

## **Evaluation of Competency Assessment of Indonesian Madrasah (AKMI) in Madrasah Ibtidaiyah (MI) Azizan Palembang**

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### **Abstract**

*Evaluation of the Implementation of the Assessment Indonesian Madrasah Competence (AKMI) at the Azizan Elementary School (MI). Palembang. AKMI to measure the competence of madrasah students in literacy reading, numeracy literacy, scientific literacy, and future socio-cultural literacy can be used by teachers and madrasahs to improve education services needed by students as a basis for drafting learning. This study aims to analyze the implementation of AKMI in MI Azizan Palembang using the CIPP model namely Context, Input, Process, and Product. This evaluative research uses a qualitative descriptive method with the research informants were the head of the madrasa, teaching staff, and staff education. The research instruments used were observation, interviews, and documentation as well as analyzed using data analysis techniques qualitative. The results of this study are: first, the context (context) of the AKMI program in MI Azizan Palembang as a whole is quite good in terms of results evaluation of the program context includes: legal basis for AKMI implementation, background background, the purpose of AKMI, cooperation with related parties. Second, input (input) the implementation of AKMI at MI Azizan Palembang as a whole has been done quite good, seen from the results of the evaluation of program inputs, namely at the drafting stage programs, schedule of activities, preparation of program reports, competencies and qualifications of proctors, technicians, and AKMI room supervisors, availability and utilization of infrastructure facilities, costs have been running and well implemented although it must continue to be improved in supporting infrastructure. Third, the results of the evaluation of the AKMI implementation process in the form of time, place and scope program, the role of educational stakeholders is very good even though it is not yet touching program development funding, activities carried out can be seen from the AKMI activity journals with supervision and monitoring from the head of the madrasa and the Ministry of Religion. Fourth, results product evaluation of the implementation of*

*AKMI which was carried out showed success program, namely the suitability of targets and results, the benefits of the program for madrasas and students and AKMI reporting so that this program must be continued and improved.*

**Keywords:** *Evaluation, Implementation of AKMI, CIPP*

## **INTRODUCTIONN**

Education is an effort to develop the potential of students consciously and planned so that they have the ability, expertise, and intelligence in the field of spiritual (religious), cognitive (knowledge), affective (attitude), and psychomotor (skills), ultimately able to manipulate nature and the environment properly and appropriately and benefit themselves, family, society, nation and state.<sup>1</sup> So, education can be interpreted as an effort to foster and develop human dignity as a whole, comprehensive and interesting, fun and enjoyable.

Education is an effort to master the knowledge obtained from the formal or informal environment in order to create quality human resources.<sup>2</sup> To achieve good results it is necessary to prepare the objectives of national education in accordance with the formulation in Undang-Law No. 20 of 2003 on the National Education System. Where it is stated that the purpose of National Education is to develop the potential of students to become people who believe and fear God Almighty, Noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The development of a nation's education will never be over and finished, therefore quality control is very necessary.<sup>3</sup> This is so that in the future the education

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<sup>1</sup>Badan Penelitian dan Pengembangan Depdiknas, *Undang-Undang Sistem Pendidikan Nasional*, (Jakarta: Departemen Pendidikan Nasional, 2003), hlm. 2

<sup>2</sup>Raharjo, S. B, *Evaluasi Trend Kualitas PenSSdidikan Di Indonesia*, Jurnal Penelitian dan Evaluasi Pendidikan, 2013, 16(2), hlm. 511-532, <https://doi.org/10.21831/pep.v16i2.1129>

<sup>3</sup>Rony. R, *Urgensi Manajemen Budaya Organisasi Sekolah Terhadap Pembentukan Karakter Peserta Didik: The Urgency of School Organizational Culture Management Against Character Building Students*, *Tafkir: Interdisciplinary Journal of Islamic Education*, (2021), 2(1), hlm. 98, <https://doi.org/10.31538/tijie.v2i1.26>

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system is more focused, effective, relevant and develops according to the dynamics of a nation's life.<sup>4</sup>

Based on these objectives, it is necessary to prepare a curriculum that will later become a plan and regulate the contents, objectives, methods, and teaching materials that will be used. After the implementation of the learning process is implemented, an evaluation will be carried out.<sup>5</sup> Learning evaluation activities are a part that cannot be separated during the educational process.<sup>6</sup>

However, not all types of evaluation can be used as a tool to measure the success of educational goals. If using the right measuring instruments then the success of education can be measured clearly. Evaluation activities carried out on students and institutions both formal and non-formal at each level and type of Education.<sup>7</sup>

Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System states that in order to control the quality of National Education, Evaluation is necessary as a form of accountability of education providers to various interested parties. This evaluation is carried out not only on students, but also on educational institutions. Furthermore, Government Regulation No. 19 of 2005 on the national standard of education mandates that the assessment of learning outcomes at the level of primary and secondary education, in addition to being carried out by educators and

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<sup>4</sup>Zulaikhah, D., Sirojuddin, A., & Aprilianto, A, *Analisis Pembelajaran Pendidikan Agama Islam Kurikulum 2013 Bagi Anak Berkebutuhan Khusus*, *Tafkir: Interdisciplinary Journal of Islamic Education*, 2020, 1(1), hlm. 54–71. <https://doi.org/10.31538/tijie.v1i1.6>

<sup>5</sup>Khosy'in, A., *Peran Kepemimpinan Kepala Sekolah, Pengambilan Keputusan, dan Budaya Organisasi Terhadap Disiplin Kerja*, *Chalim Journal of Teaching and Learning (CJoTL)*, 2021, 1(1), hlm. 45–55

<sup>6</sup>Puspito, G. W., Swandari, T., & Rokhman, M, *Manajemen Strategi Pengembangan Pendidikan Non Formal*, *Chalim Journal of Teaching and Learning (CJoTL)*, 2021, 1(1), hlm. 85–98

<sup>7</sup>Nuryanta, N, *Pengelolaan Sumber Daya Manusia (Tinjauan Aspek Rekrutmen dan Seleksi*, El-Tarbawi, 2008, 1(1), hlm. 55–69, <https://doi.org/10.20885/tarbawi.vol1.iss1.art5>  
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education units, is also carried out by the government.<sup>8</sup> Therefore, in carrying out the evaluation should be based on the principle of achieving something better, so that each evaluation carried out by each institution is aimed at achieving a better education than before.

Independent learning education policy is a program initiated by the Minister of Education Culture and research that aims to provide a happy learning environment for teachers and students. There are four main points of education policy discussed include: 1) National Standard School Examination (USBN), 2) National Examination, 3) learning implementation plan (RPP), 4) new student admission regulations (PPDB) zoning. The four policies are an effort made by policy makers in the field of education in order to deal with existing developments.<sup>9</sup>

Assessment of learning outcomes by the government until 2015 was carried out in the form of a National Examination (UN). UN is another form of EBTANAS (final stage Learning Evaluation) and UAN (National Final Examination) which were previously removed. As an evaluation tool, the UN must be able to measure the success rate of education implementation. According to Muchtar, the implementation of the UN is not only an effort to improve the quality of education, it is also intended as an effort to determine the achievement of graduation standards and to conduct mapping.<sup>10</sup>

In the course of the UN turned out to reap controversy. The UN is considered unable to answer all information about the level of achievement of educational goals that have been set, namely about the faith and piety of students towards God Almighty, the level of creativity and independence of

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<sup>8</sup>Rahmatia Lang Ere, *Evaluasi Pelaksanaan Survei Lingkungan Belajar*, Fraktal: Jurnal Matematika dan Pendidikan Matematika, Volume 2, No. 2, November 2021, hlm. 2, (e-ISSN 2776-0073), Available online at <https://ejurnal.undana.ac.id/fraktal>, <https://doi.org/10.35508/fractal.v2i1.3590>

<sup>9</sup>Rokhim, D. A., Rahayu, B. N., Alfiah, L. N., Peni, R., Wahyudi, B., Wahyudi, A., Widarti, H. R., & Malang, U. N., *Analisis Kesiapan Peserta Didik Dan Guru Pada Asesmen Nasional (Asesmen Kompetensi Minimum, Survei Karakter, Dan Survei Lingkungan Belajar)*, 2021, 4, hlm. 61-71

<sup>10</sup>*Ibid.*, hlm. 71

students, as well as the democratic attitude of children. According to Zaini, the UN is contrary to Law Number 20 of 2003, especially Article 58 Paragraph 1 and Article 59 Paragraph 1. In the law, it is stated that the evaluation of learning outcomes of students is carried out by educators. Meanwhile, the government and local governments only evaluate managers, units, paths, levels, and types of Education. According to Tilaar, the implementation of the UN has had an impact on changes in the orientation of students in learning. The orientation of students is only intended to pass the UN. Meanwhile, when viewed from the aspect of school quality conditions are very diverse, it is not possible to do a uniform evaluation. It is not fair that such different conditions should be measured by the same standard. The National Examination (UN) is used as a standard for passing students at school (until 2015).

Discourse elimination of the UN has begun even since the beginning of the implementation of the UN. However, there was no realization at all until finally in 2020 the government decided to cancel the UN in order to anticipate the spread of COVID-19. The cancellation of this UN is contained in the Circular Letter of the Minister of Education and Culture number 4 of 2020 concerning education policy during the Emergency period of the spread of COVID-19. Furthermore, the Minister of Education and culture again issued Circular Number 1 of 2021 regarding the elimination of UN and equality exams and the implementation of school exams during the Emergency period of the spread of COVID-19.

The Ministry of education and Culture launched a National Assessment (AN) in 2019 which is considered by some to be a replacement for the UN. Whereas AN is not a substitute for UN to assess the learning outcomes of students individually. AN is designed as an evaluation of the education system. The participation of students is only as a source of information about the quality of the education system. In the AKM handbook and its implications on learning published by the Ministry of Education and culture, it is stated that

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“information obtained from the implementation of National Assessments is expected to be used to improve the quality of the learning process in education units, which in turn can improve the quality of student learning outcomes”.<sup>11</sup> The discourse on the implementation of this competency assessment makes teachers have to be more creative in determining assessment materials. This will affect the habits of teachers who refer to the syllabus without the improvisation of conventional learning models.<sup>12</sup> Meanwhile, the idea of imposing literacy and numeracy concepts prepared independently by teachers is a progressive assessment model.<sup>13</sup>

The National Assessment is a very new educational evaluation in Indonesia consisting of three parts, namely the minimum competency assessment (AKM), character survey and learning environment. Minimum competency assessments used to measure cognitive learning outcomes include reading literacy and numeracy literacy. While the character survey is used to measure emotional learning outcomes in Pancasila student profiles so that Indonesian students have global competence and behave in accordance with Pancasila values. If the assessment and competency minimum conducted learners, learning environment survey conducted on all educational actors include principals, teachers, and peserta learners. The learning environment survey was conducted to obtain information on the real state of the school.<sup>14</sup>

The national assessment aims to change the paradigm of Education Evaluation in Indonesia as an effort to evaluate and map the education system in the form of inputs, processes, and results instead of evaluating the

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<sup>11</sup>Rahmatia Lang Ere, *op.cit.*, hlm. 2

<sup>12</sup>Driessen, G., *Islamic Primary Schools in The Netherlands: The Founding, The Debate, and The Outcomes*, Nazhruna: Jurnal Pendidikan Islam, 2021, 4(1), hlm. 18-31, <https://doi.org/10.31538/nzh.v4i1.1076>

<sup>13</sup>Winata, A., Seftia, I., Widiyanti, R., & Cacik, S., *Analisis Kemampuan Numerasi dalam Pengembangan Soal Asesmen Kemampuan Minimal pada Siswa Kelas XI SMA untuk Menyelesaikan Permasalahan Scienc*, 2021, 7(2), hlm. 498-508, <https://doi.org/10.31949/educatio.v7i2.1090>

<sup>14</sup>Novita, N., Mellyzar, M., & Herizal, H., *Asesmen Nasional (AN): Pengetahuan dan Persepsi Calon Guru*, JISIP (Jurnal Ilmu Sosial dan Pendidikan), 2021, 5(1), hlm. 174

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achievements of students previously used in the National Examination. The National Assessment will be conducted at the mid-school level, namely Grade 5 for elementary/MI level, Grade 8 for junior high/MTs level, and Grade 11 for SMA/MA/SMK level. This national assessment using assessment instruments PISA (*Programme for international student*) dan TIMSS (*Trend in international Mathematics and Science Study*). The Media used in the National Assessment is a computer not in paper form so as to encourage teachers and principals to improve the quality of learning. The policy is expected to provide opportunities for educational actors to improve learning in the next year.<sup>15</sup> Therefore, educational institutions, educators and students must ensure their readiness in facing computer-based National Assessments (ANBK) such as readiness in the ability to fill out National Assessments correctly and appropriately and the readiness of educational institutions in preparing computers *online*.

From the National Assessment Policy, there is one that needs attention, namely AKM. Especially for formal education institutions under the guidance of the Ministry of religious affairs, they added a program or instrument in the form of the Indonesian Madrasah Competency Assessment program (AKMI). Indonesian Madrasah Competency Assessment (AKMI) is a comprehensive assessment to diagnose the strengths and weaknesses of students in reading literacy, numeracy literacy, science literacy and socio-cultural literacy at the MI, MTs and MA levels. The results of the assessment can be used by teachers and madrasahs to multiply the educational services needed by students as a basis for drawing up a learning improvement plan. Through AKMI, invites all madrasah communities to open paradigms in strengthening learning focusing on improving the ability to think or reason in reading literacy, numeracy

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<sup>15</sup>KEMENDIKBUD, *Buku Saku Asesmen Nasional Berbasis Komputer*, (Jakarta: Pusat Asesmen Pendidikan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan dan Kebudayaan Riset dan Teknologi, 2022), hlm. 9

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literacy, science literacy and socio-cultural literacy.<sup>16</sup> Of the two programs or instruments that have been described, one of the authors is the Indonesian Madrasah Competency Assessment (AKMI).

Based on previous observations obtained information that in the implementation of AKMI there are several problems, namely: 1. Not all madrasahs are ready with computer facilities for the implementation of AKMI. The solution is the madrasah can carry out AKMI independently using a computer/laptop and *handphon*cellphone, or by hitchhiking at another school / madrasah. 2. Signal interference. The solution is to ensure and provide a strong and stable internet network in schools / madrasahs that implement AKMI. 3. Power outage. The solution is to provide a generator to ensure the availability of electricity in schools/madrasah during the implementation of AKMI. 4. Learners ' ability to operate a computer is still minimal. The solution dilakukan simulation and rehearsal on the day before the implementation of AKMI so that students are better prepared to implement the AKMI according to a predetermined schedule. 5. The lack of National Assessment budget. The solution requires cooperation, coordination, financial support, and facilities (facilities, infrastructure, adequate and qualified human resources) so that the implementation of AKMI can be carried out smoothly.<sup>17</sup>

One of the madrasahs that implement AKMI is MI Azizan Palembang. This Madrasah is located on the outskirts of Palembang city, but has the advantage of working with universities in internship programs and community service. An example is the cooperation between the state Islamic University of Raden Fatah Palembang with MI Azizan Palembang in community service programs (Islamic Education Management Program and Madrasah Ibtidaiyah Teacher Education) and internships (1,2, and 3) Faculty of Tarbiyah and Teacher

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<sup>16</sup>Muhammad Ali Ramdhani, *Prosedur Operasional Standar Penyelenggaraan Asesmen Kompetensi Madrasah Indonesia (AKMI) Tahun 2021*, (Jakarta: Direktur Jenderal Pendidikan Islam, 2021), hlm. 1

<sup>17</sup>Observasi pelaksanaan AKMI pada tanggal 27-28 Oktober 2022

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Training.<sup>18</sup> Facilities at MI Azizan are not adequate in the implementation of AKMI, especially in the provision of computers and internet connections. However, MI Azizan can still carry out AKMI smoothly.<sup>19</sup>

Given the importance of AKMI at this time, the question arises whether the implementation of AKMI has met the expectations and objectives of AKMI, namely measuring the competence of madrasah students in reading literacy, numeracy literacy, science literacy, and socio-cultural literacy which can later be used by teachers and madrasahs to improve educational services needed by students as a basis for compiling the learning plan?. To answer this question, it is necessary to evaluate the AKMI that has been implemented. The purpose is to provide data and information as recommendations for decision makers.

Evaluation is done comprehensively with *context, input, process* and *product dimensions*. Context regarding the background of the AKMI program (identification of program goals and objectives). Input on the identification of resources, facilities and infrastructure and their utilization, and organizational structure/management in the implementation of AKMI. Proses consists of preparation, socialization, implementation, and utilization of funds for the implementation of AKMI. Product is about the achievement of the objectives of the implementation of AKMI.<sup>20</sup>

Based on the above problems, the author is interested in conducting research, because according to the author, the implementation of AKMI in MI Azizan Palembang requires an in-depth and comprehensive evaluation so that it is known for certain the extent of the success and effectiveness of the implementation of the AKMI. Thus the authors conducted a thesis entitled "

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<sup>18</sup>Dokumentasi MOU MI Azizan Palembang dengan UIN Raden Fatah Palembang 2022

<sup>19</sup>Observasi di MI Azizan Palembang pada Hari Sabtu Tanggal 1 Oktober 2022

<sup>20</sup>Observasi di MI Azizan Palembang pada Hari Sabtu Tanggal 1 Oktober 2022

<http://proceedings.radenfatah.ac.id/index.php/lc-TiaRS/>

Evaluation of the implementation of Competency Assessment Madrasah Indonesia (AKMI) in MI Azizan Palembang”.

## **RESEARCH METHODS**

This study aims to analyze the implementation of AKMI in MI Azizan Palembang by using CIPP model that is *Context, Input, Process, and Product*. This evaluative research uses qualitative descriptive methods with research informants, namely the head of the madrasah, educators, and education personnel. The research instruments used are observation, interview, and documentation and analyzed using qualitative data analysis techniques.

## **RESULTS AND DISCUSSION**

### **1. Evaluation results *Context* (context) AKMI implementation in MI Azizan Palembang**

The following describes the discussion of the results of the evaluation of *the context* (context) of the implementation of AKMI in MI Azizan Palembang:

#### **a. Legal basis for the implementation of AKMI**

The legal basis for the implementation of AKMI in 2022 is the decision of the Director General of Islamic Education number 3634 of 2022 regarding the Standard Operational Procedures for organizing AKMI in 2022. This was revealed from an interview with the head of MI Azizan Palembang and reinforced with documentation in the form of a sheet of Standard Operating Procedures for AKMI organizers in 2022.

#### **b. Background of AKMI implementation**

Based on data obtained from an interview with the head of MI Azizan Palembang and the decision of the Director General of Islamic Education number 3634 of 2022 regarding the Standard Operating Procedures of the AKMI organizers in 2022, the background for the implementation of AKMI in MI Azizan Palembang is educational equity and the government wants to conduct educational mapping regarding the competence of students in Reading Literacy, and cultural literacy. This Diagnosis as a means of improving the quality of learning and policy-making education.

**c. The purpose of AKMI**

AKMI aims to map the quality of education and measure the competence of madrasah students in reading literacy, numeracy literacy, science literacy, and socio-cultural literacy. The results of the assessment can be used by teachers and madrasahs to improve educational services needed by students as a basis for drafting or learning design.

This objective was obtained from the documentation data of the decision of the Director General of Islamic Education number 3634 of 2022 regarding the Standard Operating Procedures for organizing AKMI in 2022 and the results of an interview with the head of MI Azizan Palembang. Therefore, AKMI is important to improve education and the basis for determining education policy.

**d. Mi Azizan Palembang cooperation with related parties**

MI Azizan Palembang cooperates with all education stakeholders. This collaboration is to help the smooth implementation of AKMI in MI Azizan Palembang

The cooperation carried out by MI Azizan Palembang with the government is in socialization, training, and coordination of AKMI activities in 2022. Furthermore, MI Azizan Palembang cooperates with educators and education in launching the stages of implementing AKMI including: pre-AKMI activities, implementation of AKMI, and post-AKMI. The cooperation carried out by MI

Azizan Palembang with people who know / Guardians of students is in helping the provision of AKMI media and supervising students who work on AKMI instrunen from home because they are not present.

## **2. Evaluation results *Input (input)* AKMI implementation in MI Azizan Palembang**

The following is described the discussion of the results of the evaluation of *input (input)* AKMI implementation in MI Azizan Palembang:

### **a. Stages of preparation of the program AKMI**

The preparation of the 2022 AKMI planning at MI Azizan Palembang refers to the decision of the Director General of Islamic Education number 3634 of 2022 regarding the Standard Operating Procedures for organizing the 2022 AKMI which was then developed independently by MI Azizan Palembang. The structure of these activities is drawn up by the government from planning, organization, implementation, supervision, and evaluation.

The government gives full authority to MI Azizan Palembang to design, arrange to implement and evaluate the course of AKMI activities in 2022. Then, the head of MI Azizan Palembang held a meeting and formed the AKMI committee according to coordination and one-way orders

### **b. Schedule of implementation of AKMI in MI Azizan Palembang**

AKMI participants are all fifth grade madrasah students for the 2022/2023 school year. Madrasahs are allowed to choose one of two AKMI methods, namely *semi-online* and *online*. MI Azizan Palembang using *online methods*.

Before the implementation of AKMI, students and madrasah conduct data collection and validation. Then the government scheduled the implementation of AKMI. MI Azizan Palembang is scheduled to hold the berish rehearsal on September 13 and September 27-28, 2022 MI Azizan Palembang is scheduled to hold the AKMI.

### **c. Management and understanding of AKMI**

Management and understanding of AKMI in MI Azizan Palembang is done through providing an understanding of AKMI procedures through several activities such as meetings, socialization of program procedures aimed at students, teachers, madrasahs and parents. The AKMI procedure is contained in the decision of the Director General of Islamic Education number 3634 of 2022 regarding the Standard Operating Procedures for AKMI organizers in 2022.

**d. Competence of technicians, Proctors, and school supervisors**

In the AKMI activities in 2022, the professionalism of the teachers, especially those formed in the AKMI Committee, are human resources (HR) who process AKMI activities, so proper education and training is needed. based on the documentation of the AKMI implementation and the interview results, data was obtained that the technicians, Proctors, and supervisors of the AKMI room had met the criteria and requirements contained in the decision of the Director General of Islamic Education number 3634 of 2022 regarding the Standard Operating Procedures for AKMI organizers in 2022.

**e. Availability and quality of facilities**

Charging AKMI instrument can be done through *a mobilephone*, laptop or computer. Based on interviews, observations, and documentation of facilities and infrastructure in MI Azizan Palembang is not sufficient, but the implementation of AKMI can still be done.

The solution by MI Azizan Palembang is to use laptops owned by educators and educational personnel to work on AKMI. MI Azizan does the right thing with limitations but can still implement government programs.

**f. Cost of implementing AKMI in 2022**

Based on the results of the interview can be concluded that the cost of implementation, education and training AKMI in MI Azizan Palembang sourced from the cost/operating budget of the madrasah. MI Azizan Palembang

### **3. Results of the evaluation *Process* (process) implementation of AKMI in MI Azizan Palembang**

The following describes the discussion about the results of the evaluation *process* (process) implementation of AKMI in MI Azizan Palembang:

#### **a. Time and place of implementation of AKMI**

MI Azizan Palembang implements AKMI independently with online mode. The AKMI implementation time for two days is on 27-28 September 2022 with two sessions. Before the implementation of AKMI, MI Azizan Palembang conducted a simulation on September 13, 2022.

Based on observation and documentation, the data obtained that the assessment room is adjusted to the requirements at the AKMI post. As for the implementation, there are no time and place constraints because everything has been coordinated according to plan.

#### **b. Scope of AKMI**

AKMI consists of literacy, numeracy, science, and social culture. These three instruments to measure the competence and thinking power of learners. The stages of implementation of AKMI are pre-AKMI, implementation of AKMI, and post-AKMI. The entire scope and stages of the implementation of AKMI have been well implemented by MI Azizan Palembang as evidenced by interviews, documentation, and observations.

#### **c. Journal report of AKMI implementation activities**

The 2022 AKMI activity report is accountable to the government uploaded to the AKMI application and the submission of the AKMI activity report to the head of MI Azizan Palembang is submitted in written form. The contents of the AKMI activity report are minutes, attendance list, and akmi report card. This report is an evaluation material for educational policy makers so that the quality of education is not only concerned with the ability of content but can make learners think critically, have the power of reason, and be able to analyze and solve problems appropriately.

#### **d. Barriers to implementation of AKMI**

Based on the information and data obtained, in the implementation of AKMI, the obstacles experienced by MI Azizan Palembang are the lack of computer facilities, internet connection disorders, students are not used to using laptops, and lack of cooperation from some parents to escort their children to join AKMI from home for participants who are not present caused by lack of knowledge, understanding, and experience.

All obstacles experienced by MI Azizan Palembang can be overcome with good cooperation with all educational stakeholders. One of them is the use of private facilities owned by educators and educational personnel.

#### **e. Akmi room supervisor**

All activities AKMI in MI Azizan Palembang supervised directly and indirectly by the head of MI Azizan Palembang. Direct supervision is carried out by monitoring and visiting directly to the assessment room and communicating with AKMI officers about the obstacles faced and providing solutions. The indirect supervision is carried out by looking at the akmi activity report submitted by the AKMI committee

### **2. Evaluation results *Product* (product) AKMI implementation in MI Azizan Palembang**

The following describes the discussion about the results of product evaluation *product* (product) AKMI implementation in MI Azizan Palembang:

#### **a. Suitability of targets and results**

The Target to be achieved in the implementation of AKMI at MI Azizan Palembang is that all AKMI activities in 2022 can be held properly, effectively, and efficiently. This Target can be met by MI Azizan Palembang. However, when viewed from the rapot AKMI MI Azizan Palembang, the results are less satisfactory because there are still students who have not reached the AKMI standard and need assistance and more intensive learning.

#### **b. Benefits of implementing AKMI**

AKMI is very useful for students, teachers, and madrasas in seeing the extent to which the results of teaching and learning activities. This assessment helps teachers in improving the learning process according to the rules and demands of the Times. In addition, learners will be accustomed to analyzing and thinking critically so that they are not only cognitively intelligent but more than that, spiritually, emotionally, and socially intelligent.

### **c. AKMI implementation report**

The results of the implementation of AKMI are reported to the person in charge, namely the head of the madrasah and the Ministry of religious affairs in order to evaluate the programs that have been implemented. The form of the AKMI report is the basis for the head of the madrasah in evaluating the 2022 AKMI at MI Azizan Palembang. Furthermore, the proctor and the supervisor of the room are responsible for filling out the attendance list and minutes of the event. Next, MI Azizan will receive a rapot AKMI to see the ability of students and improve and enhance the quality of teaching and learning activities.

## **CONCLUSION**

Based on the results of research and discussion, it can be concluded that the evaluation of the implementation of AKMI CIPP theory perspective on MI Azizan Palembang is as follows:

as follows :

1. *The Context* (context) of the AKMI program at MI Azizan Palembang as a whole is quite good as seen from the results of the program context evaluation including: the legal basis for the implementation of AKMI, namely the decision of the Director General of Islamic Education number 3634 of 2022 regarding the Standard Operational Procedures of AKMI organizers in 2022. The background of the implementation of AKMI has been understood by madarasah, students, educators and education



personnel, as well as parents. The purpose of the program is in accordance with the needs of students and madrasah. During the implementation of AKMI, MI Azizan Palembang established relationships with the Ministry of Religious Affairs, educators and madrasah Education Personnel, and parents of students.

2. *The Input* (input) for the implementation of AKMI at MI Azizan Palembang as a whole is quite good, judging by the results of the evaluation *input* of the program input, namely at the stage of preparing the program, it refers to the decision of the Director General of Islamic Education number 3634 of 2022 regarding the Standard Operating Procedures for organizing AKMI in 2022 which was then developed independently by MI Azizan Palembang. The schedule of AKMI activities is in accordance with the program guide which consists of three stages of activities, namely, pre AKMI (preparation of AKMI), implementation of AKMI, and post-AKMI. To inculcate an understanding of the preparation of the report of the head of the madrasah together with the teacher council to hold a meeting, socialization of the AKMI implementation procedure. The qualifications of technicians, Proctors and space supervisors are up to standard. In terms of financing the implementation of AKMI, it has been carried out in accordance with the decision of the Director General of Islamic Education number 3634 of 2022 regarding the Standard Operating Procedures for organizing AKMI in 2022 by allocating funds for the madrasah operating budget, but the cost of implementing AKMI has not optimally involved student guardians and the community. However, in the input of supporting facilities and infrastructure there are still many weaknesses that must be improved and improved such as the availability of computer laboratory facilities for AKMI and *wifi* madrasah *wifi* activities.
3. *Process* The process of implementing AKMI in MI Azizan Palembang as a whole is quite good, judging from the results of the evaluation of the

program process, namely the time and place of implementation of AKMI, the scope of AKMI, the role of education stakeholders, activity journals, obstacles to the implementation of AKMI, and supervision of AKMI from the Ministry of Religious Affairs, head of madrasah and supervisor of AKMI room.

4. *Product* (results) the implementation of AKMI in MI Azizan Palembang as a whole is quite good and shows the success of the program, judging from the results of product evaluation, namely the suitability of targets and program results, AKMI benefits madrasahs and students, and timely completion of AKMI reports. However, in this aspect there are still shortcomings, namely the results of the AKMI report card are not optimal. From the overall results of this evaluation can be concluded that the implementation of AKMI in MI Azizan Palembang succeeded well enough so that this program can be continued by improving some of its weaknesses.

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