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Strengthening student literacy about Asesmen Kompetensi Minimum (AKM) questions at MI Luqman Al-Hakim Slawi

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ABSTRACT

Literacy is still a study of unresolved issues in Indonesia. Until now, all parties are still organizing various programs to increase the literacy level of Indonesian society. An effective way to improve literacy is to start at the primary level. This service aims to strengthen the literacy level of students participating in AKM (Minimum Competency Assessment) from their understanding of AKM questions. It also aims to discover how to overcome the problems experienced by students. This service carries out a student literacy strengthening program based on understanding the AKM questions that have been worked on. So that if students find similar questions, they are expected to do it more quickly and precisely. This activity results in students needing help with AKM in literacy, such as taking a long time to read, needing to be more careful about details, and needing help answering reflection questions correctly. The obstacles in AKM in the field of numeration are the difficulty in understanding the meaning of the questions and the need for more proficiency in basic calculations. The solution to the problem above is to strengthen students' habits of reading and doing math problems because these two things are the most basic knowledge in the learning process and enhance literacy.

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ABSTRAK

Literasi masih menjadi kajian isu yang belum terpecahkan di Indonesia. Sampai saat ini semua pihak masih mengerahkan beragam program untuk meningkatkan tingkat literasi masyarakat Indonesia. Cara yang efektif untuk meningkatkan literasi adalah dengan memulainya dari tingkat dasar. Pengabdian ini bertujuan untuk menguatkan tingkat literasi siswa peserta AKM (Asesmen Kompetensi Minimum) dari pemahamannya terhadap soal AKM. Juga bertujuan untuk mengetahui bagaimana solusi untuk mengatasi permasalahan-permasalahan yang dirasakan oleh para siswa. Pengabdian ini melaksanakan program penguatan literasi siswa berdasarkan pemahaman soal-soal AKM yang telah dikerjakannya. Sehingga apabila siswa menemukan soal-soal yang serupa diharapkan dapat mengerjakannya dengan lebih cepat dan tepat. Hasil dari kegiatan ini yaitu bahwa siswa memiliki kendala pada AKM bidang literasi, seperti membutuhkan waktu yang lama untuk membaca, kurang teliti pada hal-hal detail, dan belum bisa menjawab pertanyaan refleksi dengan baik. Adapun kendala dalam AKM bidang numerasi adalah kesulitan memahami maksud soal dan masih kurang mahir dalam perhitungan dasar. Solusi dari masalah di atas adalah dengan penguatan pembiasaan siswa dalam membaca dan mengerjakan soal berhitung, karena kedua hal tersebut merupakan pengetahuan paling mendasar dalam proses pembelajaran dan penguatan literasi.

Kata Kunci: Asesmen Kompetensi Minimum; AKM; literasi siswa; penguatan literasi

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INTRODUCTION

Entering the 21st century, literacy education has the primary goal of providing students with opportunities to develop themselves as competent communicators in the context of multiliteracy, multiculturalism, and multimedia, through the empowerment of their multiple intelligences. For a long time, Indonesia's literacy level has been low. Various efforts are still being made to boost this ranking. Literacy is critical because it is the first step to becoming cultured. The basic meaning of literacy is the ability to understand. By understanding something, a person can acquire further knowledge. Basic literacy is reading, writing, and calculating (Reder et al., 2020). Literacy culture, particularly reading interest, plays a crucial role in life because knowledge is produced mainly through reading and writing activities. Especially in the current era of disruption, literacy becomes the key to improving the quality of Human Resources (HR). Only through a strong culture of literacy can a nation remain relevant in global competition, particularly in the fields of science and technology (Mansyur, 2020). Literacy skills, as a prerequisite for 21st-century life skills, must be nurtured through education that is well-integrated within family, school, and community environments. As part of literacy skills, numeracy literacy is important for everyone to possess (Patriana et al, 2021).

The quality of Indonesia's human resources remains among the lower ranks compared to other neighboring countries, such as Malaysia, Singapore, or Thailand (Rohim & Rahmawati, 2020). Besides that, according to Hidayah and Syukur (2023), the reading interest of the Indonesian people is classified as low. Achievement in education is not always measured by the number of students who achieve high grades in a subject, but rather by the number of children who enjoy reading in a class. Maharani and Wahidin (2022) also strengthen the statement that literacy skills are influenced by interest (internal factor) as well as family and school (external factors). Johan et al. (2020) mentioned that community literacy development activities require a pattern that aligns with time, motivation, access to technology devices, and various social media platforms to foster readiness for literacy. Therefore, improving literacy is very important and should be supported by the community.

Elementary School is the first mandatory level of education that children must attend. The application of wise literacy is strengthened at this level because elementary school is the place to instill basic concepts in children (Unaenah & Sumantri, 2019). Therefore, children's literacy development must be strictly monitored. Suppose the child continues to struggle with basic literacy. In that case, the adults in their environment (in this case, parents and teachers) are responsible for addressing the issue by providing education until the child becomes proficient. Setiawati et al. (2018) mentioned that the school library must meet all the criteria outlined in the SNI for school libraries. This is to ensure that the implementation of the library program is standardized and meets the criteria to support the literacy program.

The Minimum Competency Assessment (AKM) is one aspect of the National Assessment, initiated by the Ministry of Education and Culture, as a replacement for the National Examination. AKM is an assessment of fundamental competencies needed by all students to develop their own abilities and actively participate in society in activities that have positive value. The competencies assessed in AKM include literacy in reading and writing, as well as numeracy literacy (Rohim et al., 2021). For the elementary school level, AKM is only participated in by 5th-grade students. The fundamental competencies tested in students are divided into two categories: reading literacy and numeracy (Harianto, 2023; Sari et al., 2021).

The benefits and goals of implementing AKM are to generate information on the level of competence that leads to improved quality of learning and better learning outcomes for students (Tju & Muniarti, 2021). The level of competence can be utilized by teachers in designing an effective and high-quality learning framework to achieve the expected educational quality outcomes. Additionally, AKM can assess the reading literacy and numeracy skills of students in grades 5, 8, and 11, which can be used to enhance the

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learning process in educational units. Therefore, the questions developed for AKM are contextual, utilizing various types of questions that measure problem-solving competencies and stimulate students to think critically. Assessment in AKM refers to the benchmarks found in the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS).

In its implementation, this AKM still needs to be further socialized to teachers, as a form of enhancing understanding before teaching students about the AKM itself (Fauziah et al., 2021). This is reinforced by the statement of Yamtinah et al. (2022), which notes that teachers play a crucial role in preparing students to face the AKM, ensuring the program runs smoothly and has maximum impact on students. Besides the teachers' side, students also need preparation to participate in the AKM, one of which is understanding the concept of the AKM. This is based on the research results of Perdana (2021), which illustrate that students' perceptions of AKM do not align with what is taught in school. However, on the other hand, the existence of AKM can also provide space for teachers and students to engage in a more efficient teaching and learning process, thereby enhancing students' understanding of the material provided. (Rokhim et al., 2022).

The Minimum Competency Assessment is used to map schools and regions based on the minimum competencies required. The Minimum Competency Assessment focuses on measuring students' thinking or reasoning abilities when reading texts (literacy) and facing problems that require mathematical knowledge (mathematical literacy, numerical literacy). A basic knowledge of mathematics is essential for navigating everyday life. Mathematics enables the development of the ability to calculate, measure, find, and apply mathematical formulas that support students' understanding of concepts related to everyday life (Megawati & Sutarto, 2021). In several schools, AKM also serves as one of the indicators to assess the extent of students' literacy skills (Putri et al., 2022; Sudianto & Kisno, 2021).

In the 2021 wave 2 Thematic KKN and Recognition activities, the author conducted activities at MI Luqman Al-Hakim Slawi, Tegal Regency, Central Java, which was preparing its students to participate in AKM. The author assisted in the AKM preparations to understand the literacy level of AKM participants at MI Luqman Al-Hakim by observing the students' understanding of AKM questions and identifying ways to address the issues in the preparations. This service aims to enhance the literacy skills of students participating in the AKM. The results of this strengthening will serve as input for the supervising teachers and the curriculum department in preparing AKM participants and addressing existing challenges.

METHODS

This service involves 35 fifth-grade students and teachers at MI Luqman Al-Hakim Slawi who will participate in the AKM. The service team conducts observations and describes the results using a qualitative approach while also accompanying the AKM participants. The accompanying activities are carried out as part of the community service (Santoso & Rusmawati, 2019). The service team focuses on enhancing participants' understanding of literacy and numeracy about AKM questions. The results of direct observations and interactions with students, as they work on AKM questions independently or during group discussions, are analyzed to determine which areas should be prioritized for improvement.

RESULTS AND DISCUSSION

The Minimum Competency Assessment (MCA) is an evaluation of fundamental competencies or abilities conducted to help students develop their skills and apply them in everyday life. The concept of AKM is to present problems in various contexts that are expected to be solved by students using their literacy and

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numeracy competencies. It can be said that the mission of Indonesian education in 2021 is to realize an education that can build comprehensive and competitive intelligent Indonesians, developed with the aim of enhancing reasoning abilities using language (literacy), improving reasoning abilities using mathematics (numeracy), and strengthening character education (Annisa et al., 2023; Ismail & Zakiah, 2021; Zahrudin et al., 2021). This language literacy focuses on students' ability to understand, evaluate, and reflect on texts in response to posed questions, thereby encouraging students to think critically (Din, 2020; Linanda & Hendriawan, 2022). In addition, there are also literacy numeracy which according to Ekowati et al., (2019), is described as a person's ability to formulate, apply, and interpret mathematics in various contexts, including the ability to reason mathematically, and to use concepts, procedures, and facts to describe, explain, or estimate phenomena or events (Cahyanovianty & Wahidin, 2021).

The AKM preparation class at MI Luqman Al-Hakim is conducted in the computer lab, allowing students to practice AKM tasks directly on computer devices. Before operating the computer, students need to undergo technology adaptation to implement AKM (Nafiah et al., 2022). The following assessment is presented in **Table 1** of the 5th-grade AKM questions.

Table 1. AKM Competency 2021

Type of Competence	Material	Material Contents
Literacy	Fiction Text	A. Finding information 1. Accessing and searching for information in the text ● Finding written information (who, when, where, why, how) in literary or informational texts that progressively increases according to the level. (10 Questions) B. Understanding 1. Understanding the text literally ● Identifying changes in intrinsic elements (events/characters/setting/conflict/plot) in literary texts according to their level. (6 Questions) 2. Making inferences, making connections, and making predictions from both single and multiple texts ● Summarizing the feelings and characteristics of the characters, as well as other intrinsic elements such as the setting, events in the story based on detailed information in the literary text that continues to increase according to its level. (4 Questions) ● Making inferences (conclusions) based on supporting elements (graphs, images, tables, etc.) within literary or informational texts according to their level. (2 Questions) ● Comparing the main elements (such as character traits or other intrinsic elements) in literary texts that continue to increase in complexity according to their level. (1 Question) C. Evaluate and reflect 1. Evaluating the presentation format in the text ● Evaluating the suitability between illustrations and the content of literary or informational texts that continuously increase according to their level. 2. Reflecting on the discourse content for decision-making, making choices, and relating the text content to personal experiences

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Type of Competence	Material	Material Contents
		● Reflecting on new knowledge obtained from literary texts or informational texts compared to the knowledge they have, which continues to increase according to their level. (1 Question)
	Informative text	A. Finding information 1. Accessing and searching for information in the text ● Finding written information (who, when, where, why, how) in literary or informational texts that progressively increases according to the level. (10 Questions) B. Understanding 1. Understanding the text literally ● Explaining the main idea and several supporting ideas in an informational text that continues to increase in complexity according to its level. (5 Questions) 2. Making inferences, making connections, and making predictions from both single and multiple texts ● Summarizing changes in events, procedures, ideas, or concepts in informational texts that continuously increase according to their level. (14 Questions) ● Comparing main elements (for example, differences in events, procedures, characteristics of objects) in informational texts that progressively increase according to their level. (3 Questions) C. Evaluate and reflect 1. Evaluating the presentation format in the text ● Evaluating the suitability between illustrations and the content of literary or informational texts that continuously increase according to their level. 2. Reflecting on the discourse content for decision-making, making choices, and relating the text content to personal experiences ● Reflecting on new knowledge obtained from literary texts or informational texts against the knowledge they have, which continues to increase according to their level. (1 Question)
	Numeracy	A. Number 1. Representation ● Understanding integers, particularly negative integers. (4 Questions) ● Express decimal numbers with two digits after the decimal point and percentages in fractional form, or vice versa. (4 Questions) ● Knowing the position of decimal numbers with two digits behind the decimal point on the number line, as well as the position of integers, including negative integers (4 Questions) 2. Sequence property ● Sorting several numbers presented in different forms. (3 Questions) 3. Operation ● Calculating the results of addition/subtraction/multiplication/division of fractions or decimal numbers, including calculating the square and cube of a decimal number with one digit after the decimal point, as well

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Type of Competence	Material	Material Contents
		as operations on integers, including negative integers (12 Questions) B. Geometry and measurement 1. Geometric shape ● Calculating the area of a flat shape (possibly composite). (1 Question) ● Understanding pyramids, cones, and spheres (1 Question) 2. Measurement ● Understanding and using units of speed and flow rate. (5 Questions) C. Algebra 1. Equations and inequalities ● Solving linear equations in one variable (for example, 2x + 3 = 7). (8 Questions) 2. Relations and functions (including number patterns) ● Determining the n-th term in a simple number pattern. (1 Question) 3. Ratio and proportion ● Using ratios/scales to determine unknown values/numbers. (1 Question) D. Data and uncertainty 1. Data and its representation ● Reading (= getting information from) data presented in the form of tables, bar charts, and pie charts (including the method of data collection and presentation) (3 Questions)

Source: https://pusmendik.kemdikbud.go.id/an/page/asesmen_kompetensi_minimum (2021)

At the initial step, the supervising teacher discussed each question provided by Pusmenjar (now Pusmendik), Ayo Coba AKM! on the website https://pusmenjar.kemdikbud.go.id/ayoakm, along with the methods for answering them. In this process, the students appeared to follow the explanation well and immediately understood how to answer each type of question. However, they were less active when asked by the teacher to share their own opinions on a question. The next step involved the students directly working on the questions provided by Pusmenjar, Ayo Coba AKM! on the page https://pusmenjar.kemdikbud.go.id/ayoakm. The questions presented are still the same, so many students answer based on their memory from the previous discussion. For the literacy AKM, the challenges faced by students include long reading times, a lack of attention to details in images or texts, and difficulty in elaborating essay answers. Students' reading interest appears low when viewed from their reluctance to read both fiction texts and the information provided in the questions. Approximately 45% of students take a considerable amount of time to complete a single reading text.

The low literacy skills of the Indonesian people lead to a low reading habit, which in turn results in poor reading and writing skills. The solution to address the low literacy skills is to implement a literacy movement in schools. For the literacy movement to run effectively, teachers as practitioners must understand the importance of literacy. Additionally, to address the lack of reading materials suitable for literacy activities, teachers must be aware of the literacy media that can be used to support literacy activities in schools (Kamil et al., 2020; Sukma et al., 2020). In line with this, various enjoyable activities can be practiced and are expected to be internalized by students, serving as a primary asset for advancing to the next level of education (Alasmari & Alshae'el, 2020; Dewi et al., 2016). The research conducted by Silvana et al. (2018) aims to identify patterns and literacy strategies to prevent plagiarism in final theses. A descriptive analysis

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of plagiarism in final theses is expected to provide positive contributions and identify more effective patterns and strategies in preventing plagiarism. This is in line with efforts to improve literacy, especially in final theses.

Many students are not meticulous in capturing information from fiction texts or informational texts, such as categorizing two different groups into one group because they look similar. Many are also misled by minor information in the text being asked, and think it is a question about major information. This is what causes the majority of students' answers to be incorrect. Students' understanding of the reading text is quite high, but many struggle to elaborate their answers for essay questions. Essay questions require complete and comprehensive answers. An example of an essay question is shown in **Figure 1**.

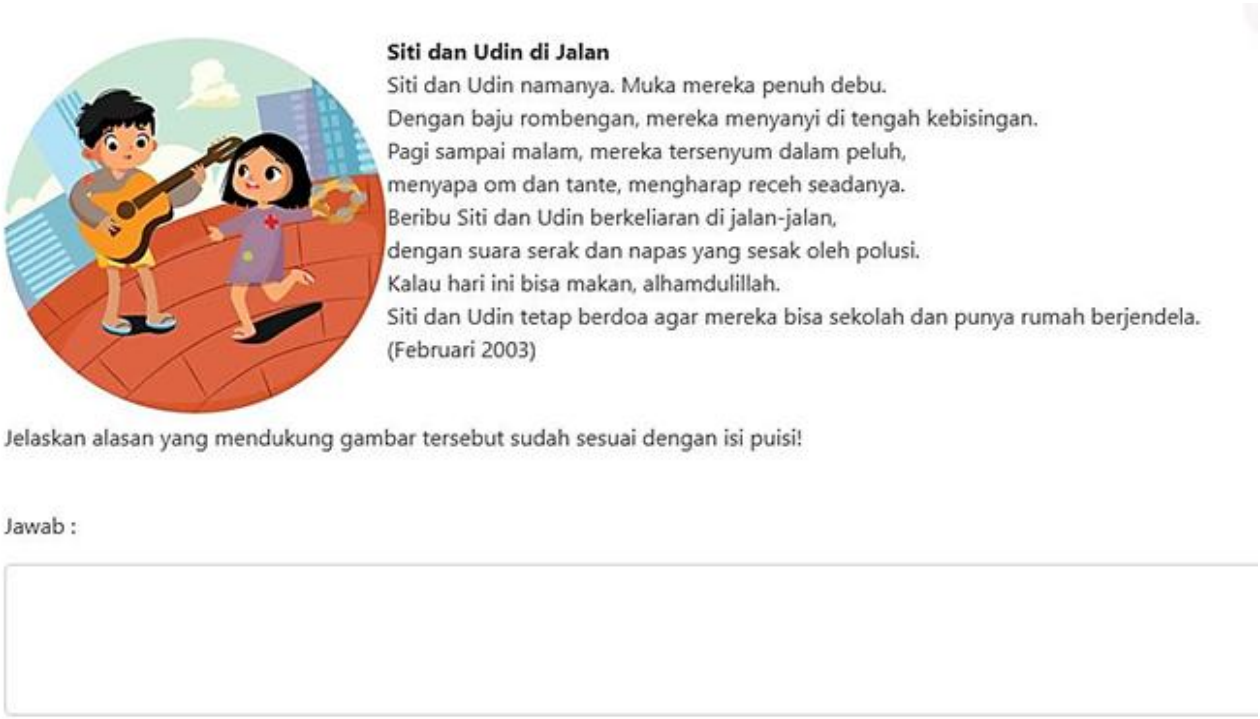

Figure 1. Example of AKM Literacy Essay Questions of 2021
Source: https://pusmenjar.kemdikbud.go.id/ayoakm/

For example, in **Figure 1**, for the question above, many answered with "It is already appropriate because the picture is appropriate." What is expected is for students to identify the elements of the image that make it appropriate or inappropriate in terms of the text's content.

To support the cultivation of numeracy literacy, the Minimum Competency Assessment (AKM) was conducted in 2021, encompassing both reading literacy and numeracy. Based on that thinking, elementary school teachers should focus more on the needs in mathematics education, specifically the development of mathematics learning management oriented towards AKM in the aspects of literacy and numeracy. For AKM numeracy, the challenges faced by students are difficulty in understanding the questions being asked and a lack of fluency in basic calculations. When practicing solving problems independently, many still ask about the meaning of the questions, even though they have been discussed by the supervising teacher beforehand. Only about 30% have been able to complete everything with a good understanding. The rest still ask how to calculate it every time the question changes. This suggests that the level of understanding of word problems remains very low. Students still cannot independently convert word problems into mathematical sentences and still need guidance. However, according to Soedjadi in Laily (2014), to solve math problems, especially story problems, is “(1) read the problem carefully to grasp the meaning of each sentence; (2) separate and express what is known in the problem, what is asked in the problem, and what

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operations are needed; (3) create a mathematical model from the problem; (4) solve the model according to mathematical rules to obtain the answer from the model; and (5) return the answer from the model to the original problem."

When performing work activities, many students still incorrectly operate subtraction as addition. There are also those who are not meticulous when performing multi-digit subtraction, resulting in answers that differ significantly from the correct ones. This is very unfortunate, considering that the AKM participants are already in the 5th grade. From the above obstacles, the understanding of AKM participants at MI Luqman Al-Hakim towards AKM questions is relatively low. If these problems are ignored, it could negatively impact the AKM results later. Therefore, a solution to the aforementioned problems is needed. One solution that can be implemented is a book procurement program, along with a policy to increase study hours for students, both of which are undoubtedly important. Because the minimum competency assessment to be conducted at the elementary school level is a new thing for students (Iman et al., 2021; Rohim, 2021). It is also noted by Ahmad (2022) that the implementation of appropriate learning models is necessary to enhance students' literacy and numeracy skills. Teachers require media that can increase students' enthusiasm for learning. In addition, teachers also need a framework for each "teaching at the right level" so that the strategies implemented are appropriate for the students' conditions (Zahrudin et al., 2021).

The issue of literacy, AKM, must be addressed by promoting literacy among students more vigorously. Students need to be used to reading both fiction and informative texts. Not only reading, but afterwards, simple reflective questions about the content of the reading should also be given. This is merely to determine whether the students have truly read and understood the passage. If the students are already accustomed, then the texts in the AKM questions will be easily navigated. Of course, this requires the active role of both teachers and parents. At home, parents are responsible for providing reading materials for their children and accompanying their reading activities. After the child reads, parents should ask relaxed, reflective questions or have the child recount the story they just read. In schools, a literacy movement should be implemented to support students' reading activities without being burdensome. As much as possible, encourage students to make friends with reading. Additionally, it can also be achieved through scientific learning, which may further develop students' activity and literacy skills, and the results will be reflected in their learning outcomes (Jannah & Oktaviani, 2022; Kartina et al., 2022).

For the numeracy AKM, both teachers and parents must pay attention to students who are still not fluent in basic calculations. Students need to be accompanied to learn how to calculate and given light exercises with frequent intensity, but not too much so as not to burden the students. Students need to become accustomed to various types of questions, ranging from simple calculations to complex written problems. However, the way for students to become proficient in mathematics is by getting used to practicing it. With that, students will not feel lazy when faced with problems that require more thinking. Sah et al. (2023) also mentioned that conceptual misunderstandings can occur when working on AKM questions because participants are still unfamiliar with the AKM question patterns. Teachers can also attend workshops to enhance their understanding of AKM questions and participate in training sessions that involve solving test questions, making it easier for them to teach students (Resti et al., 2020; Purwati et al., 2021). Furthermore, in line with the statement made by Zukhrufurrohmah and Putri (2021), the development of numeracy literacy-oriented instruments can also be an effort made by teachers as a form of preparation for strengthening students' numeracy literacy skills.

CONCLUSION

Based on the research conducted at MI Luqman Hakim Slawi, it can be concluded that the students' obstacles in literacy AKM are taking too long to read, being less meticulous in paying attention to details

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in the reading, and not yet being able to construct sentences for questions that require explanations. Meanwhile, for numeracy, AKM students face difficulties in understanding the questions in the exercises, and many still struggle with basic arithmetic operations. For that reason, students need to be accustomed to reading so they do not become lazy and can read quickly without wasting time on answering questions. They should be given reflective questions after reading, especially those related to detailed matters, so that students become accustomed to thinking in sentences and can pay more attention to the details in the reading. In addition, students also need to practice solving basic math problems to improve their calculation skills, as well as story problems that require further understanding, so that they can better grasp the meaning of the question.

AUTHOR'S NOTE

The authors declare that there are no conflicts of interest related to the publication of this article. The authors affirm that the data and content of the article are free from plagiarism.

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