

Digital Literacy of Indonesian Teachers on AKM Class and Asesmenpedia

Suhud Aryana^{1*}, Ida Zulaeha², Rahayu Pristiwati³, Haryadi Haryadi⁴

^{1*}Doctoral Study Program in Postgraduate Language Education, Universitas Negeri Semarang

^{2,3,4}Pascasarjana Universitas Negeri Semarang, Indonesia

*Corresponding Author: suhudaryana04@students.unnes.ac.id

Abstract. Teacher's digital literacy portrait on the application of the AKM kelas and Asesmenpedia it was very important to know because it could be effects of teacher's assessing quality for students learning in the technology era. The research was conducted to Indonesian language teacher. This research used descriptive and predictive cross-sectional design. The population and sample of this research are Indonesian language teachers in West Bandung Indonesia. Data was taken for 1 month starting on March 14, 22 to April 18, 2022. The data collection technique used questionnaire that has been tested for validity and reliability then the questionnaire distributed through google form. Data processing techniques used excel and SPSS 24 then interpreted by using the Guuttman scale. The results that 1) portrait of Indonesian language teacher's digital literacy on AKM kelas and Asesmenpedia is strong enough with a value of 0.61. 2) the level of understanding of the Indonesian language teacher on the AKM Class Application and Asesmenpedia with a value of 0.61 it was strong enough criteria. 3) there is a perfect relationship between the digital literacy ability of the Indonesian language teacher with AKM kelas and Asesmenpedia. The result of Correlation Person value showed that points 0.923.

Key words: Digital Literacy, Indonesian Language Teacher, AKM class and Asemenpedia.

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INTRODUCTION

PISA or Program for International Student Assessment is a program every three years initiated by the Organization for Economic Cooperation and Development (OECD) providing data that the literacy rate of Indonesia is consistently ranked 10th out of 65 countries in 2009 2012, 2015. As the results of research Hewi & Shaleh (2020), stated that Indonesia's literacy achievement in the 2000-2018 PISA assessment has always been consistently at the lowest level compared to other countries. other than that, Shaturaev (2021) states that Indonesia is ranked 10th with teacher quality at level 14 of 14 developing countries. Since then, the Indonesian government has officially formed Gerakan Literasi Nasional (GLN) an organization which includes basic literacy such as literacy, numeracy, scientific literacy, financial literacy, digital literacy and cultural literacy and citizenship as an effort to improve the literacy culture of the Indonesian nation. Throughout history on March 14, 1948 literacy has been implemented by the first president of Indonesia, Ir. Soekarno for his people through the illiteracy eradication program (BPH). As stated by Wulandari. F.A. (2020) after the results of the PISA, the Indonesian government issued an idea to improve literacy culture by opening a national literacy movement program in 2016.

However, according to (Laksono & Retnaningdyah, 2018) the results of the Indonesian national literacy movement from year to year still show results that have not been maximized because the latest data from the 2018 PISA survey shows that Indonesia's literacy rate is 74th out of 79 countries in the world.

Starting from digital literacy, a subject teacher is expected to be able to think critically, creatively and innovatively, save time, cost, be fast, efficient and environmentally friendly. As stated by Promsri, (2019), Bond, et.al. (2018), De Paulo Moura (2019), Darazham (2021) that the relationship between digital literacy and several dimensions of a person's personal and social intelligence. On the other hand, Kateryna et al. (2020), Agustini et.al (2020), Fairuza, (2021) digital literacy can be used to communicate and solve problems for effective and creative self-realization in education, work and social life. However, Currently the problem of Indonesian language teachers is still low on digital literacy culture because with age they must be able to adapt to technological advances as a vehicle for global technology learning. Some teachers in parts of Indonesia, especially the province of West Java, are still found with their names not familiar with digital literacy or can be said to be technologically ignorant (technological stuttering). This gap and

technology occurs especially for Indonesian language teachers born in 1965 who are approximately forty to sixty years old when they retire. Previous research Utami et al. (2020), Tomczyk (2020), Sánchez-Cruzado, et al. (2021) stated that digital literacy is an important issue to support the development of digital competence and professional competence of teachers today, this is in order to develop their level of knowledge in the world of education. Menurut (Fairuza, 2021), Gündüzalp (2021), Lathipatud (2018), Widana (2020) Digital literacy is one of the six basic literacy components of the national literacy movement (GLN) which has a goal of being able to use digital media ethically and responsibly to obtain information and communicate for both teachers and students. Other than that, Çetin, (2021), Perifanou (2021), Rizal (2019) argues that digital literacy can affect information gathering skills, problem solving, and attitudes towards collaboration of educational stakeholders. while previous research Tomczyk (2020) stated that digital literacy is one of the main challenges facing schools today, including the teachers in it.

After the digital literacy skills are important for teachers to master during the covid-19 pandemic. The presence of demands for the preparation of writing skills assessment instruments in learning is also very important for an Indonesian language teacher. It is expected to see students' affective and psychomotor learning outcomes in a study of material presented by the teacher from several meetings. However, there are still many Indonesian teachers aged 45-60 years who do not want to know how to acquire knowledge and skills in making online learning writing skills assessment instruments due to limited knowledge and skills. According to Retnawati et al. (2016) It is necessary to hold a training program such as an effective application that includes the contents of the 2013 Curriculum, learning, assessment and making school reports. Other than that, studied results from (Zaim et al., 2020) states the problems in the assessment of certain language functions, activities, and assessment rubrics in schools. Yusuf (in Sylvia et al., 2019) stated that the assessment instrument was carried out to collect data on student learning outcomes in integrated learning which should choose five conditions, namely tested validity, reliability, objectivity, practicality and economics. According to (Munandar et al., 2020) believes that if the assessment instrument meets the requirements

and has been tested for quality, it can be called a quality instrument.

Asesmen kriteria Minimal (AKM) is a system designed by the government to produce accurate information in the form of student learning data. The AKM system aims to improve the quality of learning and teaching. For AKM students themselves, it is an assessment needed by all students in order to be able to develop quality, capacity and positive achievements in society. Therefore, this system is mandatory for teachers to know as an increase in digital literacy and is expected to improve assessment for students. Based on several opinions of previous researchers Andiani et al. (2020), Aisah et al. (2021), Rijoly & Patty (2021), Rokhim et al. (2021) stated that this AKM as a substitute National exam or *Ujian Nasional (UN)* as a school program assessment system on a national scale, it means that the assessment is carried out as a whole to see the quality of the education system at every school level. AKM as part of the National Assessment This means that the AKM is an assessment of a student's basic competence in numeracy. This AKM is based on computers and Android which can be accessed through the internet network so that teachers, students and schools can use this access. This program is based on the applicable regulations from the Ministry of Education and Culture number 7 of 2021 regarding national assessments, namely the rules for implementing the provisions in article 46 paragraph 8 of government regulations number 57 of 2021 regarding national education standards. Regulation of the Minister of Education and Culture 17 of 2021 concerning AKM as a substitute for the implementation of the national exam (UN) what's in the rules Kemendikbud number 43 years 2019 (Pusmenjer, 2022; Puspendik, 2022).

Assesmenpedia is an innovative digital assessment platform for all subjects at every level of education launched by Indonesia through the Pusmenjarkemendikbud platform in 2022. This digital assessment vehicle is advantageous for teachers from all levels of school to collaborate with each other, exchange information, ideas and knowledge about innovative question instruments. Digital Assemenpedia provides menus or icons for various subjects such as Indonesian, English, mathematics, science, social studies, PPKN, Cultural Arts, Entrepreneurship, PJOK and crafts. In the main menu assempedia can be found and uploaded a written assessment guide,

Hots question writing, portfolio assessment, performance appraisal guide, and formative models (Kemendikbud, 2022). Besides that, Kateryna et al. (2020) The basis of digital fluency is digital competence which is the ability to solve various problems in the field of using information and communication technology (ICT). According to (Rahmawati, 2022) The presence of the web assessment site program is to add insight and digitization of subject matter teachers and classroom teachers to the assessment instrument for each subject. Given the low quality of the instruments applied by some teachers in the process of assessing student learning outcomes during the covid-19 period. This program is proclaimed to be able to increase the quality of digital literacy in the composition of teacher assessment instruments on student learning outcomes online and offline. Rusydiyah et al. (2020) states that a teacher is able to develop the quality of basic digital literacy by having basic information and communication technology (ICT) skills, information skills, media awareness, and self-competence thinking.

Therefore, from some of the background problems above, Researchers can formulate two questions as problems that arise in the educational environment, especially portraits of Indonesian language teachers' digital literacy on applications of *Asesmen Kompetensi Minimum* / AKM kelas dan Asesmenpedia. The questions in this study focuses on how the portrait of Indonesian language teachers' digital literacy in AKM kelas and Asesmenpedia, how is the level of understanding of Indonesian language teachers' digital literacy on the use of AKM kelas and Asesmenpedia, and is there a relationship between the digital literacy skills of Indonesian language teachers and the operation through the application of AKM Kelas and Asesmenpedia.

METHODS

This type of research is survey research where the method used is descriptive quantitative method. The survey research design used is a cross-sectional type that is descriptive and predictive. Besides that, This research is framed by online research and understanding framework Leu et.al (2013) which identifies five essential component skills including; 1) identify important questions or problems to solve, 2) finding for information, 3) evaluate critical information, synthesize information and, 5)

communication for information. Widodo (in Maidiana, 2021) describes two types of survey research, namely Cross-Sectional and Longitudinal, in which Cross-Sectional tends to be descriptive and predictive. Survey research in this type of research method from quantitative to obtain data that occurs now or in the past, on beliefs, opinions, characteristics, behavior, relationships of a variable and to test certain hypotheses.

The steps in this research are 1) determining the problem, 2) formulating a hypothesis, 3) determining the research objectives, 4) determining the appropriate type of survey, 5) determining the sample design, 6) determining the sample size, 7) making questions and choosing what test equipment. to be used, 8) determine the form of data collection according to the conceptual definition of research tools, 9) process data; 10) conducting data analysis, 11) discussing data analysis 12) compiling reports.

The type of sample in this study is a probability sample with simple random sampling. The population selected was the province of West Java and the sample was taken by Indonesian language teachers at the junior high school level in West Bandung Regency, Indonesia. The sample consists of 187 schools, 63 of which are public schools and 124 private schools with a total of 14,889 teachers including Indonesian language teachers. <https://dapo.kemdikbud.go.id/guru/2/022300>.

The data collection technique used in this study was a questionnaire. The questionnaire was first tested for validity and reliability. The results of the validity test show that all item validity values are more than 0.363, which means that each item is declared valid. Meanwhile, for the results of the reliability test with the Cronbach Alpha method, the value of $r = 0.886$, which means more than the reliability coefficient value of 0.6 so that the instrument is declared reliable. Questionnaires are distributed online through the help of Google Forms. Twenty statements that have been validated are 10 positive statements and 10 negative statements, and the results of this study tend to be generalized. According to Maidiana (2021) that survey research itself is research that collects information from a sample by asking through a questionnaire or interview in order to later describe various aspects of the population. Besides that Coughlan et al (2009) data collection methods related to survey research,

the most common being self-administered questionnaires and structured interviews.

The data processing technique in this survey research uses the Guttman scale because there are two variations of answers in data processing. The answer 'Yes' is given a score of 1 and the answer 'No' is given a score of 0. Guttman scale provisions Sugiyono (2014) as follows 1) 0.00-0.25 = Weak association (low), 2) 0.26-0.50 = Fairly weak association (low enough), 3) 0.51-0.75 = Association strong enough (high enough), 4) 0.76-1 = Strong association (high). After the data was obtained from the results of numbers from google form data, the researchers used SPSS 24 and Microsoft Excel 2016 as tools to process data.

RESULTS AND DISCUSSION

Based on the results obtained from the questionnaire data conducted by researchers

through the google form as follows.

Looking at the literacy portrait of Indonesian language teachers in the Minimum Competency Assessment and Asemenpedia, it can be seen from the results of the respondents' answers distributed via google form totaling twenty statements. Data collection was carried out for four weeks or more than one month starting on March 28, 2022 to April 28, 2022. The data obtained by researchers through answering a google form questionnaire were 390 respondents (junior high school teachers) in the West Bandung Regency area. 390 representing Indonesian teachers from 187 schools, 63 of which are public and 124 private with a total of 14,889 teachers. The results of the questionnaire distribution and processed through Microsoft Excel 2016 data can be displayed as follows:

Table 1. Total respondents' answers on digital literacy portraits of Indonesian junior high school teachers in West

Statement	Respondents	Respondent Count	Total Percentage (Number of responses/20) + 390	Total Percentage/Total Respondent	Criteria
20	390	4796	23980	0.61	Association is strong enough

Based on table 1 above, it can be seen from the Guttman interval scale (scale one) with four variables (criteria) namely 1) 0.001 – 0.25 = weak association (low), 2) 0.26 – 0.550 = fairly weak association (low enough), 3) 0.51-0.75 = fairly strong association (high enough) and 4) 0.76 – 1 = strong association (high). it can be concluded that the results of a survey conducted by researchers on the portrait of Indonesian language teachers' digital literacy in Asesmen Kompetensi Minimum / AKM Kelas and Asesmenpedia with the association criteria strong enough or high enough that is 0.61. This

means that Indonesian language teachers are quite familiar with government programs decided by the Permendikbudristek number of 17 2021 About National Assessment. From this program, every teacher in the field of study, especially Indonesian language teachers, must be able to recognize, register, apply, apply AKM and Asesmenpedia as a student assessment system at the junior high school level regarding the literacy level of Indonesian language teachers at AKM and Asesmenpedia is quite strong. It can also be seen in Figure 1 below.

Saya mengetahui dan mampu mengaplikasikan AKM kelas dan Asesmenpedia berbasis komputer dan gawai
390 responses

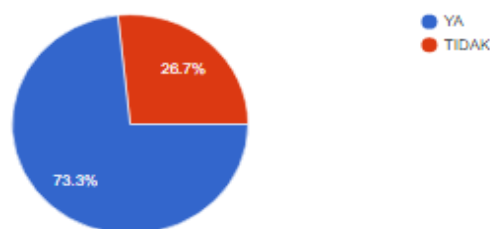


Figure 1. One of the respondents' responses to the Indonesian teacher's digital literacy portrait at the AKM class and Asesmenpedia

Figure 1 shows that the portrait of the ability of Indonesian language teachers in the AKM class and Asesmenpedia is quite high with 73% answering 'YES' and 26.7% answering 'NO' out of a total of 390 respondents.

The results of measuring the level of understanding of Indonesian language teachers' digital literacy can be seen in filling out the questionnaire based on public and private schools as follows.

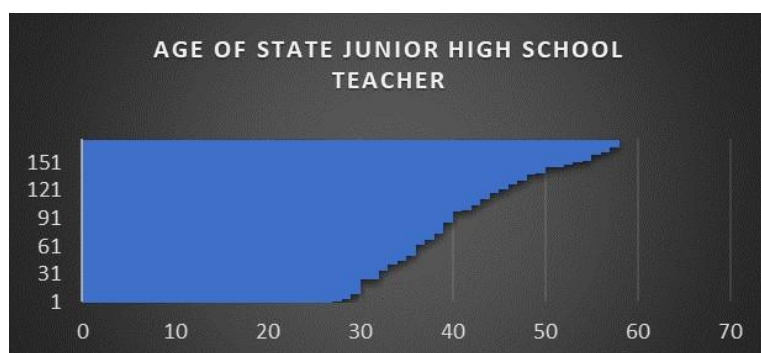


Figure 2. Graph of the age of Indonesian language teachers at the junior high school level in filling out the questionnaire

Figure 2 graph shows the average age of public junior high school teachers aged 25 – 58 years in filling out the questionnaire with a total of 176 with a total response of 111.65 so that the data is divided from the total response by the number of respondents, the result is 0.63. So when viewed from the Guttman interval 1 scale, the value of 0.63 is quite strong. Therefore, it

can be concluded that the digital literacy of Indonesian language teachers at the State Junior High School Level in accessing AKM and Asesmenpedia is said to be quite strong, meaning that Indonesian language teachers have adapted to the programs provided by the government.

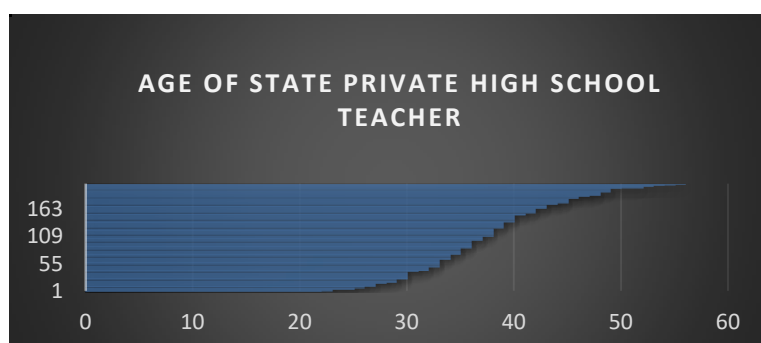


Figure 3. Graph of the age of Indonesian language teachers at private junior high school level in filling out the questionnaire

Figure 3 shows a graph of the intensity of filling out questionnaires for Indonesian language teachers aged 22-56 years with a total of 214 respondents with a total of 128, 15 responses. This value can be interpreted with the Guttman scale interval one that the 0.60 position is strong enough / high enough. it can be concluded that the intensity of Indonesian

language teachers in the district of West Bandung, West Java Province, Indonesia has proliferated digital literacy in accessing, using, implementing AKM and Asesmenpedia both computers and devices (gawai). This can be seen from the intense ability of Indonesian language teachers to operate various web features through computers and devices. Can be seen in Figure 4.

Saya mampu mengoperasikan komputer dan gawai berbasis internet secara mandiri.
390 responses

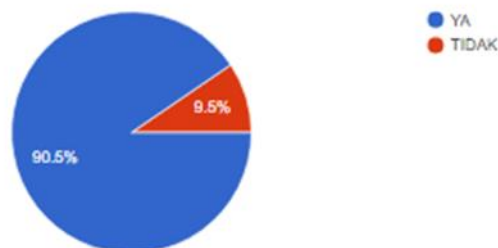


Figure 4. Respondents' statements on the digital literacy ability of Indonesian language teachers in one of the statements

To find out how the relationship between the digital literacy ability of Indonesian language teachers and the use of the AKM class application and Asesmenpedia, a correlation test was carried out. Therefore, taking the hypothesis as follows.

H_0 = There is a relationship between the digital literacy skills of language teachers Indonesia on the use of the AKM class application and Asesmenpedia.

H_A = There is no relationship between the digital literacy skills of language teachers Indonesia on the use of the AKM class application and Asesmenpedia.

The basis for making decisions about the relationship between Indonesian language

teachers' digital literacy with the AKM class application and Asemsepedia can be seen as follows.

If the value of Sig < 0.05 then H_0 is accepted (there is a relationship or correlation)

If the value of Sig > 0.05 then H_0 is rejected (there is no relationship or no correlation)

If the Sig value is right at 0.05, the next step is to compare the person correlation with the r table, with the following conditions:

Person correlation > r table = related

Person correlation > r table = not related

Based on the results of the correlation test through the IBM SPSS 25 application, it can be obtained in table 2,

Table 2. Correlation of Indonesian language teachers' digital literacy skills on the AKM class application and Asesmenpedia

Correlations		Digital Literacy Ability	AKM Kelas and Asesmenpedia application
Digital Literacy Ability	Pearson Correlation	1	.923**
	Sig. (2-tailed)		.000
	N	390	390
AKM and Asesmenpedia application	Pearson Correlation	.923**	1
	Sig. (2-tailed)	.000	
	N	390	390

** . Correlation is significant at the 0.01 level (2-tailed).

Based on table 3, the significance value is 0.00. The value is less than 0.05 then H_0 is accepted. So, there is a relationship between the digital literacy ability of Indonesian language teachers on the use of the minimum grade criteria assessment application (AKM) and the assessment of the Indonesian language teacher. After knowing the relationship between the digital literacy ability of Indonesian language teachers with the use of the AKM class application and assessment, the next step is to see the extent of the relationship. The following is a guide to the degree of relationship between digital literacy skills and the AKM class application and Asesmenpedia.

Pearson Value Correlation 0.00 s.d 0.20 = No correlation

Pearson Value Correlation 0.21 s.d 0.40 = Weak correlation

Pearson Value Correlation 0.41 s.d 0.60 = Medium correlation

Pearson Value Correlation 0.61 s.d 0.80 = Strong correlation

Pearson Value Correlation 0.81 s.d 1.00 = Perfect correlation

Based on table 3, it can be seen that the Pearson Correlation value is 0.923, meaning that there is a perfect correlation between the digital literacy skills of Indonesian language teachers and the AKM Kelas application and Assessmentpedia.

Based on the results described above, the researchers discussed the results of this study with previous studies. This study focuses on the formulation of the first problem, namely the portrait of the digital literacy of Indonesian language teachers in the minimum competency assessment / AKM Kelas and assessment of the Indonesian language. Results The value of the survey research conducted by researchers through several steps can be seen in table 1 which shows 0.61 The association is quite strong. This shows that 390 teachers with digital literacy competencies for Indonesian language teachers in government programs can implement the AKM classroom application and Asesmenpedia in schools. This can be seen from the number of 176 public junior high school teachers and 214 private teachers who can accept and understand the AKM class and the Asesmenpedia.

Based on the findings of researchers from the results of previous studies, portraits of class AKM and national AKM based on computer and

android applications can be accepted by teachers in schools. This is evident from the first research conducted Purwati, Faiz, et al. (2021) the portrait of the minimum competency assessment (AKM) for the teacher class is professionally moved to make the AKM instrument for the reading literacy class as the teacher's product AKM. Besides that, portrait of further findings from researchers Rokhim et al. (2021) there are 75% of teachers understand about the national assessment or classroom assessment while 25% are not familiar with the national or class AKM. Temun is not limited to that, researchers found research from Purwati, Widiyatmoko, et al. (2021) National AKM and classroom AKM workshops for teachers have succeeded in increasing the knowledge potential of the national and classroom AKM programs. This activity is digital literacy because the workshops are conducted online and offline. After that the current research from Sinyanyuri et al. (2022) teachers have a good perception of literacy or digital by understanding the various difficulties in compiling assessment instruments with the AKM.

On the other hand, in the subsequent findings, the researcher found that the research conducted by Rijoly & Patty (2021) The results of research conducted in an exercise-based survey show that there is still weak knowledge of AKM in the classroom for teachers in the Salahutu sub-district, Central Maluku Regency. Furthermore, research is understood that Andiani et al. (2020) the need for socialization to teachers of government programs that develop teachers' abilities in reasoning, communicating, and building skills in problems.

It can be concluded that this portrait of Indonesian teacher digital literacy research can be a novelty for classroom AKM research and Assessment for Indonesian language teachers in Indonesia. Research that previously assessed the class AKM program and the national AKM program was acceptable, but is still in the process of being introduced that has not been comprehensive. This is on the grounds that the AKM class and Assessmentpedia as a new assessment program for teachers implemented by the government with the aim of improving the quality of education in Indonesia.

The second discussion, based on the formulation and research objectives, is the extent to which the level of understanding of digital literacy of Indonesian language teachers is based

on the use of the minimum competency assessment/ AKM Kelas and the assessmentpedia. The results showed that the understanding of Indonesian language teachers at State Junior High Schools at the age of 25 – 58 years had an understanding level of 0.63 out of 176 teachers. when viewed from the Guttman interval 1 scale, the value of 0.63 is quite strong. Therefore, the understanding of Indonesian junior high school teachers towards AKM Kelas and Assessment is quite good or strong enough. Furthermore, private junior high school teachers aged 22-56 years with a total of 214 respondents showed an understanding level of 0.60. When viewed on the Guttman interval 1 scale, the value of 0.60 is quite strong, meaning that the understanding of Indonesian language teachers in private junior high schools in the AKM Kelas and Asesmenpedia application has a fairly high understanding.

Based on the findings of the researchers from the results of previous studies, the level of understanding of Indonesian language teachers was quite high, it was found in the study Fauziah et al., (2021) focuses on analyzing the understanding of Indonesian junior high school teachers about the AKM class. The findings show that 87.5% of teachers know the components of the AKM Kelas and 12.5% do not understand the AKM Kelas. So it is necessary to hold outreach to 12.5% teachers who do not understand the AKM Kelas application. Besides that, the findings of researchers against the results of other studies conducted by Rijoly & Patty, (2021) Indonesian teachers' understanding of the AKM Class is said to be successful from a survey research conducted in Kec. Salahutu Kab. Central Moluccas. This survey research was conducted after teachers and school principals were given intensive assistance to teachers so that the satisfaction of Indonesian language teachers with the training had an impact on the understanding of Indonesian language teachers' digital literacy in AKM Kelas. Furthermore, the researchers' findings on the understanding of digital literacy from Anshori et al. (2021) The training was carried out in the hall of SMPN 7 Palopo, North Wara District through lecture, question and answer methods, and practice. The results show that the level of knowledge or understanding of digital literacy in teachers is 68.80%, the remaining 31.20 do not have digital literacy knowledge.

So it can be concluded from the research

findings based on previous findings that understanding of digital literacy in the AKM Kelas application and the Asemen pedia Indonesian language teacher will be better when they receive training so that only their digital literacy knowledge will be better for the use of the AKM Kelas and assessmentpedia application.

The third discussion, the relationship between the digital literacy ability of Indonesian language teachers and the operation through the application of the minimum class competency assessment and assessmentpedia. Based on the data from this study, which shows the Pearson Correlation value is 0.923, it means that there is a perfect correlation between the digital literacy abilities of Indonesian language teachers and the AKM class application and Assessmentpedia. If the researcher is compared with previous findings from the results of previous studies from Rijoly & Patty (2021) The survey research was conducted from June 12, 2020 to July 24, 2022 for teachers in Salahutu District, Central Maluku Regency. It shows that the level of the relationship between the national AKM or the class AKM on the literacy ability of teachers is still low. 50% of teachers need training on Minimum Competency Assessment/ AKM Kelas. Subsequent research findings on previous research that has been done Fauziah et al. (2021) The relationship between understanding digital literacy and the use of the AKM application in Indonesian junior high schools shows that there is a relationship between teachers' understanding of the AKM in the classroom. 100% of 87.5 teachers can understand the AKM in the classroom so that the level of relationship between teacher literacy in the AKM class looks very good. Further research findings from Rokhim et al. (2021) 75% of teachers have a level of understanding of the use of AKM, so it can be seen that there is a relationship between teacher skills and the use of AKM applications through digital literacy.

Based on previous findings, it can be concluded that the effect of understanding the use of classroom or national AKM Kelas and Asesmenpedia applications is based on digital literacy for Indonesian language teachers.

CONCLUSION

Based on the purpose of the survey research conducted, the first is to find out how the digital literacy portrait of Indonesian language teachers is. second, the level of understanding of the

digital literacy of Indonesian language teachers in the AKM kelas and Asesmenpedia. The third is to find out how far the relationship between the digital literacy skills of Indonesian language teachers and the use of the AKM class application and Asesmenpedia. To answer the three questions, the researcher used a descriptive quantitative method with a survey design using cross-sectional and data collection techniques through a google form-based questionnaire (online). In addition, the data was processed through the help of SPSS 24 and Microsoft excel 2016. So it can be concluded that the results of the survey research conducted by the researchers show that first, the portrait of the digital literacy of Indonesian language teachers in the Minimum Competency Assessment (AKM) and Asesmenpedia can be said to be strong enough or high enough with a criterion value of 0.61 based on guttman scale interval data. Second, the level of understanding of digital literacy of Indonesian language teachers in the AKM class and Asesmenpedia looks quite strong with a score of 0.63 for State Junior High School teachers and 0.60 for Private teachers. Third, the relationship between the two variables of digital literacy ability and the classroom AKM application, namely there is a perfect relationship between the Indonesian language teacher's digital literacy ability with the AKM Kelas and Asesmenpedia application, namely the Pearson Correlation value of 0.923, meaning that the Pearson Correlation value between 0.81 to 1.00 means perfect correlation.

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