

# **The Abolition of the National Examination and Its Impact on the Pedagogical Practice of English Teachers in Schools**

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## **ABSTRACT**

Conformity between curriculum, pedagogy (teaching), and assessment is a strong argument in the world of education. To change the practice of teachers in schools can be done from both sides, namely changes to the curriculum and the way the assessment is carried out. In 2006 and 2013 there has been a change in the secondary school education curriculum and in 2021 policymakers are trying to make changes to the way of assessing learning outcomes from the standardized National Examination (UN) to Minimum Competency Assessment (AKM). During the implementation of the National Examination, there were many criticisms of the pedagogical practices carried out by teachers because they were more assessment-oriented, so there was often what was called curriculum narrowing. It will be interesting to know when the UN is eliminated, what happens in the classroom. Especially in learning English, where knowledge, skills, and attitudes are important in students' mastery of the material, opinions, experiences, and actions of the teacher will greatly color the changes that may occur. Through a multi-case study design study, this research tries to capture the experiences of teachers, school leaders, and students to be able to see how changes occur and on what basis these changes occur. By involving participants purposively and limitedly, this study found that: (1) schools reoriented their priorities in teaching; (2) teachers become more curriculum-driven and varied in English learning methods; and (3) students become more independent and know what to do in achieving their own success.

*Kata Kunci: High-stakes testing, multi-case study design, pedagogical change, school orientation, self regulation*