Workshop for Preparation of Minimum Competence Assessment for Private High School Teachers

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A B S T R A K

Permasalahan yang dihadapi guru SMA swasta adalah belum terampil dalam mengembangkan soal Asesmen Kompetensi Minimal (AKM) berbasis numerasi, literasi, dan skolastik. Penelitian ini bertujuan untuk meningkatkan keterampilan guru SMA swasta dalam menyusun soal Asesmen Kompetensi Minimal berbasis numerasi, literasi, dan skolastik. Jenis penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen. Analisis data menggunakan statistik deskriptif dengan bantuan SPSS. Metode yang digunakan dalam pengabdian masyarakat ini adalah pendampingan, ceramah, diskusi tanya jawab, penugasan, praktik, dan tes. Subjek penelitian adalah 40 orang guru SMA Swasta se-Surakarta. Hasilnya ditemukan pelatihan berjalan sesuai target pencapaian, yaitu peningkatan kemampuan guru dalam menyusun soal-soal asesmen kompetensi minimal. Hal ini dibuktikan dengan peningkatan rata-rata skor posttest sebesar 83 dengan rata-rata pretest sebesar 61. Hasil tersebut kemudian diuji secara signifikan dengan hasil sig. (2 tailed) = 0,001 < 0,05 yang berarti hasil pretest dan posttest meningkat secara signifikan. Implikasi dari kegiatan pengabdian ini adalah meningkatkan kemampuan guru dalam menyusun soal-soal asesmen kompetensi minimal.

A B S T R A C T

The problem faced by private high school teachers is that they are not yet skilled in developing Minimum Competency Assessment (AKM) questions based on numeracy, literacy, and scholastics. This research aims to increase the skills of private high school teachers in preparing Minimum Competency Assessment questions based on numeracy, literacy, and scholastics. This type of research uses a quantitative approach with an experimental design. Data analysis uses descriptive statistics with the help of SPSS. The methods used in this community service are mentoring, lectures, question-and-answer discussions, assignments, practice, and tests. The research subjects were 40 private high school teachers throughout Surakarta. The result found the training went according to the achievement target, namely increasing the teacher's ability to prepare minimum competency assessment questions. This is proven by an increase in the average posttest score of 83, with a pretest average of 61. These results were then t-tested significantly, with results in sig. (2 tailed) = 0.001 < 0.05, which means the pretest and posttest results increased significantly. The implication of this service activity is to increase teachers' abilities in preparing minimum competency assessment questions.

1. INTRODUCTION

The importance of implementing the Minimum Competency Assessment (AKM) focuses on mastery of the literacy and numeracy competencies that will be measured. The assessment is carried out 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 overall quality of education (Rokhim et al., 2021; Sari & Rosa, 2021). The Minimum Competency Assessment and Character Survey as a substitute for the National Standard School Examination (USBN) do have advantages if they are linked to current developments. This can be seen in the importance of basic qualities through character surveys as well as instrumental qualities through literacy and numeracy (Aini & Mukhlis, 2022; Situmorang & Sinaga, n.d.). There are two basic qualities that are important for Indonesian youth in the future. Research conducted by previous study reveals that the AKM government policy as a substitute for the national examination can be accepted by all

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parties, including school principals, students, and teachers (Hasanah & Hakim, 2021). The implementation of the Minimum Competency Assessment (AKM) is 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 (Dani Adelia & Alan Deta, 2022; Jannati et al., 2022). The policy related to this that is currently being carried out is to carry out a AKM for students at the basic education level to the upper education level. This policy related to AKM is a major policy taken by the government in an effort to realize a paradigm shift in the education evaluation system in Indonesia, by abolishing the UN and replacing it with this AKM (Meriana & Murniarti, 2021; Novianti, 2021). AKM is a step to liberate students, while the independence in question is the freedom of students from systemic discrimination that has an impact on learning. One of the efforts that can be done by teachers to prepare their students to implement AKM is to equip statistical literacy skills in their students (Nurhikmah et al., 2021; F. N. Rohmah et al., 2022). This is because statistical material is one of the materials tested at AKM and also because one of the skills assessed at AKM is the skill of sorting and processing information, which is closely related to indicators of statistical literacy ability (Aisah et al., 2021; Irwandi et al., 2022; Winata et al., 2021). The results of the PISA survey make Indonesia one of the countries with the lowest ranking compared to other countries. Indonesia needs to map the quality of education as a whole to improve the quality of learning. On that basis, NA was officially implemented by the Ministry of Education and Culture (Kemendikbud) in 2021 and UN is no longer considered necessary.

The UN and the AN are two different assessments. The implementation of the AN has a different purpose from the UN introduced in Indonesia, where the UN is only intended to measure the cognitive abilities of students while the AN is designed to assess and map inputs, processes and outputs of learning (Cahyanovianty & Wahidin, 2021; Rokhim et al., 2021; Syamsi et al., 2022). The difference between the two can be seen in terms of implementation and content. Both the assessment time and the assessment model will be different. The Ministry of Education and Culture will make derivatives so that they can be done by elementary, junior high school students and senior high school student (Linanda & Hendriawan, 2022; Meriana & Murniarti, 2021). AN is one form of evaluation of the education system by the Ministry at the level of primary and secondary education. Implementation of AN for Students through: minimum competency assessment; character surveys; and a survey of the learning environment. Implementation of AN for educators and heads of education units through a survey of the learning environment. AKM as intended to measure reading literacy and numeracy competencies that must be possessed by students. The character survey as referred to in is a character measurement that reflects the values of Pancasila; and The learning environment survey as referred to is a measurement of the environmental aspects of the education unit (Deviana & Aini, 2022; Halisa et al., 2022; Yuliati & Lestari, 2018). With the AN, information can be obtained that monitors the development of education quality from time to time as well as gaps between sections in the education system in all corners of the country (Fauziah et al., 2021; Meriana & Murniarti, 2021; Nurhalisa et al., 2021). AKM measures two basic skills, namely literacy comprehension and numeracy. AKM aims to measure deep proficiency, not just mastery of content (Andriani et al., 2022; Cahyanovianty & Wahidin, 2021). The development of AKM is based on cooperation between PISA and TIMSS. PISA is a study conducted by the Organization for Economic Co-Operation and Development (OECD) which conducts international surveys in order to measure the level of basic literacy (reading, mathematics, and science) of students at the age of 15 years. The results of PISA 2018 explain that Indonesia is in the bottom position. OECD (2019a) states that the average reading ability of Indonesian students is below the OECD average and below the reach of students in ASEAN countries. This states that Indonesia has not fully understood and applied the concepts and processes of science from the science it learns in everyday life (Patriana et al., 2021; F. N. Rohmah et al., 2022).

AKM numeracy literacy aspects are contextual, measure problem-solving competence, and stimulate students to think critically. Critical thinking skills must be possessed by both teachers and learners (Anggraini & Setianingsih, 2022; Patriana et al., 2021). Numeracy ability is the ability to interpret the understanding and application of mathematical concepts in understanding the surrounding situation, developing oneself and solving or solving problems with a wide scope in everyday life. Numeration Literacy is the ability to think using concepts, procedures, facts, and mathematical tools to solve everyday problems (Perdana & Suswandari, 2021; A. N. Rohmah et al., 2022). In the view of previous study digital literacy is defined as the ability to think. Thinking or reasoning is analyzing and understanding a statement, symbol or mathematical language encountered in everyday life and expressing that statement in writing or orally (Ekowati et al., 2019). Mathematical literacy is very important in solving everyday problems, one of the government's efforts to measure students' mathematical literacy is the AKM. Due to the conditions that occur in the field, many teachers experience difficulties in evaluating results, processes, AKM-based assessments, and character surveys. Several causal factors, such as AKM and character surveys, are assessments that are considered new by teachers, so it takes time to understand

and implement them in learning. Teachers are accustomed to using assessment questions in textbooks or other questions sourced from the internet and are less accustomed to compiling questions independently, so teachers do not understand the form of AKM questions and character surveys. Apart from that, the lack of training or assistance in preparing AKM-based questions and character surveys is also a factor causing MI teachers' difficulties in preparing evaluation questions (Nurmaya et al., 2022; Purwasih & Wahananto, 2022). This results in students' literacy and numeracy achievements not being optimal. National numeracy literacy ability data obtained shows that student literacy is currently relatively low. The low numeracy literacy results are caused by students experiencing several difficulties that become obstacles for them in using various kinds of numbers and symbols related to basic mathematics, solving problems in various contexts of daily life, analyzing information displayed in various forms such as graphs, pictures, tables, diagrams, charts, and so on, and having difficulty interpreting analysis results to predict and make decisions (Ahmad et al., 2021; Anggraini & Setianingsih, 2022; B. Maharani & Wahidin, 2022). This is an accumulation of teachers' difficulties in facilitating learning that supports AKM.

Gap analysis occurs between expectations and reality. The hope is that in the current era of education, the demands on students to be able to adapt to literacy and numeracy-based questions are increasingly urgent. This phenomenon is the main focus of the research that will be discussed here. In reality, general knowledge regarding the Minimum Competency Assessment (AKM) is still not widely mastered because socialization and teacher training have never been provided (Hesti et al., 2022; Kurniasih & Purwoko, 2022). Research results indicate that some teachers still have a lack of understanding of the instruments or tools used in implementing national assessments (Nurhayati et al., 2023). The results of this research show the urgency of the need for training in preparing AKM questions, especially those related to reading literacy and numeracy (Nurhayati et al., 2023). The research that will be carried out will focus on investigating knowledge gaps and the urgency of training in the AKM context. The urgency of developing AKM questions is that current conditions require teachers to have special abilities in developing questions that focus on mastering literacy and numeracy competencies. In this way, teachers are not only responsible for providing an understanding of the concepts of the material but also for improving students' numeracy skills. In this context, the role of student worksheets (LKPD) is very important because LKPD can help students understand material concepts and improve their numeracy skills (Hesti et al., 2022; Miftah & Setyaningsih, 2022). Apart from that, the policy that must be adopted by educational units is to carry out socialization regarding the implementation of national assessments in accordance with the policies issued by the Minister of Education, Culture, Research, and Technology. This step is included in preparation by conducting a tryout using questions according to the Minimum Competency Assessment (AKM) grid (Anggraini & Setianingsih, 2022; Rokhim et al., 2021). Teachers and students need to actively increase practice with story questions or reading in everyday contexts so that students are trained in their cognitive processes. Apart from that, teachers must be responsible for training students' numeracy skills in understanding, application, and reasoning in order to better prepare students to face AKM questions. The main aim of this research is to improve the quality of education in the field by examining teachers' knowledge and preparation in preparing students to face AKM, as well as considering the results of previous research, which highlights the lack of understanding and preparation of teachers in this matter. It is hoped that this research will make a positive contribution to overcoming the educational challenges faced by teachers and students in the current era.

2. METHOD

Workshop activities for preparing AKM questions based on numeracy, literacy, and scholastics, which were attended by private high school teachers throughout Surakarta, aimed to train teachers to be able to prepare AKM questions. It is during the process of compiling the AKM questions that the teacher will try to get to know various models of AKM questions, try to bring a closer understanding of the AKM, how to use the sources that will be involved in preparing the AKM, what the preparation process is like, and what the learning assessment techniques are when the teacher carries out the AKM. Teachers will be motivated to gain the best knowledge about AKM when conducting workshop activities, utilizing their time to learn AKM. Apart from that, teachers will feel how important the AKM workshop is because it increases teacher competence to develop a learning framework that leads to students' reasoning in literacy and numeracy, as well as character surveys (Meriana & Murniarti, 2021). If teachers' abilities regarding AKM increase, it will have an impact on students' ability to solve AKM questions, whether regarding reading literacy or numeracy literacy. Surakarta Private Universities Consultative Board as a partner has a major problem, namely the importance of private high school teachers in the preparation of numeracy, literacy and scholastic-based AKM questions in order to increase knowledge in the preparation of AKM questions to support learning evaluation in private high schools throughout Surakarta. The AKM

program is the latest program from the Ministry of Education and Culture, Research and Technology. The PKM team from the Curriculum and Technology Study Program chaired by Hari Sugiharto has coordinated with the Partner in this case is the Private Universities Consultative Body (BMPS) Surakarta. The coordination was carried out in the form of interviews and discussions both by telephone and review with related parties such as BMPS leaders in Surakarta, principals, teachers of private high schools in Surakarta. The purpose of coordination is to find out the main problems in private high school teachers in Surakarta.

The subjects of the study were 40 private high school teachers in Surakarta. The data collection method uses lecture methods, question and answer discussions, assignment methods, practice methods, and test methods. The pretest was carried out before the treatment (workshop) was carried out by the PKM team, this was done to determine the initial ability of private high school teachers about the preparation of literacy, numeracy, and scholastic-based AKM questions, while postes were carried out after the treatment of training and mentoring activities ended (Susilo & Ernawati, 2018). This study is an experimental study that aims to find the causal influence of treatment of a variable (Montolalu & Langi, 2018). This type of research uses a quantitative approach with an experimental design using a pretest-posttest one-group design. For the reason that researchers only want to know the difference in competence after (postes) and before (pretests) given workshops (N. M. A. P. Maharani et al., 2019; Rahmawati & Hardini, 2020). The pretest and postes result data will be tested with a t-test with the help of SPSS. The t test is a test to find out how effective (influential) the teaching carried out. The type of t test used is a paired sample t test. The characteristics of paired sample t test are that the same individual gets 2 different treatments, namely pretests and postes (Isnawan, 2022; Montolalu & Langi, 2018). The paired sample t test is part of the comparative hypothesis test. The data used in the paired sample t test is in the form of a ratio scale. The paired sample t test aims to determine whether there is an average difference between two samples that are paired or related (Palimbong et al., 2022; Prameswari & Rahayu, 2020). The method applied is blended training, which is required in this research. Blended learning is defined as offline and online learning (Lin et al., 2020; Mason & Rennie, 2006). Blended learning is a learning model that combines face-to-face teaching methods both offline and online. In this service activity, face-to-face (offline) learning was carried out on Saturday, July 29, 2023. This activity included the opening of a workshop on preparing AKM questions based on numeracy, literacy, and scholastics, after which a pre-test was carried out and the basic concepts of the Minimum Competency Assessment were presented by Prof. Rusijono. Online meetings are held every Monday. When offline or online, there is always a discussion method, namely by interactively discussing problems and solving daily problems faced at school. 2) assignment method, namely by doing pretests and posttests, making objective-type questions, etc.; 3) practice method, namely by making a test instrument. Materials, methods, and presenters can be seen in **Table 1**.

Table 1. Materials, Methods, and Speakers

Hari/tanggal	Materi	Metode	Pemateri
Sabtu, 29 Juli 2023	Opening of Workshop on Preparation of AKM questions based on numeracy, literacy, and scholasticism	Online	PKM Educational Technology Team
	Pretest	Offline test	
	Basic concepts of Minimum Competency Assessment	Lectures, discussions, and presentations	Prof. Rusijono, M.Pd
Selasa, 1 Agustus 2023	Instrument development procedures for learning outcomes, numeracy, literacy tests	Lectures, discussions, and presentations	Dr. Hari Sugiharto Setyaedhi, M.Si
Senin, 7 Agustus 2023	Learning outcome test instrument development procedure, Scholastic, Postes	lectures, discussions, and presentations. Online test	Khusnul Khotimah, S.Pd, M.Pd.

3. RESULTS AND DISCUSSION

Results

The Private Universities Consultative Board (BMPS) as a partner fully supports the implementation of the Community Service Program (PKM). Partners facilitate facilities and infrastructure in supporting service. The implementation of this event was attended by partner administrators such as

leaders, secretaries and teachers from private high schools in Surakarta. The participation rate of private high school teachers who attended this training reached 100%. Documentation of lecturers from the Kurikulun and Educational Technology study program of UNESA is show in Figure 1.

Figure 1. Lecturers from the Kurikulun and Educational Technology Study Program of UNESA, Gave Workshop on the Preparation of AKM Questions

The training activity began with the opening of the event taking place offline on July 29, 2023, at the hall of SMA Batik 2 Surakarta. The event then continued with a pretest to find out the initial ability to prepare AKM questions based on numeracy, literacy, and scolasti. Each teacher made numeracy, literacy and scholastic questions. The basic concept of AKM was delivered by Prof. Rusijono, M.Pd. In this material, discussed the background of the holding of AKM, the purpose of AKM and the definition of numeracy, literacy, and scholastic. The activity continued with responses from teachers in the form of discussions and questions and answers. The response of the participants was very good as evidenced by the many questions. Due to the very limited time and the material presented has not been completed, and there are still many questions, the material is continued online or online. When calculated, almost 90% of participants responded by asking various questions.

PKM activities received coverage from local media, namely Solopos which reported the importance of workshops so that teachers can compile literacy, numeracy, and scholastic-based AKM questions thus, students can compete with other countries for honorable rankings in the International Student Assessment Program (PISA). This PKM activity was posted on the YouTube channel on August 8, 2023, at 15:35 WIB with the title "PKM UNESA 2023, this is the Result". PKM videos on YouTube is show in **Figure 2**.
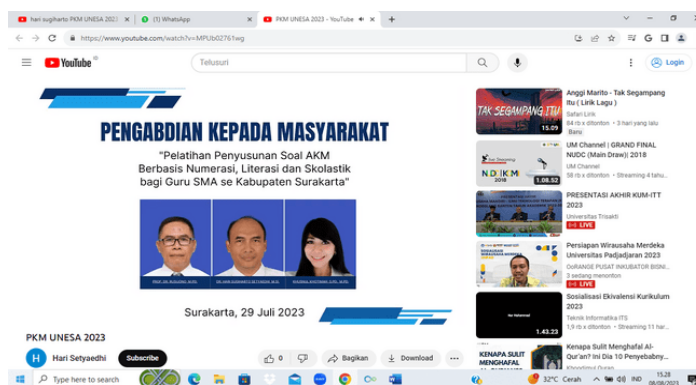

Figure 2. PKM videos on YouTube

The results of this PKM activity resulted in several outputs. The results of the activities achieved from this PKM activity are: a) improving teacher expertise on how to compile numeracy-based questions, b) improving teacher expertise on how to compile literacy-based questions, c) improving teacher expertise on how to compile scholastic-based questions. To find out the level of understanding of the teachers and to evaluate the implementation of service, it is necessary to hold postes. The values of pretes and postes will be compared using the t test. The average pre-test and post-test scores can be seen in **Table 2** and **Table 3**.

Tabel 2. Descriptive Statistics AKM Pretes

AKM	N	Minimum	Maximum	Sum	Mean
Literacy	40	40	70	2205	55.13
Numeracy	40	40	70	2190	54.75
Scholastic	40	35	65	2015	50.38

Table 3. Descriptive Statistics AKM Postes

AKM	N	Minimum	Maximum	Sum	Mean
Literacy	40	55	85	2835	70.88
Numeracy	40	60	90	2955	73.87
Scholastic	40	60	90	2930	73.25

Base on **Table 2** and **Table 3**, the descriptive statistical results is pretes and postes were each attended by 40 private high school teachers. The mean pretest literacy = 55.13, while the mean postes = 70.88, the mean pretest numeracy = 54.75, while the mean postes = 73.87, the mean pretest scholastic = 50.38, while the mean postes = 73.25. Because the average score of pretests (literacy, numeracy, scholastic) < postes (literacy, numeracy, scholastic) descriptively there has been a difference in the average competence of pretests and postes results. To show whether the difference is significant enough, use the paired sample t-test as show in **Table 4**.

Table 4. Test Results t (Literacy)

Statistics		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Numer_Pre - Numer_Pos	-15.750	9.375	1.482	-18.748	-12.752	-10.626	39	0.000

The results of the literacy t test, it is known that the value of Sig. is 0.000 < 0.05, meaning that there is an average difference between literacy pretests and literacy postes. The result is show in Table 5.

Table 5. Test Results t (Numeracy)

Statistics		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Numer_Pre - Numer_Pos	-19.125	11.429	1.807	-22.780	-15.470	-10.583	39	0.000

The results of ui t numeracy, it is known that the value of Sig. is 0.000 < 0.05, meaning that there is an average difference between numeracy pretests and numeracy postes. The result is show in Table 6. Base on Table 6 show the results of the scholastic t test, known Sig. value is 0.000 < 0.05, meaning that there is an average difference between scholastic pretests and scholastic postes. The output results of all t tests can be concluded that the results of the workshop on the preparation of literacy, mumeracy, and scholastic-based AKM questions are effective in improving competence for private high school teachers in Surakarta.

Table 6. Test Results t (Scholastic)

Statistics		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Numer_Pre - Numer_Pos	-22.875	12.083	1.911	-26.739	-19.011	-11.973	39	0.000

Discussion

Based on the results of the study, it seems that in general this service activity runs very smoothly and meets all expectations. The teachers of private high schools in Surakarta are enthusiastic and motivated and hope that this literacy, numeracy, and scholastic-based AKM question preparation activity can be applied in private high schools in Surakarta. In conducting learning assessments, a teacher conducts assessments with tests. The preparation of AKM questions developed must be of high quality, for that the test must be valid and reliable (Arif et al., 2022; Setiyawan & Wijayanti, 2020). To compile quality questions, analysis of test instruments is needed (Iskandar & Rizal, 2018; Setiyawan & Wijayanti, 2020). The preparation of the correct AKM questions must go through the correct procedure to produce good measuring instruments. Quality and suitable test instruments for use are only possible if they are based on applicable test development principles (Aisyah et al., 2021; Arifin, 2017). The test instrument can be said to be good if the question item analysis has been carried out. Teachers in evaluating student learning outcomes rarely analyze quantitatively (empirically). Quantitatively, test instruments are rarely performed (Erawati, 2018; Putri & Sari, 2020). Based on the evaluation of the implementation carried out by the Unesa PKM team, there were several obstacles that influenced during the workshop activities such as weak signals when carrying out online activities, delays in participants due to various needs, but this did not reduce the enthusiasm of teachers in gaining knowledge. The policy that AKM will be implemented in 2020 has become a homework for school principals, teachers, parents of students and stakeholders. Because the AN is a new thing for all parties. It takes counseling, training, simulation of questions, concept questions to be distributed and so on (Ahmad et al., 2021; Raini et al., 2022). The first thing to do is to improve the ability of teachers about AKM. Teacher improvement can be done through workshops or training activities about AKM, both about reading literacy and numeracy literacy. This is in line with several research results that state that teachers in implementing AKM are physically very supportive, but cognitively related to their understanding, the use of learning resources, the learning process, learning assessment and readiness for facilities and infrastructure is still very lacking, some teachers are still not motivated to carry out these activities (Afista et al., 2020). With the implementation of workshops or workshop activities on AKM, it is hoped that it will be able to improve understanding, use of resources, processes, assessment of learning used in AKM. Increase teachers' knowledge and insight into reading literacy and numeracy literacy. with the understanding they get, it is hoped that they understand the concept and context of AKM so that they can carry out learning activities based on reading literacy and numeracy literacy.

Other research results stated that 1) compiling AKM questions is new for teachers, 2) teachers still find many obstacles in understanding AKM problems, especially numeracy, 3) special training is needed for teachers in compiling numeracy AKM questions, this is because teacher understanding in compiling AKM numeracy is still low. The interview results show the difficulty of teachers in understanding numeracy AKM problems, so it is necessary to introduce more models of AKM questions, especially numeracy to students (Purwanto, 2021). From the stage of teacher preparation in conducting ANs, namely the AKM has been carried out optimally by teachers but is still within the constraints of teachers still do not know the expected achievement indicators (Ahmad et al., 2021). In addition, the readiness of schools and teachers is needed to multiply AKM practice questions with a more diverse variety of questions (Klarita & Syafi'ah, 2022). Teacher competency will meet the requirements if there is an AKM workshop program facilitated by the school with qualified facilitators and teachers attend workshops independently to improve themselves. The recommendation that can be given is for schools to conduct workshops for teachers in stages until teachers are confident in presenting assessments equivalent to AKM (Meriana & Murniarti, 2021; Purwasih & Wahananto, 2022). This activity aims to improve educators' abilities and knowledge regarding AKM and character surveys. If educators already have good understanding and knowledge, it is hoped that later students will also have good understanding. Apart from that, by attending workshops related to AKM, it is hoped that teachers will be more thorough in developing AKM reading literacy components, and the forms of AKM questions used can

be more varied (Lengkanawati et al., 2023; B. Maharani & Wahidin, 2022). By carrying out practice examples of AKM questions, students will gain experience in managing processing time according to the number of questions being tested. This means that the more often students get practice working on AKM questions, the students' ability to answer questions can also increase. This workshop can have a positive impact on increasing teacher competency. If training is well designed, it can improve teaching skills and understanding of the material. This research can provide valuable input for improving AKM. Recommendations from the workshop can help develop better assessment instruments. This research may be limited to the private school environment in Surakarta. The conclusions drawn may not be generalizable to different situations. Resource and time limitations may influence the depth of the workshop and its implementation. The results may not reflect the full potential of a longer or more intensive workshop.

4. CONCLUSIONS

After the service activity in the form of a workshop on preparing AKM questions based on literacy, numeracy, and scholastics for private high school teachers throughout Surakarta, it can be concluded that this activity is very beneficial for teachers, especially private high school teachers in Surakarta, because it can increase teachers' understanding of preparing AKM questions, such as: a) increasing teachers' understanding of the AKM concept; b) increasing understanding of the composition of AKM questions based on literacy, numeracy, and scholastics. This workshop is in line with the expectations of teachers in private high schools throughout Surakarta who have been hampered by learning assessments, so they really need this material for their daily lives. Suggestions for PKM Partners are to facilitate their schools with adequate internet connections so that the implementation of this workshop can take place in a sustainable manner.

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