Problematic of Implementing *Asesmen Nasional* in Elementary School

Yeni Yusella¹, Susriyati Mahanal ², Aynin Mashfufah ³
¹Mahasiswa Pascasarjana Pendidikan Dasar, Universitas Negeri Malang, Indonesia
²,³Dosen Universitas Negeri Malang, Indonesia
E-mail: jjoesella@gmail.com

Article Info	Abstract
	This study aims to analyze the problems of *Asesmen Nasional* in elementary schools. The type of research used in this study is qualitative descriptive research. This study uses analytical techniques from Miles, and explains Huberman which consists of Data Collection; Data Reduction; Data View; and drawing conclusions/verifications. The results showed that: (1) Problems first arise in schools when the distribution or announcement of the names of students who must take literacy and numeracy tests is submitted to the school. (2) The second problem is that students when the *AKM* numeracy literacy test is carried out, learning is still running with the *fifty-fifty* model (50-50), (3) The last problem that arises is when the implementation of taking the test in the Computer Laboratory. Furthermore, the design of solutions when implementing the *Asesmen Nasional* of fifth grader, including: (1) the efforts made by the next teacher are to provide literacy and numeracy materials in the form of books and questions that have been given when students are of fourth grader. (2) Regarding students' difficulties with literacy questions whose reading is too long and understanding numeracy questions that require a high level of thinking, the teacher provides guidance as long as the students conduct trials and do the practice questions. (3) The next effort made by the teacher is to provide literacy and numeracy materials in the form of books and questions that have been given when students as fourth grader. (3) Furthermore, the last problem that arises in schools is the occurrence of *an error* system and having to re-login. This can be anticipated with the teacher's instructions to record the results of the answers that have been done.
Artikel Info	Abstrak
	Penelitian ini bertujuan untuk menganalisis problematika asesmen nasional pada sekolah dasar. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian deskriptif kualitatif. Penelitian ini menggunakan teknik analisis dari Miles, dan menjelaskan Huberman yang terdiri dari Pengumpulan Data; Reduksi Data; Tampilan Data; dan penarikan kesimpulan/verifikasi. Hasil penelitian menunjukkan bahwa: (1) Problematika pertama kali muncul di sekolah ketika pembagian atau pengumuman nama-nama siswa yang harus ikut tes literasi dan numerasi disampaikan ke sekolah. (2) Problematika kedua adalah siswa pada saat pelaksanaan tes literasi numerasi AKM dilaksanakan, pembelajaran masih berjalan dengan model *fifty-fifty* (50-50), (3) Problematika terakhir yang muncul adalah ketika pelaksanaan mengerjakan tes di Laboraturium Komputer. Selanjutnya rancangan solusi saat penerapan Asesmen Nasional pada siswa kelas 5, antara lain: (1) upaya yang dilakukan oleh guru selanjutnya adalah dengan memberikan materi literasi dan numerasi berupa buku dan soal-soal yang sudah diberikan saat siswa kelas 4. (2) Terkait kesulitan siswa kepada soal soal literasi yang bacaannya terlalu panjang dan pemahaman soal numerasi yang membutuhkan pemikiran tingkat tinggi, guru memberikan bimbingan selama siswa melakukan uji coba dan mengerjakan latihan-latihan soal. (3) Upaya yang dilakukan oleh guru selanjutnya adalah dengan memberikan materi literasi dan numerasi berupa buku dan soal-soal yang sudah diberikan saat siswa kelas 4. (3) Selanjutnya, problematika terakhir yang muncul di sekolah adalah terjadinya sistem yang *error* dan harus melaksanakan *login* ulang. Hal tersebut dapat diantisipasi dengan instruksi guru unutuk mencatat hasil jawaban yang sudah dikerjakan

I. INTRODUCTION

The development of science and technology in the era of the industrial revolution 4.0 is advancing very rapidly, so it requires people to continue to strive in improving their abilities in the world of education. Along with these conditions, literacy skills are one of the most important indicators to improve the achieve-

ments of the younger generation in realizing their ideals. Therefore, the cultivation of literacy skills must be pursued from an early age because it is the basic capital in realizing an intelligent and cultured nation. Literacy skills have been proven that Indonesia has participated in the Progress in International Reading Literacy Study (PIRLS) in 2011 published by the National Center for Education Statistics (2013). The results show that Indonesia is ranked 41st out of 45 countries participating in PIRLS. Similar problems continued to be faced by Indonesia at that time. According to the *Tim Tentor Anak Bangsa* (2020) is the low mastery of literacy as evidenced by the 2018 Programme for International Student Assessment (PISA) survey published by the OECD in 2019. The results of the 2018 PISA study released by the OECD showed that Indonesian students' reading ability achieved an average score of 371, with an average OECD score of 487 (Koyuncu & Fırat, 2020).

The development of research in the world of education in 2015 to date on the reading literacy of students in elementary schools still does not show any significant development. The data from the study shows that: 1) Indonesia is still weak in the performance category, 2) the reading ability of Indonesian students is still relatively low, 3) there has not been a significant improvement since the acquisition of PISA in 2011, and 4) there is a need for a paradigm shift in education in Indonesia to improve the equitable distribution of quality education, especially in the field of literacy, be it reading, mathematics, as well as science, because literacy skills play an important role in supporting students in applying various 21st century skills (Setiadi & Elmawati, 2019). A study conducted by (D.M. Andikayana et al., 2021) based on the experience of an initial survey conducted in an elementary school showed that the reading culture of fourth grader in the elementary school out of 35 students obtained 21 students were in the low category. Meanwhile, a survey conducted (Wulandari, et al., 2019) showed that students' numeracy literacy skills in elementary schools are also still classified as low. The test results conducted by researchers have not reached 50% of all students. In 2022 a similar study conducted by (Nuzulia & Gafur, 22) also showed a problem faced in elementary schools, namely the low reading literacy of students. The difficulty of students in critical thinking is known by the lack of students doing AKM-based Higher Order

Thinking Skills (HOTS) questions (Nuzulia & Gafur, 2022).

Referring to previous research conducted by education practitioners, the author can conclude that there are several factors that hinder the lack of reading literacy, including the lack of diverse learning media to deliver subject matter in the classroom. Another problem that becomes an obstacle in attracting interest in reading in the school is the use of learning methods that are less varied, as well as the availability of reading texts that are less varied, making students feel less enthusiastic about reading. The absence of habituation or reading culture that is not applied by parents to students from an early age is also an obstacle to the lack of literacy skills that cause today's children to look unfamiliar with books. Children now spend more time with gadgets to play social media, games, and watch youtube (D.M. Andikayana et al., 2021). It is not enough just to get here, in 2020, *Kementrian Pendidikan dan Kebudayaan* began planning the use of the *Asesmen Nasional* to measure reading, mathematics, and science literacy skills that began to be used in 2021. The reason for the change is because the density of UN material causes teachers and students to tend to only test on mastery of content, not the competence of reason possessed by students, causing weak students' Critical Thinking skills. In addition, the *Ujian Nasional* is also a burden for students, teachers, and even parents because it is considered to be a burden on a student's success as an individual, not as a mapping of the quality of the national education system (Tim Tentor Anak Bangsa, 2020).

There are three kinds of tests conducted in the *Asesmen Nasional*, namely the *Asesmen Kompetensi Minimum* (AKM), character survey, and learning survey (Kemendikbud, 2020). In essence, the *Asesmen Kompetensi Minimum* (AKM) is an assessment of the fundamental competencies needed by all students in order to develop their own abilities and play an active role in society in activities that have positive value (Kumalasani et al., 2022). AKM is used to measure students' cognitive abilities where the aspects measured are reading literacy and numeracy literacy as well as critical thinking skills (Rohim, 2021). AKM is designed to encourage the implementation of innovative learning that is oriented towards developing reasoning skills, not focusing on rote memorization. Meanwhile, a character survey was conducted to measure the mastery of the

principle of Pancasila by students and its implementation (Purwati et al., 2021). Thus, it is hoped that a conducive learning environment will be created. The reading literacy AKM test program that has been carried out by the *Kementrian Pendidikan dan Kebudayaan* has adjusted from the PISA directive (2015) which defines reading literacy as "the ability to understand, use, and reflect on written material to achieve personal goals, form personal knowledge and potential, and participate in social activities" and has been used until now (Kemendikbud, 2020). Based on all the explanations above, authors are interested in conducting a literature review study that discusses the Problematic of Implementing *Asesmen Nasional* to Elementary School Students. The results of this study are expected to be useful as reference material for all education practitioners involved in literacy and numeracy assessment research. In addition, it can also be used as an alternative engineering design approach in Bahasa Indonesia learning.

II. METHOD

The type of research used in this study is qualitative descriptive research. The research procedure consists of, 1) the determination of the problem, the problem is based on preliminary observations related to basic assessment; 2) determination of the degree; 3) determine the focus of the research, the focus of the research to be studied is how to plan, implement, and the supporting factors and inhibition of basic literacy skills; 4) research phase, qualitative descriptive research that aims to uncover and describe and map facts based on perspectives or thinking frameworks; 4) data collection stage, data collection using interview, observation and documentation data collection techniques; and 5) Data analysis, after all the data collected is then carried out data analysis, researchers use Miles and Huberman data analysis, namely data reduction, data presentation, and conclusion drawing. Data collection was obtained from the Headmaster and teacher. Research data were collected by interviews, observations, and documentation studies. 1) The interview activity, in the interview begins with asking the principal for permission to interview the grade 5 teacher, which aims to get more information about the implementation of basic literacy at SDN Dinoyo 3 Malang. 2) Observation, Observation is a data collection technique carried out by observing objects to be studied, analyzed, and recorded their findings at the research site. Researchers will observe how the plans, processes, and supporting factors as well as obstacles in the implementation of basic literacy at SDN Dinoyo 3 Malang and 3) Documentation, in this study the researcher will use documents, photos / videos, audio recordings of interview results, as well as small notes that can support the correctness of the interview results

This study uses analytical techniques from Miles, and Huberman described in (Sugiyono, 2017), which consists of 1) Data Collection, 2) Data Reduction, 3) Data Display, and 4) Drawing conclusions/verification. Tests on qualitative research include trust, reliability, dependence, and certainty. Credibility tests are carried out by observation, increased persistence in research, triangulation, discussions with colleagues, analysis of negative cases, and examination of members. This transferability is related to the extent to which the results of the study can be applied or used in other social contexts and situations. The dependability test is carried out by auditing the entire research process. Testing affirmability means trying out the results of research related to the procedure performed. If the research results are a function of the process carried out, then the research has met the affirmability standards.

III. RESULT AND DISCUSSION
A. Result
1. Problems of *Asesmen Nasional* of Fifth Grader
   a) Problems first arise in schools when the distribution or announcement of the names of students who have to take literacy and numeracy tests is submitted to the school. Of the 28 participants, AKM/*Asesmen Kompetensi Minimum* was held in two shifts: The first day at 08.00-10.35 and 13.00-15.35, the second day at 08.00-10.00 and 13.00-15.00.
   b) The second problem is that students when the AKM numeracy literacy test is carried out, learning is still running with the fifty-fifty model (50-50), so that the provision of subject matter alone is still disturbed, especially coupled with the responsibility of preparing for literacy and numeracy tests. In addition, to prepare for literacy and numeracy tests, school policies must be able to make all students feel comfortable and be given their rights as a student, as well as

students who are selected to be representatives of the schools that take the test. Every student needs certain things and if those needs are not met the student will experience certain problems.

c) The last problem that arises is when doing tests in the Computer Laboratory. It can be known that literacy and numeracy tests are carried out semi-online (VHD/Virtual Hard Disk). Therefore, the highlighted school infrastructure must be adequate and make the test can be carried out properly. Findings in the field occurred an error system that made AKM participants log out by themselves. Thus, of course, it will affect the time available because students have to repeat. In addition, the synchronization of school and center networks is monitored very slowly and even has to wait for hours. This will take a lot of time and energy in preparing for the literacy and numeracy test of the assessment.

2. Solutions When Implementing *Asesmen* Nasional of Fifth Grader
   a) The next effort made by the teacher is to provide literacy and numeracy materials in the form of books and questions that have been given when students as fourth grader. Thus students are expected to have a long and mature preparation process. In addition, teachers also create literacy and numeracy test preparation programs from Monday to Thursday. On that day, students who were selected to take the literacy and numeracy test were given material and explanation thoroughly. The preparations carried out were also supported by a try out held by the local government as a preparation event for schools to face the assessment numeracy literacy test.
   b) Regarding students' difficulty in literacy questions whose reading is too long and understanding numeracy questions that require a high level of thinking, the teacher provides guidance as long as students conduct trials and do practice questions. Thus little by little students will be monitored and helped in understanding the literacy and numeracy questions. The teacher's creativeness

and patience will slowly make all students ready to take the literacy and numeracy test.

c) Furthermore, the last problem that arises in schools is the occurrence of an error system and having to re-login. This is anticipated with the teacher's instructions to record the results of the answers that have been done. By recording the results that have been done, students will not rethink and spend time when they have to re-login. But for networks and devices, SDN Dinoyo 3 Malang is equipped with adequate facilities, namely LAN and WiFi. Thus, anticipation related to networks and devices that do not work properly can be done properly.

B. Duscussion

In fact, studies that have been carried out show that there are several gaps between the assessment expected by the teacher and the assessment used at that time. The author also found that in similar studies the use of instruments in AKM in elementary schools was still not suitable. Although some teachers have implemented the AKM directly. According to the Learning Assessment Center (2020) states that there are three main levels of cognitive indicators tested on reading literacy AKM, namely (1) finding information (access and retrieve), (2) understanding (interpret and integrate), and (3) evaluating and reflecting (evaluate and reflect). These three indicators are the things that underlie the various developments and making of AKM questions used for *Asesmen Nasional* (Nuzulia & Gafur, 2022). Based on this descrip-tion, it is found that education practitioners in Indonesia have basically understood and implemented research to overcome the low reading literacy and critical thinking of students through the *Asesmen Kompetensi Minimum* (AKM), although some of the studies conducted still use simple methods, and also the availability of funds is minimal. There are still many teachers and prospective teachers who do not know about the concept of *Asesmen Nasional*, especially the concept of *Asesmen Kompetensi Minimum* (AKM) which is used to measure students' cognitive abilities (Sunan et al., 2022). Researchers are of the view that the data findings from the results of the review of several studies above are

important to be followed up as an effort to improve students' reading literacy and critical thinking skills in the *Asesmen Kompetensi Minimum* (AKM).

Literacy has a broad meaning over time. Literacy does not only focus on the ability to read and write, but over time literacy can be interpreted as the implication of basic reading and writing skills to the ability to acquire and manipulate knowledge through written texts, from metalinguistic analysis of grammatical units to the structure of oral and written texts, the impact of human history to the philosophical and sosoial consequences of western education (Manoranjitham & Jacob, 2007). Literacy is assumed to be a neutral, decontextual set of skills that can be applied universally (Street, 2003). Literacy is not only limited to reading and writing competencies, but also numeracy literacy, science literacy, financial literacy, digital, cultural literacy, and the environment and other types of literacy. Based on this type of literacy, it can be concluded that all activities carried out in learning activities in schools are literacy activities. Literacy also involves more action and is connected with the formation of attitudes, values, feelings, relationships, structures, power, and contextual aspects (Manoranjitham & Jacob, 2007). Literacy skills can be started with reading activities. Through reading activities, it can develop a person's ability to think critically. In other words, if a person has already familiarized himself with reading, then the ability to literacy will appear. Through literacy skills, a person not only acquires knowledge, but can also document a piece of experience that can later become a reference in the future (Fitria et al., 2020).

Referring to the results of the study (Indriyani, 2019) the results of the questionnaire show that in general students prefer to read literary works such as novels, short stories, and poems. This proves that the tendency of students to do reading literacy activities is in their spare time only, and they prefer entertaining reading. In addition, some issues that need to be highlighted are the implementation of GLS (School Literacy Movement). The results showed that (1) students only carry out literacy activities at school or only when given assignments from teachers. (2) There is no interest in students to read, it can be seen from the large number of student visits to the library. (3) The school

has not attempted to involve the role of parents or families in developing literacy activities in the school. The results of the research also show that low teacher human resources will also hinder the process of achieving high literacy competencies in students, especially in elementary schools. Thus, teachers must make various efforts to achieve literacy targets, such as conducting many literacy theory studies, preparing learning with innovative methods and media, conducting evaluations, and mastering the curriculum in total. Based on the many problems that exist, there is a need for solutions so that the perceptions and paradigms of students and teachers regarding literacy become wider.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion showed that: (1) Problems first arise in schools when the distribution or announcement of the names of students who must take literacy and numeracy tests is submitted to the school. (2) The second problem is that students when the AKM numeracy literacy test is carried out, learning is still running with the *fifty-fifty* model (50-50), (3) The last problem that arises is when the implementation of taking the test in the Computer Laboratory. Furthermore, the design of solutions when implementing the *Asesmen Nasional* of fifth grader, including: (1) the efforts made by the next teacher are to provide literacy and numeracy materials in the form of books and questions that have been given when students as fourth grader. (2) Regarding students' difficulties with literacy questions whose reading is too long and understanding numeracy questions that require a high level of thinking, the teacher provides guidance as long as the students conduct trials and do the practice questions. (3) The next effort made by the teacher is to provide literacy and numeracy materials in the form of books and questions that have been given when students as fourth grader. (3) Furthermore, the last problem that arises in schools is the occurrence of an error system and having to re-login . This can be anticipated with the teacher's instructions to record the results of the answers that have been done.

B. Suggestion

The author recommends the next researcher to conduct a study that discusses the

Application of the Discovery Learning Model to Improve Reading Literacy and Critical Thinking Competencies in AKM in Elementary School Students. The results of this study are expected to be useful as reference material for all educational practitioners involved in Bahasa Indonesia learning research. In addition, it can also be used as an alternative engineering design approach in Bahasa Indonesia learning.

REFERENCES

D.M. Andikayana, N. Dantes, & I.W. Kertih. (2021). Pengembangan Instrumen Asesmen Kompetensi Minimum (Akm) Literasi Membaca Level 2 Untuk Siswa Kelas 4 Sd. *Jurnal Penelitian Dan Evaluasi Pendidikan Indonesia*, *11*(2), 81–92. https://doi.org/10.23887/jpepi.v11i2.622

Djamahar, R., Ristanto, R. H., Sartono, N., & Ichsan, I. Z. (2018). CIRSA: Designing instructional kits to empower 21st century skill. Educational Process: Interminimum Journal, 7(3), 200-208. http://dx.doi.org/10.22521/edupij.2018.73.4.

Fithriyah, I., Sa'dijah, C., & Sisworo. (2017). Analisis Kemampuan Berpikir Kritis. *Prosiding Konferensi Nasional Penelitian Matematika Dan Pembelajarannya*, *2006*, 155–158.

Fitria, Y., Agasi, D., & Arzfi, B. P. (2020). Implementation of discovery learning using webbed and shared types in improving student learning outcomes. *International Journal of Educational Review, Law, and Social Sciences*, *2*(2), 331–336.

Hasnan, S. M., Rusdinal, R., & Fitria, Y. (2020). Pengaruh Penggunaan Model Discovery Learning Dan Motivasi Terhadap Kemampuan Berpikir Kritis Siswa Sekolah Dasar. *Jurnal Basicedu*, *4*(2), 239–249. https://doi.org/10.31004/basicedu.v4i2.318

Khabibah, E. N., Masykuri, M., & Maridi, M. (2017). The effectiveness of module based on discovery learning to increase generic science skills. Journal of Education and Learning, 11(2), 146-153.

Kemendikbud. (2020). AKM dan Implikasinya pada Pembelajaran. *Pusmenjar Balitbang Kemendikbud*, 1–37.

Koyuncu, İ., & Fırat, T. (2020). Investigating reading literacy in PISA 2018 assessment. *International Electronic Journal of Elementary Education*, *13*(2), 263–275. https://doi.org/10.26822/iejee.2021.189

Kumalasani, M. P., Fitri, D., Aini, N., & Kusumaningtyas, D. I. (2022). Komponen Instrumen AKM Pada Proses Kognitif Soal AKM Literasi Membaca. *JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan*, *6*(2), 289–293.

Manoranjitham, S., & Jacob, K. S. (2017). Focus group discussion. *The Nursing Journal of India*, *98*(6), 125–127. https://doi.org/10.1108/978-1-78973-973-220191007

Maryanti, I. (2021). Application of Mathlab Applications in Improving Student Competence Umsu Mathematics Education Study Program Numerical Method Course 2019-2020 Academic Year. International Journal of Educational Review, Law And Social Sciences (IJERLAS), 1(2), 221–226. https://doi.org/10.54443/ijerlas.v1i2.91

Muliaman, A., & Wahdi Ginting, F. (2022). Analysis of the Effectiveness of Online Learning on Students During the Pandemic Period Covid-19 At University Malikussaleh. International Journal of Educational Review, Law And Social Sciences (IJERLAS), 2(1), 47–50. https://doi.org/10.54443/ijerlas.v2i1.142

Nelvianti, N., Indra, W., Anas, R., Fitria, Y., & Desyandri, D. (2020). Penerapan Model Discovery Learning Dalam Pembelajaran Ipa Tematik Di Sekolah Dasar. School Education Journal Pgsd Fip Unimed, 10(2), 168. https://doi.org/10.24114/sejpgsd.v10i2.18797

Novantri, W., Maison, M., Muslim, M., & Aftriyati, L. W. (2020). Are Discovery Learning and Independent Learning Effective in Improving Students' Cognitive Skills? *Indonesian Journal of Science and Mathematics Education*, *3*(2), 144–152. https://doi.org/10.24042/ijsme.v3i2.6615

Nuzulia, N., & Gafur, A. (2022). Development of Minimum Competency Assessment (AKM)-

Based Exercise Books to Improve Students' Literacy and Numeracy Ability at Sdn Janti 02 Sidoarjo. *Madrosatuna: Journal of Islamic*, *6*(1), 1–14. https://doi.org/10.21070/madrosatuna.v6i1.1564

Prasasti, D. E., Koeswanti, H. D., & Giarti, S. (2019). Peningkatan Keterampilan Berpikir Kritis Dan Hasil Belajar Matematika Melalui Model Discovery Learning Di Kelas Iv Sd. Jurnal Basicedu, 3(1), 174–179. https://doi.org/10.31004/basicedu.v3i1.98

Purwati, P. D., Faiz, A., Widiyatmoko, A., & Maryatul, S. (2021). Asesmen Kompentensi Minimum (AKM) kelas jenjang sekolah dasar sarana pemacu peningkatan literasi siswa. *Sosio Religi: Jurnal Kajian Pendidikan Umum*, *19*(1), 13–24.

Rahman, M. H. (2017). Using discovery learning to encourage creative thinking. International Journal of Social Sciences & Educational Studies, 4(2), 98.

Rohim, D. C. (2021). Konsep Asesmen Kompetensi Minimum untuk Meningkatkan Kemampuan Literasi Numerasi Siswa Sekolah Dasar. *Jurnal VARIDIKA*, *33*(1), 54–62. https://doi.org/10.23917/varidika.v33i1.14993

Santosa, M. H. (2017). *Current Research in ELT* (Issue February).

Syarif, E., Syamsunardi, S., & Saputro, A. (2020). Implementation of discovery learning to improve scientific and cognitive attitude of students. Journal of Educational Science and Technology (EST), 6(1), 23-31.

Setiadi, I., & Elmawati, D. (2019). *European Journal of Education Studies DISCOVERY LEARNING METHOD FOR TRAINING CRITICAL THINKING SKILLS OF STUDENTS*. 342–351. https://doi.org/10.5281/zenodo.3345924

Sugiyono. 2017. *Metode Penelitian Kualitatif*. Bandung: Alfabeta.

Sunan, U. I. N., Yogyakarta, K., Sunan, U. I. N., & Yogyakarta, K. (2022). *DALAM MENINGKATKAN MUTU PENDIDIKAN INTERNAL DI SD NEGERI 016 LOA KULU*. *3*(1), 41–44.

Widayanto. (2021). The Effectiveness of Discovery Learning Model in Writing Descriptive Text. *IJORER : International Journal of Recent Educational Research*, *2*(2), 196–214. https://doi.org/10.46245/ijorer.v2i2.92

Winarni, E. W., Hambali, D., & Purwandari, E. P. (2020). Analysis of language and scientific literacy skills for 4th grade elementary school students through discovery learning and ict media. *International Journal of Instruction*, *13*(2), 213–222. https://doi.org/10.29333/iji.2020.13215a

Yang, E.F.Y, dkk. "The Effectiveness of Inductive Discovery Learning in 1:1 Mathematics Classroom." Proc. International Conference on Computers in Education. pp. 743-747, 2010