

THE INFLUENCE OF TEACHER PERCEPTIONS OF THE NATIONAL ASSESSMENT AND UTILIZATION OF INSTRUCTIONAL MEDIA ON THE QUALITY OF HIGH SCHOOL LEARNING

Pengaruh Persepsi Guru Mengenai Asesmen Nasional Dan Pemanfaatan Media Pembelajaran Terhadap Kualitas Pembelajaran SMA

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ABSTRACT:

Changes to the assessment system with the abolition of the UN (National Examination) and the implementation of the AN (National Assessment) elicited mixed reactions from teachers. AN is not a determinant of graduation but a school quality assessment program. It is necessary to study teachers' perceptions of AN and how these perceptions influence teachers' use of supportive learning media in improving the quality of learning. This study aims to determine the effect of teachers' perceptions of AN and instructional media on the quality of learning in senior high schools in South Aceh District. Quantitative research with a survey research design was carried out using a questionnaire sheet as a research instrument. Data analysis used inferential statistics, namely, linear regression and descriptive statistics, namely, the ideal assessment category. The results show that there is a significant influence between teachers' perceptions of AN and the use of instructional media on the quality of learning.

Keywords:

perception, national assessment; instructional media; quality of learning.

Kata kunci:

persepsi; asesmen nasional; media pembelajaran; kualitas pembelajaran

ABSTRAK

Perubahan sistem asesmen dengan penghapusan UN (Ujian Nasional) dan penerapan AN (Asesmen Nasional) menimbulkan reaksi yang beragam dari kalangan guru. AN bukanlah penentu kelulusan namun program penilaian mutu sekolah. Kajian tentang persepsi guru terhadap AN dan bagaimana persepsi

tersebut memengaruhi guru memanfaatkan media pembelajaran yang mendukung dalam peningkatan kualitas pembelajaran perlu dilakukan. Penelitian ini bertujuan untuk menganalisis pengaruh persepsi guru terhadap AN dan pemanfaatan media pembelajaran terhadap kualitas pembelajaran SMA di Kabupaten Aceh Selatan. Penelitian kuantitatif dengan desain penelitian survei dilakukan dengan menggunakan lembar angket sebagai instrumen penelitian. Analisis data menggunakan statistik inferensial yaitu regresi linear dan statistik deskriptif yaitu kategori penilaian ideal. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan antara persepsi guru terhadap AN dan pemanfaatan media pembelajaran terhadap kualitas pembelajaran.

INTRODUCTION

Indonesian education never stops improving. Various changes were made to answer the challenges of different times every year. For the sake of good quality education, adaptive development should be done. The world is changing, the challenges ahead are increasing and information technology is advancing rapidly.

This change can be seen from the changes in the curriculum that have occurred several times. Starting from the 1947, 1952, 1964, 1968, 1975, 1984, and 1994 curricula, the 1999 curriculum supplements, Competency-Based Curriculum (KBK), Education Unit Level Curriculum (KTSP) and the 2013 Curriculum are currently implemented (Muhammedi, 2016). Shortly, the 2013 Curriculum will also change to Independent Curriculum. Although it has not been implemented nationally, several schools have been

selected to be trained in implementing this curriculum. However, whatever the curriculum, the main goal is still oriented towards improving the quality of Indonesian education so that it is not far behind other countries (Rahayu et al., 2021).

In addition, changes also occurred in the assessment system where the National Examination (UN) was officially abolished. Starting in 2021, the government will implement the National Assessment (AN) as an evaluation tool for education quality. However, AN is not a substitute for the UN's role. If the National Examination was followed by all final-level students as a determinant of graduation, AN is followed by the sample students of classes V, VIII and XI. For Senior High School (SMA) and Junior High School, AN participants were followed by 45 sampling and 5 reserve participants. Meanwhile, for Elementary Schools, AN participants

were attended by 30 sampling participants and 5 reserve persons (Kemdikbud, 2020a).

Based on interviews with several teachers, this policy was quite surprising. The UN had been around since 1950. Only the name and graduation standards were different, but this exam was still a determinant of student graduation to be able to continue to a higher level. After the National Examination was eliminated, the students were happy and not burdened with the exam. However, it also reduces student motivation. During the learning process in class, students were not too enthusiastic because they thought that achieving high school graduation was not as difficult as before.

According to the teacher, even though the UN was a scourge of education where graduation was only assessed in a few hours, there was still a long process that students go through to be able to do the National Examination. There was persistence, discipline and effort by students to be able to solve questions that map their cognitive abilities nationally. The UN as a determinant of graduation certainly motivated students to study hard to graduate.

In addition, there are still teachers who do not understand in detail the implementation of AN. The results of AN are displayed in the form of an education report card. Education report cards are briefly described in the form of a color spectrum based on the achievement labels obtained. Even

though the report card was made as simple as possible so that it was easy to read and interpret, the teacher admitted that he had not received any meaningful follow-up from the report card. Likewise with the follow-up of the implementation of AN as an evaluation tool to improve the quality of teacher learning, it is also not fully understood.

AN is not a determinant of graduation. According to Gavin TL Brown (2019), an assessment that makes students achieve curriculum goals that are determined strictly according to predetermined standards and has consequences for the continuation of student learning will hurt psychological and social aspects of students. An assessment should be the basis for quality improvement by policymakers.

AN is an assessment program for school quality. This assessment is based on student learning outcomes related to literacy, numeracy and character. AN is a reflection of the quality of the learning process and the climate of the educational unit that supports learning. The questions tested in AN are in the form of three main instruments. The first is the Minimum Competency Assessment (AKM), namely reading literacy and numeracy. Second, the character survey measures attitudes, values, beliefs and habits that reflect student character. Third, a survey of the learning environment that measures the quality of various aspects of input and teaching learning processes in the

classroom and at the educational unit level. The learning environment survey also measures the climate of diversity (acceptance and support for the rights of school members without discrimination) and the climate of school security (bullying, drug use and violence in schools) (Kemendikbud, 2020b).

AKM produces information on the quality of education with minimum competencies, namely literacy and numeracy. While the character survey and learning environment survey measure learning outcomes, as well as the quality of the learning process (Meriana & Murniati, 2021). The quality of education proclaimed in AN is based on literacy skills, numeracy, quality of learning, character, and climate of the learning environment (Novita et al., 2021).

The Ministry of Education and Culture's Basic Education in the dissemination of AN (2020) explains that the background for implementing AN is Indonesia's consistency as one of the countries with the lowest PISA ranking. Based on 2018 data, Indonesia is ranked 72 out of 77 countries in reading, 72 out of 78 countries in mathematics and 70 out of 78 countries in science. In terms of the learning environment, 41% of Indonesian students reported being bullied several times a month (vs. 23% of the OECD average). Students, who often experience bullying have a score of 21 points lower in reading, and feel sad, scared and dissatisfied with their lives. They also tend to skip school. Plus,

only 29% of Indonesian students agree that intelligence is something that can change a lot (vs. 63% of the OECD average). Students with a growth mindset scored 32 points higher in reading, expressed a lower fear of failure, were more motivated and ambitious, and made education important.

Changes in the assessment system with the application of AN (one of the components of AKM) should also change the use of learning media used by teachers. The national assessment system that refers to AKM is different from subject-based assessment in the UN because AKM targets the basic skills needed to succeed in various subjects, not just certain subjects. Adjustments to the use of learning media need to be made so that it is in line with the implementation of AN which takes a comprehensive picture of the quality of processes and learning outcomes in schools to improve the quality of the learning process and learning outcomes in educational units (Nurhalisa et al., 2021).

Research on AN and the use of instructional media has been carried out, among others, Rokhim et al. (2021) analyzed the readiness of students and teachers for AN. As a result, 75% understand AN and 25% do not understand. Novita et al. (2021) investigated prospective teacher knowledge and perceptions of AN. As a result, there are still many prospective teachers who do not know the details about AN. Rohim et al.

(2021) examined the concept of AKM to improve the numeracy literacy skills of elementary school students. As a result, AKM is implemented not based on the ability to master material according to the curriculum as in the national exam but is designed to map and improve the quality of education as a whole. Nurhalisa et al. (2021) have developed AN-based digital learning media where the material described includes strengthening literacy and numeracy using problem-solving methods. AN-based learning media has begun to be developed but not much.

From the research that has been done, no one has examined how teachers' perceptions of AN in improving the quality of learning in the classroom. How do these perceptions influence teachers to use learning media that supports improving the quality of learning? This year is the third year of holding AN. Of course, schools, especially teachers, already know and are involved in the process. Thus, how teachers' perceptions of AN and the use of instructional media adapted to the process of implementing AN on the quality of learning can be used as material for evaluation by policy-makers in the implementation of AN to improve the quality of education. Therefore, it is necessary to research the influence of teachers' perceptions of AN and the use of instructional media on the quality of high school learning. The details of the research hypothesis that guide the analysis

process are as follows: (1) there is a significant influence between teachers' perceptions of AN on the quality of learning; (2) there is a significant influence between the use of learning media on the quality of learning; (3) there is a significant influence between teachers' perceptions of AN and the use of learning media on the quality of learning.

RESEARCH METHODS

This type of research was quantitative research. The quantitative research method is a method to test certain theories by looking at the relationship between variables. The goal is controlling variance, and presenting answers to research questions through hypotheses. This hypothesis will be proven empirically through data collected in the field (Nugrahani, 2014).

The quantitative research approach used was survey research. The results of survey research are useful in developing knowledge and can evaluate organizational programs (government or private), and design research-based policies and practices (Budiastuti & Bandur, 2018). The purpose of the survey research in this study was to determine the perceptions of high school teachers in South Aceh District towards AN and the use of instructional media and their effect on the quality of learning.

This research was conducted in high schools in South Aceh District, namely as many as 11 schools. The time of research was carried out in

October 2022. The population in this study were all high school teachers in South Aceh District, totaling 29 schools. The sampling technique used in this research was cluster random sampling. This technique is a sampling technique based on the area (regional sampling technique) (Sugiyono, 2015). For this research, the sample area was South Aceh District. Individual samples were taken randomly by referring to the Isaac and Michael tables. Where the number of samples takes into account the 5% error rate (Sugiyono, 2015). For a total of 800 teachers from 29 high schools in South Aceh who participated in the AN, the number of samples studied was at least 261 teachers.

The independent variables in this study were teachers' perceptions of AN (X1) and the use of learning media (X2). The dependent variable (Y) in this study was the quality of learning. The research design is shown in Figure 1 as follows.

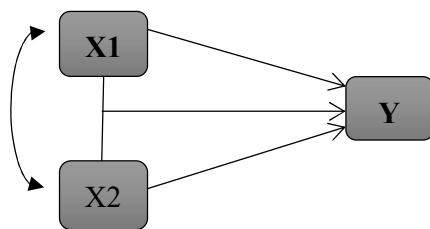


Figure 1: Research Design

The data collection technique in this study was a questionnaire. The questionnaire technique in this study used a closed questionnaire so that the respondents only had to choose the answers that had been provided. The measurement scale used was the Likert scale. Alternative answers

contained in the questionnaire sheet are transformed into quantitative data based on the rating of the answers according to the Likert scale.

The data collection instrument was a questionnaire sheet. The questionnaire consists of statements using a 5 Likert scale (strongly agree, agree, undecided, disagree, strongly disagree). The instruments used in the research had followed the basic development and instrument grids. Aspects that support research variables had been reviewed from journals and textbooks to be further synthesized into research grids and instruments. The instruments that had been developed are described as follows.

The teacher's perception questionnaire consists of 3 indicators with 9 statements. The teacher's perception questionnaire lattice towards AN can be seen in Table 1 below.

Table 1: Teacher Perceptions Questionnaire Grid of AN

| No. | Indicators | Number of Items |
|------------------------|---|-----------------|
| 1. | The teacher knows and understands the indicators of the concept, foundation, technical implementation as well as tools and infrastructure readiness in AN | 5 |
| 2. | Assessment/attitude/feelings of teachers towards the Minimum Competency Assessment (AKM) indicators, character surveys and environmental surveys. | 2 |
| 3. | The teacher seeks information and is involved in preparing AN. | 2 |
| Number of Items | | 9 |

The questionnaire on the use of learning media consists of 4 indicators with 8 statements. The scale lattice of

learning media utilization can be seen in Table 2 below.

Table 2: Questionnaire Grid of Learning Media Utilization

| No. | Indicators | Number of Items |
|------------------------|--|-----------------|
| 1. | The teacher uses learning media that support learning objectives by predetermined plans | 1 |
| 2. | The teacher uses a variety of media according to the characteristics of the students. | 3 |
| 3. | The teacher makes the surrounding environment a learning medium that can instill Pancasila and diverse student profiles. | 2 |
| 4. | The media used stimulates critical thinking skills and hones students' literacy and numeracy. | 2 |
| Number of Items | | 8 |

The learning quality questionnaire consists of 7 indicators with 11 statements. The learning quality scale lattice can be seen in Table 3 below.

Table 3: Grid of Learning Quality Questionnaire Sheets

| No. | Indicators | Number of Items |
|-----|---|-----------------|
| 1. | Quality learning based on teacher perceptions | 2 |
| 2. | The teacher reflects on the AN process (AKM, character survey, and learning environment survey) in learning planning (learning tools such as syllabus, lesson plans, teaching materials, KI/KD analysis, teaching journals, determining KKM and assessment formats) | 1 |
| 3. | The teacher includes the character pillars to print a Pancasila student profile in learning planning (learning tools such as syllabus, lesson plans, teaching materials, KI/KD analysis, teaching journals, setting KKM and assessment formats) | 2 |
| 4. | The teacher plans HOTS learning that improves students' literacy and numeracy skills in understanding the content, cognition and learning context. | 1 |
| 5. | The teacher uses a variety of teaching methods according to the appropriate level of competence based on the school's AN process. | 1 |

| | | |
|------------------------|--|-----------|
| 6. | The teacher stimulates the skills of logical-systematic thinking, reasoning using the concepts and knowledge that has been learned, and sorting and processing information in the learning methods used. | 3 |
| 7. | Teachers encourage the development of attitudes, values, and behaviors that characterize the profile of Pancasila students in the learning methods used | 1 |
| Number of Items | | 11 |

The validity test carried out in this study was theoretical and empirical validity. Theoretical validity is by asking for an expert opinion as a corrector on material, construction, and language aspects. The instrument was revised based on input from experts, namely lecturers in the Department of Learning Technology, Yogyakarta State University. After getting input from the validator and revising it, the validation was continued with empirical validity. Empirical validity was carried out by conducting trials on several of teachers other than the teachers used as research samples.

The empirical validity test in this study used a total item correlation technique or corrected item-total correlation. In this study, the instrument was tested on 45 teachers. Based on the results of the empirical validity test, for the questionnaire on the teacher's perception scale of AN, a total of 9 statement items were tested, of which 8 items were valid and 1 item failed. Learning media scale questionnaire and learning quality, all questionnaire items tested were valid.

The reliability test in this study was Alpha's Cronbach or also called alpha coefficient with SPSS. The results of the reliability analysis of the questionnaire instrument on the scale of teacher perceptions of AN obtained a Cronbach's alpha coefficient of 0.707 which indicates that the questionnaire on teacher perceptions of AN was reliable. The learning media scale questionnaire instrument and the quality of learning respectively got Cronbach's alpha coefficients of 0.877 and 0.855 which indicate that the instrument was reliable in the good category.

The data analysis technique used to analyze whether or not there is a significant influence between teachers' perceptions of AN and the use of instructional media on the quality of learning was to use linear regression analysis. Hypotheses 1 and 2 were tested with simple linear regression analysis, while hypothesis 3 was tested with multiple linear regression analysis by previously testing the assumptions that must be met.

To find out the teacher's perception of AN, the use of learning media, and the quality of learning from each instrument, it could be done with descriptive statistical analysis. The scores obtained were converted into five categories based on the ideal assessment category by determining the ideal average (X_i) and ideal standard deviation (S_{bi}). This category refers to Table 4 as follows.

Table 4: Ideal Assessment Categories

| Category | Score Range |
|-----------|-------------------------|
| Very Good | $(X_i) + 1,8S_{bi} < X$ |

| | |
|------------|--|
| Good | $(X_i) + 0,6 S_{bi} < X \leq (X_i) + 1,8 S_{bi}$ |
| Sufficient | $(X_i) - 0,6 S_{bi} < X \leq (X_i) + 0,6 S_{bi}$ |
| Less | $(X_i) - 1,8 S_{bi} < X \leq (X_i) - 0,6 S_{bi}$ |
| Very Less | $X \leq (X_i) - 1,8S_{bi}$ |

Source: Widoyoko (2009)

Information:

$(X_i) = \frac{1}{2}$ (highest ideal score + lowest ideal score)

$S_{bi} = \frac{1}{6}$ (highest ideal score – lowest ideal score)

X = average score of the assessment results

RESULT AND DISCUSSION

Teacher Perceptions of AN

Data on the teacher's perception scale of AN was obtained from a questionnaire consisting of 8 statement items with a total of 261 teachers as respondents. The results of the data analysis obtained a minimum score of 22, a maximum score of 37 and an average of 31.21. The categorization of the teacher's perceptual tendency towards AN was calculated based on the ideal assessment category. The results of the category analysis of the teacher's perception of the tendency towards AN are presented in Figure 2 as follows.

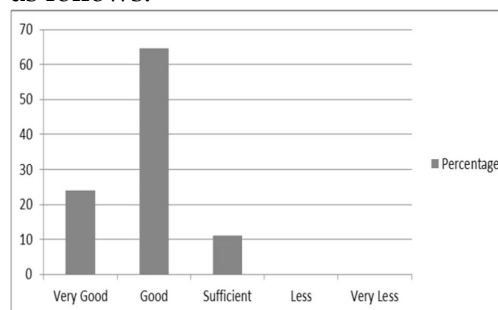


Figure 2: Categories of Teachers' Perceptions of AN
(Source: Results of Data Processing)

Based on Figure 2 above, it can be concluded that teachers' perceptions

of AN are mostly in the good category. There are 24.1% who are included in the very good category, 64.7% in the good category, and 11.1% in the sufficient category. Nothing is included in the fewer and very less category. This indicates that the teacher knows and approves of the national assessment as a means of evaluating the quality of school learning.

This research is relevant to research conducted by Nurhikmah et al. (2021) and Nur'ainah et al. (2022) where the teacher's perception of AN was in a good category. Teachers consider the AN policy as a good educational evaluation tool and teachers agree with AN because the demands that must be met by the world of education today must adapt to the times.

Research by Familiyana et al. (2022) also showed the same result. The teacher agrees and welcomes the government's policy regarding the implementation of AKM. AKM-type questions can improve the quality of education and train students to think critically, a skill that is urgently needed at this time.

The tendency of teachers' perceptions of AN in terms of indicators can be seen from the average respondent's answers to statements on each indicator. The results of the analysis of the average respondent's answers for each indicator can be seen in Table 5 as follows.

Table 5: The teacher's perception of AN in terms of indicators

| No. | Indicators | Average |
|-----|---|---------|
| 1. | The teacher knows and understands the indicators of the concept, foundation, technical implementation as well as tools and infrastructure readiness in AN | 3.62 |
| 2. | Assessment/attitude/feelings of teachers towards the Minimum Competency Assessment (AKM) indicators, character surveys and environmental surveys. | 4.09 |
| 3. | The teacher seeks information and is involved in preparing AN. Number of Items | 4.27 |

(Source: Results of Data Processing)

Based on the table above, it can be seen that the lowest average answer is on the first indicator, namely the teacher knows and understands the indicators of the concept, foundation, technical implementation and equipment and infrastructure readiness in AN. This is because not all teachers are involved in the AN implementation committee. The AN committee was formed to be in charge of the concept of activities and to prepare everything needed for the implementation of AN (Bariroh, 2022).

The indicator with the highest average score is the teacher seeking information and being involved in preparing the AN with an average score of 4.27. This is because the teachers agree to the implementation of AN so that teachers actively participate in online training that has been provided by the Ministry of Education and Culture. Research by Familiyana et al. (2022) found that teachers took part in outreach from the government in the form of training on the "Come on Teachers Learn and Share AKM Series" portal. This

socialization is enough to provide knowledge about AKM questions and can apply them in learning.

Ere & Blegur's research (2021) showed that teachers already know well about AN and are involved in implementing AN because the school always provides socialization regarding AN and encourages all teachers to be involved in implementing AN. Based on this research, teachers think that AN is important because it produces accurate information not only on output but also information about the learning process to improve the quality of learning.

Almost all teachers agree that implementing AKM in the AN system is the government's effort to improve the quality of learning so that teachers are diligent in seeking information so they can apply the AKM concept in the learning and assessment process (Ni'amah & Sholikhah, 2021).

Utilization of Learning Media

Data on the scale of learning media utilization was obtained from a questionnaire consisting of 8 statement items with a total of 261 teachers as respondents. The results of the data analysis obtained a minimum score of 17, a maximum score of 37 and an average of 31.73. The categorization of learning media scale trends was calculated based on the ideal assessment category. The results of the analysis of learning media categories are presented in Figure 3 as follows.

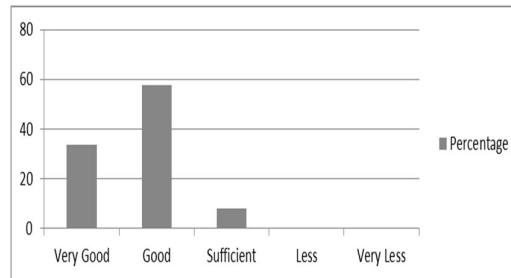


Figure 3: Categories of Learning Media Utilization Trends

(Source: Results of Data Processing)

Based on Figure 3 above, it can be concluded that the use of learning media is mostly included in the good category. There are 33.7% in the very good category, 57.8% in the good category, 8% in the sufficient category and 0.4% in the fewer category. Nothing is included in the very less category. This indicates that the teacher has made good use of learning media in the learning process.

The tendency to use learning media in terms of indicators can be seen from the average respondent's answers to the statements on each indicator. The results of the analysis of the average respondent's answers for each indicator can be seen in Table 6 as follows.

Table 6: Trends in the Utilization of Learning Media in terms of Indicators

| No. | Indicators | Average |
|-----|--|---------|
| 1. | The teacher uses learning media that support learning objectives by predetermined plans | 3.99 |
| 2. | The teacher uses a variety of media according to the characteristics of the students. | 4.12 |
| 3. | The teacher makes the surrounding environment a learning medium that can instill Pancasila and diverse student profiles. | 4.17 |
| 4. | The media used stimulates critical thinking skills and hones students' literacy and numeracy. | 3.52 |

(Source: Results of Data Processing)

Based on the table above, it can be seen that the lowest average answer is on the fourth indicator, namely the media used stimulates critical thinking skills and hones students' literacy and numeracy. In addition to making learning media interesting and not monotonous, teachers are also required to make learning media that hone literacy and numeracy. One of them is by incorporating AKM literacy-based questions into learning media (Vachruddin & Assegaf, 2021).

Based on research by Aprilianti et al. (2022), questions based on literacy and numeracy can develop students' high-level problem-solving skills. However, the teacher's ability to develop numeracy literacy questions or Higher Order Thinking Skills (HOTS) type questions is still low. Teachers need to be given the right example regarding the development of test questions that can explore numeracy literacy skills.

The highest average is in the third indicator, namely, the teacher makes the surrounding environment a learning medium that can instill Pancasila and diverse student profiles. One of the principles of the Pancasila profile strengthening project is contextual which bases learning activities on real experience. This principle encourages teachers to make the surrounding environment and the realities of everyday life the main learning materials (Satria et al., 2022). Making the surrounding environment a learning medium makes the learning process more meaningful because

students are faced with realities and actual events (Chrislando, 2019).

The profile of Pancasila students is faith in God Almighty, global diversity, cooperation, independence, critical thinking, and creativity. Forming a Pancasila student profile of students can be based on experience and solving real problems encountered in everyday life so that learning is more meaningful (Satria et al., 2022).

Quality of Learning

Learning quality scale data were obtained from a questionnaire consisting of 11 statement items with a total of 261 teachers as respondents. The results of the data analysis obtained a minimum score of 28, a maximum score of 55 and an average of 46.19. The categorization of the tendency of the learning quality scale was calculated based on the ideal assessment category. The results of the analysis of the quality of learning categories are presented in Figure 4 as follows.

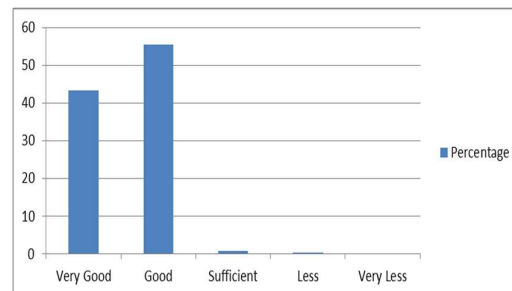


Figure 4: Learning Quality Trends Category
(Source: Results of Data Processing)

Based on Figure 4 above, it can be concluded that the quality of learning is mostly included in the good

category. There is 43.3% in the very good category, 55.5% in the good category, 0.8% in the sufficient category and 0.4% in the fewer category. Nothing is included in the very less category. This indicates that the quality of teacher learning is good.

The trend of learning quality in terms of indicators can be seen in the average respondent's answers to the statements on each indicator. The results of the analysis of the average respondent's answers for each indicator can be seen in Table 7 as follows.

Table 7: Trends in Learning Quality in terms of indicators

| No. | Indicators | Average |
|-----|---|---------|
| 1. | Quality learning based on teacher perceptions | 4.23 |
| 2. | The teacher reflects on the AN process (AKM, character survey, and learning environment survey) in learning planning (learning tools such as syllabus, lesson plans, teaching materials, KI/KD analysis, teaching journals, determining KKM and assessment formats) | 4 |
| 3. | The teacher includes the character pillars to print a Pancasila student profile in learning planning (learning tools such as syllabus, lesson plans, teaching materials, KI/KD analysis, teaching journals, setting KKM and assessment formats) | 4.22 |
| 4. | The teacher plans HOTS learning that improves students' literacy and numeracy skills in understanding the content, cognition and learning context. | 4.06 |
| 5. | The teacher uses a variety of teaching methods according to the appropriate level of competence based on the school's AN process. | 4.18 |
| 6. | The teacher stimulates the skills of logical-systematic thinking, reasoning using the concepts and knowledge that has been learned, and sorting and processing information in the learning methods used. | 4.22 |
| 7. | Teachers encourage the development of attitudes, values, and behaviors that characterize the profile of | 4.37 |

(Source: Results of Data Processing)

Based on the table above, it can be seen that the lowest average answer is in the second indicator, namely the teacher reflects on the AN process (AKM, character survey, and learning environment survey) in learning planning (learning tools such as syllabus, lesson plans, teaching materials, KI/KD analysis, teaching journal, determination of KKM and assessment format). Research by Ni'amah & Sholikhah (2021) showed that only 35.7% of teachers reflect on AN in making learning tools. There were 35.7% of teachers who know the learning model that implements AKM, and 42.9% of teachers understood how to teach with the AKM approach and apply it in classroom learning. Teachers need training and assistance from related parties regarding the implementation of learning with a curriculum that is by the AKM concept.

Joyce's research (2014) revealed that literacy, numeracy, and ICT are demands of 21st-century learning that must be mastered by students. However, prospective teachers still have difficulty incorporating it into the preparation and learning process because there are still very few prospective teachers who understand how literacy, numeracy and ICT are incorporated into learning. Teachers will be better prepared to meet the demands if they are given more

support and training so they can meet set literacy and numeracy standards.

Research by Nurhikmah et al. (2021), teacher preparation for dealing with AN was good. This could be seen from the learning tools that contain AKM with a readiness level of 80%, HOTS questions of 75%, teacher guidelines at 90% and teacher modules at 60%. Based on this research, this is because every school is required to attend AN training and teachers are also given training and guidance.

The highest average is on the seventh indicator, namely, the teacher encourages the development of attitudes, values, and behaviors that characterize the profile of Pancasila students in the learning methods used. The positive impact of implementing the national assessment is that the teacher is more familiar with the character of students and knows whether these characters reflect Pancasila values or not. With the existence of a national assessment, the learning methods used by teachers are more developed and encourage the development of Pancasila values with various activities (Dewi, 2022).

The Influence of Teachers' Perceptions of AN on Learning Quality

Testing the hypothesis with linear regression analysis must meet the prerequisite test, namely, there is a linear relationship between the independent variable and the dependent variable. Linearity and deviation from the linearity of each

independent variable to the dependent variable were obtained at $0.00 < 0.05$ and $0.066 > 0.05$, meaning that there is a linear relationship between the variables. The data shows homoscedasticity. Based on the scatterplot of the dependent variable between the standardized regressions predicted value and the standardized regression residual, there is no clear or random pattern, so it can be concluded that the data shows homoscedasticity. The residual (error) is normally distributed. The results of the Kolmogorof-Smirnov one-sample test analysis obtained a significance value for the residue (error) > 0.05 , so it can be concluded that the errors are normally distributed. No minimal multicollinearity/autocorrelation. The results of the analysis obtained a Tolerance value of $0.716 > 0.1$ and a VIF of $1.397 < 10$.

Based on the results of the linear regression prerequisite test above, it is known that all the prerequisites are met so that the linear regression analysis technique can be carried out. Simple linear regression analysis was used to test the first and second hypotheses. The result of the significance test for the first hypothesis is that there is a significant influence between teachers' perceptions of AN on the quality of learning with a significance value of < 0.05 , which is equal to 0.000. These results indicate that there is a significant influence between teachers' perceptions of AN on the quality of learning. The percentage of teachers' perceptions of

AN affecting the quality of learning is 47.4%. These results show a significant influence where the quality of learning is influenced by the teacher's perception of AN. The better the teacher's perception of AN, the better the quality of learning.

The results of this study are relevant to research conducted by Sari and Sayekti (2022) where teachers' perceptions of AN affect students' AKM outcomes. In this study, it was found that the results of the students' AKM were low. This is because teachers do not understand the concept of AN, especially AKM properly. Information and socialization that is late for schools to become the cause of teachers' ignorance of AN. As a result, based on the AKM report card obtained after the implementation of the AN, it was concluded that the quality of learning at the school was low.

One dimension that marks quality learning is the content or material contained in the curriculum that supports the acquisition of basic skills, especially literacy, numeracy and life skills (Setyosari, 2014). If the teacher's perception of AN is not good, then the teacher does not include the elements of AKM, namely literacy and numeracy, into learning so that the quality of learning is low. To improve the quality of learning, the results of the national assessment are applied to evaluate the curriculum and are reflected in learning (Tasaki, 2017).

Effect of Utilization of Learning Media on the Quality of Learning

The results of the simple linear regression significance test for the second hypothesis, namely that there is a significant influence between the use of learning media on the quality of learning, obtained a significant value of < 0.05 , which is equal to 0.000. These results indicate that there is a significant influence between learning media on the quality of learning. The percentage of learning media affecting the quality of learning is 51.3%. These results show a large influence where the quality of learning is influenced by the use of learning media. The better the use of learning media, the better the quality of learning.

The results of this study are relevant to research conducted by Sunaengsih (2016) which showed learning media has a positive and significant effect on the quality of learning. From the results of data analysis in this study, learning media had an effect of 45.4% on the quality of learning because learning media allows for conducive learning interactions so that information or messages can be absorbed properly by students.

Research Noortyani et al. (2018) also showed the same result. The use of appropriate, interesting, and innovative learning media can improve the quality of learning. Based on this research, the learning outcomes of classes that take part in learning using learning media are better than classes that take part in learning without learning media. Students who take part in learning using learning

media are more motivated to explore and understand the material being taught. Learning media can increase student passion, interest, and motivation (Nurdyansyah, 2019).

The Influence of Teacher's Perceptions of AN and Utilization of Learning Media on the Quality of Learning

The third hypothesis is that there is a significant influence between teachers' perceptions of AN and the use of instructional media on the quality of learning by using multiple linear regression analysis. The results of the significance test obtained a significance value of < 0.05 which is equal to 0.000. These results indicate that there is a significant influence between teachers' perceptions of AN and learning media on the quality of learning. The percentage of teachers' perceptions of AN and learning media influencing the quality of learning is 64.4%. These results show the greatest influence between the two previous hypotheses. Taken together, teachers' perceptions of AN and the use of instructional media have a major influence on the quality of learning.

One indicator of quality learning is adequate school facilities and infrastructure to support the learning process (Handayani et al., 2020). Based on research conducted by Dewi (2022), AN can improve school facilities and infrastructure through the results of a learning environment survey that can map the needs for facilities and infrastructure. The results of the survey can see what facilities and

infrastructure encourage student comfort, support the learning process, need improvement and what must be provided to support a quality learning process.

The quality of learning is also influenced by the learning media used. The use of media that stimulates students' critical thinking skills can improve the quality of learning (Nurhalisa et al., 2021). Learning media can help the smoothness and success of learning because it can build students' attention (Hamid, 2019). The use of instructional media can improve the quality of learning outcomes because media can help students absorb subject matter more deeply and completely (Junaidi, 2019).

CONCLUSION

There is a significant influence between teachers' perceptions of AN on the quality of learning. The percentage of teachers' perceptions of AN affecting the quality of learning was 47.6%. The better the teacher's perception of AN, the better the quality of learning. If the teacher's perception of AN is good, the teacher will incorporate AN elements, namely literacy and numeracy into learning so that the quality of learning is high.

There is a significant influence between the use of learning media on the quality of learning. The percentage of learning media utilization affecting the quality of learning was 51.5%. The better the use of learning media, the better the quality of learning. Learning media can improve the quality of

learning because it increases motivation, enthusiasm for learning, interest and conducive learning interactions so that students can absorb lessons well.

There is a significant influence between teachers' perceptions of AN and the use of learning media on the quality of learning. The percentage of teachers' perceptions of AN and the use of instructional media jointly affect the quality of learning was 64.7%. The quality of learning is getting better if the results of AN are reflected by the teacher in learning and using learning media that contains AN elements.

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