

# ABS 37

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## Perception and Need Analysis of Development Literation Reasoning Question Based on Minimum Competence Assessment

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### Abstract

The new policy regarding the abolition of the National Examination which was replaced by the Minimum Competency Assessment (MCA), caused confusion among practitioners. For this reason, it is necessary to know, how are the perceptions of respondents about MCA and how are the needs analyze for developing literacy question based on MCA, what are the results of focus grup discussion (FGD), what are the formulation of literacy question based on MCA and their examples. This paper is an excerpt from a professional grant research, which uses research and development methods. Data collection was carried out using literature study, interview, questionnaires, and FGD techniques. The research samples were teachers, students, and the parents. Data analysis was carried out qualitatively and quantitatively. The results showed: 1) from the interview and literature studies, it was concluded that teachers, students, and parents did not understand that policy of replacing the National Examination with MCA, they were still confused about the MCA issue, but they supported the policy; 2) from the questionnaire, the dominant sample answers 75% strongly agree, agree (20%), disagree (4.5%), and strongly disagree (0.5%). In accordance with the results of the questionnaire and after the FGD was conducted, it is urgently needed questions of literacy reasoning based on MCA, in accordance with the higher order thinking skills and the program for international student assessment, its formulation and the examples; which can be used by teachers and students that will greatly help teachers in the field.

**Key words:** literacy reasoning questions, minimum competency assessment, national exams, perception, need analysis, focus grup discussion

### Introduction

The new policy submitted by the Minister of Education and Culture, during a coordination meeting with Provincial and Regency/City Education Offices throughout Indonesia, concerning the abolition of the National Examination (NE), will be replaced with the minimum competency assessment (MCA) and character survey. The plan will be implemented in 2021. Nadiem ensures that benchmarks for students must remain but the things measured will be changed. Furthermore, Nadiem ensured that 2020 would be the last year for the NE. MCA is in

the form of literacy and numeracy competency assessment and character assessment. MCA is one of the breakthroughs carried out <sup>24</sup> by the Minister of Education and Culture through the “Merdeka Belajar” program (Kasih, 2020; Harususilo, 2019; Simanjuntak, 2019).

That form of testing is still 'premature', causing turmoil in the community, especially among teachers. The teachers and practitioners in the field do not yet know the form of the NE substitute questions. So far, the NE has indeed caused many polemics over the pros and cons of the community as well as academics.

The facts show that the NE is too focused on the ability to memorize, which burdens students, teachers, and parents; does not touch the standards of cognitive development abilities, only contains things that measure low-level thinking skills. That caused the teacher not motivated to use more effective teaching methods, to develop students' thinking skills to a higher level (Rofiah, Nonoh, and Elvin, 2013). Though students are expected to have higher, NE scores cannot be used to identify or assess learning needs that are actually needed by students. Thus, the assistance provided was not appropriate. Therefore, with the plan to replace the national exam, the teaching staff are expected to be more motivated, to provide a more innovative teaching system and refer to the development of students' analytical power (Alwi, 2019; Sucipto, 2017). In addition, students are also expected to further develop their analytical skills through practice exercises. Students can practice working on the problems through textbooks that are owned or other materials available, as well as the material to be produced.

Is the elimination of the NE again starting in 2021, the exam problems which are replaced by the MCA are not problematic? The problem arose again, the teachers and practitioners in the field were still wondering what the form of the replacement exam would be. As published in Kompas.com (2019), said by Acting Head of the Research, Development and Book Office Totok Suprayitno that the MCA questions will be very different from the NE questions so students and teachers need to be more prepared (Simanjuntak, 2019).

This paper tries to help answer the existing problem. This study intends to produce examples of literacy reasoning questions based on MCA for junior high school students. In this paper will answer: how are the perceptions of teachers, students, and parents about MCA, how the needs analyze for developing literacy reasoning question based on MCA, what are the results of FGD, what are the formulations of literation questions based on the MCA and their examples.

### **Materials and Method**

Minimum competency assessment (MCA) is truly minimum competency, we can map schools and regions based on minimum competency. The material includes cognitive parts: literacy and numeracy (Kasih, 2020; Simanjuntak, 2019). Literacy and numeration are not language or math subjects, but the ability of students to use the concept to analyze a material. These are 2 things that will simplify the competency assessment carried out starting in 2021. Not based on subjects anymore and not based on mastery of material content. Competence includes three things, namely understanding, application, and reasoning (Zoller, 2001). This is in line with the scientific approach that prioritizes process activities, namely: observing, asking questions, reasoning, trying, and communicating. Here there is a shift from "being told" students to "finding out" students (Alwi, 2019; Sucipto, 2017; Yustika, 2019).

Literacy ability is the ability to read and write (Hanifah, 2018). However, in accordance with the very rapid development of the times, the meaning of literacy is developing, not just reading and writing, having various equivalent words, such as: information literacy, media literacy, computer literacy, and literacy of subjects. Please note that in the realm of learning, literacy is an important ability that must be possessed by every student. Literacy skills are needed by students in order to master a variety of subjects. In order for students to achieve the objectives of each subject (including mastery of the realm of knowledge, skills, and attitudes), they must have literacy abilities (Setiowati, et.all, 2020; Putri and Zulkardi, 2018).

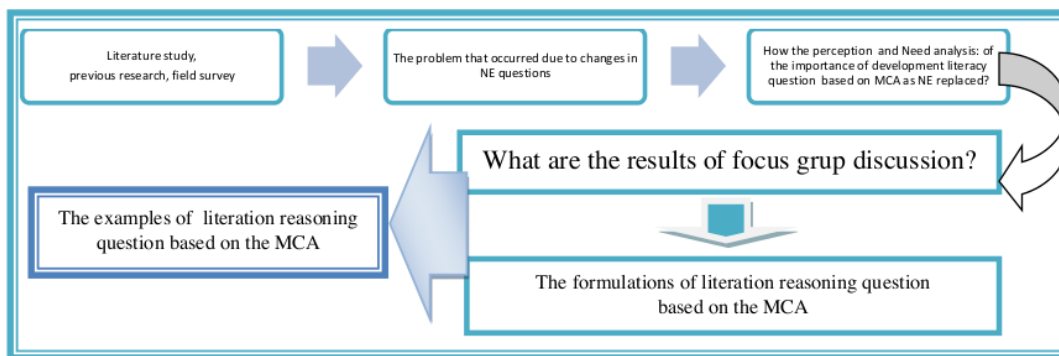
Thus, it is clear that literacy is not limited to cognitive abilities, but rather abilities that are more complex because they include social aspects, linguistic aspects, and psychological aspects. Literacy is not just the ability to read, but also the ability to analyze a reading and the ability to understand or comprehend the concepts behind the writing. The term 'literacy' comes from the Latin 'litteratus', meaning 'people who study'. In general, the meaning refers to a person's abilities and skills in reading, writing, speaking, calculating, and solving problems in daily life. So, literacy cannot be separated from one's ability in language. While numeration is the ability to analyze using numbers. Literacy and numeracy are general and fundamental competencies. The ability to think with language is needed in a variety of contexts, both personal, social, and professional. MCA replacing the NE will be designed to give a stronger impetus towards innovative learning and oriented towards the development of reasoning, not rote learning.

MCA is focused into two parts, namely literacy and numeracy skills. In literacy skills, students will be tested for their ability to understand reading concepts. Whereas in numerical ability, students will be tested for their ability to apply the concept of counting in real or abstract contexts. Through this MCA concept, students are expected to no longer be burdened by memorizing learning materials, but instead can give birth to the power of analysis based on information. The analytical skills are useful for solving various problems, personal and professional. The literacy question based on MCA is more about understanding.

This paper is an excerpt from a professional grants research entitled "Development of Literacy Reasoning and Numeration Reasoning Based on Minimum Competency Assessment for Junior High School Students", which uses a research and development type research design method, consisting of 3 global stages, namely preliminary, formative evaluation, and retrospective analysis (Richey & Klein, 2005; Creswell, 2014; Zulkardi, 2002) which will produce a product of literacy and numerical reasoning questions based on MCA in the form of book and the website. which contains questions and other information related to the questions.

But, in this paper will be reported the result of the perception and need analisis of development literation reasoning question based on MCA, the result of FGD, the formulation of development literation reasoning question based on MCA and the examples of that desain. The results are reported descriptively.

Data collection techniques were carried out with literature studies, interviews, questionnaires, and focus grup discussion (Zulkardi, 2002; Gall and Gall, 2007) on the research sample, namely teachers and students of <sup>4</sup>class VII in junior high school in the Palembang city and the parents. Literature study was conducted to obtain information about the concepts, forms and types of literacy reasoning questions based on MCA. Interviews were conducted with several teachers, parents, and students to obtain information about their knowledge and understanding of NE substitute questions. The questionnaire was distributed to teachers and junior high school students using Googleform, to obtain data it was necessary/not to develop the literacy questions based on MCA. The results obtained were analyzed qualitatively and quantitatively. The following procedures are performed and reported in this paper.



**Chart 1.** Flow of development literacy reasoning question

Based on the findings of this stage, which gave the answers of the perception and need analisis of the importance to developed literacy reasoning question, these research give the formulations of literation question based on the MCA and examples of it. In the next stage, the literation questions must be tested in small groups and classes at school, and get exverts validity,

in order to produce the form of literacy reasoning questions based on MCA that are valid and practical for junior high school students.

## **Results and Discussion**

### ***3.1 Perception of Literation Reasoning Question Based on Minimum Competence Assessment***

In an effort to determine user perceptions of literacy understanding questions based on MCA, that will be used as a substitute for NE, literature reviews from various print and electronic sources have been conducted, as well as interviews with the sample of this study, they are teacher, student of junior high school in Palembang, and parents. From the results of the interview and literature studies, it was concluded that teachers, students, and parents did not understand the Minister of Education and Culture's policy of replacing the NE with MCA, they were still confused about the MCA issue, they don't know the forms of literacy reasoning based on MCA, but they supported the policy.

In the making, the MCA concept was carried out in collaboration with the Organization for Economic Co-operation and Development (OECD). In this collaboration, the Minister of Education and Culture and several other organizations have taken a number of inspirations from various assessments from around the world. The assessment system will also refer to international standards as Program for International Student Assessment (OECD, 2018; Rahmawati, 2015). Readers use or cultivate various types of discourse that exist in real communication critically-creatively. As stated also by Alderson (2000) that reading literacy includes both processes and products. Reading as a mechanistic process is classified as level reading low. Reading is not just reading information literally, but reading interactively to gain critical-creative understanding. The text is broadly grouped into two parts, namely continuous and non-continuous text. Continuous text (continuity) includes types of text description impressionistic, technical, narrative (narrative exposure, reports, news), exposition (exposition essay, definition, explanation, summary, minutes, interpretation text), argumentation

(commentary, scientific argumentation), instruction (directions, rules). Noncontinent text: in the form of a simple list, mixed list, column list, network list, combination list), with the format (form, info sheet, vucer, certificate, advertisement, table and matrix, list of things, map, chart or graph).

As previously known, the standards used in MCA are international standards. Benchmark assessment lies in the ability of student analysis based on information. The questions are a matter of stories that will test the ability of the analyst or reasoning. Questions will be lifted from daily life so that children are also familiar with life problems and can answer test questions accompanied by picture.

### ***3.2 The Results of the Need Analysis for Developing Literacy Reasoning Questions based on MCA***

To find out the importance of developing literacy reasoning question based on MCA as a substitute for NE questions, data collection using a questionnaire with an application on googleform was conducted, <https://forms.gle/7i6KwFdsp4V6AyAG6>. This questionnaire is only for teachers and <sup>23</sup>seventh grade students of Yunior High School in Palembang. " Contains 14 questions related to the elimination of NE which <sup>5</sup>will be replaced by the Minimum Competency Assessment.

From one hundred and ten respondents who filled out the questionnaire, the following results were obtained. As many as 89 people strongly agreed to abolish the NE, 21 agreed, who disagreed with nothing (0); respondents strongly agree the assessment is submitted to the teacher as many as 82, agree 22, less agree 6, no one disagrees. Respondents strongly agree that the NE is used only to assess the quality of schools not to determine graduation of students, 85 people, 25 agree, no one disagrees. Respondents strongly agreed that the exam questions were prepared by the teacher, 88 people, 16 agreed, and 6 disagreed, did not agree nil. 77 respondents strongly agreed that the teacher did not know at all the form of questions to substitute for the NE, 23



agreed, 10 disagreed, 2 disagreed. Respondents strongly agree (86 people) there are manuals on the matter of substitutes for the NE, 21 agree, 3 less agree, no agree. Respondents strongly agree (78) there are sample booklets about substituting NE; 32 agrees, nothing is lacking or does not agree.

Respondents strongly agree (82 people) if there is a book on how to make the issue of literacy reasoning based on MCA, 20 agrees, 8 disagrees, no one disagrees. 87 respondents strongly agree if there are examples of literacy reasoning, printed/website, based on MCA, 19 agree, 4 disagree, disagree with nothing. 78 respondents strongly agree if there are examples of work on literacy reasoning, printed / website, based on MCA , 29 agrees, 3 disagrees, and no one disagrees. 82 respondents strongly agree if the issue of literacy reasoning based on MCA refers to Pisa and TIMSS, 17 agrees, 11 disagrees, disagrees with nothing. 77 respondents strongly agree if there are seminars and training for teachers to make NE substitute questions, 25 agree, 8 less agree, no agree. 82 respondents strongly agree about the substitute for the NE being used according to the region, 16 agree, 9 disagree, and disagree 3. Respondents strongly agree there is a bank about literacy reasoning based on MCA that can be used at any time, 87 people, agree 17 people, 4 less agree, and 2 disagree. The following table is the percentage of result from the needs analysis questionnaire.

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**Table 1.** The Percentage of Results from the needs analysis questionnaire

No.	Questionnaire	Strongly agree	Agree	Disagree	Very disagree
1	Do you agree that the NE will be abolished?	81	19	0	0
2	Do you agree that the assessment is submitted to the teacher?	75	20	5	0
3	Do you agree that the national examination is used only to assess the quality of a school, not to determine student graduation?	77	23	0	0
4	Do you agree that the exam questions are prepared by	80	15	5	0

	the teacher?				
5	Do you agree that the teacher does not know at all the form of questions to replace the NE?	70	20	9	1
6	Do you agree if there is a guide on the matter of replacing the NE?	79	19	2	0
7	Do you agree if there are sample books on the replacement of the NE?	71	29	0	0
8	Do you agree if there is a book on how to make literacy reasoning questions based on MCA (as a substitute for NE)?	75	18	7	0
9	Do you agree if there are examples of literacy reasoning, printed/website, MCA based?	80	17	3	0
10	Do you agree if there are examples of work on literacy reasoning, printed/ website, MCA based?	71	27	2	0
11	Do you agree that the issue of literacy reasoning based on MCA refers to Pisa and TIMSS?	81	18	1	0
12	Do you agree if there is a semi-nar and training for teachers on how to make literacy reasoning questions based on MCA?	70	23	7	0
13	Do you agree that the literacy reasoning, printed/ website, based on MCA based on NE substitutes are used according to the regions?	75	15	8	2
14	Do you agree if there is a bank about literacy reasoning based on MCA?	79	15	4	2

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Based on the needs analysis data, almost all of the respondents responses stated that they were strongly agree and agree, it could be interpreted that it was indeed important that the development of literacy reasoning questions based on MCA was carried out.

In accordance with <sup>4</sup> the results of the needs analysis that has been done, the results of the survey, and interviews, obtained information that the teachers <sup>4</sup> do not know and do not understand the form and type of questions that will be used as a substitute for the NE, it is very necessary teaching materials or websites that contain examples of literacy reasoning questions based on MCA, which can be used by teachers and students, which will greatly help teachers in the field, also parents, and society in general.

### ***3.3 The Results of the Focus Grup Discussion***

What form of literacy reasoning questions based on MCA will be prepared as a substitute for these NE questions? After conducting the FGD with experts, in this case the Indonesian language teacher in Seniof High School of Adabiyah and Goverment Senior High School I Palembang, it was concluded that: 1) before preparing the questions, it is necessary to first understand the policies conveyed by Minister Nadiem regarding MCA and literacy reasoning ; 2) literacy reasoning questions to be prepared as a substitute for NE questions must comply with international assessment standards (PISA) and 'AKSI', action which stands for Indonesian Student Competency Assessment, is a program for mapping educational outcomes to monitor the quality of education at a national or regional level that describes the achievement of student abilities. These assessments help teachers diagnose students' abilities on substantial topics; 3) before preparing these questions, it is necessary to analysis an assessment of the examples of PISA and 'AKSI' questions.

In accordance with the demands of the 2013 curriculum, 4) then the questions must also refer to HOTS, cognitive levels from level 4 and above, 5) To be able to compile these literacy reasoning questions, of course, a question development tool is needed, such as a grid. questions,

question cards, and scoring rubrics. So the questions that will be developed are complete with the tools that can be used by users easily: 6) considering the current conditions that must comply with health protocols, learning is more dominant using online, in addition to developing written questions, it must also be prepared in electronic form; 7) according to the needs analysis questionnaire question regarding the need for a question bank. For this reason, it is necessary to prepare a set of questions in a large number (comprehensive); 8) in connection with the preparation of a set of questions that are in accordance with the regions, with regional characteristics, it can be carried out as a companion to the set of national questions that can be used by all regions.

<sup>21</sup> Based on the results of FGD, that findings at this initial stage, it is necessary to carry out the next stage of research, namely to develop questions of literacy reasoning questions based on MCA will then be developed as a substitute for NE, must be with the following benchmarks: 1) <sup>15</sup> The Program for International Student Assessment (PISA) is a three-year survey conducted by the Organization for Economic Co-operation and Development (OECD) (Alderson, 2000). 2) Higher order thinking skills; 3) 'AKSI' (Indonesian Student Competency Assessment), is an education achievement mapping program to monitor the quality of education nationally or locally that illustrates student achievement. This assessment helps teachers diagnose the ability of students on substantial topics. This is in line with what was conveyed by the Head of the <sup>19</sup> Ministry of Education and Development of the Ministry of Education and Culture (Harususilo, 2019); and in the form of reasoning instead of rote memorization, competence includes three things, namely understanding, application, and reasoning. This is also in line with a scientific approach that puts forward process activities, namely: observing, questioning, reasoning, trying, and communicating. Here there is a shift from students being "told" to students "finding out". The benchmark for the assessment lies in the student's analytical ability which is based on information. The questions are story questions that will test analytical or reasoning skills, higher-

order thinking skills include the ability to develop interpretations, reflect, and evaluate texts, questions are raised from everyday life so that children are familiar with life's problems and can answer exam questions. The standards used in the MCA are international standards.

### ***3.4 The Formula for Developing Literacy Reasoning Questions based on MCA and The Examples***

There are the formulation for developing literacy reasoning questions based on MCA, that we were got from the results of FGD.

- 1) MCA is focused into two parts: literacy and numeracy skills. In literacy skills, students will be tested for their ability to understand reading concepts
- 2) Reading literacy includes both processes and products. Reading is not just reading information literally, but reading interactively to gain critical-creative understanding. The literacy question based on MCA is more about understanding.
- 3) The standard used in MCA is international standards (PISA).
- 4) The questions must also refer to HOTS, the questions are a matter of stories that will test the ability of the analyst or reasoning. in the form of reasoning instead of rote memorization, competence includes three things: understanding, application, and reasoning. This is also in line with a scientific approach that puts forward process activities, namely: observing, questioning, reasoning, trying, and communicating.
- 5) The questions are raised from daily life, so that children are also familiar with life problems and can answer test questions accompanied by picture.
- 6) Through this MCA concept, students are expected to no longer be burdened by memorizing learning materials, but instead can give birth to the power of analysis based on information. The analytical skills are useful for solving various problems, personal, and professional.

- 7) To be able to compile these literacy reasoning questions, of course, a question development tool is needed, such as a grid, questions, question cards, and scoring rubrics. So the questions that will be developed are complete with the tools that can be used by users easily:
- 8) considering the current conditions that must comply with health protocols, learning is more dominant using online, in addition to developing written questions, it must also be prepared in electronic form;
- 9) It is necessary to prepare a set of questions in a large number (comprehensive);
- 10) in connection with the preparation of a set of questions that are in accordance with the regions, with regional characteristics, it can be carried out as a companion to the set of national questions that can be used by all regions.

The following is an example literacy reasoning question based on CMA, according to PISA, 'AKSI', and HOTS.

Level: Conclusion and Reflects Text

In a problem, there is a text that contains information about a problem and its picture. Through these problems, students are asked to develop conclusion in accordance with the problems.

1. Read the following information carefully and answer the questions below!  
 "A number of tourists on foot enjoy the atmosphere in the Malioboro area, Yogyakarta, Monday (17/8/2020) afternoon. Some tourists have worn masks while traveling amid the Covid-19 pandemic. However, there are still violations of covid-19 handling protocol, for example not maintaining a safe distance and not wearing a mask properly." Please write your response/comments to the case in 1 paragraph of 40-50 words.
2. See the picture and read the following information carefully and answer the questions below!



1. Monday, March 9, 2020, the Italian Government officially isolated all its citizens. About 60 million people live there locked in due to the soaring number of coronavirus cases. In less than a month, Italy became a country by number highest cases and deaths after China, where the figures are grew rapidly from three cases to 9,172 cases with the death toll reached 463 deaths. It also makes Italy being a country with a death rate above 4 percent on average. The first confirmed case of the corona virus in Italy was on February 20, 2020, when a 38-year-old man checked himself into a hospital in the city of Codogno, Lombardy. Based on the results of lab tests, the man was positive for the SARS-CoV-2 corona virus, as well as being the first person to be registered as a Covid-19 patient in Italy. Some health officials there believe that the outbreak actually arrived in Italy long before the first cases were discovered. This was revealed by Flavia Riccardo, a researcher in the Department of Infectious Diseases at the Italian National Institutes of Health.

From the text above, the reasons for positive cases and corona deaths in Italy are very high, except ...

- a. Italy is the youngest country on the oldest continent in the world
- b. Elderly people over 81 years of age.

- c. The effect of pollution and viruses that attack the human respiratory tract.
- d. They only care for people who are in critical condition, especially in Northern Italy.

To answer that question, students have to read and analyze the text and see the picture, it's need their understanding.

#### **4. Conclusion**

It can be concluded that the change in the National Examination which is replaced with minimal competence assessment, to measure the literacy competences of students, of course requires the readiness of various parties. In this paper, will be conclusion from the results of study literature, interview, questionnaire, and focus group discussion, that teachers, students, and parents have not seen and not understood the form and type of literacy reasoning questions to be developed, it can also be concluded that they really expect teaching materials in the form of a set of minimal competency assessment, arranged according to standar Program for International Student Assessment (PISA), corresponds to Higher order thinking skills (HOTS), and in line with Indonesian Student Competency Assessment (AKSI), complete with instructions and how to do it. These results as formulation and examples of literacy reasoning questions based on MCA which were collected from perceptions, needs analysis, and FGD, can be used as input for the development of literacy reasoning questions are expected to be carried out to the next stage as to produce <sup>4</sup>teaching materials in the form of literacy reasoning questions based on CMA in the form of a book and website that according with international standard.

In this paper, will be conclusion, that teachers, students, and parents have not seen and not understood the form and type of literacy reasoning questions that replace of NE.

<sup>4</sup>Based on the findings obtained from this research, it can be concluded that the change in the NE that is replaced with minimal competence assessment, to measure the literacy competences of students, of course requires the readiness of various parties.

It can also be concluded that they really expect teaching materials in the form of a set of minimal competency assessment, arranged according to standar Program for International Student

Assessment (PISA) and corresponds to Higher order thinking skills (HOTS), complete with instructions and how to do it.

Based on the findings of this research, which gave the answers of the perception, need analysis of the importance to developed literacy reasoning question, and focus grup discussipn, these research give the formulations of literation question based on the MCA and examples of it. In the next stage, the literation questions must be tested in small groups and classes at school, and get exverts validity, in order to produce: the form of literation reasoning questions validation are valid and practical for junior high school students and find out the potential effects of these questions on students' competency when tested. The resulting product will be packaged in the form of textbooks and websites.

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