The Implication of Minimum Competency Assessment in Teaching and Learning Activities

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ABSTRACT

Based on the PISA (*Program for International Student Assessment*) and PIRLS (*Progress in International Reading Literacy Study*), the literacy ability of Indonesian students is very low. The Efforts are made to improve this condition, namely through the Minimum Competency Assessment or *Asesmen Kompetensi Minimum* (AKM). The result of AKM become a reference for designing follow-ups towards improvement and improvement. Therefore, the purpose of this study is to describe and analyze the implications of AKM on teaching and learning activities. The method is used descriptive qualitative. The data collection techniques were used observation, interviews, and documentation. The data analysis techniques were obtained data collection, reduction, and presentation. The results of this study showed that there were two implications of AKM. Firstly, The implication of AKM for learning activities in classroom. It always begins with reading books for 15 minutes. Then, these activities have purpose to encourage students so that they search information or materials independently, and train students' problem-solving abilities based on students' higher-order thinking skills. Secondly, the implication of AKM in literacy activities that consists of holding authorship workshops for teachers, Language Month Celebration, literacy tour, and "GERBALIS" or literacy movements.

Keyword: *AKM; Implications; Learning*

INTRODUCTION

The 21st century encourages education to prepare students to have critical thinking, problem-solving, collaboration skills (Kurniawan, 2016b; Rahmatullah et al., 2022), creating and ability to innovate (Kanca et al., 2018). These skills cannot be born if the education system used still adheres to the conventional system. The system is characterized by learning activities that still revolve around low-level thinking skills (Nurjanah, 2021). Education in Indonesia requires a paradigm shift in the learning process. One of the lessons that can be done is literacy-based learning. Since 2000, Indonesia participates in PISA *(Program for International Student Assessment)* (Bunawan et al., 2019). But, Indonesia has never experienced a significant ranking upgrade (Karmila, 2018) and always be at the bottom level (Millah et al., 2022). This statement is also supported by the results of the PIRLS (*Progress in International Reading Literacy Study*), it shows that Indonesia is always ranked not far from the lowest rank (Hidayat et al., 2018).

Base on the problem above, the government creates a policy which is implementing the National Assessment (AN). It has three main programs in assessing the quality of educational institution units, namely Minimum Competency Assessment or *Asesmen Kompetensi Minimum* (AKM), character survey, and learning environment

survey (Sari & Sayekti, 2022). AN is a relevant evaluation program when associated with assessments used by PISA. The object that becomes the assessment of AKM (literacy skills) is seen as more needed by students in their real lives. AN focus on the assessment of students' literacy skills. Therefore, the results of the AKM need to be communicated to each resident of the education unit so that it is used to take follow-up steps from the assessment.

Based on the interviews with several operators as charge of implementing AKM, the researchers found that the result of AKM data was not published to related parties (Teachers, Students, and Principal). Thus, this condition become greatly affect the follow-up of the AKM results. That is contrary to the substance of the evaluation itself which is the results of the evaluation should be a foothold in formulating follow-up towards improvement. The results of AKM will actually describe student literacy and in general describe the learning process that has been carried out. Therefore, information in the form of AKM results is very important to know together so that follow-up can be formulated in the future.

Ideally, the assessment will give birth to follow-up as a form of improvement over the value obtained (Rohmad, 2017, p. 15). AKM as a portrait of the quality of education, especially literacy, ideally gives birth to follow-up in the form of improvement or improvement of the learning process (Sani, 2021, p. VI) based on student literacy. This is an effort to improve or increase the value described from the implementation of AKM. The case on the ground does not show that. The researcher assumed that, if the results of this AKM were not known to the interested persons, then no follow-up was carried out. If this follow-up is not carried out, then Indonesian education will forever remain unchanged. Based on these problems, researchers are interested in conducting research related to these problems and their implications for the learning process.

Based on the explanation above, if the learning practices carried out are not based on literacy skills, the efforts made by government will be in vain. Therefore, this research was conducted to describe and analyze the implications of AKM in learning process at MI Darul Hikmah.

METHODS

This reseaerch used qualitative approach which is field research, especially a case study. It was beacuse, the practice of implementation of this research is observed a phenomenon directly. According to Lexy J Moloeng qualitative research serves to examine a particular process in depth (Moeloeng, 2017, p. 7). Then, this method is also to examine specific cases in real-life contexs and have a specific problem (Creswell, 2015, p. 135) (Mulyadi et al., 2020, p. 171). While, According to Lexy J Moloeng qualitative research serves to examine a particular process in depth (Moeloeng, 2017, p. 7).
The data collection were employed observation, interview, and documentation. Then, the data analysis was used Miles and Huberman model which has three steps, namely data reduction, data review and conclusion drawing (Miles & Huberman, 1994, p. 10). The object of this study was the process of teaching and learning activities. The subjects were students and teachers in 1th grade until 6th grade. This study was conducted on June until July 2022. The location of this research hold at MI Darul Hikmah.

RESULTS AND DISCUSSION

Asesmen *Kompetensi Minimum* (AKM) is an assessment based on students' literacy abilities. The implementation of AKM has good impact in increasing student literacy

activities at MI Darul Hikmah. For teacher, AKM is seen as an implied order to carry out literacy activities in schools which is many activities as a form of encouragement to increase the literacy of teachers and students. These activities indicated that AKM has implications in teaching and learning activities at MI Darul Hikmah.

Based on the data, there were two implications that implemented of AKM at MI Darul Hikmah, namely, the implications of AKM in teaching and learning activities in the classroom and the implications of AKM for strengthening literacy activities. Firstly, the implications of AKM in teaching and learning activities in the classroom which is the learning activities are carried out by integrating their activities with literacy activities. Then, the students' learning process is carried out by encouraging students on problem solving. The activities were confronting students with their life problems that are explained descriptively and accompanied by picture illustrations. Then, the students are asked to discuss the case with their friends. The students are also delivered their opinions regarding the settlement. it is also several learning process in the classroom, such as observing, questioning, exploring, analyzing, and communication. Then, based on interview with the teacher, the researchers got information that the activity expected to train students' skills, especially in understanding the content and context of the solution.

The effort to train students' problem-solving skills are carried out by stimulating students with readings that contain problems. To encourage students to love reading, MI Darul Hikamah facilitates each class with a reading corner. In each class, there is a reading corner that students can use at any time to read. In the reading corner, there are books available both reading books and books that support learning. MI Darul Hikmah makes a reading corner policy in each class aimed at bringing students closer to literacy. In learning activities, students can use the reading corner to find books that can be used in learning.

The efforts made by MI Darul Hikmah to instill students like to read next, namely by making breakfast rules in the form of reading. Before the lesson begins, each class carries out habituation in the form of a reading breakfast. Each teacher spends about 15 minutes before the lesson is conducted to encourage each student to read a non-lesson book. This habituation is aimed at training children to like reading. Breakfast activities in the form of reading, carried out around the reading corner that has been prepared by the place and the books. In addition, there are also those in their respective seats with their favorite books. This is because the books in the reading corner are not all liked by children.

Figure 1. The activity of reading books for 15 minutes

Figure 1, it presented that the students found materials in the library in order to the students have interest to reading book. Then, the activity was the students learn in the library which is it has several activities, such as reading, summarizing, and communicating. Communicating is the students share information what they get it. From these activities, the students cand find many information. In this case, the students can search various books. Thus, the students can interest to reading book.

Figure 2. The activity of literacy in reading at library

Figure 2, it showed that the students search information through wall magazine *(madding)*. It also presented that each classes have wall magazine that consists of good news for example, there is one of the activities at MI Darul Hikmah that is published in the newspaper. Then, this school posts the newspaper on madding. It makes students enthusiasm to read about the news. Hence, it can increase their activity which they were curious about the topic of news. Based on the description, it can be summary that the main point to increase students' passion for reading is to makes interest topic of the information to make the students attractive to read the news. Therefore, they interest to reading.

Secondly, AKM has implications for strengthening literacy activities. The implementation of AKM has good impact toward literacy activities in MI Darul Hikmah. Literacy activities are carried out both by students and by teachers. The strengthening of literacy in teacher is carried out by holding authorship workshops by bringing in resource persons who are active in the field of literacy. The activity was carried out to coincide with the celebration of language month. Thus, The result of the activity is each teachers is encouraged to make books related to student books.

Figure 3. Development of literacy for teachers

Figure 1, It presented that there was a strong commitment to improve literacy skills. In the training activity, the invited resource person was Dr. Heru Kurniawan. He is one of the activists in the field of child literacy. This training is expected to improve the skills of teachers in making written works that can be used as a fun learning medium.

Language month celebrations, celebrated by holding literacy competitions. His competition activities include making poems and reading them, making inspirational short stories, and making other reading books. MI Darul Hikmah Bantarsoka also collaborates with one of the book publishers. This collaboration began with training in making books for teachers. The follow-up to this activity is that the teacher's writings will be used as books with ISBN. MI Darul Hikamh also has a magazine that covers the activities at MI Darul Hikmah. The magazine is published once a month. These activities show that MI Darul Hikmah is truly committed to the development of literacy in its schools.

The efforts made to support the strengthening of literacy in the MI Darul Hikmah Bantarsoka environment are furthermore, namely through invitational sentences to read. There are many writings posted on the walls of the school whose content is to invite students to like to read. The writings can be found in the classroom and outside the classroom. Outside the classroom, these writings are often found on the wall near the road that many students walk. When students pass by, they will see the writing clearly pasted on the wall.

Figure 4. Invitation to Read

Figure 4, it showed that Literacy activities at MI Darul Hikmah are well done. All the teachers and students are actively involved in efforts to improve literacy activities. Another of form appreciation is also realized with literacy tourism activities. Literacy tourism activities encourage students and teachers to engage in various activities related to literacy. One of the literacy tourism activities is to hold a poetry creation competition and writing scientific papers. This activity was posted in a newspaper with the title "MI Darul Hikmah Holds Literacy Competition".

Figure 5. Literacy tourism program

Figure 5, it presents that AKM is a form of assessment that refers to students' literacy skills. There are two main literacy assessments in AKM, namely language literacy and numeracy (Sani, 2021, p. V). This AKM is a way used to photograph the quality of educational institutions whose focus is on students' literacy skills (Fauziah et al., 2021). The results can be used as a reference for educational institutions to improve the quality of their learning (Festiyed et al., 2022, p. 7). Based on the data, MI Darul Hikmah Bantarsoka has made efforts to change its literacy-based learning process. AKM can encourage for MI Darul Hikmah Bantarsoka to apply literacy programs.

The literacy ability itself can be understood as the ability to inform. There are three main activities that describe a person's informational abilities. These abilities include the ability to collect, process, and communicate. This ability will be very beneficial for solving the problems that students face (Kurniawan, 2016a). These abilities cannot be separated from the two main activities, namely reading and writing (Bu'ulolo, 2021). Reading activities will bring readers to explore with various information. Readers can analyze the information they read from various sources. So that readers will avoid misinformation. As for writing activities, it is a form of communicating activities. These two activities, namely reading and writing, must be instilled in students so that they grow into a literate generation (Widayoko et al., 2018).

Gerakan Literasi Sekolah (GLS) was juridically issued in 2015, which refers to the output of the Ministry of Education and Culture in the form of ministerial egulation no. 23 of 2015 which is related to the growth of ethics (Hidayat et al., 2018). In the ministerial regulation, it is implied that literacy programs in schools. GLS aims to create a school ecosystem to make its school residents into lifelong literate citizens (Pangesti et al., 2016, p. 5). As a collaborative social movement, GLS requires the support of various elements. One of the efforts that can be made to improve literacy is through reading habituation (Pangesti et al., 2016, p. 10).

Reading habituation carried out at MI Darul Hikmah Bantarsoka is carried out every morning before learning begins. In low grades the habituation of reading is done with activities such as reading aloud, listening to fairy tales, and reading other books that they like. While in the upper class, his activities such as reading, writing the digest, and delivering his readings to his friends. Reading activities can train children to think critically to capture the meaning of what students read (Jariah & Marjani, 2019). This activity is in accordance with the direction of the principal of MI Darul Hikmah Bantarsoka who carries the GERBALIS movement "Gerakan Baca Tulis or Literacy Movement". This movement is a movement that emerged as a follow-up to the workshop of teachers related to scientific work.

Based on previous studies that is related to the suboptimal factor of GLS implementation in schools, There were two main factors on the problem of GLS

implementation, namely the problems of facilities aspects and the commitment in implementation of literacy activities. Hidayat et al claimed that the problem of GLS implementation includes supporting facilities, the undeveloped interest of students, and the school has not been optimal in providing motivation to all school residents . The elements of supporting facilities include reading corner rooms, representative libraries, wall magazines. In summary, This library is an important element in developing student literacy (Kurniawan & Prasetyani, 2019). (Hidayat et al., 2018).

The implementation of GLS at MI Darul Hikmah Bantarsoka based on researchers' assessments has gone well. There are three reasons that researchers make indicators that the implementation of GLS in MI Darul Hikmah has gone well. First, the facilities provided by MI Darul Hikmah are sufficient to support the GLS program. Each class has a reading corner equipped with a variety of books that can encourage students to read and a representative library. Secondly, all students and teachers are involved in efforts to increase the passion for literacy in schools. The enthusiasm of students and teachers is quite good which is shown from the excitement of literacy-based competitions. Third, namely the efforts that MI Darul Hikmah has made to increase literacy activities have been quite massive. There are many invitational writings to read in every class, outside the classroom, as well as strategic places that are usually passed by teachers and students.

The quality of learning will be greatly influenced by the components of learning. There are seven learning components that need to be considered to improve learning outcomes, namely: (1) Objectives, (2) Students, (3) Teachers, (4) Materials, (5) Media, (6) Methods, (7) Evaluation (Dolong, 2016). The components are interrelated with each other. AKM as an assessment of students' literacy skills, encourages changes in the learning process. The learning carried out must encourage students' literacy skills. It can be concluded that, when the learning carried out the goal is literacy ability, then from this goal will affect other components of learning. Students and teachers must understand literacy-oriented learning objectives. Therefore, the material, media, methods, and evaluations have also changed. It is to match the goals to be achieved in learning.

Referring to the implementation of literacy activities at MI Darul Hikmah, it shows that there are specific objectives targeted, especially literacy. The AKM questions tested are very different from the usual questions used in learning before AKM. AKM questions tend to present a lot of readings that students should read. Students who are not familiar with reading tend to complain because students have to be forced to read in order to understand the problem. AKM questions are manipulative in nature that require understanding of content and context (Cahyanovianty & Wahidin, 2021). The efforts made by MI Darul Hikmah in the learning process are in line with that, namely by encouraging the skills of solving hots (Higer Order Thinking Skills) problems. Hots-based questions are taught in a problem-based method and supported by evaluation using three hots skills (analysis, evaluation, and creation) (Ichsan et al., 2019).

Literacy activities at MI Darul Hikmah are carried out by involving the active role of all teachers and students. it means that there is good cooperation between teachers who design learning and students. The planned learning changes inevitably involve these main components, namely teachers and students. One of the important factors that can influence student attitudes (literacy activities) is the factor that comes from social factors. This social factor can come from his teacher or his friends (Sunhaji, 2014).

CONCLUSION

The implementation of Minimum Competency Assessment at MI Darul Hikmah Bantarsoka is divided into the Minimum of Competency Assessment (AKM) for learning activities in the classroom and the Minimum of Competency Assessment (AKM) for literacy activities. Firstly, AKM for learning activities which is learning process that aims to solve the problem. The process of teaching and learning activities in the classroom always begins with reading a book for 15 minutes. The process of teaching and learning activities also encourages students to search for information or materials independently. The activities can be done in the library, in front of the *madding*, or in the reading corner. Secondly, AKM has implications for literacy activities. This activities includes holding authorship workshops for teachers, language month celebrations, literacy tours, and holding "GERBALIS" or literacy movements.

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