

# Implementation of Minimum Competency Assessment in Learning to Decipher Fairytale Messages for Elementary School Students

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## ABSTRACT

Education is currently to prepare students who have 21st century skills, the government conducts a minimum competency assessment which includes assessments on literacy and numeracy. This study aims to analyze the results of the implementation of the minimum competency assessment for level 2 class content of fictional texts in learning to describe the message of fairy tales for elementary school students. This research was conducted at SD Negeri Petompon 01. The research method used was quantitative research. The results showed that students were able to work on questions in the form of a minimum competency assessment in learning to decipher fairy tale messages. Working on questions in the form of a minimum competency assessment with a stimulus for each question in the form of a stimulus in a story or picture can help students decipher the message of a fairy tale well. Tests on the minimum competency assessment questions showed an increase in reading literacy in the students of the experimental class at SD Negeri Petompon 01 showing that 90% of students achieved completeness in working on the minimum competency assessment questions.

**Keywords:** Minimum Competency Assessment, Fairy Tales, Literacy

## INTRODUCTION

Education that develops in today's technological advances aims to prepare students who have 21st century skills. The government is trying everything to improve

the quality of education in Indonesia. Likewise with the quality of education in elementary schools. Education today aims to prepare students with 21st century skills. Digital changes that are so fast demand that education must also prepare students to face life in digital changes that are so fast (Zulaeha, 2020). One of the efforts of the Ministry of Education and Culture of the Republic of Indonesia in improving the quality of learning at the elementary school level is implementing a minimum proficiency assessment (AKM) which includes assessments on reading literacy and numeracy. The efforts of the Ministry of Education and Culture of the Republic of Indonesia to improve the education system in Indonesia are by launching a new policy in the independent learning program, namely the National Assessment as a substitute for the National Examination. The National Assessment (AN) is an attempt to comprehensively map and evaluate the quality of processes and learning outcomes of primary and secondary education units. (Purwati et al., 2021).

The National Assessment (AN) is an effort to comprehensively map and evaluate the quality of processes and learning outcomes of primary and secondary education units throughout Indonesia (Kemendikbud 2021). Putri (2021) states that the purpose of carrying out AKM is to obtain information and find out student achievements in the expected competencies. AKM is designed to

produce information that triggers improvements in the quality of teaching and learning, which in turn can improve student learning outcomes. At the basic education level, students' reading literacy competence is measured through the national AKM and class AKM. In this study using AKM Class. Giving AKM reading questions in the form of fictional stories in this study uses the AKM level at level II. Based on the results of observations, it shows that the application of AKM literacy reading has not been carried out effectively in class, because teachers have difficulty compiling AKM questions. Meanwhile, after the pandemic, students did not like reading. Based on the results of interviews with several grade III students, it was found that out of 10 students, only 3 liked to read. According to the students, the AKM questions had a lot of stimulus, such as stories, which made them lazy to read. One of the national problems currently being faced by the Indonesian people is the low literacy rate. One of the reasons is the low interest in reading and writing among students and society (Purwati, 2011).

Learning to decipher fairy tales will be able to provide new experiences to third grade students because this has been adapted to the characteristics of learning. Here students will be presented with a story that has an interesting plot. Fairy tales are the right media to train students' speaking skills. Fairy tales are expected to be one of the media that can improve students' speaking skills, so that teachers can use them as an effort to improve students' speaking skills. Decoding fairy tale messages is one of the lessons that can be used to train students in improving speaking skills for third grade elementary school students, inseparable from the other three skills.

The purpose of this study is to use the game method to improve students' speaking skills. Meanwhile, in the research the authors improved their speaking skills with the help of AKM questions that already had the same story.

## **LITERATURE REVIEW**

Research on Minimum Competency Assessment, fairy tale learning This research refers to previous research and is used as the relevance of this research. The following is the research used as a relevant study of this research.

Research conducted by Dewi (2021) students who like to be literate are students who have gotten used to it from an early age. We will soon feel the implementation of literacy, the 2021 minimum competency assessment (AKM) instead of the national exam, students who are accustomed to literacy from an early age will find it easy to take part in this AKM which aims to measure students' thinking skills and hone students' reasoning.

Research conducted by (Nainggolan & Siallagan, 2022) which explains that speaking skills are very important for students. Through speaking skills many things can be achieved. In reality there are still many students who still have difficulty speaking, even this happens to high school students. This makes most students not active in class and just silently listening to the teacher speak.

## **MATERIALS & METHODS**

This study uses quantitative research. Quantitative data collection techniques were carried out using test and observation techniques. Quantitative data were used to determine the results of implementing AKM literacy reading in learning to decipher fairy tale messages. Qualitative data plays a role in proving, deepening, expanding, weakening, and aborting the quantitative data that has been obtained (Sugiyono 2017). In this study, quantitative data was used to see students' ability to understand the material to describe fairy tale messages by working on AKM level II class questions. The subjects in this study were Grade III students at SD Negeri Petompon 01 in the 2022/2023 learning year. Quantitative sampling technique using cluster random sampling. Sampling was carried out with two classes by observing

student learning outcomes so that the classes taken had relatively the same abilities. The researcher conducted an analysis before going to the field by means of early observations of learning activities and interviews with class teachers about students' abilities to work on students' AKM questions. The research instruments used in this study included assessing the results of the AKM literacy test in reading outlining fairy tale messages, assessing speaking skills, observing, interview sheets and documentation.

## RESULTS

2022/2023 at Petompon 01 Public Elementary School. The implementation of this research began by making an instrument about AKM class level 2 fiction content, validating the instrument to experts,

conducting research , processing data. This research is divided into *pretest* and *posttest*.

### Normality Test Results

The normality test on the final data was carried out to find out the final data pretest scores and final post t test scores for students in the experimental class and control class had a normal distribution or not. The hypothesis used is as follows.

$H_0$  : student's final ability data is normally distributed

$H_a$  : data on students' final abilities are not normally distributed

The criterion for testing the hypothesis is that  $H_0$  is accepted if the significant value is  $> 5\%$  ( $\alpha = 0.05$ ), so the data in this study contributes normally. The results can be seen in table 4.1

Table 1. Normality Test Results

. Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	df	Sig.
AKM results							
	PostTest Experiment	,109	20	,200 *	,963	20	,606
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table it can be seen that the probability value or signif i right worth  $0.606 > 0.05$ , so that could concluded that the residual values are normally distributed. so the data in the research this regression test can be done simple linear.

### Homogeneity Test Results

The final data homogeneity test was carried out to find out the final data in the experimental class and control class had the

same variance. The final data test is homogeneity with the following hypotheses:

$H_0$  :  $\sigma_1 = \sigma_2$  (homogeneous data variance) .

$H_a$  :  $\sigma_1 \neq \sigma_2$  (The variance of the data is not homogeneous).

The criterion for testing the homogeneity of data is that  $H_0$  is accepted if the value ( sig .) in the test table  $> \alpha$  and  $H_0$  ( sig .)  $\leq \alpha$  with the  $\alpha = 5\%$  *atau* 0,05.results can be seen in table 4.2.

Table 2 Final Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
AKM results	Based on Means	1.119	1	38	,297
	Based on Median	1.143	1	38	,292
	Based on Median and with adjusted df	1.143	1	35,432	,292
	Based on trimmed mean	1.147	1	38	,291

Based on table 3, the tendency of class AKM test results in learning to describe fairy tale messages shows an increase. The

results of the *pretest* showed that 2 students got a very high category in solving questions without using AKM indicated by

a percentage of 10%, 2 students were in the high category indicated by a 10% presentation, 15 students in the sufficient category indicated by 75%, while 1 student got the category lacking or need to be repaired with a percentage of 5%. After learning using the AKM question form, the *posttest results showed* an increase of 5 students in the very high category with a percentage of 25%, 10 students in the high category with a percentage of 45%, 5 students in the sufficient category with a percentage of 25% while 1 student was in the low category or needed to be corrected with a percentage of 10%. Based on the explanation above, it can be seen that with the treatment of AKM questions in learning

to decipher fairy tale messages there is an increase.

### Test One Sample t-Test

The average value of students' AKM ability reaches KKM. The completeness test hypothesis is as follows.

$H_0 : \mu \leq 70$  (the average AKM ability test does not reach the KKM)

$H_a : \mu > 70$  (the average ability of AKM reaches KKM)

The minimum completeness testing criteria ( *One Sample T-test* ) is that  $H_0$  is accepted if the value of  $\mu$  is greater than the KKM, namely 70. The results are in the following table.

Table 4. One-Sample Test Table

One-Sample Test						
	TestValue = 70					
	Q	Df	Sig. (2-tailed)	Mean Differences	95% Confidence Interval of the Difference	
					Lower	Upper
AKM results	6,828	19	,000	14.3500	9,951	18,749

Based on the table above  $0.000 = 0\% < 5\%$  , it can be concluded that the average student AKM score reaches KKM.

## DISCUSSION

This research was conducted with the aim of analyzing the results of the implementation of the Minimum Competency Assessment for level 2 grades of fictional text content in learning to describe fairy tale messages for elementary school students. After conducting this research, the researcher analyzed the results of the research and obtained the results of a hypothesis that can answer the problems posed. Based on the results of the early stage analysis, data was obtained indicating that the class used as the sample in the study could be said to be a normal contribution, namely having a homogeneous variant and no significant average difference between the two experimental classes and the control class. The class AKM test results obtained by students experienced an increase, this was because students were asked to read every stimulus contained in the AKM form questions. Students reading each story will

make it easier for students to remember the story and do the questions correctly. Therefore, more students can do the work because there is a stimulus that helps students answer each question given. learning using the AKM question form showed that the *posttest results showed* an increase of 5 students in the very high category with a percentage of 25%, 10 students in the high category with a percentage of 45%, 5 students in the sufficient category with a percentage of 25% while 1 student was in the low category or needed to be corrected with percentage of 10%. Based on the explanation above, it can be seen that with the treatment of AKM questions in learning to decipher fairy tale messages there is an increase.

## CONCLUSION

Research on the implementation of the minimum class competency assessment in learning to describe the message of fairy tales there is an increase in students working on AKM questions. In the research process, AKM can help students convey fairy tale

messages well. In the experimental class, 90% of students achieved KKM in working on questions in the form of AKM. This is shown by the results of the *one sample test* which shows the results of KKM achievement in students.

#### **Declaration by Authors**

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