking turns in 3 assessment sessions)
- 2) The minimum specifications for the facilities needed by educational units to implement AKM are as follows:

Minimum PC Specifications for AKM Online Mode

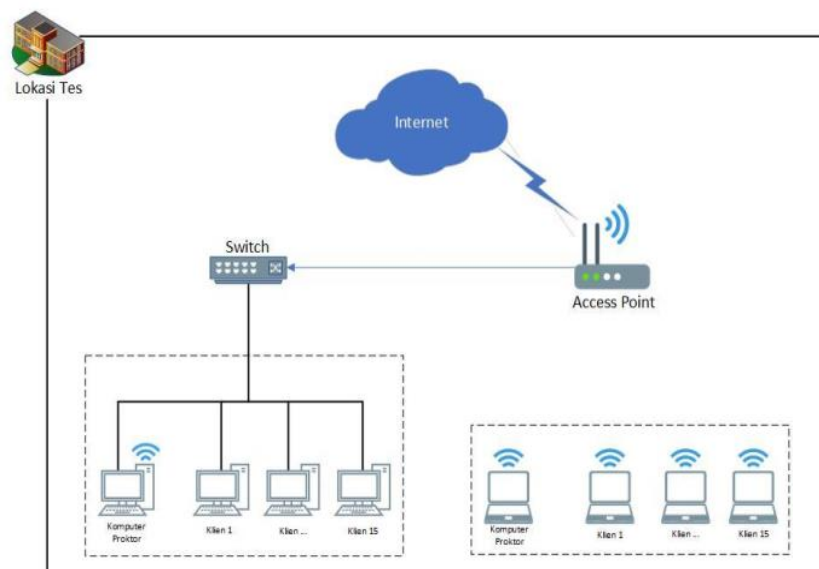
Sarana	Moda Daring (online)
--------	----------------------

Komputer Proktor	<i>Berbentuk desktop PC/All in One/Laptop</i> • CPU dual core • Monitor 11,6" • RAM 2 GB • Resolusi 1024 x 720 pixels • NIC/Wifi • HD Free min 10 GB • Web camera (optional) • Sistem Operasi: Windows 7, Linux (GUI), Mac OS
Komputer Klien	<i>Berbentuk desktop PC/All in One/Laptop</i> • CPU dual core • Monitor 11,6" • RAM 2 GB • Resolusi 1024 x 720 pixels • HD Free min 10 GB • NIC/Wifi • Web camera (optional) • Sistem Operasi: Windows 7, Linux (GUI), Mac OS, Rasberry, Chrome OS***
Aplikasi	• Proktor Browser • Exambrowser klien
*** Chrome OS yang terdaftar pada akun belajar.id	

Source: ANBK Technical Manual, 2022

3) Network Topology

AKM Network Topology Online (online)



Source: ANBK Technical Manual, 2022

2. Online Implementation

- a. Maintain security and order in the AN environment so that it runs smoothly;
- b. Ensuring AN facilities and infrastructure so that they can be used properly;
- c. Maintaining internet stability;
- d. Maintaining the stability of the electric current;
- e. Providing generators in the event of a power failure;
- f. Coordinate with the Regency/City technical team when technical problems get out of hand.

3. Post Online

- a. The committee receives the minutes of the AN which have been signed by the head; school/person in charge, supervisor and proctor to upload on the page [https://anbk.kemdikbud.go.id.](https://anbk.kemdikbud.go.id;);
- b. The committee receives the AN attendance list from the proctor which has been signed by the supervisor and proctor to be uploaded on the <https://anbk.kemdikbud.go.id> page; And
- c. Check the number of test takers executing on the page [https://anbk.kemdikbud.go.id.](https://anbk.kemdikbud.go.id)

Duties and Responsibilities of Executing the Minimum Competency Assessment (AKM) at the Education Unit Level

Hassina Vocational High School, Sukabumi Regency as the implementer of AKM at the Education Unit level has duties and responsibilities contained in the Regulation of the Head of the Education Standards, Curriculum and Assessment Agency, Ministry of Education, Culture, Research and Technology Number 013/H/PG.00/2022 concerning Standard Operational Procedures for Implementing National Assessments in 2022, which are as follows:

1. The Implementer of the Education Unit Level National Assessment was formed by each educational unit.
2. Implementing the Education Unit Level National Assessment has the following duties and responsibilities:
 - 1) conduct outreach to educators, students, parents or guardians of students, and other communities regarding AN policies and technical implementation of AN;
 - 2) planning the implementation of AN in their respective educational units;
 - 3) verify the data of prospective AN participants and report to district/city or provincial level implementers in accordance with authority;
 - 4) carry out a simulation/trial of AN implementation according to the schedule determined by the Central Level Executor;
 - 5) determine the place and/or room for the assessment (place and/or assessment room can be set at the location of the education unit executor or other place that meets the requirements for facilities and infrastructure as well as other requirements for the implementation of AN) taking into account the health protocol;
 - 6) propose the number of sessions per day to the district/city or provincial education office;
 - 7) take part in the AN simulation for educational units with independent status according to a predetermined schedule;
 - 8) Participate in AN dress rehearsal and be able to include selected students as samples according to the predetermined schedule set;
 - 9) ensuring students who take AN are participants that have been determined by the Ministry;

- 10) ensure that the participants referred to in letter h are present on time and follow the entire AN implementation schedule;
- 11) implementing health protocols
- 12) convey information about student participation in AN to parents/guardians of students;
- 13) regulate the process of teaching and learning activities during the implementation of AN for students who are not part of the AN sample;
- 14) replacing main participants with reserve participants if the main participant is unable to attend the assessment, the maximum number of main AN participants who can be replaced is a number of reserve AN participants (5 people), no later than 15 minutes before the AN implementation in session 1 on the first day;
- 15) prepare selected students to participate in all implementation of AN for two days;
- 16) ensure that all educators and heads of education units fill out surveys of the learning environment independently according to a set schedule;
- 17) assign proctors and technicians and ensure that they have followed training;
- 18) implement and ensure that health protocols are implemented in their educational units;
- 19) follow the provisions issued by the education office for education units organized by the local government or the office of the ministry of religion for education units under the guidance of the Ministry of Religion in the application of sharing resources between schools in the implementation of AN;
- 20) prepare and finance the transfer of AN participants for AN participants who board with other educational units;
- 21) implementing AN and ensuring the suitability of its implementation with POS AN;
- 22) report technical problems that cannot be resolved to the district/provincial city education office/office of the Ministry of Religion/Regional Office of the Ministry of Religion in accordance with the authority to use the AN application system;
- 23) record and report incidents that are not in accordance with POS AN;
- 24) make minutes of AN implementation in education units;
- 25) ensure security and order in the implementation of AN;
- 26) carry out the rules for the implementation of AN;
- 27) finance the preparation and implementation of AN in educational units;
- 28) develop a follow-up program for AN results; And
- 29) submit reports on the implementation of AN to District/City or Provincial Executors in accordance with their authority, specifically for Indonesian schools abroad to the local RI Representatives.

Analysis of the Implementation of the Minimum Competency Assessment (AKM) Policy in Hassina Vocational High School (SMK) Sukabumi Regency

In this discussion, the researcher will present the results of a deeper analysis of each dimension that has known data and information through interview techniques. From the data and information that has been obtained, it is then validated through document review and researcher observation so that more data and information is obtained. The following below is a discussion description of the research results:

Communication

Based on the results of the research described above, it can be seen that the communication dimension of Hassina Vocational School, Sukabumi Regency as an educational unit in implementing AKM can be seen from 2 (two) indicators, namely: (1) coordination of AKM implementers built by Hassina Vocational School, Sukabumi Regency, and (2)) socialization of the implementation of AKM to students at SMK Hassina District. The following is a discussion of the two indicators:

1. Coordination of AKM Implementation by Hassina Vocational School, Sukabumi Regency

a. Coordination with District/City Level Implementers

Coordination in the internal environment of Hassina Vocational High School, Sukabumi Regency, is an absolute thing to do in implementing AKM. The implementation of the assessment which has a national scope is carried out with concern by the Curriculum Sector as the front guard in implementing AKM at the education unit level, in this case Hassina Vocational High School, Sukabumi Regency. This was also expressed by informant 2 as the Deputy Head of Curriculum who said that:

'In entering each new school year, in the school environment there is always an academic calendar that describes academic activities for one school year. Including from the beginning of the school year, the Principal has instructed the Curriculum Section to prepare the needs for the implementation of ANBK/AKM. In this case the Curriculum Section, which is at the forefront of implementing AKM, has certainly built communication since the new school year. The coordination process that we are building is of course followed by activity schedules planned by the Ministry through District/City level implementers.' (Informant 2)

In addition to the coordination process within the Hassina Vocational High School, Sukabumi Regency, this was also carried out with the implementation of AKM at the Regency/City level, consisting of elements (1) the Sukabumi Regency Education Office and the Sukabumi Regency Ministry of Religion Office (POS AN, 2022). In its implementation, based on POS AN it is stated that coordination and communication are carried out as duties and responsibilities both for Hassina Vocational School, Sukabumi Regency as the executor of the education unit and for the Education Office of Sukabumi Regency as the executor at the Regency/City level which is clearly stated in Chapter II of POS AN concerning Executors National Assessment on points C and D.

Point C explains that the Sukabumi District Education Office as the implementer of AN at the district/city level has duties and responsibilities in coordinating with the education unit in terms of data collection, preparation, implementation and follow-up of AKM. This includes addressing the digital divide. Because this problem is of national scope, it is very important for Hassina Vocational High School as an educational unit to continue to carry out preparatory communication with the ministry through implementation at the Regency/City level.

Apart from data collection, preparation, implementation and follow-up of AKM, they are also tasked with ensuring the availability of infrastructure and human resources and conducting training for technical teams in education units. In addition to monitoring and evaluating and ensuring the implementation of AKM in education units in accordance with POS AN. Meanwhile, based on point D, it explains that Hassina Vocational High School, Sukabumi Regency, as an education unit, is in charge and has the obligation to submit reports on the implementation of AKM to district/city level implementers, in this case the Sukabumi District Education Office or Office Branch Office (KCD).

b. Communication with the Technical Organizing Committee

The Curriculum Section at Hassina Vocational High School, Sukabumi Regency, considers technical matters important in implementing AKM. This was also expressed by Informant 2 as the Deputy Head of Curriculum who said that:

'Since there is planning for academic activities which are then outlined in the academic calendar in which there are preparations for the needs for implementing AKM, in this case the implementation is of course the Curriculum Section assisted by technical organizers such as operators and others. Because technical matters are important things to pay attention to. Not only within the school's internal environment, the coordination that was carried out with implementation at the District/City level was also mostly about technical matters' (Informant 2)

Communication and coordination built by the Curriculum Section and the AKM technical organizing committee are of course in accordance with the job descriptions of each personnel that have been prepared. The personnel of the committee include: person in charge, chairman of the organizer, treasurer, proctor, supervisor, technician and accommodation and logistics officer.

Communication within the education unit is an effort to encourage the implementation of AKM at Hassina Vocational High School, Sukabumi Regency, according to POS AN. Including in terms of problem solving, the education unit can take action through coordination with the technical team based on procedures determined by the central level implementer. These special conditions include: power outages, damage to equipment or facilities/infrastructure, system damage, and network obstacles. The forms of coordination and action in handling these special conditions include: changes to the schedule for carrying out assessments or other forms decided by Central and Regional Executives. Implementation of AKM that is not in accordance with POS AN and special incidents and their handling actions are reported by the implementing education unit and recorded in the Minutes of Implementation.

Furthermore, based on the results of researchers' observations, it can be seen that as long as the organizers of AKM at Hassina Vocational High School until now in 2023, Hassina Vocational High School as the implementer at the education unit level has never faced a special incident that needs handling such as changes to the schedule for implementing assessments or other forms decided by the Central Level Executor and Regions. The most visible difference in implementation from the initial year was the implementation of AKM at Hassina Vocational High School, Sukabumi Regency, namely from the implementation side. In the early year (2021) Hassina Vocational School will use semi-online, while in 2022 and 2023 it will be fully online. Of course, this technical change has been prepared by the Curriculum Section which then involves technical organizers through collaboration and full of communication and coordination.

2. Socialization of the Implementation of AKM at Hassina Vocational High School, Sukabumi Regency

Socialization is an effort made by Hassina Vocational School, Sukabumi Regency to students so that they can clearly understand the implementation of AKM. The communication that was built with AKM participants was not only limited to introductions, but also in the trial stages carried out as an effort to prepare students' abilities. This was disclosed by informant 2 who said that:

"The context of socialization in the implementation of AKM at Hassina Vocational School, Sukabumi Regency is not only limited to an introduction to the implementation of the national assessment but also enters the realm of trials where the aim is to encourage participants to get used to and be able to face questions both containing aspects of literacy and numeracy" (Informant 2)

From the results conveyed by informant 2 above, based on the summary of their Education Report Card, the numeracy skills of the AKM Hassina Vocational High School participants, Sukabumi Regency, have increased among other indicators. Meanwhile, literacy skills are an indicator with the best achievements of all achievements this year.

More details can be seen from the summary table of the Hassina Vocational Education Report Card, Sukabumi Regency below:

**Summary of Education Report Card
Hassina Vocational School, Sukabumi Regency
Year 2023**

No	Indikator	Persentase Capaian	Peringkat	Keterangan Capaian
1.	Kemampuan Literasi	71,11 % (Baik)	1. Peringkat atas (1-20%) di Provinsi Jawa Barat 2. Peringkat atas (1-20%) secara Nasional	Capaian turun 3,03% dari tahun 2022
2.	Kemampuan Numerasi	60% (Sedang)	1. Peringkat atas (1-20%) di Provinsi Jawa Barat 2. Peringkat atas (1-20%) secara Nasional	Capaian naik 92,86% dari tahun 2022
3.	Karakter	Baik	1. Peringkat menengah atas (21-40%) di Provinsi Jawa Barat 2. Peringkat Menengah Atas (21-40%) secara Nasional	Capaian turun 4,16% dari tahun 2022
4.	Iklim Keamanan Sekolah	Baik	1. Peringkat menengah (41-60%) di Provinsi Jawa Barat 2. Peringkat menengah (41-60%) secara Nasional	Capaian turun 14,98% dari tahun 2022
5.	Iklim Kebinekaan	Baik	1. Peringkat menengah atas (21-40%) di Provinsi Jawa Barat 2. Peringkat menengah (41-60%) secara Nasional	Capaian naik 7,9% dari tahun 2022
6.	Kualitas Pembelajaran	Sedang	1. Peringkat menengah (41-60%) di Provinsi Jawa Barat 2. Peringkat menengah (41-60%) secara Nasional	Capaian turun 2,83% dari tahun 2022
7.	Link and Match dengan Dunia Kerja	Sedang	1. Peringkat bawah (81-100%) di Provinsi Jawa Barat 2. Peringkat bawah (81-100%) secara Nasional	-

Source: Hassina Vocational School Education Report Card, Kab. Sukabumi, 2023.

Based on the table above, it shows that the achievement of students' literacy skills in implementing AKM in 2023 has decreased by 3.03% from 2022. In relation to socialization efforts, of course this is a common concern for the education unit to be able to improve the preparation of students so that they have good provisions in facing a national assessment where it is coming.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of the research and discussion described above, the following are the conclusions of the research:

1. Communication

The communication built and run by Hassina Vocational School, Sukabumi Regency in implementing AKM is considered quite good. Hassina Vocational High School, Sukabumi Regency, as an education unit, always coordinates with implementers at the district/city level,

namely the Education Office, which only serves as a submission of reports on the results of implementing AKM. In addition, Hassina Vocational High School, Sukabumi Regency technically forms an organizing committee which in each stage of AKM implementation establishes communication both within the technical committee or as an educational unit with the Foundation and the leadership of Hassina Vocational School, Sukabumi Regency.

2. Resources

The resources available in the implementation of AKM at Hassina Vocational High School, Sukabumi Regency are human resources (HR) and infrastructure resources which are considered sufficient. In addition to the adequacy of these resources, from the HR side it is also supported by an educational background, especially in the field of Information Technology. Because, as explained above, Hassina Vocational School uses the online mode (online) so that it certainly requires qualified human resources in the field of Information Technology. Then the availability of these resources was also assessed by students as very good so that they could support the smooth implementation of AKM at Hassina Vocational High School, Sukabumi Regency

3. Disposition

The support provided by the implementer of the AKM policy at Hassina Vocational High School, Sukabumi Regency, is from an implementation perspective that must be in accordance with POS AN. In addition, Hassina Vocational High School, Sukabumi Regency, as an educational unit, guarantees the security and orderliness of AKM implementation and finances the preparation and implementation of AKM at Hassina Vocational High School, Sukabumi Regency (POS AN, 2022). AKM policy implementers at Hassina Vocational High School, Sukabumi Regency also provide support in the provision of infrastructure such as rooms and other facilities that support students in implementing AKM. Then from the aspect of student readiness, of course Hassina Vocational High School, Sukabumi Regency, encourages and provides advocacy so that the participants who are registered have mature readiness so that they can carry out AKM properly.

4. Bureaucratic Structure (Bureaurate Structure)

Hassina Vocational School, Sukabumi Regency, in implementing AKM has a special committee. The committee works specifically and has its own main tasks and rules, so that the implementation of AKM at Hassina Vocational High School, Sukabumi Regency, runs well and smoothly and is in accordance with POS AN.

Suggestion

From the results of the research and discussion described in the previous chapter, below are suggestions that researchers can convey to Hassina Vocational High School, Sukabumi Regency regarding the implementation of AKM which is expected to run better from year to year. The suggestions conveyed by researchers are of course not only supported by the results of field research, but suggestions based on studies supported by various information and research results that have been carried out before. The suggestions are as follows:

1. Improving technical coordination and communication with executors one level above who have authority, to determine alternatives and fulfill infrastructure and facility needs in implementing AKM at Hassina Vocational High School, Sukabumi Regency.
2. Strengthening the implementing human resources through capacity building and training, especially for proctors and technicians.

3. Increasing the competence of GTK (Teachers and Education Personnel) and policies that support support in harmony with partners in the world of work.
4. Strengthening the provision and technical understanding of AKM for students and their preparation in terms of cognitive abilities, one of which is through maximizing trials and practice questions.
5. Carry out internal evaluation and monitoring by the education unit leadership on an ongoing basis related to the readiness and implementation of AKM.

REFERENCES

- AKM dan Implikasinya pada Pembelajaran*. Pusat Asesmen dan Pembelajaran Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan, 2020.
- Charles O. Jones. 1977. *Public Policy :Pengantar Kebijakan Publik*. Terj : Ricky Istamto. Jakarta : Raja Grafindo Persada.
- Dunn, N. William. 2003. *Pengantar Analisis Kebijakan Publik Edisi Kedua*. Yogyakarta : Gadjah Mada University Press.
- Edward III, George C. 1980. *Implementing Public Policy*. Washington: Congressional Quarterly Inc.
- Grindle, Merilee. 1980. *"Politics and Policy Implementation in the third World"*. New Jersey: Princetown University Press.
- Lembar Tanya Jawab Asesmen Nasional*. Pusat Asesmen dan Pembelajaran Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan, 2020.
- Mazmanian, D. A. & Paul. A. Sabatier. 1979. *The Conditions of Effective Implementation: A Guide to Accomplishing Policy Objectives*. California : University of California Press.
- Mukhtazar. 2020. *Prosedur Penelitian Pendidikan*. Yogyakarta: Absolute Media.
- Meter, Donald Van dan Carl Van Horn. 1975. *The Policy Implementation, Process, A Conceptual Frame Work Dalam Administration and Society*, London: Sage Publication.
- Pressman, Jeffrey, Wildavsky Aaron. 1978. *Implementation dalam Shafritz, Jay M and Hyde, Albert C, Classic of Public Administration*, California : Brooks.cole Publishing Company.
- Ripley, R.B., & Franklin. 1986. *Policy Implementation and Bureaucracy*. Chicago: the Dorsey Press.
- Satori Djam'an, Komariah Aan, 2011. Metodologi Penelitian Kualitatif*. Bandung : Alfabeta.
- Silalahi, Ulber. 2015. Metode Penelitian Sosial Kuantitatif*. Bandung : Refika Aditama.
- Sinambela, Lijan Poltak. 2011. Reformasi Pelayanan Publik*. Jakarta: Bumi Aksara.
- Sugiyono. 2017. Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sugiono. 2013. Penelitian Kualitatif, Kuantitatif dan R&D*. Bandung: Alfabeta
- Suharto. 2010. Analisis Kebijakan Publik*. Bandung: Alfabeta.
- Soegeng. A.Y. 2006. Dasar-dasar Penelitian*. Semarang: IKIP PGRI Semarang Press.
- Tachjan. 2008. Implementasi kebijakan public*, Bandung : AIPI dan Puslit KP2W lemlit UNPAD
- Tahir, A. 2015. Kebijakan Publik dan Transparansi Penyelenggaraan Pemerintah Daerah*. Bandung: CV Alfabeta.
- Thoha. M. (2012). Dimensi-dimensi Prima Ilmu Administrasi Negara*. Jakarta: Raja Grafindo Persada.
- Tambunan, Tulus T.H. 2009. UMKM di Indonesia*. Bogor : Ghalia Indonesia.

- Taufiqurokhman. 2014. Kebijakan Publik. Jakarta : Fakultas Ilmu Sosial dan Ilmu Politik Universitas Moestopo Beragama (Pers).
- Winarno, M. E. 2013. Metodologi Penelitian Dalam Pendidikan Jasmani. Malang: Universitas Negeri Malang (UM Press).
- Badan Standar, Kurikulum dan Asesmen Pendidikan. 2022. Petunjuk Teknis Asesmen Nasional Berbasis Komputer Tahun 2022.
- Badan Standar, Kurikulum dan Asesmen Pendidikan. 2022. Panduan Laman Asesmen Nasional Berbasis Komputer Tahun 2022.
- Badan Standar, Kurikulum dan Asesmen Pendidikan. 2022. Manual Aplikasi Asesmen Nasional Berbasis Komputer 'Daring' Tahun 2022.
- Program Studi Magister Ilmu Administrasi FIAH UMMI. 2022. Panduan Penulisan Tesis Revisi III.
- Deni, dkk. 2021. *Analisis Kesiapan Peserta Didik dan Guru pada Asesmen Nasional (Asesmen Kompetensi Minimum, Survey Karakter dan Survey Lingkungan Belajar)*. Vol 4 (1). JAMP.
- Dhina, dkk. 2021. *Konsep Asesmen Kompetensi Minimum untuk Meningkatkan Kemampuan Literasi Numerasi Siswa Sekolah Dasar*. Vol 33 (1), pp 54-62. JURNAL VARIDIKA.
- Hasanah, M, Fahad, T. *Analisis Kebijakan Pemerintah pada Asesmen Kompetensi Minimum (AKM) sebagai bentuk perubahan Ujian Nasional (UNI)*. Vol 1(2) 252260. IRSYADUNIA : Jurnal Studi Kemahasiswaan.
- Heti, dkk. 2021. *Implementasi Kebijakan Asesmen Kemampuan Minimum (AKM): Analisis Implementasi Kebijakan AKM*. Vol 1 (2), 128-135. Jurnal Pendidikan Islam Al-Affan.
- Undang-undang Nomor 20 Tahun 2003 tentang Pendidikan Nasional.
- Peraturan Pemerintah Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan (SNP).
- Peraturan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi Nomor 17 Tahun 2021 Tentang Asesmen Nasional.
- Peraturan Kepala Badan Standar, Kurikulum dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Nomor 013/H//PG.00/2022 tentang Prosedur Operasional Standar Penyelenggaraan Asesmen Nasional Tahun 2022.