

Literacy Policy from the 2013 Curriculum to the Independent Curriculum Through Indonesian Language Exam Questions

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Abstract: This study aims to analyze questions on the Indonesian national exam and review literacy policies in Indonesia. This research was conducted by analyzing the content of the questions, the variety of texts used, and the integration of literacy skills in Indonesian questions with literacy policies. Indonesian language exam questions have an important role in developing the ability to understand, analyze, inform, and interpret texts on literacy policies in Indonesia. The method used in this research is a documentary analysis of Indonesian language exam questions from the 2013 curriculum to the independence curriculum. The results of the study show that literacy policies in Indonesia can be reflected in questions on the Indonesian national exam. The literacy developed in the 2013 curriculum questions includes reading and writing literacy, numeracy literacy, and cultural literacy. The main focus is literacy in reading and writing. Furthermore, in 2020, the national exam will be abolished so that the questions focus on independent literacy by students through school exams. From 2021 until now, literacy has been the main focus to be developed. This is done by combining several subjects in the form of text literacy. Through the existing questions, students are expected to develop better critical and analytical thinking skills. As well as encouraging better student literacy.

Keywords: Literacy Policy, 2013 Curriculum, Merdeka Curriculum.

Introduction

In the 21st century, students are required to possess critical, creative, innovative, and collaborative thinking skills. The development of a culture of critical thinking is relevant to this era, which requires the educational process to master specified competencies (Rohman, 2017). One way to achieve this goal is by increasing literacy in education. Literacy is defined as the ability to read, write, and critically comprehend reading. As time goes by, literacy has become a complex process that requires experience to develop new knowledge and deeper understanding. Literacy plays a crucial role for every individual and for the development of a nation (Abidin, 2018). Literacy not only helps individuals acquire knowledge but also enables them to actively participate in society, think critically, and make decisions. Therefore, a country must have comprehensive and effective

policies to ensure all its citizens have access to and the ability to read.

In education, literacy is a complex skill that is crucial for improving the quality of human resources and knowledge. Literacy is not merely reading or writing. It also encompasses thinking skills and the use of various sources of knowledge, both printed and visual (Ahmadi & Hamidulloh: 2022). One literacy policy is implemented through Indonesian language exam questions. This is implemented by the government as a significant strategy to improve public literacy skills, especially in formal education. These questions are expected to be used not only as evaluation material but also as a tool to improve students' reading, writing, and critical thinking skills. Literacy policies through Indonesian language exam questions have great potential to strengthen students' reading skills. Well-designed Indonesian language questions can encourage students to read and understand the text. Through practice exam questions, students

can improve their comprehension, analysis of information, and interpretation of messages contained in the text.

Literacy policies through Indonesian language exam questions can also be used to develop students' writing skills. Indonesian language questions often require students to respond to a topic using good and correct language. Therefore, students must understand grammar, writing rules, and organize their writing coherently. Furthermore, Indonesian language exam questions contribute to the development of students' critical thinking skills. In Indonesian language questions, students are expected to analyze, evaluate, and draw conclusions from the reading material. Students can also consider various viewpoints, identify arguments, and recognize weaknesses in a reading. This can encourage students to make decisions based on in-depth understanding.

In addition to benefiting students, literacy policies can also benefit the education system as a whole. By integrating literacy with Indonesian language exams, the education system can ensure literacy is a primary focus in learning and evaluation. This can encourage teachers and schools to place greater emphasis on developing reading, writing, and critical thinking skills. Furthermore, literacy policies can provide a clear framework for assessing and monitoring students' literacy skills over time. Therefore, Indonesian language exam questions are an appropriate tool for determining appropriate literacy policies for the advancement of education, particularly Indonesian language education. Based on the explanation above, this study will discuss the literacy policies implemented in Indonesian language national exam questions. In this case, the author highlights Indonesian language questions from 2013 to the present.

Materials and Methods

Study area

This research employed a documentary analysis method. This method utilizes documentary data obtained through notes or documents. The researchers collected data from various sources,

such as high school Indonesian language exam questions.

Procedures

Next, the data was analyzed qualitatively to gain a deeper understanding of literacy policies in the 2013 curriculum and the Merdeka curriculum. The objects of this research were Indonesian language questions and the policies implemented in the 2013 curriculum and the Merdeka curriculum. The data were documents containing Indonesian language exam questions and research findings related to the 2013 and Merdeka curricula. Dey (1993) states that the qualitative analysis process involves data description, analysis, and conclusion drawing.

Data analysis

The data analysis steps were carried out in the following manner: (1) description of Indonesian language questions, (2) analysis of data found related to the 2013 curriculum to the independence curriculum, and (3) summarizing the overall results.

Results and Discussion

Literacy policies in Indonesian language exams naturally vary. This depends on the curriculum used in education. The following will outline the literacy policies developed through the Indonesian language exam questions of the 2013 curriculum, namely 2013 through the independence curriculum at the high school level. The years 2013 to 2019 are the implementation years of the 2013 curriculum. Machali (2014) stated that the 2013 curriculum is an effort and implementation of the basic principles of the curriculum that involves study, evaluation, criticism, response, prediction, and various challenges. The policies in this curriculum will serve as an adjustment function that can guide students to be able to adapt to the constantly changing environment, both physical and social. The 2013 curriculum integrates three domains: attitudes, knowledge, and skills.

2013

The 2013 exam marked the first year of implementation of the 2013 curriculum. This year's exam was known as the national exam. The 2013

Indonesian language exam consisted of 50 multiple-choice questions. The implementation of literacy in the form of Indonesian language questions in 2013 is as follows.

Table 1. 2013 question mapping.

No.	Literacy Type	Text Type	Explanation	Question Number			
1.	Reading Literacy	Exposition	Finding the meaning of words	1			
			Factual sentences	2			
			Text purpose	3			
			Main sentence	12			
			Supporting sentence	13			
			Main idea	16			
			Corresponding statement	18			
			2.	Writing Literacy		Drawing a conclusion from a paragraph	4
						Completing a descriptive sentence	26
						Drawing a conclusion	27
Determining a critical sentence	28						
Completing a syllogism	29						
Completing a drama text	31						
Completing a poem	32						
Completing incomplete sentences	33, 35, 44, 45, 49						
Creating a problem statement	34						
Creating a background statement	36						
Correcting grammar	37–41						
Completing a proverb	42						
Completing an expression	43						
Completing a persuasive sentence	46						
Completing a generalization paragraph	48						
Organizing sentences into a cohesive paragraph	50						
3.	Cultural Literacy	<i>Saga Seribu Satu Malam</i>	Understanding cultural elements and values in fables	5, 6			
		Gurindam	Understanding the content, messages, and values in gurindam	14			
		Pantun	Understanding the content and messages in pantun	15			
4.	Reading Literacy	Poetry	Expressing intrinsic elements in poetry	7–9			
5.	Reading Literacy	Drama	Determining intrinsic elements	10-11			
6.	Reading Literacy	Biography	Finding exemplary characters	17			
7.	Cultural Literacy	Short story by Ing. Afandi Syaiful		19			
8.	Reading Literacy	Editorial	Finding relevant information	20-21			
9.	Visual Literacy	Table	Finding intrinsic elements	22-23			
10.	Reading Literacy	Novel		24-25			
11.	Reading Literacy	Novel	Determining consequent sentences	30			
12.	Reading Literacy		Understanding cultural elements and values in fables	47			

2014

The 2014 exam marked the second year of implementation of the 2013 curriculum. This year's

exam was known as the national exam. The 2014 Indonesian language exam consisted of 50 multiple-choice questions. The implementation of

literacy in the form of Indonesian language questions in 2014 is as follows.

Table 2. 2014 question mapping.

No.	Literacy Type	Text Type	Explanation	Question Number
1.	Reading Literacy	Exposition	Finding the concluding sentence	1
			Determining the purpose of the text	2
			Finding information in the text	7, 8, 12
			Determining the meaning of words	9
			Finding incoherent sentences	10
			Determining the main idea	11
2.	Numeracy literacy	Table of Figures	Read the data in the table to determine the correct statement.	3, 4
3	Literasi numerasi	Table of Figures	Read the numbers in the table to determine the correct statement.	3, 4
4	Writing Literacy	Editorial	Determining the correct opinion	5
		Incomplete Paragraph	Completing a paragraph with gaps	28, 29, 33, 37, 40, 41, 42, 43, 46
		Conclusion	Drawing a conclusion	30–32, 50
		Grammar	Correcting grammar	34–36, 48
		Proverbs	Completing a proverb	38
		Problem Formulation	Creating a correct formulation	44–45
		Criticism	Creating a critical sentence	47
		Poetry	Completing a poem	49
5	Cultural Literacy	Fables	Understanding fable texts	13–14
		Gurindam	Understanding gurindam texts	17
6	Reading Literacy	Biography	Reading and understanding biographical texts	15, 16
7	Reading Literacy	Poetry	Reading poetry and identifying its intrinsic elements	18–21
8	Reading Literacy	Novel	Reading and understanding novel texts	22–24
9	Reading Literacy	Short Story	Reading and understanding short stories	25–26
10	Reading Literacy	Drama	Reading and understanding drama texts	27
11	Reading Literacy	Review	Reading and understanding review texts	39

2015

The 2015 exam marked the third year of the 2013 curriculum and the national implementation of the exam. This year's exam was known as the national exam. The 2015 Indonesian language exam

consisted of 50 multiple-choice questions. The implementation of literacy in the form of Indonesian language questions in 2015 is as follows.

Table 3. 2015 question mapping.

No.	Literacy Type	Text Type	Explanation	Question Number
1	Reading Literacy	Exposition	Read expository text to find information	1, 2, 3, 5, 7, 8
2	Writing Literacy	Paragraph	Completing a paragraph	4, 27, 28, 29
		Paragraph	Concluding a paragraph	6, 21
		Sentence	Correcting grammar	25, 30, 36, 39, 41, 42, 45, 46
		Sentence	Organizing sentences	26
		Missing sentence	Completing incomplete sentences	31, 32, 33, 34, 37, 38, 47
		Proverb	Completing proverbs	35
		Opening sentence	Creating an opening sentence	40
		Paragraph	Creating a paragraph	43, 44
		Poem	Creating a critical sentence based on a poem	49
		Essay	Determining the correct sentence for an essay	50
3	Reading Literacy	Biography	Determining exemplary characters	9
4	Reading Literacy	Editorial	Finding information	10, 11
5	Numeracy literacy	Chart	Reading numbers in graphs to determine the correct statement	12–13
6	Cultural Literacy	Saga	Understanding the content of a fairy tale text	14–15
7	Reading Literacy	Short story	Determining intrinsic elements	17–20
8	Reading Literacy	Poetry	Determining intrinsic elements	22–23
9	Cultural Literacy	Gurindam	Understanding the content of a gurindam text	24
10	Reading Literacy	Reviewer	Understanding information in a review text	48

2016

This year's exam, known as the national exam, consists of 50 multiple-choice questions. The

implementation of literacy in the form of Indonesian language questions in 2016 is as follows.

Table 4. 2016 question mapping.

No.	Literacy Type	Text Type	Explanation	Question Number
1	Reading Literacy	Exposition	Determining the content of an expository text	1–5
2	Reading Literacy	Explanation	Determining the content of an explanatory text	6, 7, 27, 28
3	Reading Literacy	Biography	Determining the content of a biographical text	9–10
4	Reading Literacy	Editorial	Determining the content of a text	11–12
5	Scientific literacy	Science article (comets and lunar eclipses)	Understanding the content of a science text	13
6	Reading Literacy	Novel	Determining intrinsic elements	14–16
7	Reading Literacy	Short story	Determining intrinsic & extrinsic elements	17, 18, 19, 21, 24
8	Reading Literacy	Discussion	Determining the content of a discussion	20

No.	Literacy Type	Text Type	Explanation	Question Number
			text	
9	Cultural Literacy	Folk poetry (pantun & gurindam)	Understanding the content of a cultural text	22–23
10	Reading Literacy	Procedure	Understanding the steps/procedures	25
11	Reading Literacy	Argumentation	Determining the content of an argumentative text	26
12	Writing Literacy	Paragraph	Arranging sentences to make them cohesive	30
		Sentence	Improving grammar	31, 35, 42, 43, 45
		Argumentation	Determining appropriate argumentative sentences	32
		Paragraph	Completing incomplete sentences	32, 33, 34, 36, 37, 39, 41, 44
		Proverb	Determining appropriate proverbs	38
		Argumentation	Providing arguments	40
		Pantun	Completing the content of a pantun	46
		Short Story	Completing dialogue in a short story	47
		Review	Creating review sentences	48
		Criticism	Creating critical sentences	49
		Response	Creating response sentences	5

2017

This year's exam, known as the national exam, consists of 50 multiple-choice questions. The

implementation of literacy in the form of Indonesian language questions in 2017 is as follows.

Table 5. 2017 question mapping.

No.	Literacy Type	Text Type	Explanation	Question Number
1	Cultural Literacy	Text about Banyuwangi	Understanding the content of cultural texts	1–2
2	Reading Literacy	Expository text	Determining the content of expository texts	3, 4, 13
3	Cultural Literacy	Text about Dayak Jalai culture	Understanding the content of cultural texts	6–8
4	Reading Literacy	Biography	Determining the content of biographical texts	9–10
5	Reading Literacy	Editorial	Understanding the content of opinion/editorial texts	11–12
6	Scientific literacy	Science text (elephants & rabbits)	Understanding the content of scientific texts	14
7	Writing Literacy	Main Sentence	Creating main sentences	15
		Text	Making conclusions about the text's content	28, 31, 42
		Sentence	Organizing sentences	29
		Argumentation	Creating appropriate argumentative sentences	30
		Proverb	Determining appropriate proverbial sentences	32

No.	Literacy Type	Text Type	Explanation	Question Number
		Paragraph	Completing incomplete sentences	34, 35, 37, 39, 40, 41
		Pantun	Completing pantuns	36
		Response	Creating response sentences	38
		Grammar	Correcting grammar	43, 44, 45, 46, 47, 48, 49, 50
8	Reading Literacy	Short Story	Determining intrinsic and extrinsic elements	16–25
9	Cultural Literacy	Pantun	Understanding the content of pantun	26
10	Reading Literacy	Review	Understanding the content of review text	27
11	Reading Literacy	Explanation	Determining the content of explanatory text	33

2018

This year's exam, known as the national exam, consists of 50 multiple-choice questions. Literacy is developed through Indonesian language questions,

including reading and writing. The implementation of literacy through Indonesian language questions in 2017 is as follows.

Table 6. 2018 question mapping.

No.	Literacy Type	Text Type	Explanation	Question Number
1	Reading Literacy	Review	Understanding the content of a review text	1
2	Reading Literacy	Short Story	Determining the intrinsic and extrinsic elements of a short story	2, 3, 4, 5, 8, 9, 36
3	Writing Literacy	Text	Determining text similarities	6
		Summary	Creating a text summary	7, 20, 42
		Sentence	Organizing sentences	14
		Facts	Creating factual sentences	15
		Coherence	Determining disjointed sentences	18
		Paragraph	Completing incomplete sentences	26, 34, 35, 46
		Grammar	Correcting grammar	27, 28, 29, 31, 32, 40, 43, 44
		Short Story	Creating a short story text	30
		Short Story	Recounting the contents of a short story	33
		Pantun	Completing a pantun	37
		Discussion	Completing argumentative sentences in a discussion text	38
		Discussion	Concluding a discussion text	39
		Questions	Creating interrogative sentences	45
		Description	Completing descriptive text	47
		Sentence	Correcting sentences	48
		Paragraph	Organizing sentences to form a cohesive paragraph	49
		Proverb	Completing proverbs	50
4	Reading Literacy	Review	Understanding the content of a review text	10
5	Reading Literacy	Editorial	Determining the content of an editorial text	11–12

No.	Literacy Type	Text Type	Explanation	Question Number
6	Reading Literacy	Biography	Understanding the content of a biography text	13
7	Reading Literacy	Explanation	Determining the content of an explanatory text	16, 17, 21, 22, 23
8	Scientific literacy	Science Text (Magnetic)	Understanding the content of a text	19
9	Reading Literacy	Short Story	Determining the meaning of figurative language	24–25
10	Cultural Literacy	Gurindam	Understanding cultural texts	41

2019

The 2019 exam marked the final year of use of the 2013 curriculum and the final year of national exam implementation. This year's exam was known as the national exam. The 2019 Indonesian

language exam consisted of 50 multiple-choice questions. The implementation of literacy in the form of Indonesian language questions in 2019 is as follows.

Table 7. 2019 question mapping.

No	Literacy Type	Text Type	Explanation	Question Number
1.	Scientific literacy	Observation report (White Starling)	Finding the main idea	1
			The meaning of terms in the text	2
			Understanding the content of the text	3, 5
			The meaning of sentences	4
2	Reading Literacy	Biography	Finding exemplary figures	7
3	Writing Literacy		Completing incomplete sentences	6, 20, 23, 24, 25, 26, 27, 28
			Improving sentences to make them effective	21, 32
			Organizing sentences to make them cohesive	22
			Paraphrasing negotiation texts	30
			Making arguments	31
			Creating narrative texts based on drama scripts	37
			Completing short stories	42
			Creating summaries based on the content of short stories	29
			Summarizing two texts	44
			Creating suggestions in explanatory texts	46
4	Reading Literacy	Exposition	Finding the main sentence	8
			Finding the content of the text	9
5	Scientific literacy	Observation report (Rafflesia Arnoldi)	Finding incoherent sentences	10
6	Reading Literacy	Literature (short stories)	Finding the meaning of words	11, 12, 13
			Finding differences in characters in two texts	34
			Understanding and interpreting texts	35, 36
7	Cultural Literacy	Short Stories	Finding cultural values in text	14
8	Reading Literacy	Expositions	Finding facts in paragraphs	15
9	Reading Literacy	Novels	Finding conflict	16

No	Literacy Type	Text Type	Explanation	Question Number
			Real-life connections	17
			Finding evidence in the text	18, 19
			Determining weaknesses in text quotations	43
10	Reading Literacy	Grammar	Determining correct grammar	38-41
11	Reading Literacy	History of Braille	Finding information in the text	45
12	Scientific literacy	Textile Dyes	Determining the purpose of the text	47
			Determining appropriate statements	48, 49

Discussion

Based on the results outlined above, first, the 2013 National Examination (UN) demonstrated the implementation of the 2013 Curriculum. In its implementation, literacy was developed through the Indonesian language exam questions, namely reading and writing, visual literacy, and cultural literacy. The proportion of questions reflects the distribution of these literacy skills: 38%, or 19, were reading literacy, 48%, or 24, were writing literacy, 10%, or 5, were cultural literacy, and 4%, or 2, were visual literacy. These data indicate that the 2013 exam placed reading and writing skills as the primary focus of literacy development.

This demonstrates that the implementation of the literacy policy is evident through the development of questions that focus on reading, writing, visual literacy, and cultural understanding. This focus is evident in the presence of a number of reading and writing literacy questions that test students' ability to comprehend various types of texts, such as expositions, poetry, drama, biographies, novels, editorials, and short stories. Furthermore, writing skills are also assessed through questions on drawing conclusions, completing sentences, and correcting grammar. Furthermore, visual literacy is also developed through questions that require students to accurately interpret and obtain information from visual presentations.

Furthermore, the emerging cultural literacy is expected to enable students to understand and preserve their culture through literary works. This expectation aligns with the concept of cultural literacy, which serves as the foundation for developing student understanding. In this context, cultural literacy is the ability to understand and respond to Indonesian culture as a national identity (Hadiansyah et al., 2022). Beyond identity,

cultural literacy also encompasses the ability to analyze and respond to various cultural expressions, both local and global. Furthermore, cultural literacy refers to an individual's ability to understand, appreciate, and preserve their own culture and that of others (Vijayantera, 2020).

Second, the 2014 national exam is a form of implementation of the 2014 Curriculum. In its implementation, literacy developed in the Indonesian national exam questions includes reading and writing literacy, numeracy literacy, and cultural literacy. The proportion of questions shows the distribution of literacy, namely 42% or 21 questions including reading literacy, 50% or 25 questions including writing literacy, 6% or 3 questions including cultural literacy, and 4% or 2 questions including numeracy literacy. This data shows that reading and writing literacy is still the main focus in preparing questions.

The implementation of the literacy policy through the 2014 national exam questions shows a commitment to developing students' literacy skills in various aspects. The main focus remains on reading and writing literacy, as can be seen from the proportion of the most dominant questions. Apart from that, numeracy literacy is also introduced through questions that require students' understanding of numerical data and information. Strong numeracy literacy provides a crucial foundation for students to develop problem-solving, critical thinking, and informed decision-making skills (Supriatna & Yusfita, 2025).

Meanwhile, cultural literacy plays a role in broadening students' horizons regarding cultural and literary heritage. Strengthening cultural literacy through exam questions provides students with the opportunity to understand broader cultural contexts. Therefore, through the literacy policy implemented in the 2014 national exam, it is

hoped that students will acquire literacy skills relevant to their daily needs.

Third, the 2015 national exam was a form of implementation of the 2013 Curriculum. The literacy developed in the Indonesian language national exam questions included reading and writing, numeracy, and cultural literacy. A total of 16 questions, or 32%, fell under reading literacy, 29 questions fell under writing literacy, 3 questions fell under cultural literacy, and 2 questions fell under numeracy literacy. The implementation of literacy policies in the 2015 national exam helped develop students' literacy, numeracy, and cultural skills, although reading and writing remained the primary focus this year. To strengthen the development of cultural literacy, several questions were structured around relevant cultural content, encouraging students to recognize and understand Indonesia's cultural diversity.

Nawir et al. (2025) explain that cultural literacy encompasses cultural knowledge, cultural awareness, cultural sensitivity, cultural competence, and cultural intelligence. Thus, cultural literacy can be understood as the ability to understand, appreciate, and interact effectively with people from different cultures, as well as to understand how cultural differences shape individual perspectives, values, and behavior. Furthermore, numeracy literacy in this exam also serves to develop students' ability to understand numerical information.

Fourth, the 2016 national exam was part of the implementation of the 2013 Curriculum. The literacy developed in the Indonesian language national exam questions included reading and writing literacy, science literacy, and cultural literacy. A total of 24 questions, or 48%, were reading literacy, 1 question or 2% were science literacy, 3 questions or 6% were cultural literacy, and 22 questions or 22 questions were writing literacy. The implementation of the literacy policy through the 2016 Indonesian language questions demonstrated that reading literacy was a primary focus in developing students' ability to read and understand various types of texts. Through the development of reading, writing, science, and cultural literacy, students' ability to understand

and produce texts more effectively can be improved.

In 2016, science literacy began to emerge as one of the competencies measured, although its share was still very small. According to Yulianti and Hidayat (2022), scientific literacy encompasses the ability to understand natural phenomena, use scientific methods in problem-solving, and make decisions based on scientific evidence. In line with this, Rahmawati and Suryani (2023) added that students with good scientific literacy are better able to sort out valid information and are not easily influenced by hoax news related to scientific issues.

Fifth, in 2017, the literacy developed in Indonesian language exams encompassed reading, writing, science, and cultural literacy. Reading literacy emerged in the form of questions on biographical texts, editorials, short stories, and poetry. A total of 21 questions, or 42%, were reading literacy, 1 question or 2% were scientific literacy, 5 questions or 10% were cultural literacy, and 23 questions or 23 questions were writing literacy. Writing literacy was developed through questions that required sequencing sentences and completing missing sentences. The implementation of the literacy policy in the 2017 Indonesian language exam demonstrated a consistent effort to develop students' ability to read and understand a variety of texts on diverse topics.

This year's writing literacy also demonstrated the importance of writing well and correctly. This was evident in the numerous answer choices that required students to use correct spelling. Through the application of literacy in these questions, literacy skills are expected to be more comprehensive, not only in understanding texts but also in the effective use of Indonesian. Spelling proficiency aids automatic word recognition, which is important for reading fluency (Martin, 2024). Apart from that, in order for ideas to be conveyed correctly, it is necessary to use appropriate language in terms of vocabulary, grammar and spelling (Aurasyifa, et al., 2025).

Sixth, in 2018, the literacy developed in Indonesian language exams included reading, writing, science, and cultural literacy. Reading literacy emerged through questions on biographical texts, editorials, short stories, and

poetry. A total of 19 questions, or 28%, fell under reading literacy, 1 question or 2% fell under science literacy, 1 question or 2% fell under cultural literacy, and 29 questions or 58% fell under writing literacy. These proportions indicate that reading and writing literacy remains a primary focus of development in this year's exam.

Furthermore, the presence of science and cultural literacy, although limited, still plays a crucial role. Through science literacy, students are guided to understand scientific phenomena presented in a linguistic context, while cultural literacy provides opportunities for students to recognize and appreciate various cultural aspects in texts. Thus, the implementation of literacy in 2018 not only emphasizes reading and writing skills but also broadens students' insights into relevant scientific and cultural aspects.

Seventh, the 2019 national exam (UN) implemented the 2013 Curriculum. The literacy skills developed in the Indonesian language exam questions included reading and writing, science, and cultural literacy. Eight questions, or 16%, were scientific literacy, 22 or 44%, were reading, 19 or 38%, and one or 1 question was cultural literacy. These proportions indicate that reading and writing literacy remains the primary focus, while science literacy received a larger share than in previous years.

The literacy policy implemented in the 2019 national exam questions focused significantly on developing students' abilities to understand and analyze texts from various genres, such as biographies, expositions, short stories, novels, historical texts, and historical texts. Text genre influences how readers integrate information from multiple texts to construct a coherent understanding (Casado-Ledesma & Tarchi, 2024). Through this variety of genres, students are trained to develop a deeper understanding of the structure, purpose, and content of each type of text.

Furthermore, the introduction of scientific literacy demonstrates an effort to integrate scientific knowledge into the context of the Indonesian language, enabling students to not only read texts but also reason based on scientific principles. In cultural literacy, students are expected to develop a broader understanding of

cultural diversity and foster a sense of national identity. The presence of all these literacy aspects demonstrates that the 2019 National Exam is designed to develop students' literacy skills more comprehensively.

Eighth, in 2020, the government, through Circular Letter Number 4 of 2020, established an education policy during the Covid-19 pandemic by canceling the National Examination (UN) and Vocational Competency Test (TK) for Vocational High Schools (SMK). This cancellation meant that the UN was no longer a requirement for graduation or entry to higher education. The equivalency process for Package A, B, and C graduates would be determined later. Graduation at the elementary school level was assessed through the School Examination based on grades from the last five semesters, with grades from the even semester of grade 6 as an additional measure. This policy demonstrates that the educational evaluation system continues to adapt to current developments, the applicable curriculum, and emergency situations, in order to measure student competency achievement nationally (Ghani & Mustafid, 2020).

During the Covid-19 pandemic, all learning was conducted from home. This impacted several aspects, such as limited learning materials because not all students had equal access to learning resources. Furthermore, students tended to socialize less outside the home. This, of course, reduced students' opportunities for face-to-face discussions with peers or teachers. The lack of direct supervision impacts student focus. Furthermore, limited feedback can also lead to a decline in students' literacy skills. This leads to a decline in children's reading literacy due to low interest in reading (Muryani, Arlis, 2022). The impact of eliminating national exams has made students feel less burdened by the material they must learn. This is because during national exams, students are still required to study extra hard to learn the material and practice numerous questions in order to achieve their goal of passing the national exam (Triatmaja et al., 2022).

Ninth, from 2022-2024, the government will replace the national exam with the Minimum Competency Assessment and Character Survey.

The assessment will no longer be based on subject matter or curriculum mastery, as previously applied in the national exam (UN), but instead will map two minimum student competencies: literacy and numeracy. The Minimum Competency Assessment (AKM) focuses on the basic competencies all students must possess to develop their abilities and actively participate in society. Its purpose is to provide information on students' competency levels, including mastery of material, cognitive skills, such as in-depth understanding of information, and daily contexts related to personal, social, cultural, and scientific facts.

The National Assessment is an educational evaluation system replacing the National Exam, focusing on measuring competencies in literacy, numeracy, character, and the quality of learning in schools. Unlike the National Exam, which emphasizes knowledge and final results, the National Assessment assesses critical thinking skills, the application of Pancasila values, and the learning environment of students. The National Assessment questions are more varied and contextual, including complex multiple-choice questions, short answer questions, and descriptive text-based responses and illustrations. Its derivative programs, such as the Indonesian Madrasah Competency Assessment (AKMI) and the Computer-Based National Assessment (ANBK), are implemented in educational institutions under the Ministry of Religious Affairs and the Ministry of Education and Culture to comprehensively map educational quality. The main objectives of the National Assessment are to improve learning quality, develop student character, and sustainably improve the quality of education in Indonesia (Fadhilah et al., 2022).

The implementation of the AKM policy to improve literacy is carried out through several stages. The AKM implementation begins with the socialization of the AKM objectives. This aims to address the decline in the quality of education in Indonesia, which is based on PISA scores. The second stage relates to the budget for implementing the AKM. Socialization is carried out actively through online media. Third, adjustments are made to the instruments used to achieve the policy objectives. Fourth, the capacity building of

stakeholders in the AKM implementation is prepared (Aisah, Heti, 2021).

The literacy developed through the national assessment consists of 35 questions. The description of reading literacy is in the form of objective (multiple choice/only 1 correct answer), complex multiple choice (can be more than one correct answer), matching, short answer (numbers, names/objects that have been fixed), and non-objective. The development of reading literacy is carried out through informational texts that are useful for understanding the content conveyed, interpreting and integrating the text, evaluating and reflecting on the text. In literary texts, in the form of short stories. This aims to enable students to understand the content of the text, evaluate, and reflect on the content of literary texts.

Finally, this year's change in the Minister of Education has also led to changes in the implementation of the National Examination. The National Examination, which was previously eliminated and replaced with a National Assessment, will be held again at the high school level. This change was welcomed by teachers. The reinstatement of the National Examination can increase student motivation to learn, foster a sense of responsibility for assigned tasks, and improve student character through respect for teachers at school (Bambang et al., 2025). In 2025, Decree of the Minister of Primary and Secondary Education of the Republic of Indonesia Number 95/M/2025 officially replaced the National Assessment with the TPA (Academic Potential Test). The test instrument covers the subjects of Indonesian, mathematics, English, and two elective subjects according to level.

Conclusions

Based on the research results, it can be concluded that the 2013 curriculum policy, as outlined in exam questions, places greater emphasis on reading and writing literacy, numeracy literacy, and cultural literacy. The primary focus is on literacy, strengthening the ability to read and understand various types of texts and writing skills through questions such as drawing conclusions,

completing sentences, and correcting grammar. Numeracy literacy tests understanding of numerical data and information, and cultural literacy broadens students' insights into cultural and literary heritage. Furthermore, 2020, known as the prototype curriculum, did not hold a national exam, so the extent of literacy development is unclear. In 2021, literacy development through exam questions has been carried out by combining questions that do not only concern Indonesian. This can encourage students to develop even better critical thinking skills through literacy.

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