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Implementation of the Computer-Based National Assessment-Oriented School Literacy Movement Policy for Elementary School Students in Bireuen District

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ABSTRACT

The school literacy movement (SLM) is more than just reading and writing but includes thinking skills according to stages and literacy components. SLM aims to develop student ethics through the development of a literacy ecosystem, so that students become lifelong learners. But the problem is difficulty listening and telling stories longer, difficulty understanding the intent and purpose of SLM. This study aims to: (1) describe planning, (2) describe implementation, (3) describe the evaluation of the implementation of the school literacy movement (SLM) policy oriented to computer-based national assessment in elementary school students in Bireuen Regency. This research is a field study using a qualitative approach conducted at SD 4 in Bireuen Regency. The data was collected through interviews, and observation. Data analysis techniques are carried out through data reduction and data presentation. The results showed that: (1) Computer-based National Assessment-oriented School Literacy Movement policy implementation planning: (a) goal and target planning, (b) problem identification, (c) stakeholder identification, (d) resources and budget, (e) strategy, (f) monitoring and evaluation, (g) improvement and learning, (h) problem formulation, (i) recommendations, (j) result monitoring, (k) performance evaluation, (l) Computer-based National Assessment-oriented School Literacy Movement policy implementation. (2) Implementation of Computer-based National Assessment-oriented School Literacy Movement policy: (a) allocating natural resources and human resources, (b) hardware and software, (c) technological infrastructure, (d) educational content, (e) training and professional development, (f) coaching and supervision, (g) administration and reporting, (h) communication and awareness, (i) research evaluation and budget, (j) awards and recognition, (l) ensuring data security and privacy, (k) Stakeholder involvement, (l) Achievement of targets in implementation, (m) Quality in implementation, (n) communication and coordination in implementation. (3) Evaluation of Computer-based National Assessment-oriented School Literacy Movement Implementation for Elementary School Students in Bireuen District, which are the effectiveness of policy implementation, efficient policy implementation, satisfactory policy implementation, equality and equity of implementation, student response to implementation and accuracy of policy implementation.

Keywords: Implementation, Policy, School Literacy Movement, Computer-Based National Assessment

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1. INTRODUCTION

Policy implementation refers to the process of converting policies that are formulated into concrete and implementative actions. It involves a series of steps and activities undertaken by a government, public institution, or other organization to implement an agreed policy. Policy analysis helps in understanding the problems faced and the challenges that need to be addressed. According to Dunn (1999) policy analysis is an applied social science discipline that uses *inquiry methods* and several arguments to generate and utilize appropriate policy information in the political decision-making process in order to solve policy problems.

Education has a very important role to ensure the development and survival of the nation. Education is essentially a conscious and planned effort to humanize man, in the hope that the process of transforming education, man can increase all his cognitive, affective and psychomotor potential. Moretti & Frandell (2013) affirm that the education in question is able to understand, read, write and count. These important life skills translate into broader terms of literacy.

The low literacy culture in Indonesia is a benchmark, that education in Indonesia is still lagging behind other countries. The importance of literacy in order to determine the quality of human resources for capital to advance the nation. The government's focus is to encourage children to understand the material

they read by making education policies that lead to 21st century skills (literacy, competence, and character) and this is formulated in the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning ethical growth.

Since 2016 the Ministry of Education and Culture initiated the birth of the Indonesian Reading Movement and the National Literacy Movement. The National Literacy and Reading Movement as part of the implementation of Ministerial Regulations of Education and Culture Number 23 of 2015 concerning ethical growth. Furthermore, the Ministry of Education and Culture formed a National Literacy Movement working group to coordinate various literacy activities managed by related work units. These literacy activities include the Community Literacy Movement, the Family Literacy Movement, and the School Literacy Movement (SLM).

The obstacle that occurs is that during the learning process experienced by students, students are required to be able to do questions on computers with various kinds of questions that require reasoning. Andriani (2020) stated that to obtain the right Computer-Based National Assessment design, several things are needed that can measure the success of the assessment well and comprehensively. These things are content that is in accordance with the learning process both at home and at school, cognitive processes that have been, are and will be passed, and contexts that can accommodate student abilities.

The problems mentioned above are expected to encourage education units and education offices to focus resources on improving the quality of learning, one of which is the implementation of the school literacy movement, so that if analyzed GLS actually greatly contributes to the results of student's Computer-Based National Assessment. However, the problem is that there is no benchmark for the effectiveness of SLM program implementation in schools that are able to utilize facilities and infrastructure, manage libraries well, inventory all infrastructure, create comfortable reading rooms, collaborate with other parties related to SLM, and build a literate school environment. The results of interviews and data searches in the Jeumpa Principal Working Group (K3S) area through the head of Jeumpa K3S, stated that 18 out of 44 schools had good literacy achievements on education report cards, the rest were underachieving or needed special interpretation.

Based on the results of initial observations made by researchers at SD Negeri 5 Bireuen, it can be seen that only some students want to read books during breaks in the school library room, while other students are only busy playing and snacking in the cafeteria. SD Negeri 5 Bireuen has a library of storybooks for students to read during recess and after school. The library of SD Negeri 5 Bireuen is equipped with a collection of books both fiction and nonfiction. But the problem is the lack of effectiveness of literacy carried out by students, and the lack of teacher concern for GLS.

The above observations are supported by the results of an interview with the Principal of SD Negeri 5 Bireuen who stated that efforts have been made to provide a library and various kinds of book needs available, but students are still reluctant to visit the library, only a few students regularly read books. Such students during activities in the library, are freed to read books that they like. Library employees will guide the next activity after reading the book. But in fact other students are less interested in entering the library room, besides that teachers are also less concerned with GLS, if reprimanded just to carry it out.

Based on the observations and interviews above, it can be understood that, schools have tried to implement SLM by providing library facilities equipped with various books, but the problem is that there is still a lack of awareness of students to enter the library room, and teacher concern is also minimal to direct students to be aware of literacy. Students must be able to take advantage of the facilities in the library to improve their knowledge in literacy, so that students have knowledge by trying to learn independently through literacy.

Based on the background and previous research that has been discussed by the researchers above, researchers are interested in researching further regarding the implementation of the computer-based national assessment-oriented school literacy movement in primary school with the research questions:

a. How are the planning to implement the school literacy movement policy oriented towards computer-based national assessment for primary school students in Bireuen District?

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b. How are the implementation of the school literacy movement policy oriented towards computer-based national assessment for primary school students in Bireuen District?
c. How is the evaluation of implementation of the school literacy movement policy oriented towards computer-based national assessment for primary school students in Bireuen District carried out?

2. RESEARCH METHODS

A. Research Design

The approach in this research is a qualitative descriptive approach, which is a research procedure in producing descriptive data sources in the form of written words or words of people and observed behaviour. The use of a qualitative descriptive approach because this research has complex, dynamic and meaningful problems and needs an in-depth understanding of social situations, (Hadi, 2004).

Wray (2018) states that qualitative research is the collection of data in a natural setting, using natural methods, and conducted by people or researchers who are naturally interested. Descriptive research methods are research strategies and techniques that attempt to describe, record, analyse and interpret conditions or events that exist and are found in the field in the form of communities, problems or symptoms in society, by collecting in-depth facts, then the data is presented in verbal form, not in the form of numbers. In this case, the researcher seeks to describe in depth the implementation of the school literacy movement for students in primary schools in Bireuen Regency.

B. Research Location

The research location is the object of research where research activities are carried out. The purpose of determining the research site is to facilitate or clarify the location targeted in the research. The research site in this study is located at UPTD SD Negeri 4 Bireuen Bandar Bireuen Village, which is located at Jalan Laksamana Malahayati, Bandar Bireuen-Kec. Kota Juang, Bireuen Regency, Aceh.

C. Research Participants

According to Sedarmayanti (2011), qualitative research is descriptive, tends to use analysis with an inductive approach, process and meaning (subject perspective) are more emphasized. The characteristics of qualitative research colour the nature and form of the report, because it is compiled in the form of a narrative that is creative and in-depth, showing naturalistic characteristics full of authentic values. Qualitative research does not aim to make generalisations from its findings. Therefore, there is no known population or sample in qualitative research. The research subject is reflected in the research focus. The research subject becomes an informant who will provide various information needed during the research process. There are three types of informants in this research, namely

1. Key informants, i.e. those who know and have various basic information needed in the research.
2. Main informants, that is, those who are directly involved in the social interactions under study.
3. Supplementary informants, i.e. those who can provide information even though they are not directly involved in the social interactions under study.

Based on the above description, the researcher determines informants using purposive sampling technique, that is, the determination of informants not based on strata, guidelines or areas, but based on certain objectives that are still related to the research problems. Those who were used as informants in this study were based on the consideration that they had represented and adapted to their fields in the school where the researchers conducted the research. Thus, in this case, the researcher uses informants consisting of

1. Key informants, a total of 1 principal.
2. Key informants, a total of 3 teachers.
3. Additional informants, totalling 6 pupils.

D. Data Collection Technique

a. Interview

An interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed about a particular topic. The interviews that researchers conduct are unstructured interviews, unstructured interviews are interviews that are free, and researchers do not use

interview guides that have been systematically and completely prepared for data collection. The interview guide used is only an outline of the questions to be asked.

Unstructured or open-ended interviews are often used in preliminary research or even for more in-depth research on respondents. In preliminary research, researchers try to get preliminary information about various issues or problems that exist in the subject, so that researchers can determine exactly which issues or variables should be studied to get more complete problems.

b. Observation

By making direct observations of the subject or area under study, all the data from the observations were collected and clarified according to their type that could be the implementation of the school literacy movement for students in primary schools in Bireuen Regency. The researcher carried out two stages of observation, the general nature of which was that observations were made of different elements in the educational unit of Bireuen Regency that could help this research.

While the specific nature is that the observer directly sees and records situations related to professional knowledge and knowledge or information directly obtained from the data needed to be carried out on the implementation of the school literacy movement for students in primary schools in Bireuen District, namely (1) Organisational structure, (2) Programme implementation, (3) Existence of the school, (4) Data/documentation on school structure, (5). Financial development efforts made, (6). The final results of the performance to be accounted for.

E. Data Analysis Technique

Data analysis was carried out by researchers as an attempt to systematically record the results of observations, interviews and documentation in order to improve the researchers' understanding of the issues they are investigating and to present them as findings for others. To make it easier for researchers to analyse data, researchers reduced data, presented data and drew conclusions.

a. Data Reduction

The data obtained by grouping the data, summarising which data are important and which are not, because it cannot be denied that the longer the researcher is in the field, the more, broader and more complicated the amount of data becomes.

b. Data Presentation

After the researcher has reduced the data, the researcher then presents the data, namely from the data/results obtained in the field and has been grouped or summarised more specifically and clearly. The researcher has presented the data according to the answer or results of what was obtained, such as the results of observations. The researcher has sorted the observations first in order to arrange them so that the observations made have more interrelated relationships.

3. RESULTS AND DISCUSSION

A. Planning the implementation of the school literacy movement (SLM) policy oriented towards computer-based national assessment for elementary school students in Bireuen District.

To determine the planning for the implementation of the school literacy movement (SLM) policy oriented to computer-based national assessment for elementary school students in Bireuen District, measured by 11 (eleven) question indicators, such as: (a) Planning goals and objectives, (b) Planning identifying problems, (c) Planning identifying *stakeholders*, (d) resource and budget planning, (e) Strategy planning, (f) Monitoring and evaluation planning, (g) Improvement and learning planning, (h) Problem formulation planning, (i) Policy recommendation planning, (j) Policy outcome monitoring planning, (k) Policy performance evaluation planning.

a. Planning the goals and objectives

To find out the aims and objectives of planning the implementation of the Computer-Based National Assessment School Literacy Movement policy for elementary school students in Bireuen Regency, the following are the results of an interview with the principle of SD Negeri 4 Bireueun.

> Planning the goals and objectives of the implementation of the School Literacy Movement policy oriented towards the Computer-Based National Assessment for SDN 4 Bireuen students is an important step in ensuring the success of policy implementation, this is done planning based on the School education report card, so that GLS is implemented to improve school quality. The steps we take to plan goals and objectives, namely identifying the main goals, determining the specific goals to be achieved, and identifying targets. (Interview, 02 October 2023).

It can be seen that the school determines the main objectives of the computer-based National Assessment oriented school literacy movement policy. For example, the main objective is to improve the reading and writing literacy of SDN 4 students through the use of Computer-Based National Assessment. (Observation, 06 October 2023).

The school literacy movement is oriented towards the National Assessment of Computer-Based Elementary School Students in Bireuen District. It can be understood that schools identify main goals, specific goals, targets, concrete actions, make budget plans, and determine the right time. The school conducts monitoring and evaluation, consultation and collaboration, effective communication with various interested parties, evaluation and adjustment.

b. Designing the identifying of problems

To find out the planning to identify problems in the implementation of the Computer-Based National Assessment-Oriented School Literacy Movement policy for elementary school students in Bireuen Regency, the following are the results of an interview with the head of SD Negeri 4 Bireueun.

> I think, as a principal here, it is very important to do, aiming to ensure this program runs effectively and efficiently, by introducing and guiding children to use personal laptops and some laptops at school. Then carefully study the Computer-Based National Assessment School Literacy Movement, as well as its implementation plan. Next understand the desired goals, objectives, methods and targets of the population. (Interview, 02 October 2023).

By this, it can be seen that schools evaluate the impact of actions taken to overcome problems, whether problems have been resolved, or whether policy implementation is getting better. Later, the school establishes a cycle of evaluation and improvement, revises action plans where necessary, and learns from experiences that have been done to improve future policy implementation. (Observation, 06 October 2023).

It is generally understood that schools review policies and implementation plans, identify relevant parties, collect preliminary data, consider challenges that may arise, identify key problems, prioritize Consult with relevant parties, create action plans, implement action plans, evaluate results, revise and review on an ongoing basis to improve future policy implementation.

c. Designing the identifying of stakeholders

To find out the design for stakeholder identification in the implementation of the school literacy movement policy oriented to the Computer-Based National Assessment for elementary school students in Bireuen Regency, the following are the results of an interview with the principle of SD Negeri 4 Bireueun.

> The first thing I have to do is, understand well the policy of the School Literacy Movement oriented towards the Computer-Based National Assessment and its goals, this will help me understand who I will involve in the implementation and who will be affected by the policy, then socialize the Computer-Based Literacy Movement to all teachers in the school. In addition, I also identified parties directly involved to support its implementation. (Interview, 02 October 2023).

It can be seen that the school makes a stakeholder engagement plan that includes communication strategies, how to involve them in planning and implementation, and how to address possible problems or concerns appear. The school evaluates stakeholder engagement and support throughout the implementation process, revising engagement plans where needed to ensure policies run smoothly. (Observation, 02 October 2023).

The results of the researcher's field observations of the planning to identify stakeholders in the implementation of the Computer Based National Assessment-oriented School Literacy Movement policy for primary school students in Bireuen District showed that the school has prepared a stakeholder engagement plan that includes communication strategies, how to involve them in planning and

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implementation, and how to address problems or concerns that may arise. The school evaluates stakeholder involvement and support during the implementation process and revises the engagement plan if necessary to ensure that the policy runs smoothly. (Observation, 02 October 2023).

d. Resource and budget planning

To find out the planning of resources and budgets in the implementation of school literacy movement policies oriented towards the Computer-Based National Assessment for Elementary School Students in Bireuen Regency, the following are the results of an interview with the head of SD Negeri 4 Bireueun.

> Regarding resource and budget planning in the implementation of ANBK-oriented GLS policies for Students, efforts have been made so far to identify what resources are required for policy implementation, such as computer hardware and software, teacher training, technical support, and learning materials. Next, determine the costs associated with each resource requirement, and make careful calculations, including hardware, software, training costs, etc., all sourced from BOS funds, and other untied funds. (Interview, 02 October 2023).

It can be seen that schools make budget planning as needed, and create a reporting system that allows to track and report budget use to interested parties, such as the Education Office, school committee, or government. (Observation, 06 October 2023).

Based on the results of the above interviews and observations about resource and budget planning in the implementation of the Computer Based National Assessment Oriented School Literacy Movement policy for primary school students in Bireuen District, it can be generally understood that the school identifies resource needs, estimates budget needs according to needs, makes a budget plan that is in accordance with needs, seeks sources of funds, prioritises targeted expenditures, makes long-term budget planning to adjust there is a possibility that resource needs will change, transparency and accountability for budget use, monitoring and evaluating budget use, making budget planning flexible, making systematic reporting. The school has a sound and structured resource and budget planning to ensure that the Computer Based National Assessment Oriented School Literacy Movement policy for students can be successfully implemented, supported by good budget management to maximise the return on investment of available resources.

e. Strategy Planning

To find out the strategic planning for the implementation of the school literacy movement policy oriented towards the Computer-Based National Assessment for elementary school students in Bireuen Regency, the following are the results of an interview with the head of SD Negeri 4 Bireueun.

> As a school principal, of course, ensure that all parties involved understand well the content and objectives of the School Literacy Movement policy oriented towards the Computer-Based National Assessment, including teachers, students, and parents. Then I formed an implementation team consisting of individuals responsible for various aspects of policy implementation, such as teachers, technology coordinators, training instructors, and others. Create a training plan for teachers and school staff regarding the use of hardware and software to be used in computer assessments. I make sure that they have the necessary capacity to carry out their duties. (Interview, 02 October 2023).

The planning strategies involve teachers, parents, and students in the decision-making process and policy implementation, and consider their input in improving the process. The school shares the positive outcomes and achievements associated with this policy with the rest of the Education community. Schools identify risks and develop strategies to mitigate them, for example, backup planning in case of technical problems or lack of resources. The school makes flexible strategy planning and is ready to adjust the strategy in case of unforeseen changes or challenges. (Observation, 06 October 2023).

Based on the results, it can generally be concluded that schools ensure that all parties involved understand well the content and objectives of the Computer Based National Assessment Oriented School Literacy Movement policy, including teachers, students, and parents, form implementation teams, create training and capacity, Conduct effective communication with stakeholders, procure tools and resources, pilot projects and trials, manage good data, develop learning materials, conduct monitoring and evaluation,

provide technical support, conduct evaluations consistently, involve stakeholders, disseminate results, control risks, and create flexible strategies.

f. Planning, monitoring and evaluation

To find out the planning for monitoring and evaluating the implementation of the school literacy movement policy oriented towards the Computer-Based National Assessment for Elementary School Students in Bireuen Regency, the following are the results of an interview with the head of SD Negeri 4 Bireueun.

> Conducting meetings on how to monitor and evaluate the program. establish clear goals and objectives for the School Literacy Movement program, and ensure they can be measured and measured, such as improving student literacy levels through Computer-Based National Assessments. Next, the school identifies relevant and measurable performance indicators to monitor the progress of the program. Examples of performance indicators include student graduation rates, exam results, or participation rates in literacy. (Interview, 02 October 2023).

Based on the observations it can be seen that if the school finds problems or is not in accordance with the program objectives, the school makes the necessary corrective action plans and makes changes as needed. The school conducts periodic program evaluations to ensure sustainability and continuous improvement. In addition, schools ensure that evaluation results are used to inform policy and better decision-making regarding school literacy programs. It is generally understood that schools set clear goals and objectives for the GLS program in a measurable manner. (Observation, 06 October 2023).

g. Improvement and lesson planning.

To find out the improvement planning and learning implementation of the school literacy movement policy oriented towards the Computer-Based National Assessment for Elementary School Students in Bireuen Regency, the following are the results of an interview with the head of SD Negeri 4 Bireueun.

> Conducting an in-depth analysis of the implementation of school literacy policies oriented to the Computer-Based National Assessment, and identify problems, obstacles, or challenges that may arise, such as lack of resources, resistance from schools, or technical problems. Involving a variety of parties involved in literacy programs, including teachers, parents, students, school kimite and Education officials, they can provide valuable insight into the issues they face. Then renovate, improve and implement innovations so that students are motivated. (Interview, 02 October 2023).

It can be seen that schools are ready to face obstacles that may arise during the implementation of corrective actions and are willing to make changes if needed. Schools communicate and learn from the experience of implementing corrective actions, using evaluation results and learning for continuous improvement in the implementation of literacy programs. (Observation, 06 October 2023).

Based on the results of the interviews and observations, it can be concluded that schools identify problems, obstacles, or challenges that may arise, such as lack of resources, resistance from schools, or technical problems. The school involves various interested parties in the literacy program.

h. Planning of formulating problems

To find out the planning to formulate problems in implementing the school literacy movement policy oriented towards the Computer-Based National Assessment for Elementary School Students in Bireuen Regency, the following are the results of an interview with Zahriani, as the head of UPTD SD Negeri 4 Bireueun, who stated that:

> As a principal I need to be able to recognise all parties involved in the implementation of this policy, including teachers, parents, students, and Education officials, they have varying insights into issues that may arise. Identify trends or patterns that reflect problems in policy implementation, paying attention to statistics, developing literacy outcomes, participation rates, or technical issues. Then find the things that are obstacles in the computer-based literacy movement. (Interview, 02 October 2023).

By this, the school is reevaluating the existing policy and considering modifying it if necessary to overcome the problems that have been identified. Formulating problems well is a crucial first step in

overcoming obstacles to the implementation of the Computer-Based National Assessment-oriented School Literacy Movement policy on students, to focus on necessary improvements and improve policy effectiveness. (Observation, 06 October 2023).

It is generally understood that schools understand all parties involved in policy implementation, including teachers, parents, students, and education officers, they have different insights into problems that may arise.

i. Policy Recommendation Planning

To find out the planning of policy recommendations for the implementation of the School Literacy Movement Computer-Based National Assessment for Elementary School Students in Bireuen Regency, the following are the results of an interview with the principle of SD Negeri 4 Bireueun.

> Planning policy recommendations is an important step in the process of improving and developing the implementation of School Literacy Movement Computer-Based National Assessment policies in students, recommendations can help address identified problems and improve policy effectiveness. The steps in planning policy recommendations: (a) ensure a deep understanding of the key issues to be faced in the implementation of school literacy policies, understand the root causes of problems and their impact on policy objectives, (b) evaluate the opinions and perspectives of various parties involved in the program, understand their needs, expectations, and constraints regarding implementation. (Interview, 02 October 2023).

The schools communicate policy recommendations to stakeholders, including government, educational institutions, and parents, identifying strong cases for recommendations that need to be adopted. Once the recommendations are adopted, then ensure there is a robust monitoring and evaluation system in place to monitor the progress and impact of implementing the recommendations. The school makes continuous improvement part of the process, open to changing recommendations if needed to achieve the desired results. (Observation, 06 October 2023).

It can be concluded that there are several steps in planning policy recommendations, including (a) schools understand the root of the problem and its impact on policy objectives, (b) evaluate the opinions and perspectives of various parties involved within the program, and understand their needs, expectations, and constraints related to implementation, (c) gather relevant data, empirical evidence, and research that can support policy recommendations, including research results, evaluation reports*, and best practices*, (d) make specific recommendations, (e) prioritize recommendations, and identify necessary resources, (f) develop action plans, (g) coordinate and consult with *stakeholders, (*h) reviewing policies that have been made, (i) conducting advocacy, supervision, evaluation, and continuous improvement.

j. Policy Results Monitoring Planning

To find out the planning of the results of the monitoring policy on the implementation of the National Assessment of the Computer-Based Elementary School Literacy Movement in Bireuen Regency, the following is the result of an interview with the head of SD Negeri 4 Bireueun.

> Planning to monitor the results of the ANBK-oriented GLS policy implementation policy for students, requires structured and careful planning, the steps we take at SDN 4, including determining the monitoring objectives to be achieved, for example increasing student literacy levels or the effectiveness of policy implementation, determining indicators to be used to measure successful implementation, Examples of indicators can include student literacy levels, teacher and student participation, access to computer devices, or national assessment results. (Interview, 02 October 2023).

By this, the school makes a monitoring plan which includes monitoring schedules, types of data to be collected, as well as data collection methods, and determines data sources, such as student literacy tests, teacher interviews, student surveys, and school administration data. Then, the school identifies the software or system that will be used to manage and analyze the data. In addition, schools determine who will be involved in data collection and analysis, involving teachers, school staff, authorities in education policy, and so on. (Observation, 06 October 2023).

k. Policy Performance Evaluation Planning.

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Based on the interview and observation, it can be seen that the school makes recommendations for improvement or policy implementation, identifying concrete steps that can be taken to improve policy performance. Performance evaluation planning is carried out consistently and continuously, in addition to continuous monitoring to see the progress of policy implementation and ensure periodic evaluations to ensure policies continue to perform well. (Observation, 06 October 2023).

It can be seen that (a) schools determine the main objectives of evaluation, (b) select performance indicators, (c) design evaluation methodologies, (d) identify relevant and representative data sources collected, (e) planning data collection instruments, (f) conducting data collection in accordance with the methodology that has been designed, (g) ensuring data is collected objectively and accurately, (h) using appropriate statistical tools or analytical methods to evaluate policy performance and achieve evaluation objectives, (i) interpreting results, (j) making reporting results, and (k) conducting continuous monitoring and evaluation.

B. Implementation of the school literacy movement (GLS) policy oriented towards computer-based national assessment (ANBK) for elementary school students in Bireuen District

To determine the implementation of the school literacy movement policy oriented to computer-based national assessment for elementary school students in Bireuen Regency, measured by 8 (eight) question indicators, such as: (a) Objectives in implementation, (b) Allocation of resources (funds and human resources) in its implementation, (c) *Stakeholder* involvement in implementation, (d) Achievement of targets in implementation, (e) Quality of service in implementation, (f) Stages of habituation in service, (g) Stages of development, (h) Stages of learning.

a. Purpose of implementation

To find out the objectives of implementing the policy of implementing the school literacy movement oriented towards the Computer-Based National Assessment for elementary school students in Bireuen Regency, the following are the results of an interview with a teacher at SD Negeri 4 Bireueun.

> SD Negeri 4 Bireueun Regency has objectives in implementing the implementation policy of the School Literacy Movement oriented towards Computer-Based National Assessment for students is to improve the quality of education and student literacy by using computer-based assessment technology, the objectives include: (a) providing opportunities for students to develop literacy skills, such as reading, writing, and critical thinking through National Assessment-oriented assessments Computer-based literacy, (b) ensuring that students and teachers have a better understanding of the national curriculum and the competencies to be achieved. (Interview, 02 October 2023).

Based on the results, it can be concluded that the objectives are to improve literacy, increase curriculum understanding, more accurate measurement, provide rapid feedback, improve education standards, prepare national assessments, reduce inequality, increase efficiency administration, improving the use of technology, evaluating the effectiveness of education, providing decision support data.

b. Resource of allocation in implementation

To determine the allocation of resources in the implementation of the policy implementation of the school literacy movement oriented to the Computer-Based National Assessment for elementary school students in Bireuen Regency, the following are the results of observations by researchers in the field on the allocation of resources in the implementation of the policy implementation. It can be seen that the provision of awards and recognition budgets to teachers, and students who achieve good results in policy implementation, and allocate funds to ensure the security and privacy of student data during computer-based assessments. (Observation, 06 October 2023).

It can generally be concluded that (a) allocate human resource budgets, (b) allocate hardware and software budgets, (c) allocate technology infrastructure budgets, (d) allocate an educational content budget, (e) allocate a training and professional development budget, (f) allocate a coaching and supervision budget, (g) allocate an administration and reporting budget, (h) allocate a communications and awareness budget, (i) allocate an evaluation and research budget, (j) allocate resources to teams or individuals responsible for program implementation and budget management, (k) provide a budget for Reward and recognition of

teachers, and students who achieve good results in the implementation of the policy (l) allocate funds to ensure the security and privacy of student data during the implementation of computer-based assessments.

c. Stakeholder involvement in implementation

To determine the involvement of stakeholders in the implementation, it shows that *stakeholders* play an active role. The involvement of these stakeholders makes for very effective communication, coordination and cooperation. All parties have a clear understanding of the program's objectives and how they can contribute. In terms of computer-based assessment, the role of teachers and students in mastering technology becomes very important. With the right support, training, and resources provided to them so that they can succeed in the program. (Observation, 06 October 2023).

Based on the above observations it involved and played an active role, aiming to ensure the success and effectiveness of the program, including the Ministry of Education, Education Office, principals, teachers and educators, parents or guardians of students, school supervisors, school committees, local communities, and private institutions concerned with education.

d. Achievement of targets in implementation

To find out the achievement of the target in implementing the policy of implementing the school literacy movement oriented to the Computer-Based National Assessment for elementary school students in Bireuen Regency, the following are the results of an interview with the head of SD Negeri 4 Bireueun.

> Ensure that the goals and objectives of the program are clearly defined. Our goals are specific, measurable, achievable, relevant, and time-limiting (SMART). Kemi creates an implementation plan that covers all stages of the program, including the selection of appropriate tools and technology, teacher training, student preparation, and assessment schedules. (Interview, 02 October 2023).

In general it can be concluded that the planning of program goals and objectives is clearly formulated, specifically, measurable, achievable, relevant, and has a time limit (SMART). Plan an implementation that covers all stages of the program. Teachers and other education personnel receive adequate training on the use of computer-based technology and the implementation of assessments. Schools have adequate infrastructure, such as computers and internet access, to conduct computer-based assessments and have an effective monitoring and evaluation system to measure program progress and results.

e. Quality of service in implementation

To determine the quality in the implementation of the policy implementation of the Computer-Based National Assessment Oriented School Deliberation policy for elementary school students in Bireuen Regency, the following are the results of an interview with the head of SD Negeri 4 Bireueun.

> Quality in the implementation of the School Literacy Movement policy oriented towards Computer-Based National Assessment of students is a key factor that will affect the success of the program. The steps we take are that the programme objectives and expected outcomes have been clearly formulated and measurable. Plan a comprehensive implementation that covers all aspects of the program, such as tool and technology selection, teacher training, student preparation, and assessment schedules. (Interview, 02 October 2023).

It can generally be concluded that the school carries out the formulation of clear goals, comprehensive planning, effective training, selection and preparation of resources, continuous monitoring and evaluation, involvement of students and parents, open communication and collaboration, leadership commitment, rewards and recognition, adaptation and continuous improvement, use of data for decision making, involvement of local communities.

f. Communication and coordination in implementation

To find out communication and coordination in the implementation of the National Movement for Computer-Based School Literacy for Elementary School Students in Bireuen Regency, the following are the observations of researchers in the field on communication and coordination in the implementation of the policy implementation The school literacy movement is oriented towards the National Assessment of Computer-Based Elementary School Students in Bireuen Regency, it can be seen that if there are conflicts

or problems in the implementation of the program, immediately identify the problem and find a wise solution, Open and constructive communication can help resolve conflicts well. After the program is completed, a joint evaluation meeting is held with all parties involved, to help identify what is going well and what needs to be improved in the next implementation. (Observation, 06 October 2023).

In general it can be concluded that, schools build clear communication channels, conduct regular coordination meetings, Build partnerships with external parties, communicate with parents, make collaborative training, Monitor the implementation process, use communication technology, if there are conflicts or problems in the implementation of the program, immediately identify problems and find the best solutions, communicate openly and constructively to help resolve conflicts well, and conduct joint evaluations.

g. Bottlenecks in execution

To find out the obstacles in implementing the policy of implementing the school literacy movement oriented to the Computer-Based National Assessment for elementary school students in Bireuen Regency, the following are the results of an interview with the head of SD Negeri 4 Bireueun.

> Kamai in implementing the School Literacy Movement policy oriented towards Computer-Based National Assessment for students, faces various obstacles, including limited access to computers and the internet, this can hinder the implementation of computer-based assessments. Teachers need a long time for more intensive training to understand and manage computer-based assessments well, because if the lack of training can affect the quality of implementation. (Interview, 02 October 2023).

It appears that students from lower socioeconomic backgrounds may face difficulties in accessing technology or obtaining needed support. School curricula may not align with computer-based assessment requirements, and this can lead to mismatches between what is taught and what is tested in assessments. (Observation, 06 October 2023).

In general it can be concluded that lack of access to technology, lack of teacher training, lack of resources, technical problems, student anxiety, lack of parental support, tight time limits, lack of coordination between *stakeholders*, lack of assessment data, importance of digital literacy, socioeconomic disparities, and lack of curriculum readiness.

C. Evaluation of the implementation of the School Literacy Movement (GLS) policy oriented to the Computer-Based National Study (ANBK) for elementary school students in Bireuen Regency.

To determine the evaluation of the implementation of the school literacy movement policy oriented towards computer-based national assessment for elementary school students in Bireuen Regency, measured by 6 (six) question indicators, such as: (a) Effectiveness of implementation, (b) Efficiency of implementation, (c) Satisfaction of implementation, (d) Similarity and equity of implementation, (e) Implementation of student responses, (f) Accuracy of implementation, (g) running according to predictable stages of development its implementation, (h) balanced policy implementation, (i) integrated with the policy implementation curriculum, (j) developing awareness of the diversity of policy implementation.

a. Implementation effectiveness

To find out whether the implementation of the Computer-Based National Assessment oriented school literacy movement policy has been effective for elementary school students in Bireuen Regency, the following are the observations of researchers in the field about the effectiveness of the implementation of the Computer-Based School Literacy Movement policy The Computer-Based National Assessment for elementary school students in Bireuen Regency shows that its implementation has been very effective because the GLS policy is implemented based on quality report cards school. In addition, there is support from various parties, including teachers, staff, school committees, parents, and the government. In addition, it is supported by the availability of adequate resources, providing training to teachers, making effective curriculum planning, and developing learning materials that suit student needs. It can generally be concluded that the implementation has been very effective, because the GLS policy is implemented based on school quality report card scores. (Observation, 06 October 2023).

b. Implementation Efficiency

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To determine the efficiency of the implementation of the school literacy movement policy oriented towards the Computer-Based National Assessment for elementary school students in Bireuen Regency, the following are the results of an interview with the head of SD Negeri 4 Bireueun.

> To efficiently implement the implementation of the School Literacy Movement policy oriented towards the Computer-Based National Assessment for elementary school students, our step is to identify clear goals and objectives of each policy implemented. Create a work plan that includes the necessary steps, resources, time schedules, and responsibilities, and consider a realistic time frame for the implementation of this policy. In addition, it involves a variety of relevant parties, including teachers, school commitments, parents, and students, in policy planning and implementation, and communicates program goals, benefits, and expectations to all *stakeholders*. (Interview, 02 October 2023).

In general it can be concluded that it has been very efficient, can be measured by school indicators making very careful planning, schools involve all stakeholders, the school provides training to teachers, the availability of supporting infrastructure and technology in the school, the school provides consistent coaching and supervision, conducts periodic measurements and evaluations, the school is very flexible and ready to adjust policies if obstacles or problems are found in the implementation process, the school evaluates the impact, involves parents, develops materials and content, monitors security and privacy, Provides rewards and recognition for achievement of good results in policy implementation.

c. Implementation satisfaction

To find out the satisfactory implementation of the school literacy movement policy oriented towards the Computer-Based National Assessment for elementary school students in Bireuen Regency, the following are the results of an interview with the head of SD Negeri 4 Bireueun.

> Alhamdulillah, (it) is very satisfying, because we make careful and structured planning, identify clear goals and determine measurable success indicators. We have the full support of all *stakeholders* involved, including teachers, principals, parents, assessment bodies, and students by ensuring they understand the importance of the programme and their role in its implementation. (Interview, 02 October 2023).

In general it can be concluded very satisfactory, because it is measured by several indicators including: having careful planning, stakeholders engagement, adequate training, regular monitoring, use of assessment data, consistency of implementation, improvement of digital literacy, parental support, evaluation and continuous improvement, leadership commitment, community involvement around the school, building open communication, and preparing good infrastructure.

d. Equitable distribution of implementations

To determine the similarity and equitable implementation of the policy, it can be seen that school equity can include policies to provide support Additional to schools or districts that may require more attention to address inequalities in literacy outcomes. The school ensures that all students have equal opportunities to participate in computer-based literacy and assessment programs, regardless of their social, economic, or geographic background. (Observation, 06 October 2023).

It can generally be concluded that there is national program approval, consistent standards and guidelines, equitable access to technology, use of assessment data, uniform teacher education, fair parental involvement, equitable curriculum readiness, support policies, and fair opportunities.

e. Implementation of student response

Based on the interview and observation, it seems that students are very excited, students who see computer-based assessment as an opportunity. To learn and measure his abilities may be more responsive to the program. It can be concluded that the students' response is very positive, meaning that students are very excited, the level of enthusiasm is also high, but there are some students who are anxious or uncomfortable because they do not know how to use it. On the other hand, students are motivated and want to be involved, then parental involvement is very full, there is digital literacy readiness*, positive feedback* and recognition, and opportunities to learn. (Observation, 06 October 2023).

f. Accuracy of implementation.

The good time management ensures that the implementation of the program is in accordance with the schedule that has been determined without being late or rushed, assessment results should be put to good use to make decisions and improvements in learning. Effective use of data is an important indicator of implementation accuracy. (Observation, 06 October 2023).

Based on the results, it can be concluded that it is appropriate, measured by indicators, such as compliance with guidelines and standards, quality of training, periodic monitoring and evaluation, infrastructure readiness, student readiness, parental readiness and family support, effective communication, coordination between schools and districts, good time management, and use of assessment data.

4. CONCLUSION

In planning for the implementation of the school literacy movement's policy of computer-based national assessment, schools play a role in setting goals and objectives, planning in identifying problems, identifying stakeholders, planning resources and budgets, strategies, monitoring and evaluation, planning for improvement and learning, formulating problems, making policy recommendations, monitoring policy results and evaluating policy performance.

The implementation of the School Literacy Movement policy is oriented towards the Computer-Based National Assessment for elementary school students in Bireuen District. This is measured by eight question indicators, including (a) objectives in implementation, (b) resource allocation (financial and human) in implementation, (c) stakeholder involvement in implementation, (d) achievement of objectives in implementation, (e) quality of service in implementation, (f) familiarisation phase of service, (g) development phase, and (h) learning phase. Based on the evaluation, the policy implemented in SD Negeri 4 Bireuen is effective, efficient, satisfactory and equitable. Moreover, the students' response is also positive and the policy is appropriate as measured by guidelines and standards, quality of education, regular monitoring and evaluation, infrastructure readiness, student readiness, parent readiness and family support, effective communication, coordination between schools and regions, good time management and use of assessment data. As the policy is properly implemented and receives positive response from students, the policy of implementing the school literacy movement based on the computer-based national assessment for elementary school is a good decision to improve the quality of students' literacy. The improvement of students' literacy can enhance students' thinking ability according to stages and literacy components. It is suggested that more research should be done on the improvement of the literacy movement that will be appropriate for other levels of education.

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