

ISLAMIC RELIGIOUS EDUCATION TEACHER'S UNDERSTANDING OF MINIMUM COMPETENCY ASSESSMENTS AND THEIR IMPLICATION FOR LEARNING

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Abstract: The Minimum Competency Assessment is a breakthrough in the new assessment system as a substitute for the National Examination. However, in reality, not a few teachers are stated to have not mastered the concept of this assessment model, so learning and assessment are not in line. So the purpose of this study is to identify teachers' understanding of Minimum Competency Assessment at the Elementary School level at the KKG PAI, Sukorejo District, and to find out the implications for PAI learning. The research used descriptive qualitative method. At the same time, the analysis technique applies Creswell's theory. The results of this study were teachers' understanding of the minimum competency assessment had understood the concept but had never applied the creation and processing of AKM-based questions. So it is necessary to have special training to provide teacher direction towards the progressiveness of educators in order to achieve educational goals. Meanwhile, the implications of a minimum competency assessment are the management of learning models, namely the application of contextual learning models integrated with technology and the readiness of learning materials and resources to improve literacy and numeracy abilities.

Keywords: AKM, Implications, PAI, Teacher's Understanding.

Abstract: Asesment Kompetensi Minimum merupakan terobosan sistem penilaian baru sebagai pengganti dari Ujian Nasional. Namun kenyataannya tidak sedikit guru yang dinyatakan belum menguasai konsep model penilaian ini, sehingga antara pembelajaran dan penilaian tidak sejalan. Maka yang menjadi tujuan dari penelitian ini guna mengidentifikasi pemahaman guru tentang Asesmen Kompetensi Minimum di jenjang Sekolah Dasar di KKG PAI Kecamatan Sukorejo, dan untuk mengetahui implikasinya terhadap pembelajaran PAI. Penelitian menggunakan metode kualitatif deskriptif. Sedangkan pengumpulan data melalui teknik wawancara, observasi serta dokumentasi dengan sasaran penelitian guru KKG PAI di Kecamatan Sukorejo. Teknik keabsahan data dengan triangulasi, sedangkan teknik analisis menerapkan teori dari Creswell. Hasil dari penelitian ini dapat disimpulkan bahwa pemahaman guru terhadap asesmen kompetensi minimum di KKG PAI Kecamatan Sukorejo sudah memahami konsep asesmen kompetensi minimum, akan tetapi belum pernah mengaplikasikan pembuatan dan pengerjaan soal yang berbasis AKM yang direlevansikan dengan materi PAI. Sehingga perlu adanya pelatihan khusus untuk memberi arahan guru menuju progresivitas pendidik agar tercapai tujuan pendidikan. Sedangkan implikasi dari adanya asesmen kompetensi minimum yaitu adanya tata kelola model pembelajaran yang senada dengan konsep asesment kompetensi minimum yakni penerapan model pembelajaran kontekstual yang berintegrasi dengan teknologi, serta kesiapan bahan dan sumber belajar untuk meningkatkan kemampuan baik literasi maupun numerasi.

Keywords: AKM, Implikasi, PAI, Pemahaman Guru.

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INTRODUCTION

Education is defined as an effort to master the knowledge gained through formal and non-formal environments to create quality human resources (Aziizu, 2015). To achieve good results, it is necessary to formulate national education goals according to Law Number 20 of 2003 concerning the National Education System. Where it is stated that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Sujana, 2019).

Based on these objectives, it is necessary to develop a curriculum that will later become a plan and regulate the content, objectives, methods, and teaching materials that will be used. After the implementation of the learning process is carried out, an evaluation will be carried out. The nature of evaluation in education means reviewing by assessing the results of measurements and observations, then analyzing with the standards set (Fauziah et al., 2021).

The Ministry of Education and Culture has established an evaluation program with the implementation of an assessment model called the Minimum Competency Assessment (AKM), which takes over the National Examination. AKM is a basic competency assessment needed by every student to be able to develop self-capacity and participate positively in society. There are two main assessments in the AKM: cognitive material, literacy, and numeracy. These two aspects are basic competencies assessed to include students' process skills. AKM intends to measure competence in depth, not just content, to present problems with various contexts that each student is expected to be able to solve armed with their reading literacy and numeracy competencies.

The minimum competency assessment that the government will determine should be part of the government's target in preparing students to meet the XXI century with various skills that must be achieved. These skills are contained in four competencies abbreviated as 4C, namely *critical thinking and problem solving* (students can think critically and can solve problems), *creativity* (students have creativity), *communication skills* (students have the ability to communicate), and the *ability to work collaboratively* (students can work together). In addition, students are required to be able to build understanding, be able to work together, be able to solve problems, be able to work by utilizing ICT (*Information and Communication Technology*) and be able to build creativity.

Assessment of reading and numeracy literacy, each of which contains three aspects, namely: content, cognitive, and context. Aspects of reading literacy include: First, content containing a) Information text, b) Fiction text. *The two* cognitive aspects include: a) Finding information, b) Interpretation and integration, and c) Evaluation and reflection. *Third* Context, a) Personal, b) Socio-

Cultural, and c) Scientific. While Numeration contains aspects, namely, *First Content* which has: a) Numbers, b) Measurement and geometry, c) Data and uncertainty, and d) Algebra. The *three Cognitive Processes* include a) Understanding, b) Application, and c) Reasoning. *The three contexts* are a) Personal, b) Socio-Cultural, and c) Scientific (Mendikbud, 2020).

In Purwarti's article, it was explained that the determination of the national assessment was due to the crisis in literacy values (literacy which means reading, counting, and science), so it is hoped that the Minimum Competency Assessment system, which contains elements of literacy can improve and be able to develop students' literacy values. On the other hand, according to the results of surveys and discussion forums carried out by education policymakers, the evaluation of the implementation of the national exam being tested was only in the scope of memorizing material that was too dense and not on learning competencies. In addition, the results of this national exam are used as indicators of student learning success as individuals.

The implementation of this AKM makes teachers have to be more creative, especially in conveying the material. Teachers' perceptions and beliefs are very influential on learning practices in the classroom and are a major factor in the development of pedagogical content knowledge for teaching. Teachers and ways of teaching and managing learning have a strong integration of connections to achieve student goals. Without qualified and standardized teachers, it is difficult to achieve educational goals. Confidence in the understanding and attitudes of teachers must be a concern when implementing learning or implementing the best strategies to avoid the failure of various educational reform efforts as happened in the past due to not paying attention to teachers' beliefs and attitudes.

Currently, teachers refer to the syllabus without any improvisation of conventional learning models. (Hasanah, 2021) . The assessment program has the quality equivalent to international quality and still prioritizes local wisdom. So it is necessary to design a design prepared by educational institutions and to achieve learning goals that are in line with the applied model, starting from school policies and even learning strategies that will be implemented. Based on the research of Novrian Satria Perdana, which showed a total percentage of 53% of vocational students and 51% of high school students in Aceh Province stated that it was difficult to work on the questions and the form of questions tested in the AKM was not by the material taught by teachers at school.

Teachers are one of the components that must exist in the education system as they assume the role and responsibility of education, namely the AKM policy. However, the facts obtained are many from educators who have not been able to interpret the concept of Minimum Competency Assessment and its ins and outs. The existence of AKM impacts student readiness, and learning that runs is

ineffective and does not match the assessment process. In general, teachers in designing learning and assessment still refer to the achievement of basic competencies listed in the package book or what has been stated in the syllabus and lesson plan (RPP). In the learning process, students are still learning partially for each subject, not yet integrated by the expected reasoning competencies in literacy and numeracy. The ability to read the meaning of texts and data is also an obstacle due to the low reading interest of students. Daily assessments and end-of-semester exams are still being tested with multiple choice questions and some description questions that do not reflect a comprehensive assessment of students' learning mastery; it is not uncommon to only test memory. (Meriana & Murniarti, 2021). So there need to be improvements starting from the ability of teachers to understand the concept of AKM so that learning is more conceptualized and directed.

AKM does not contain religious elements but is in the form of basic concepts of literacy and numeration components. So it is the teacher's job to align how the objectives, the learning process, and the implementation of the assessment can be integrated. Religion-based learning, until now, still has problems with criticism from within (internal), that is, it has not been able to change cognitive abilities about religious knowledge or does not encourage students to have *values* that are internalized in the soul of each individual as PAI learning focuses more on the aspects of *knowing* and *doing* and has not led to the aspect of *being*. So the existence of this AKM system will impact methods, strategies, and learning models whose learning outcomes are not just memorizing material but include problem solving-based literacy and numeracy that increase students' critical thinking power. Likewise, the AKM question instrument does not only contain the topic or content of a particular material (PAI) but includes content, context, and cognitive processes that students must go through.

From this background, the key to the success of achieving student learning goals is in the hands of the teacher. Therefore, it is important for teachers to fully understand knowledge related to the concept of minimum competency assessment because this understanding will lead the teacher as professional educators in dealing with changes in educational evaluation, which of course, will also have an impact on new designs in PAI learning to realize the skills of students in education for their future. In this case, the writer will examine the teacher's understanding of the concept of Minimum Competency Assessment and its implications for PAI learning.

METHOD

The written research uses a qualitative approach by applying descriptive research, namely describing the data in detail using words—data collection techniques using interviews, observation, and documentation. The interview method was conducted with open-ended questions to obtain in-

depth information about the teacher's understanding of the Minimum Competency Assessment. The target interview subjects were 6 Islamic Religious Education Teachers (PAI) in the category of teachers who already had educator certifications and were always active in activity events recommended by the Chair of the PAI KKG in Sukorejo District, the Chair of the PAI Teacher Working Group (KKG). The observation technique is located in several elementary schools in Sukorejo District. While in the documentation, the data used are books, journals, and learning archives.

The data analysis method is based on Creswell's three qualitative data analysis strategies: compiling and organizing data, coding, and presenting data in text form. Qualitative data analysis was carried out in the following stages: data presentation, data reduction, data categorization, interpretation/meaning, and inferring the analysis results. After conducting the analysis process within the framework of obtaining valid data by providing checks, triangulation, and in-depth tracking, conclusions are drawn.

RESULTS AND DISCUSSION

Changes in the national exam to become a minimum competency assessment bring out a new concept about the model and form of questions presented to students. PAI teachers' understanding of the concept of minimum competency assessment is fundamental to encouraging students' success in dealing with minimum competency assessments. There are several things about understanding the minimum competency assessment for teachers at the KKG PAI, Sukorejo District, which are described as follows:

Based on the results of the interviews and the understanding of teachers at the KKG PAI Sukorejo District regarding the components of the questions presented in the minimum competency assessment, the components of the questions raised in the minimum competency assessment questions include literacy and numeracy. The two components are used as a minimum competency assessment measure because they are the most basic. The subject matter in each subject is based on how the students' ability to study, analyze, and understand reading. The questions presented in the minimum competency assessment are in the form of a lot of reading and require high-level thinking, known as based questions (HOTS), so students need to pay close attention to question by question because there is a set period.

According to Ridwan Abdullah Sani in his article, it is explained that this minimum competency focuses on students thinking mathematically and reading critically. Understanding, applying, and finding information is not enough for 21st century students because they compete in the industrial

revolution 4.0. The characteristics of the HOTS questions include the following criteria: 1) contextual, 2) includes aspects of critical thinking, and 3) presents a stimulus. In general, HOTS questions are based on real situations in the context of everyday life and not artificial or theoretical conditions. What teachers need to pay attention to is that HOTS questions haven't to be difficult, and difficult questions are not necessarily HOTS. The number of questions presented is 30 questions which are done in class 5. This is similar to Ni Luh Satriani's book, which explains that each level has a different number of questions, with details on the form of questions used, namely: 1) multiple choice, 2) multiple choice by selecting more than one option, 3) matching questions with answers, 4) short entries, and 5) descriptions.

The results of the teacher's interview at the KKG PAI Sukorejo District revealed that this minimum competency assessment was carried out for the elementary level at the middle level, namely in grade 5, which participants followed according to the instructions chosen by the center so that not all children followed it. This model has become a new tradition of student assessment that PAI teachers must also be able to adapt. This is in line with and is reinforced by the results of the proceedings, which state that there are two reasons for the implementation to be carried out in the middle of the level, namely: 1) If students are declared unfit to pass, then improvements can still be made from the side 2) The results of the assessment are not a selection tool, so they do not make participants students and parents are stressed because they don't go to class.

From the researcher's observations, many teachers at the PAI KKG in Sukorejo District do not understand the scope of aspects of each literacy and numeracy question. The absence of special training or seminars on the discussion of minimum competency assessments for PAI teachers in Sukorejo District is the cause of doubt about how the questions will be loaded on these questions. This is evidenced during the trial of making assessment analysis questions for semester 2; it was found that many questions did not contain literacy-based questions, such as the use of interrogative sentences and short questions, and were not based on HOTS stimulated students to work on the questions.

In Pusmenjar, the contents of literacy and numeracy are explained. Literacy Reading on the content contains 1) Information text for developing scientific insight and knowledge. 2) Fiction text, text to provide the experience of getting entertainment through the reflection of the reader. While the Cognitive content contains: 1) information discovery, 2) Interpretation (description) and integration (merging) 3) Evaluation (assessment) and reflection. The content of the context contains: 1) Personal, 2) Social Culture, and 3) Scientific. In addition, aspects of numeracy are explained, namely the content which contains: 1) Numbers, including representation, sequence properties, and operations

of various types of numbers. 2) Measurement and geometry, 3) Data and uncertainty (probability), 4) Algebra. The cognitive content contains 1) Understanding of a fact, 2) Application, and 3) Reasoning. And the content of the context contains: 1) Personal, 2) Social Culture, and 3) (Tamam, 2017) Scientific.

There are differences in the concept of questions in minimum competency assessments with questions in general, a teacher is not enough to only understand the concept and its scope but also must understand and be able to make questions, work on, and apply them in compiling questions in PAI learning subjects. Based on interviews with 6 KKG PAI teachers in Sukorejo District, no teacher has ever worked on and made questions based on a minimum competency assessment. Ni Luh Satriani's book explains that minimum competency assessment questions use contextual and informative stimuli and numeracy questions that are not only related to mathematical material, but the content discussed can include other subjects. In Mohamad Mustari's book it is explained that teachers need to practice and be innovative when making assessment instruments for students as a result of implementing competency exams, this aims to make it easier for students to get used to and be good at the questions they face.

The importance of the readiness of human resources as actors is to answer the challenges of education to face the minimum competency assessment. The concrete steps that can be applied are that educators can integrate technology to achieve educational goals that align with the minimum competency assessment model by making preparations from pre-implementation to post-implementation stages and *continuous evaluation*.

Thus, based on the research above, the understanding of PAI teachers in the minimum competency assessment still does not understand the concept in depth, so in implementing it in learning there are still gaps that are not in line with the Minimum Competency Assessment system, especially knowledge of the form of questions related to literacy and numeracy. So to realize improvements and conformity to achieve the goals of students, the KKG PAI teacher in Sukorejo District must try to upgrade his knowledge and experience, which can be done through special activities or training that describes the concept of minimum competency assessment in depth, as an evaluation review it is necessary to hold special training on minimum competency assessment.

The Implications of Minimum Competency Assessment in PAI Learning

To print students to practice the values of Islamic teachings, both in terms of educational strategy efforts carried out internally and externally, Islamic Religious Subjects (PAI) were compiled. This religious education encourages students to echo the values contained in the Qur'an. Because all the basic material for PAI comes from the Koran such as laws, stories, sharia, commands,

prohibitions, and all things contained in the Koran, so it is important to study more deeply, and it requires a clear interpretation or understanding, especially it can be understood by students at the elementary level.

Thus, PAI learning should always update and respond to the dynamics of developments. The changes encountered in the educational institutions and authorities, for example, related to the national assessment program. This national assessment, of course, it will have implications for the focus of PAI learning. The task of PAI learning is not only about rote memorization or is normative and theoretical but is increasingly required to sharpen the material not only textually but in a contextual way based on the Qur'an and Hadith, which will be honed through literacy and numeracy skills student. With these PAI lessons, teachers can touch on the values of everyday life. Of course, this can run according to the concept and directed if there are motivating factors so that this can be realized; for example, teachers always increase creativity for curriculum enrichment, besides the use of learning methods needs to be harmonized so that the learning process does not tend to be monotonous. This is reinforced in the article written by Novrizal and Ma'rufatun, the results of their research show that the national assessment has implications for the focus of PAI learning, which can be done by linking the numeracy aspect to completing the chapter of inheritance from the jurisprudence perspective.

The main basic purpose of assessment is to find out students' achievements and progress and improve the learning activities process. Based on Suryaman's research results, it was identified that there were causes for the low literacy level at the elementary school level. Namely, the selected learning texts were of poor quality and were less able to develop reading competence. In addition, the literary theory being taught is less precise. For this reason, according to Kurniawati, at the elementary school level, reading is divided into two stages: the initial and the advanced. This is still based on the developmental ability of students with the suitable learning model to be effective.

Therefore, PAI learning must undoubtedly play a role as an agent of directed and sustainable change through this minimum competency assessment system as a form of Islamic da'wah through education. Given that the majority of the population in Indonesia has a traditional character and culture is religious. Thus, the implication is clear, that PAI learning in schools is that students are able to solve problems, and the importance of disciplined habituation as inculcation of character formation to be more effective.

As for what the PAI KKG teachers did in Sukorejo District as an innovation in adjusting the minimum competency assessment model with PAI learning, to focus their learning, namely: **First**, Efforts to increase students' literacy skills, then in teaching the teacher designs a learning model that

is associated with a contextual model. Both from the material, giving examples, to evaluation. Hopefully, students can process it and contextualize the theme correctly, which will later be implemented in their lives. This is evidenced by the results of observations which at SDN 1 Gandukepuh have been applied to grade 1 on the chapter "Faith in God" by bringing students to study in the open, from here, many questions arise from students. Besides that, this elementary school also gives children an understanding that in each chapter, the translation of the verses of the Qur'an is not understood in translation, but the teacher provides a broader context. The purpose of such learning is so that children do not understand the language of the Qur'an textually but in a contextual way. Teachers also carry out learning activities in the open air to show firsthand how the power of God created the earth and everything in it.

Contextual learning activities must have the essence of increasing understanding and providing students' awareness of the nature of learning and its methods, accompanied by skills to answer the problems around them. While the teacher's task of contextual learning is to manage learning activities and collaborate with other lessons from previous and latest knowledge, as well as be a student facilitator. So the essence of learning is that students can actively construct their understanding. Likewise, with numeracy literacy in competency assessment, teachers in learning are expected to understand intensely that the numeracy aspect is not only in the scope of counting and formulas but also in the ability to apply them in everyday life. Therefore, teachers must modify learning patterns so students can understand this numeration optimally.

The article entitled "Minimum Competency Assessment: An Effort To Photograph Numeracy" explains that literacy is one of the essential skills to be improved and developed to progress education in Indonesia. Therefore, reflecting on the process of teaching and learning based on numeracy is necessary. Efforts can be made to improve numeracy skills by providing materials, integrating learning with ethnomathematical approaches, providing higher order thinking skills (HOTS) related to real life, and utilizing interactive mathematical understanding and skills.

Second, the implication of this minimum competency assessment is that PAI lessons must be integrated with technology. This was stated by the KKG PAI teacher, Sukorejo District, that in their daily lives, students integrate with gadgets and other electronic media, so in teaching, there should be such a model, even if the facilities are inadequate. In addition, the work on the minimum competency assessment system is also technology-based.

Third, PAI teachers pay attention to the readiness of learning materials and resources used by students, such as worksheets, textbooks, and other learning resources that attract students' attention to reading and reading. The program carried out is the "Let's go to the library" movement. This

movement can be done during or outside learning hours adjusted to the direction. According to Ma'mun Zahrudin in his article, it was explained that one of the preparations for improving literacy skills could be determined by the reference sources (teaching materials) used. These teaching materials have an urgent role and become the main thing in the learning process. The success or failure of literacy skills is the readiness of teaching materials. The accuracy of teaching materials can increase the creative efforts of discovery in the content of reading and deliver a meaningful learning experience through the realization of reading literacy in students.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The author concludes that the teacher's understanding of the minimum competency assessment model at the KKG PAI, Sukorejo District, already understands the concept of minimum competency assessment but has never applied the creation and execution of minimum competency assessment questions relevant to PAI material. So that there is a need for special training to provide teacher direction towards the progressiveness of educators in order to achieve educational goals. While the implications of the existence of a minimum competency assessment are: 1) Using and developing a contextual model learning model in PAI lessons, 2) The PAI learning process integrates with technology, 3) PAI teachers pay attention to the readiness of learning materials and resources to improve literacy and numeracy skills.

Suggestion

PAI teachers' understanding of the concept of Minimum Competency Assessment is fundamental. The national exam has changed the Minimum Competency Assessment to a new color, the PAI learning escort should adapt to the AKM model and take it in a more progressive direction, further training and follow-up are needed so that teachers have a minimum competency assessment concept. This study only describes the teacher's response to the AKM, the authors hope for further research so that this research can be perfected in student responses and follow-up and evaluation of the minimum competency assessment policy model.

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