Development of Text-Based Minimum Competency Assessment (AKM) Evaluation Instruments of Fictional Story Material for Grade VIII Students of SMP Negeri 27 Medan

Eka Indriani[1], Wisman Hadi[2], M. Oky Fardian Gafari[3]

{ekaindrianihsb@gmail.com[1], drwismanhadi@unimed.ac.id[2], okygafari@unimed.ac.id[3]}

The Educational Indonesian Language and Literature Program of Postgraduate School of Universitas Negeri Medan, 2023

Abstract. Minimum Competency Assessment (AKM) is an assessment designed to encourage the implementation of innovative learning oriented towards developing reasoning skills and improving students' literacy skills. The objectives of this study are 1) analyzing the process of developing AKM assessment instruments for text-based fiction work material for grade VIII students at SMP Negeri 27 Medan, 2) analyzing the product for developing AKM assessment instruments for text-based fiction material for grade VIII students at SMP Negeri 27 Medan, 3) analyze the feasibility of the AKM assessment instrument for text-based fiction material for grade VIII students at SMP Negeri 27 Medan, and 4) analyze the effectiveness of the AKM assessment instrument for text-based fiction material for grade VIII students at SMP Negeri 27 Medan. This research method is Thiagarajan's 4-D development method consisting of *the steps of define*, *design*, *develop*, and *disseminate*. The Minimum Competency Assessment (AKM) assessment will later be adjusted to the context of the text. Development of literacy assessment instruments in the form of learning assessment designs Indonesian fictional story material contained in class VIII.

Keywords: Development of assessment instruments, minimum competency assessment, fiction

1 Introduction

The results of the PISA 2018 study released by the OECD show that in reading the ability of Indonesian students, they achieved an average score of 371, with an average OECD score of 487. The PISA calculation carried out by the OECD involves 399 education units with 12,098 students (in Kartina, et al, 2022: 131). The data shown by the OECD can be interpreted that: 1) Indonesia is in the category of weak performance, 2) low reading, math and science literacy skills, 3) low reading, mathematics and science scores because they are below average. 4) there has been no significant improvement since the acquisition of PISA in 2011, 5) the number of findings that female students are better than male students in all fields in PISA, and 6) the need for a paradigm shift in education in Indonesia in order to be able to improve equity in the quality and quality of education, especially in the fields of reading, mathematics and science which play an important role in supporting various much-needed 21st century skills is

one of the reasons they are not have a good literacy culture. One of the literacy cultures that few students have is reading culture.

Minimum Competency Assessment (AKM) is used to determine the mastery of the minimum competencies needed by a person to be able to live in society productively. AKM is not a subject-based assessment that seeks to determine student learning outcomes in certain subjects, AKM is more directed to find out the extent of fundamental competencies needed to succeed in all subjects.

The language literacy-based AKM test program to be carried out by the Ministry of Education and Culture has adjusted from the PISA directive (2015) which defines language 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 to date. AKM development is also adjusted to the arrangement of 12 stimuli consisting of each stimulus at least 3 questions in the cognitive level of AKM. In this process, the material content will also be sorted from concrete to abstract in accordance with the flow of learning objectives and lesson outcomes consisting of several stages (phases) in the Independent Curriculum.

Currently, schools in Indonesia still use two curricula in the learning process, namely the 2013 Curriculum with the Merdeka Curriculum. In the 2013 Curriculum student knowledge-based assessment assessment where students are asked to find out first. Meanwhile, the Independent Curriculum assessment assessment used is the P5 assessment (Pancasila Student Profile Strengthening Project). The difference between the two curricula is the order of material delivery and the way of assessing student abilities that have been adjusted to the assessment guidelines. In the 2013 Curriculum there is no P5 assessment and in the Merdeka Curriculum there is a P5 assessment that can be combined with other assessment instruments such as a combination of P5 assessment with AKM.

In implementing the Independent Curriculum as a whole in schools, it is necessary to teach teachers in implementing the system and assessment contained in the Independent Curriculum called mobilizing teachers. Some educators who have participated in the mobilizing teacher program have begun to learn about this Minimum Competency Assessment (AKM) but have not been able to apply it directly. This can be seen from the first observation of researchers at SMP Negeri 27 Medan. Where in the 2021/2022 academic year for odd semester questions have not met the criteria of the Minimum Competency Assessment (AKM), especially in Indonesian subjects. Therefore, it is very necessary to improve the ability of an educator to be able to make a valid and reliable minimum competency assessment question or instrument so that it can be used by students as a form of exercise in their learning activities.

Regarding the AKM test, according to the Learning Assessment Center (2020) states that in reading literacy AKM, there are three main levels of cognitive indicators tested, namely (1) finding information (access and *retrieve*), (2) understanding (*interpret and integrate),* and (3) evaluating and *reflecting.* These three main indicators underlie various development and making of AKM questions that will be used for national assessment later. But before the AKM reading literacy test is carried out directly, it is necessary for the school to train so that every student is able to feel familiar with this form of AKM test. The school needs to conduct some exercises or trials of the AKM reading literacy test with a question form similar to the guidelines that have been given by the Ministry of Education and Culture.

Based on the explanation above, the author will conduct a development research entitled "Development of Text-Based Minimum Competency Assessment (AKM) Assessment

Instruments for Fiction Story Material for Class VIII Students of SMP Negeri 27 Medan" which focuses on students of SMP Negeri 27 Medan because the AKM assessment in the Independent Curriculum with P5 (Project for Strengthening the Profile of Pancasila Students) is still very difficult to implement in the school. The presentation of this writing was prepared based on the formulation of how the process, product, feasibility, and effectiveness of AKM assessment instruments for text-based fiction materials for grade VIII students at SMP Negeri 27 Medan.

2   Theoretical Basis
2.1 Development of Assessment Instruments
In developing research instruments, it is necessary to determine in advance the type of assessment and assessment techniques to be developed.

A) Types of Assessments

   According to Brown (2004) there are two types of assessment, namely as follows.

1) formal assessment of everything has been set and prepared well by the teacher. Formal assessment is not spontaneous or *incidental*. This type of assessment is usually used periodically in a learning process. Formal assessment is also not all about tests. Brown (2004) states that student journals and portfolios can also be used as feedback for students to see the achievements of a learning object.
2) Brown (2004) informal assessment which states that informal assessment is also present in student assignments where there is no element to justify student ability. For example, when the teacher comments in the margins of essays written by students and gives input on how to write good sentences in Indonesian.

B) Literacy Assessment Techniques

   In taking student assessment, there are several assessment techniques that can be done. According to Siti and Herri (2020), literacy assessment techniques are as follows.

1) Attitude assessment is intended as an assessment of student behavior in the learning process of curricular and extracurricular activities, which include spiritual and social attitudes. Attitude assessment has different characteristics from knowledge and skill assessment, so the assessment techniques used are also different. In this case, attitude assessment is more aimed at fostering behavior according to ethics in order to build the character of students in accordance with the learning process based on spiritual attitudes and social attitudes.
2) Knowledge assessment is an assessment carried out by measuring the mastery of students that includes factual, conceptual, and procedural knowledge at various levels of the thinking process. Assessment in the learning process serves as a tool to detect learning difficulties (assessment as learning), assessment as a learning process (assessment for learning), and assessment as a tool to measure achievement in the learning process *(assessment of learning).* Based on this assessment, it is expected that students can master the expected competencies. For this reason, assessment techniques are used that vary according to the competencies to be assessed, namely written, oral, and assignment tests. The knowledge assessment procedure starts from the preparation of planning, developing assessment instruments, implementing assessment, processing, and reporting, as well as the use of assessment results.

Skill assessment is carried out by identifying the basic competency characteristics of skill aspects to determine appropriate assessment techniques. Not all core competencies can be measured by performance appraisal, project appraisal, or portfolio. The determination of assessment techniques is based on the characteristics of the skill competencies to be measured. Skill assessment is intended to determine the mastery of knowledge of students can be used to recognize and solve problems in real life (real world).

2.2 Minimum Competency Assessment

Minimum Competency Assessment is a truly minimum or basic competency that is indispensable for literacy students (language and numeracy) to learn all learning materials (Safari, 2020). Minimum Competency Assessment (AKM) is an assessment that is expected to help teachers in knowing and improving students' literacy skills (Eko, et al. 2022: 118). AKM is designed to encourage 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 principles of Pancasila by students and its implementation (Inggrid, et al. 2021: 56).

The Minimum Competency Assessment is divided into text content and text context. Text content in AKM includes literary texts and informational texts while text context includes personal context, socio-cultural context and scientific context in literacy reading materials Minimum Competency Assessment (Hana and Septi, 2022). AKM can be used to measure students' cognitive learning outcomes which include reading literacy and numeracy literacy. In addition, AKM aims to measure competencies at the level of each individual student who is expected to reach the level of competent com2petence.

Minimum Competency Assessment (AKM) is very important in improving the quality of education. The benefits provided by the Minimum Competency Assessment (AKM) are as follows.

A) For students to monitor the minimum level of competence (literacy and numeracy) to learn the material.
B) For teachers to assess the effectiveness of their teaching.
C) For schools to assess the quality of schools.
D) For the government to check the health of the education system (Safari, 2020).

2.3 Fiction

A fictional story is an essay that contains imagination that cannot be proven by facts (Ministry of Education and Culture, 2022). Legends and fables are included in the type of fictional stories because they are based on the author's imagination and cannot be proven by scientific facts. The explanation of legends and fables that are part of fictional stories, namely:

A) Mitchell argues that legends are magical stories that are often associated with real people, events, and places so that legends are considered historical stories even though the facts of their history are still often questioned. Legends tell of the extraordinary achievements of fictional characters or exaggeration of the extraordinary deeds of people who actually lived. Legends belong to folk prose that have features similar to mite, that is, they are considered to have actually happened, but are not considered sacred. Unlike

mite, legends are worldly, occurring in a not-so-distant time and taking place in the world as we know it today.

B) Fable is a story about the life of an animal that behaves like a human. Fables are fictional stories, not real-life stories. Fable stories are often also called moral stories because the information in fable stories is closely related to morality. Text with words can be interpreted as a unity of language expression based on content, grammar and pragmatics. Therefore, fable texts can be interpreted as linguistic expressions (written form), which are short entities based on content, grammar and pragmatics, containing stories about the lives of animals whose behavior is similar to humans. In literary practice, it is limited to written texts only for efficient purposes.

3   Research Methods

This type of research is *Development Research* using Thiagarajan's 4-D development model. Thiagarajan's 4-D development model consists of defining steps, *design*, *develop*, and *disseminate* (product deployment) (Nurtanto, 2022: 13). This research was carried out at SMP Negeri 27 Medan, which is located at Jalan Jl. Pancing Pasar IV No.2, Kenangan Baru, Kecamataran Percut Sei Tuan, Deli Serdang, North Sumatra with Zip Code 20241. Research subjects as informants which means that people are accustomed to providing information about the situation and conditions of the research location. The subjects in the study were teachers of Indonesian subjects and 28 students.

4   Discussion
4.1. The process of developing AKM assessment instruments for text-based fiction materials for grade VIII students at SMP Negeri 27 Medan

In the process of developing AKM assessment of text-based fiction story text material, there are several stages that must be carried out by researchers on the product as follows:

A) Researchers must first define what is needed in learning starting from the initial and final analysis of basic problem determination, analyzing student characteristics according to assessment design and development, analyzing assessment concepts that will be used by students, identifying the main skills to be studied by researchers and analyzing them, and formulating learning objectives.
B) Researchers must design products that will be used by students in grades VIII-6 by *reviewing* stimuli and determining draft questions.
C) Researchers develop products by means of expert validation and development trials.
D) Finally, researchers deploy products that have managed to get a positive response from experts and through development tests.

Of the four stages carried out, researchers experienced difficulties in designing products that would be used by grade VIII-6 students when making AKM assessment products for fictional story text materials. Because researchers have to look for various fictional story texts that are rarely known by students and come from the North Sumatra area. After obtaining fictional story texts from the North Sumatra region, researchers also found it difficult to understand the content of the text because the texts published on the Cultural Office website of each region

used their respective regions, especially in some texts researchers did not understand the language of the region.

Although this process feels very difficult, researchers still use regional language texts. This is because researchers feel motivated to use the text, especially for students who are not from the area must have not read the content of the fictional story text. In solving this problem, researchers are looking for several people who are experts in using regional languages and people who come from the tribes of the region so that the delivery of fictional stories in the text can be conveyed by researchers using Indonesian.

4.2. Product Development of AKM Assessment Instrument Text-Based Fiction Material for Class VIII Students at SMP Negeri 27 Medan

The product developed is an AKM assessment instrument for fictional work material or better known as fictional story texts. The final product is in the form of a booklet that students can use anywhere and anytime because the size of the booklet is small and thin can be carried easily. Students can also easily read fictional stories in books to add deeper insight into stories in North Sumatra. The stories used in this booklet contain stories that have been published by the Cultural Office in the North Sumatra area, such as the Batak Karo Cultural Office, the Batak Toba Cultural Office, and so on. In this product, the work on questions varies such as complex multiple choice, multiple choice, filling, and matchmaking so that students will not feel bored in working on the questions contained in the booklet.

In addition, the booklet is also facilitated with an explanation of the pancasila profile and the flow of learning objectives so that students can easily find out the learning that students will achieve after doing the questions in the booklet. This product is the first product in the AKM assessment, this is because the products of AKM assessment instrument development are usually in the form of *PowerPoint*. In addition, the AKM assessment study developed in this product is a fictional story that has never been used as a source of reading for students so that many students still do not know the content of the fictional story text in this developed product.

4.3. Feasibility of AKM Assessment Instrument for Text-Based Fiction Material for Class VIII Students at SMP Negeri 27 Medan

In the feasibility of the product development of AKM assessment instruments, text-based fiction work materials require four validators consisting of material experts and media experts. Material expert validators were conducted by Mrs. Dr. Elly Prihasti Wuriani, M.Pd and Mr. Dr. Syairal Fahmy Dalimunthe, M.I.Kom. Meanwhile, the expert validators of learning evaluation were assessed by Mr. Dr. Zulkifli Matondang, M.Si and Mrs. Dr. Surya Masniari, M.Pd. The four validators are Postgraduate Lecturers of the Department of Indonesian Language and Literature from Medan State University.

Material expert validators consist of two validators, namely Mrs. Dr. Elly Prihasti Wuriani, M.Pd and Mr. Dr. Syairal Fahmy Dalimunthe, S.Sos., M.I.Kom. Based on the assessment of the first validator of the material expert, Mrs. Dr. Elly Prihasti Wuriani, M.Pd assessed that the product received a score of 90% to be in the very good category. While the validators of the two material experts, namely Dr. Syairal Fahmy Dalimunthe, S.Sos., M.I.Kom assessed that

the product received a score of 90% to be in the very good category. There are also two validators, namely Mr. Dr. Zulkifli Matondang, M.Si and Mrs. Dr. Surya Masniari, M.Pd. Based on the assessment of the first validator, the learning evaluation expert, Mr. Dr. Zulkifli Matondang, M.Si assessed that the product received a score of 76% in the good category. While the second validator of learning evaluation experts, namely Mrs. Dr. Surya Masniari, M.Pd assessed that the product received a score of 88% to be in the very good category.

Based on the assessment of the four validators consisting of two material expert validators and two learning evaluation expert validators. So it can be concluded that the development of AKM assessment instruments for text-based fiction story materials in the form of booklets is suitable for use and publication. At this stage, researchers have difficulty in the section looking for fables originating from the North Sumatra area. However, researchers can find solutions to these difficulties by looking for parties who are able to speak the regional language or those who come from the indigenous tribes of the area.

4.4. The Effectiveness of AKM Assessment Instrument for Text-Based Fiction Material for Class VIII Students at SMP Negeri 27 Medan

In determining the effectiveness of using AKM assessment products for text-based fiction work material that has been developed in booklet form, researchers use Likert scale questionnaire assessments with four categories consisting of (1) less, (2) sufficient, (3) good, and (4) very good. After the results of the Likert scale questionnaire assessment have been known, the next step is to convert the assessment percentage in the form of AKM.

In the first stage, the assessment was carried out based on the calculation of the attitude scores of grade VIII-6 students with a total of 28 students. Based on the results of the study, it was found that the percentage of student assessment was at most in the 35-41 grade, a percentage of 68% with a good category and a score of 42-48 percentage of 9% with a very good category. Of the total percentage of student attitude assessments that have been converted in the form of AKM assessments are in the index 2.32 listed in the developing category. Where students in this stage already have awareness of curiosity, confidence, cooperation, discipline, and have been applied in students' daily lives.

In addition to determining student attitudes, AKM assessment is effective or not to be used must also be done by knowing how students' knowledge and skills are capable of fiction story texts. In determining the effectiveness of AKM assessment products related to knowledge and skill capabilities, the first thing to do is the calculation by finding the average value of *the t pretest.* After the prestest assessment is obtained, the final stage is to find the average value of the *postest.*

The scores obtained by students related to students' overall answers in understanding fictional story texts before using the booklet of fictional story text material that the researchers have developed are at the highest percentage of student scores in 73-79 percentages of 57% at the medium category level. In the low category in the value of 66-72 percentage as much as 32%. In the high category, it is in the value of 80-86 percentage as much as 7%. In the very low category in the value of 60-65 the percentage is as much as 4%. This is because the percentage of student assessment is mostly in the medium category with a score of 73-79 percentage as much as 57%. Of the total number of competencies, knowledge and skills of students in *the pretest* scores that have been converted in the form of AKM assessments are in the index 2.6

listed in the cakap category. Where students are in this stage most students have reached the minimum competency limit for understanding fictional story texts in terms of knowledge and skills, but efforts need to encourage more students to become proficient.

Based on these data, it can be seen that students' understanding of fictional story text material is in the low category and doroangan efforts are needed so that students can become proficient in understanding fictional story text material. In increasing students' understanding of fictional story text material, researchers developed AKM assessment products for text-based fiction work materials. To increase the effectiveness of product use, researchers conducted follow-up observations on students using AKM assessments of fictional story text materials in the form of booklets.

Based on the results of *postest* data, it was found that the percentage of student scores was at most 87-93 percent, as much as 68% with a very high category. At a value of 80-86 the percentage is 32% with a high category. As for the medium category in grades 73-79, the low category in grades 66-72, and the very low category in grades 60-65 get a percentage of as much as 0%. Competency assessment of students' knowledge and skills with Likert scale is in the good and excellent categories. This is because the percentage of student assessment is mostly in the value of 87-93 percentage as much as 68% with a very high category. Of the total number of students' knowledge and skill competencies on *prosthetic* scores that have been converted in the form of AKM assessments are in the .68 index listed in the advanced category. Where students are in this stage, students in school show a level of ability to understand fictional story texts in terms of knowledge and skills and quite a number of students are in the advanced level.

Based on pretest scores, the percentage of students' scores is at most in grades 73-79 as much as 57% at the medium category level and postest scores, the percentage of students' scores is at most in grades 87-93 at the very high category level. Meanwhile, in the assessment based on AKM, before using the AKM assessment booklet, the student's fiction story text material was in the 2.6 index listed in the proficient category and after students used the AKM assessment booklet, the student's fiction story text material was in the 2.68 index listed in the advanced category. So it can be concluded that the use of AKM assessment booklets for text-based fiction materials on students can run effectively.

5 Conclusion

Of the four stages carried out, researchers experienced difficulties in designing products that would be used by grade VIII-6 students when making AKM assessment products for fictional story text materials. Because researchers have to look for various fictional story texts that are rarely known by students and come from the North Sumatra area. AKM assessment instrument development products text-based fiction material in the form of booklets that can be used by students anywhere and anytime because the size of the booklet is small and thin can be carried easily. The feasibility of the AKM assessment instrument for text-based fiction material using material expert validator assessment and learning evaluation is in the feasible category. The effectiveness of the assessment instrument for text-based fiction material for grade VIII students at SMP Negeri 27 Medan is determined based on attitude assessment and competency assessment of knowledge and skills. The assessment of student attitudes that have

been converted in the form of AKM assessment is in the index of 2.32 listed in the developing category. Where students in this stage already have awareness of curiosity, confidence, cooperation, discipline, and have been applied in students' daily lives.

References

[1] Brown, H. D: *Language Assessment: Principles And Classroom Practices*. White Plains, NY: Pearson Education. (2004)

[2] Eko Waluyo, Nasrullah, dan Ainol: Analisis Kemampuan Numerasi Siswa Kelas VII Dalam Menyelesaikan Soal AKM (Asesmen Kompetensi Minimum) Kelas. Jurnal Theorems. 7 (1). pp. 117-124 (2022)

[3] Hana Agustin dan Septi Budi Sartika: Analisis Kemampuan Literasi Sains Siswa SMP Dalam Menyelesaikan Soal Asesmen Kompetensi Minimum Literasi Konteks Saintifik. Jurnal PAJAR (Pendidikan dan Pengajaran). 6 (3). pp. 783-798 (2022)

[4] Inggrid Dyah Ganestri, Dhina Cahya Rohim, dan Septina Rahmawati: Konsep Asesmen Kompetensi Minimum untuk Meningkatkan Kemampuan Literasi Numerasi Siswa Sekolah Dasar. Jurnal Varidika. 33 (1). pp. 54-62 (2021)

[5] Kartina, dkk: Peningkatan Kemampuan Asesmen Kompetensi Minimum (AKM) Literasi Siswa melalui Pendekatan Saintifik SMP Negeri 2 Payaraman. Jurnal Wahana Didaktika. 20 (1). pp.128-139 (2022)

[6] Kemendikbud: Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. Jakarta: Menteri Pendidikan (2022)

[7] Nurtanto, dkk: Inovasi Pengembangan Modul Digital Untuk Pendidikan Tinggi Melalui Kombinasi Metode 4D, Model Tomlinson Dan Chunking. JANATA: Jurnal Pengabdian Masyarkat. 2 (1). pp. 11-25 (2022)

[8] Pusat Asesmen dan Pembelajaran: Desain Pengembangan Soal AKM. Jakarta: Kementerian Pendidikan dan Kebudayaan (2020)

[9] Safari: Penulisan Soal Asesment Kompetensi Minimum (AKM). Balidbang Kemendikbud (2020)

[10]   Siti dan Herri: *Meningkatkan Literasi Penilaian Kelas: Prinsip-Prinsip dan Langkah-Langkah Praktis.* Depok: Raja Grafindo (2020)