7

Minimum Competency Assessment in Madrasah Ibtidayah

***Raihanatul Jannah[1], Khairunnisa[2], Makherus Sholeh[3], Restu Khaliq[4]**
[1,2,3]Universitas Islam Negeri (UIN) Antasari Banjarmasin, Jl. A. Yani No.Km.45, Banjarmasin, South Kalimantan, Indonesia
[4]The University of Western Australia (UWA), 35 Stirling Hwy, Crawley WA 6009, Australia
*raihanah69@gmail.com

ABSTRACT: *This study aims to analyze the implementation of the Minimum Competency Assessment (MCA) at the Madrasah Ibtidaiyah level. To examine the assessment's preparation, implementation, and understanding among educators and strategies to develop literacy and numeracy within the assessment framework. This study used a qualitative approach, involving 24 subjects selected through stratified sampling based on school status and role, including principals, teachers, supervisors, and students. Data were collected through interviews, observations, and documentation. Data analysis followed the stages of Milles and Huberman, including data condensation, data display, and conclusion. The results showed that the preparation of the MCA included preparing facilities, improving internet connectivity, and training for teachers. The MCA was carried out by dividing students into several waves and sessions, including simulations before the assessment began. However, there needs to be more teachers' understanding of the objectives of the MCA, especially in terms of literacy and numeracy, which affects the overall effectiveness of the assessment. Strategies to develop literacy and numeracy, such as integrating technology into teaching practices, are essential to better prepare students for the digital aspects of the evaluation. In addition, the findings show that despite significant efforts made by schools to prepare for MCA, challenges such as inadequate technological resources, limited teacher preparedness, and technical issues during assessments pose substantial barriers. The study suggests that addressing these challenges is critical to improving the effectiveness of MCA and achieving its goals of improving student competency and overall educational quality.*

Penelitian ini bertujuan untuk menganalisis pelaksanaan Asesmen Kompetensi Minimum (AKM) di tingkat Madrasah Ibtidaiyah. Mengkaji persiapan, pelaksanaan, dan pemahaman tentang penilaian di antara para pendidik serta strategi untuk mengembangkan literasi dan numerasi dalam kerangka kerja penilaian. Penelitian ini menggunakan pendekatan kualitatif, melibatkan 24 subjek yang dipilih melalui pengambilan sampel bertingkat berdasarkan status dan peran sekolah, termasuk kepala sekolah, guru,

[1] orcid id: http://orcid.org/0009-0003-3941-0330
[2] orcid id: http://orcid.org/0000-0002-3039-5272
[3] orcid id: http://orcid.org/0000-0002-2591-5253
[4] orcid id: http://orcid.org/0000-0001-5603-8110

DOI: https://doi.org/10.35723/ajie.v8i3.573

pengawas, dan siswa. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Analisis data mengikuti tahapan Milles dan Huberman, meliputi kondensasi data, penampilan data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa persiapan AKM meliputi penyiapan fasilitas, peningkatan konektivitas internet, dan pelatihan bagi guru. AKM dilakukan dengan membagi siswa ke dalam beberapa gelombang dan sesi, termasuk simulasi sebelum dimulainya penilaian. Namun, terdapat kesenjangan dalam pemahaman guru terhadap tujuan AKM, khususnya dalam hal literasi dan numerasi, yang mempengaruhi efektivitas penilaian secara keseluruhan. Strategi untuk mengembangkan literasi dan numerasi, seperti integrasi teknologi ke dalam praktik pengajaran, sangat penting untuk mempersiapkan siswa dengan lebih baik dalam menghadapi aspek-aspek digital dari penilaian. Selain itu, temuan menunjukkan bahwa terlepas dari upaya signifikan yang dilakukan oleh sekolah untuk mempersiapkan AKM, tantangan seperti sumber daya teknologi yang tidak memadai, kesiapan guru yang terbatas, dan masalah teknis selama penilaian menimbulkan hambatan yang signifikan. Studi ini menunjukkan bahwa mengatasi tantangan-tantangan ini sangat penting untuk meningkatkan efektivitas AKM dan mencapai tujuannya untuk meningkatkan kompetensi siswa dan kualitas pendidikan secara keseluruhan.

Keywords: *Minimum Competency Assessment*, *Madrasah Ibtidaiyah.*

Received: *February 22, 2024;* ***Revised:*** *August 22, 2024;* ***Accepted:*** *August 27, 2024*

I. INTRODUCTION

Assessment in the learning process is governed by Law No. 20 of 2003 on the National Education System, Article 58, Paragraph 1. This article states that educators evaluate student learning outcomes to continuously monitor the process, progress, and improvement of students' learning (UU No.20, 2003). This provision indicates that assessment is concerned with the end results of learning and the learning process itself. The law is further elaborated in Government Regulation No. 19 of 2005 on National Education standards, which specifies the standards for assessment, including criteria regarding mechanisms, procedures, and instruments for evaluating student learning outcomes (Permen No.19, 2005). This regulation categorizes assessments at the primary and secondary education levels into three types: educator assessments, which are conducted by teachers in the classroom; institutional assessments, which the school or educational institution carries out; and government assessments, which the Ministry of Education oversees. Techniques for evaluation can include written tests, observations, practical tests, and individual or group assignments. Such assessments are crucial for identifying students who need additional learning experiences to meet the expected competencies for their future (White et al., 2023).

The practice of assessing educational quality in Indonesia dates back to the 1950s. Various terms have been used to describe student evaluations, including final exams, national exams, *Ebtanas*, *Ujian Akhir Nasional (UAN)*, and *Ujian Nasional (UN)* (Rosidin et al., 2019). Despite changes in the types of exams, their common goal has been to serve as a standard for evaluating the quality and competencies of graduates

DOI: https://doi.org/10.35723/ajie.v8i3.573

e-ISSN: 2599-3046 (online) | Volume 8, Issue 3 | July - September 2024
p-ISSN: 2657-1781 (print)

(OECD, 2024). This aim includes developing critical thinking, reasoning, and problem-solving skills, essential for meeting the demands of the 4.0 Disruption Era.

However, data from the Programme for International Student Assessment (PISA) reveal persistent challenges. In 2018, Indonesia was still among the lowest-scoring countries, with stagnation over the past 15 years. More specifically, PISA results indicated that reading ability was 70% below the minimum competency, mathematical literacy was 71% below, and scientific literacy was 60% below the minimum (OECD, 2014, 2018; Sholeh et al., 2021). Additionally, PISA results show that students only reached the second level of six in cognitive tasks (OECD, 2024). This situation is partly due to teachers generally needing more knowledge and skills in assessment, particularly novice teachers who need to prepare for school assessments (DeLuca & Johnson, 2017).

In response to these issues, the National Assessment 2021 was launched by the Ministry of Education and Culture to address the persistent challenges and enhance cognitive competencies and holistic student development. The National Assessment comprises three aspects: the Minimum Competency Assessment (MCA), the character survey, and the learning environment survey. This assessment is designed to provide accurate information to improve the quality of teaching and learning, thereby enhancing student learning outcomes (Assesment Nasional, 2021). The program aligns with the government's increasing demands for academic standards and uniform student achievements across the education system (Nichols & Harris, 2016).

New initiatives often encounter implementation challenges. Observations during simulations of the National Assessment at several Madrasah Ibtidaiyah in Banjarmasin revealed that the minimum competency assessment was conducted over several days online without special preparation; students were merely introduced to computer operation. Simulations were carried out using teachers' laptops, and internet connectivity issues occurred during the implementation. Common challenges include computer operation difficulties, unstable internet, and insufficient socialization (Amiruddin et al., 2022).

Despite the challenges, the new National Assessment system holds the potential to be less burdensome than its predecessor. The low PISA scores, while indicating that students are still struggling with high-level thinking tasks (HOTS), also present an opportunity for improvement. In this context, the MCA policy can be seen as a catalyst for change, demanding that students develop strong literacy and numeracy skills (OECD, 2024).

The MCA policy requires schools to manage literacy and numeracy-focused teaching through planning, implementation, and control. The quality of student's literacy and numeracy is influenced by teachers' ability to design learning experiences that train students to process, understand, use, reflect on, and evaluate texts and apply mathematical skills in various contexts. Thus, teachers must design literacy and numeracy-based instruction (Xu & Brown, 2016).

Research has explored various aspects of this process. For example (Wati et al., 2023) focus on test question development, while Suseno et al. (2023) examine preparations for MCA tryouts, and Patimah et al., (2023) discuss challenges in MCA implementation (Nurwahidah et al., 2023). Address MCA execution concepts, and Hanafi & Minsih (2022); Supramono & Retnawati (2023) investigate MCA implementation in specific subjects Auliya (2022), limiting generalizability. This study aims to explain the

DOI: https://doi.org/10.35723/ajie.v8i3.573

implementation of MCA at Madrasah Ibtidaiyah in Banjarmasin, focusing on preparation, execution, teacher understanding, and MCA strategies in learning.

II. METHOD

This research is a field study employing a qualitative approach to detail and understand the implementation of the Minimum Competency Assessment (MCA) at Madrasah Ibtidaiyah in Banjarmasin. The study involved 24 participants selected from 61 Madrasah Ibtidaiyah using probability sampling with stratification based on specific criteria. Stratification was carried out according to school status (public or private) and roles, such as school principals, proctors, and classroom teachers.

Data were collected through interviews, observations, and documentation, ensuring a comprehensive and multi-faceted understanding of the MCA implementation. The interviews were designed to elicit detailed and relevant information from selected informants, ensuring their perspectives were valued. Observations provided real-time insights into the assessment process, and documentation offered additional context and evidence of the procedures and outcomes. To ensure the validity of the data, triangulation was employed by cross-verifying information from different sources, such as comparing responses from various roles within the schools and corroborating them with observational and documentary evidence. Additionally, member checking was conducted, where the findings were shared with participants to confirm the accuracy and resonance of the interpretations.

Reliability was enhanced by maintaining a consistent interview protocol across all participants and by conducting the interviews, observations, and documentation reviews to minimise researcher bias. The data were analyzed using qualitative methods, including data condensation, data presentation, and deductive conclusion drawing (Miles et al., 2014). This rigorous analytical process enabled the researcher to gain in-depth insights into implementing the Minimum Competency Assessment at Madrasah Ibtidaiyah, providing a comprehensive understanding of the roles and perspectives of various stakeholders involved in the process.

III. RESULT AND DISCUSSION

Preparation for Implementing the Minimum Competency Assessment (MCA)

The Minimum Competency Assessment (MCA) aims to evaluate the effectiveness of the learning process in schools and represents a government innovation designed to enhance educational quality. Schools undertake several steps to ensure readiness for the assessment, including arranging necessary equipment and resources.

Before the assessment, schools prepare computer devices by utilizing existing inventory or borrowing laptops from teachers. For example, due to renovations, some schools borrowed space from other institutions and used Android phones for the MCA implementation. Others relied solely on computers and did not use mobile phones. Additionally, schools set up the assessment environment by arranging suitable rooms, such as classrooms and libraries. They also enhance internet connectivity by increasing bandwidth for existing subscriptions or adding extra Wi-Fi modems. Some schools only purchased data packages without committing to monthly subscriptions, resulting in variable network performance (K1, 2023; S1, 2023).

DOI: https://doi.org/10.35723/ajie.v8i3.573

e-ISSN: 2599-3046 (online) | Volume 8, Issue 3 | July - September 2024
p-ISSN: 2657-1781 (print)

Preparing human resources is also crucial. Schools appoint proctors, technicians, and supervisors from within the school or the local education office. All staff receive training from the education department. To ensure smooth implementation, schools conduct training, socialization, and online meetings to prepare students.

Before the assessment, supervisors and proctors receive technical guidance at the city and district levels. Students are prepared through socialization and guidance sessions with parents via Zoom. Schools also offer supplementary instruction and provide practice questions. Challenges such as unexcused absences and illness among staff can affect preparation efforts (K1, 2023; P3, 2023; R4, 2023).

The preparation for MCA at Madrasah Ibtidaiyah involves several critical factors. Enhancing facilities and infrastructure is essential for supporting the MCA (OECD, 2018). Many schools need help with adequate resources, which can impede effective assessment administration (Manguni, 2022; Patimah et al., 2023; Saraswati & Agustika, 2020).

Teacher competence is vital, as effective leadership and professional development initiatives contribute to improved performance and readiness. Evidence shows that professional development and technical guidance enhance students' literacy and numeracy skills (Amalia, 2023). High teacher support can motivate students to learn (OECD, 2024). Collaboration among teachers for knowledge sharing and professional growth positively impacts educator confidence and professionalism (Ayieko et al., 2024; Dirjenpendis, 2023; Kitchen et al., 2019).

Developing valid and reliable assessment tools is also crucial, as research highlights the need for effective evaluation instruments (Adriyani et al., 2023; Herianingtyas & Wafiqni, 2023). Overall, while there are positive trends in teacher preparedness and student outcomes, addressing resource limitations remains essential for successful MCA implementation at Madrasah Ibtidaiyah.

Implementation of the Minimum Competency Assessment (MCA)

The Minimum Competency Assessment (MCA) is conducted to evaluate students' literacy and numeracy skills, reflecting the effectiveness of the educational process. The assessment is scheduled according to the timeline set by the assessment team, with varying session arrangements depending on the available equipment. Schools may organize the evaluation in a single wave or multiple sessions based on their resources.

Before the assessment, students must arrive 30 minutes early and enter the assessment room 15 minutes before the session begins. Before the official start time, students participate in a simulation provided by the proctor, who hands out login cards. Proctors instruct students to start the test once preparations are complete and the exam begins. Students then complete the MCA questions according to the instructions on their screens. At the end of the assessment, proctors ensure that all answers are saved correctly in the system and verify that all data has been transmitted successfully to the central server (K1, 2023; P2, 2023; P3, 2023).

The MCA aims to measure students' literacy and numeracy skills. Providing brief examples or additional guidance is needed to develop these competencies. Literacy involves contextual, communicative, and exploratory skills that stimulate critical thinking, which cannot be created quickly (Novitasari et al., 2022). Students need tailored learning experiences to handle various types of information effectively. Similarly, numeracy integrates knowledge, technology, values, and critical thinking

DOI: https://doi.org/10.35723/ajie.v8i3.573

skills and should be fostered through regular practice and engaging learning environments (Ramírez et al., 2023).

Computer-based assessments offer both advantages and challenges. They enable simultaneous administration across schools and prompt collection of results. However, technical issues can arise. Variations in devices can lead to inconsistencies, and students unfamiliar with computers may need help, such as accidentally exiting the application and needing to restart (P2, 2023).

To minimize technical errors, integrating technology into teaching practices is essential. This approach helps address gaps in technological skills among teachers and students (Auliya, 2022). Research indicates that while teachers play a crucial role in MCA success, many need adequate understanding and skills, especially in effective technology use (Patimah et al., 2023). Training programs focused on technology integration can enhance teachers' abilities to develop assessment materials and utilize ICT-based learning media, which is crucial for improving students' literacy and numeracy skills (Ernawati et al., 2022; Suseno et al., 2023). Additionally, more resources like computers can help MCA implementation readiness. Targeted training and resource provision is necessary to empower educators and students, ensuring a more effective and error-free assessment process (Masingila et al., 2019).

The National Assessment should not be merely a yearly ceremonial event. It is intended to identify students' strengths and weaknesses to help teachers tailor their instructional strategies. Furthermore, assessment development should involve many stakeholders, including teachers, educational staff, schools, education offices, and government agencies. The purpose of the national assessment is to gauge the quality of education in Indonesia. The results should be communicated transparently and followed up with educational programs to enhance the quality of teaching and learning.

Understanding of MCA Among Teachers at Madrasah Ibtidaiyah

The Minimum Competency Assessment (MCA) aims to map and improve the quality of education. This goal is more achievable when teachers or educators thoroughly understand the assessment, enabling them to effectively support students in mastering basic literacy skills. Here is an overview of teachers' knowledge of the MCA.

Table 1. Teacher's awareness and understanding of national assessment and minimum competency assessment

No	Knowledge Aspect	Interview Results
1	Aspects Measured in the Assessment	Most teachers are aware of the minimum competency assessment that measures students' abilities in literacy and numeracy. At the same time, only some are aware that other aspects measured in the national assessment include character surveys and learning environment surveys.
2	Parties Involved in the National Assessment	All respondents understand that the parties involved in the national assessment activities are the principal, teachers, and some class students. However, two respondents mistakenly thought that parents were involved in the assessment.
3	Purpose of the National Assessment	The purpose of the national assessment is to develop the potential and character of each

DOI: https://doi.org/10.35723/ajie.v8i3.573

e-ISSN: 2599-3046 (online) | Volume 8, Issue 3 | July - September 2024
p-ISSN: 2657-1781 (print)

		student, evaluate the school, and help achieve educational equity across Indonesia. None of the respondents answered correctly; only five respondents explained that the assessment is to measure the capabilities of the madrasah (evaluation of the madrasah). There are also respondents who mistakenly understood this assessment as a trial or practice for the national exam.
4	Aspects Measured in the Minimum Competency Assessment	All respondents have a good understanding that the measured aspects are literacy and numeracy.
5	Aspects in the Minimum Competency Assessment	Each literacy aspect has three measured components: content, cognitive processes, and context. The aspects of numeracy literacy in the minimum competency assessment are not understood at all by the teachers, as no respondent answered correctly.
6	Types of Questions Tested in the Minimum Competency Assessment	Most teachers are familiar with the types of questions given in the minimum competency assessment, while some only mentioned multiple-choice questions.

Research findings indicate that teachers generally have a good grasp of the parties involved in the national assessment. However, there is some confusion regarding the role of parents. It's crucial to emphasize the significance of parental involvement, as clear communication about this aspect is essential to ensure effective collaboration among all stakeholders. Additionally, the analysis shows that teachers' understanding of the objectives of the national assessment varies. Therefore, a more holistic and comprehensive approach should be adopted in training sessions. This approach should emphasize that the assessment is not merely a trial for national exams but also a tool for developing students' potential and character, as well as evaluating the effectiveness of education at the school level.

Effective implementation of the MCA requires several precautionary measures to ensure its success. A key strategy involves comprehensive socialization of the MCA framework to educators and stakeholders, as many teachers need more understanding of the new system (Auliya, 2022; Saraswati & Agustika, 2020). This issue can be addressed through targeted socialization and professional development programs that clarify the assessment framework and expectations. Regular training or workshops are necessary to deepen teachers' understanding of the various aspects beyond literacy and numeracy measured by the national assessment (Sholeh, 2021). More precise explanations are needed regarding the roles of each party involved in the national evaluation (Kitchen et al., 2019). Enhancing teachers' understanding of the assessment's objectives, including evaluating madrasahs, should be a priority (Dirjenpendis, 2023). Focused training on literacy, numeracy, and the types of questions likely to appear in the MCA should be improved through more specific professional development (Schneider & Bodensohn, 2017).

Literacy and Numeracy Development Strategies in Madrasah Ibtidaiyah

Implementing national assessments aims to foster student development and improve educational quality. The introduction of Minimum Competency Assessments (MCA) is

DOI: https://doi.org/10.35723/ajie.v8i3.573

designed to inspire educators to create learning processes that enhance students' critical thinking, analysis, and application of literacy skills. Teachers have adopted various strategies and developed practice questions to prepare students for these assessments.

Schools have been directed to use Project-Based Learning (PBL), Problem-Based Learning (PjBL), and contextual learning approaches. However, some teachers continue to rely on conventional methods. Project-Based Learning engages students in projects that require applying literacy and numeracy skills, helping them understand material more deeply and relate it to real-life situations. Contextual learning, on the other hand, facilitates easier comprehension by linking concepts to everyday experiences. Creating diverse practice questions also helps prepare students for the Minimum Competency Assessments (R1, 2023).

Implementing Minimum Competency Assessments necessitates shifting from traditional teaching methods to more innovative and creative approaches. Research indicates that competency-based curricula significantly enhance students' creative thinking and problem-solving skills. Studies from Kenya and Uganda highlight that such curricula promote more incredible innovation among learners (Edna & Kasuku, 2024; Katurebe & Nalukwago, 2024). Nevertheless, educators face challenges adapting to these new models and often require additional training and support to implement them effectively (Ekabu, 2023; Horacio et al., 2022). The MCA emphasizes the importance of teacher readiness and the need for resources, such as technology, to support this transition.

Researchers have outlined key components for meaningful literacy and numeracy instruction (Kitchen et al., 2019; Le et al., 2018; Pacchiano et al., 2016; Sholeh, 2021). Effective instruction should include. Inquiry-based and reflective learning, driven by students, enhances planning and teaching. Collaborative learning involves knowledge sharing and group activities rather than individual tasks. Continuous and intensive learning supported by modelling, coaching, and collective problem-solving. Integration of teacher and student activities in teaching, assessment, observation, and reflection on the development and learning process.

National assessments are crucial to ensure that students can develop effectively and that educational quality is uniformly enhanced. The Minimum Competency Assessments (MCA) should energize educators to design learning processes that sharpen students' abilities in reasoning, analyzing, and applying texts, as well as their literacy skills. Achieving this requires planned, continuous, intensive programs involving various elements. Schools must prepare assessment facilities and ensure that students are literate and educators are professional. Teachers must deepen their understanding of responsive, research-based, and culturally relevant teaching methods.

Schools are integrating literacy activities across all subjects. Teachers are encouraged to emphasize the importance of reading and comprehension in subjects such as religion, science, and language (R8, 2023). A daily reading program is implemented before classes start, providing students with various materials, including fiction, non-fiction, and current issue articles. Teachers also purchase books to prepare for MCA to familiarize students with diverse text types and increase their reading interest (K1, 2023).

Integrating literacy activities across subjects aligns with the goals of the Minimum Competency Assessment program, which aims to enhance students' reading and comprehension skills. Research shows that while MCA effectively measures literacy

DOI: https://doi.org/10.35723/ajie.v8i3.573

e-ISSN: 2599-3046 (online) | Volume 8, Issue 3 | July - September 2024
p-ISSN: 2657-1781 (print)

competencies, students often excel in evaluating and reflecting on texts but need help with tasks requiring more profound analytical skills (Haryani et al., 2023). Developing assessment tools incorporating local wisdom and various text types support this initiative by ensuring relevance and engagement for students (Putri et al., 2024; Sholeh, 2021). Emphasizing daily reading programs is also crucial, as it exposes students to different text forms, fosters a reading culture, and improves literacy outcomes (Nurwahidah et al., 2023). Every school should ideally have a reading corner or literacy hut (Dirjenpendis, 2023).

However, limited teacher readiness, insufficient support programs, and resource availability can hinder the full implementation of literacy initiatives. Governments and schools should provide teachers with various workshop programs to enhance their pedagogical skills, which are essential for improving literacy and numeracy among students. As Shelton et al. (2022) noted, teachers need encouragement to develop diverse teaching skills, which can be facilitated through effective professional development programs focused on practical literacy instruction. Campbell et al. (2020) and Shelton et al. (2022) argue that professional development leads to positive changes in teachers' knowledge and practices, fostering a culture of continuous improvement. Creating a mindset conducive to ongoing professional growth, as seen in programs that integrate feedback and collaborative learning environments, is also crucial (Campbell et al., 2020; Toews et al., 2024). Together, these elements form a comprehensive framework for enhancing literacy teaching in preparation for Minimum Competency Assessments.

The Ministry of Education has provided reading materials and references detailing the implications of Minimum Competency Assessments in teaching. The provided guide emphasizes that learning activities must be designed with practical, high-quality strategies while considering the achievements expected from students based on previous assessment results (Kemendikbub, 2020). Therefore, the chosen teaching strategies must align with students' conditions. This is consistent with Ketonen & Hotulainen (2019) assertion that different classroom compositions or literacy levels require different types of support to keep students actively engaged in learning.

Minimum Competency Assessments, as part of the MCA, require the involvement of various educational elements, including school principals as planners, skilled educators in literacy and numeracy, and adequate facilities. The government should review these conditions to improve the implementation of future assessments, ensuring that the goals of the assessments are effectively met.

IV. CONCLUSION

The Minimum Competency Assessment (MCA) underlines the importance of thorough preparation, resource availability, and teacher competency in achieving the objectives of the MCA. Schools have made significant efforts to prepare for the MCA, including upgrading facilities, improving internet connectivity, and providing training for educators. However, challenges like inadequate resources, limited teacher preparedness, and technical issues during implementation still need to be addressed. Integrating technology into teaching practices is essential to minimize technical difficulties and to better prepare students for the digital aspects of the assessment. To ensure effective implementation of the MCA, it is critical to address identified gaps in teacher training and resource allocation. This can be achieved through targeted professional

DOI: https://doi.org/10.35723/ajie.v8i3.573

development programs, improved communication about the objectives of the assessment, and increased investment in educational infrastructure. Furthermore, a more collaborative approach involving various stakeholders, namely teachers, school administrators, education offices, and government agencies, is needed to support the holistic development of students and improve the overall quality of education. Introducing the MCA is a positive step towards improving educational outcomes in Indonesia. Its success depends on continued support and development for educators, provision of adequate resources, and effective integration of technology into the learning process. By addressing these challenges, MCA can fulfil its potential as a tool to enhance students' competencies and prepare them for the demands of the modern world.

V. REFERENCES

[1] Adriyani, Z., Faqih, M. I., Kharirroh, & Malik, M. S. (2023). Development of Literacy and Numeracy-Based Assessment Instruments for Madrasah Ibtidaiyah Teacher Education Students. *Didaktika Tauhidi: Jurnal Pendidikan Guru Sekolah Dasar*, *10*(2), 213–222. https://doi.org/10.30997/dt.v10i2.7625

[2] Amalia. (2023). Two-Year Evaluation of AKMI (Indonesian Madrasah Competency Assessment) Implementation at Islamic Elementary School (Madrasah Ibtidaiyah). *JENIUS (Journal of Education Policy and Elementary Education Issues)*, *4*(2), 77–92. https://doi.org/10.22515/jenius.v4i2.7941

[3] Amiruddin, Hasanah, U., Suyatmika, Y., Pringadi, R., & Ginting, B. S. (2022). Sistem ANBK Dalam Meningkatkan Mutu Pendidikan Internal MAS Insan Kesuma Madani. *Reslaj: Religion Education Social Laa Roiba Journal*, *4*(3), 694–707. https://doi.org/10.47467/reslaj.v4i3.890

[4] Assesment Nasional. (2021). Lembar Tanya Jawab Asesmen Nasional. In *Pusat Asesmen dan Pembelajaran Balitbang dan Perbukuan*. https://repositori.kemdikbud.go.id/23592/

[5] Auliya, P. K. (2022). The Implementation Of Minimum Competency Assessment (AKM): Opportunities And Challenges For English Teachers. *Didaktika: Jurnal Pemikiran Pendidikan*, *28*(2), 154. https://doi.org/10.30587/didaktika.v28i2.3809

[6] Ayieko, R. A., Ritter, J. K., Mwawasi, F. M., Mahalingappa, L. J., & Williams, J. (2024). Evoking Challenges Associated with the Newness of Teaching: A Collaborative Self-Study of Teacher Educators Forced Online During the Pandemic. *Studying Teacher Education*, *20*(2), 194–213. https://doi.org/10.1080/17425964.2023.2282548

[7] Campbell, L., Gray, S., MacIntyre, T., & Stone, K. (2020). Literacy, numeracy and health and wellbeing across learning: Investigating student teachers' confidence. *International Journal of Educational Research*, *100*, 101532. https://doi.org/10.1016/j.ijer.2020.101532

[8] DeLuca, C., & Johnson, S. (2017). Developing assessment capable teachers in this

age of accountability. *Assessment in Education: Principles, Policy & Practice*, *24*(2), 121–126. https://doi.org/10.1080/0969594X.2017.1297010

[9] Dirjenpendis. (2023). *Kisah Sukses Praktik Baik Pelaksanaan Asesmen Kompetensi Madrasah Indonesia*. Direktorat KSKK Madrasah, Direktorat Jenderal Pendidikan Islam Kementerian Agama RI.

[10] Edna, O. A., & Kasuku, J. A. O. (2024). Influence Competency Based Curriculum has On Learners' Creative Thinking Skills Among Grade Three Learners In Kisumu West Sub County. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 576–583. https://doi.org/10.36713/epra17573

[11] Ekabu, P. K. (2023). Teacher Educators Pedagogical Effectiveness in Implementing Competency-Based Teacher Education and Competence-Based Assessment Programs: A Case of Primary Diploma Teacher Training Colleges in Kenya. *Journal of Education and Practice*, *14*(33), 52–60. https://doi.org/10.7176/JEP/14-33-07

[12] Ernawati, Manik, F. Y., Trisnawati, R. D., Emiliana, & Yuliawati, S. (2022). Understanding and quality of minimum competency assessment (AKM) questions made by Integrated Science teachers in junior high schools. *Jurnal Penelitian Dan Evaluasi Pendidikan*, *26*(2), 251–259. https://doi.org/10.21831/pep.v26i2.48670

[13] Hanafi, A. M., & Minsih. (2022). Asesmen Kompetensi Minimum Sebagai Transformasi Pendidikan di Sekolah Dasar. *Kwangsan: Jurnal Teknologi Pendidikan*, *10*(2), 204. https://doi.org/10.31800/jtp.kw.v10n2.p204--220

[14] Haryani, S., Pratiwi, D., & Wardani, S. (2023). Analisis Kemampuan Literasi dan Numerasi Ditinjau dari Soal AKM Berorientasi Konteks Saintifik dan Sosial Budaya Pada Materi Kesetimbangan Asam dan Basa. *EDUSAINS*, *15*(2), 136–149. https://doi.org/10.15408/es.v15i2.34086

[15] Herianingtyas, N. L. R., & Wafiqni, N. (2023). Evaluation of The Implementation of Science Literacy-Based Learning In Madrasah Ibtidaiyah. *Al-Bidayah : Jurnal Pendidikan Dasar Islam*, *15*(1), 97–114. https://doi.org/10.14421/albidayah.v15i1.1001

[16] Horacio, Á. M., Samuel, B., Busso, M., & Julián, M. C. (2022). Improving Early Literacy through Teacher Professional Development: Experimental Evidence from Colombia. *Inter-American Development Bank*. http://dx.doi.org/10.18235/0004514

[17] K1. (2023). *Interview with the Principal, at Madrasah Ibtidaiyah in Banjarmasin*.

[18] Katurebe, B., & Nalukwago, H. (2024). The Influence Of Competency-Based Curriculum Promoted Students' Innovativeness In Selected Government-Aided Secondary Schools Of Wakiso District, Uganda. A Cross-Sectional Survey. *SJ Education Research Africa*, *1*(4), 8. https://doi.org/10.51168/n8a64816

[19] Kemendikbub. (2020). *AKM dan Implikasinya dalam Pembelajaran*. Jakarta: Pusmenjar Kemendikbud.

[20] Ketonen, E. E., & Hotulainen, R. (2019). Development of low-stakes mathematics and literacy test scores during lower secondary school – A multilevel pattern-centered analysis of student and classroom differences. *Contemporary Educational Psychology*, *59*, 101793. https://doi.org/10.1016/j.cedpsych.2019.101793

[21] Kitchen, J., Berry, M., & Russell, T. (2019). The Power of Collaboration. *Studying Teacher Education*, *15*(2), 93–97. https://doi.org/10.1080/17425964.2019.1628560

[22] Le, H., Janssen, J., & Wubbels, T. (2018). Collaborative learning practices: teacher and student perceived obstacles to effective student collaboration. *Cambridge Journal of Education*, *48*(1), 103–122. https://doi.org/10.1080/0305764X.2016.1259389

[23] Manguni, D. W. (2022). Analisis Pengelolaan Sarana Prasarana Asesmen Nasional Berbasis Komputer (ANBK) Tahun 2021 Di SD Negeri Sukomulyo Sleman. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, *22*(1), 9–28. https://doi.org/10.30651/didaktis.v22i1.11717

[24] Masingila, J. O., Khatete, D. W., Maundu, J. N., Foley, A. R., Ndethiu, S. M., & Twoli, N. W. (2019). From Implementation to Efficacy: Factors Affecting Kenyan Secondary Teachers' Technology Integration. *Africa Education Review*, *16*(1), 58–87. https://doi.org/10.1080/18146627.2016.1224574

[25] Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook (3rd ed.)*. New York: SAGE Publications.

[26] Nichols, S. L., & Harris, L. R. (2016). *Accountability assessment's effects on teachers and schools*. London: Routledge.

[27] Novitasari, M., Narimo, S., Fajri, D. N., & Raisia, A. (2022). Critical Thinking Skills Through Literacy and Numeration Oriented Mathematics Student Worksheet. *Jurnal Basicedu*, *6*(4), 5775–5784. https://doi.org/10.31004/basicedu.v6i4.3173

[28] Nurwahidah, I., Iskandar, S., & Mulyati, T. (2023). Program Asesmen Kompetensi Minimum (AKM) di Sekolah Dasar. *Jurnal Elementaria Edukasia*, *6*(3), 1281–1289. https://doi.org/10.31949/jee.v6i3.6111

[29] OECD. (2014). Reading performance (PISA). *International Student Assessment (PISA)*. https://doi.org/10.1787/79913c69-en

[30] OECD. (2018). Responsive School Systems. *OECD Reviews of School Resources*, 300. https://doi.org/10.1787/9789264306707-en

[31] OECD. (2024). Transforming education in Indonesia: Examining the landscape of current reforms. *OECD Education Policy Perspectives*. https://doi.org/10.1787/5cc2d673-en

[32] P2. (2023). *Interview with the Vice Principal, at Madrasah Ibtidaiyah in Banjarmasin*.

e-ISSN: 2599-3046 (online) | Volume 8, Issue 3 | July - September 2024
p-ISSN: 2657-1781 (print)

[33] P3. (2023). *Interview with Curriculum Manager, at Madrasah Ibtidaiyah in Banjarmasin*.

[34] Pacchiano, D., Klein, R., & Hawley, M. S. (2016). Job-Embedded Professional Learning Essential to Improving Teaching and Learning in Early Education. *Ounce of Prevention Fund*. https://files.eric.ed.gov/fulltext/ED570108.pdf

[35] Patimah, P., Syamsi, A., & Fadia, L. (2023). Problem Implementasi Asesmen Kompetensi Minimum di Madrasah Ibtidaiyah dan Sekolah Dasar. *Sittah: Journal of Primary Education*, *4*(2), 97–110. https://doi.org/10.30762/sittah.v4i2.1122

[36] Permen No.19. (2005). *Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan*.

[37] Putri, N. S., Intiana, S. R. H., Sobri, M., & Ermiana, I. (2024). Development of a Minimum Competency Assessment Instrument for Reading Literacy Containing Sasak Local Wisdom in Class V of 33 Mataram State Elementary Schools. *Jurnal Pendidikan, Sains, Geologi, Dan Geofisika (GeoScienceEd Journal)*, *5*(3), 276–284. https://doi.org/10.29303/goescienceed.v5i3.362

[38] R1. (2023). *Interview with Teacher, at Madrasah Ibtidaiyah in Banjarmasin*.

[39] R4. (2023). *Interview with Teacher, at Madrasah Ibtidaiyah in Banjarmasin*.

[40] R8. (2023). *Interview with Teacher, at Madrasah Ibtidaiyah in Banjarmasin*.

[41] Ramírez, E., Martín-Domínguez, J., Rodríguez, I., Pérez González, A., & Martín-Sánchez, I. (2023). Powerful knowledge, transposition/transformation and ICT: an empirical study across school subjects in primary education. *Cambridge Journal of Education*, *53*(6), 825–846. https://doi.org/10.1080/0305764X.2023.2215185

[42] Rosidin, U., Herpratiwi, Suana, W., & Firdaos, R. (2019). Evaluation of National Examination (UN) and National-Based School Examination (USBN) in Indonesia. *Başlık*, *8*(3), 827–837. https://doi.org/10.12973/eu-jer.8.3.827

[43] S1. (2023). *Interview with Teacher, at Madrasah Ibtidaiyah in Banjarmasin*.

[44] Saraswati, P. M. S., & Agustika, G. N. S. (2020). Kemampuan Berpikir Tingkat Tinggi dalam Menyelesaikan Soal HOTS Mata Pelajaran Matematika. *Jurnal Ilmiah Sekolah Dasar*, *4*(2), 257–269. https://doi.org/10.23887/jisd.v4i2.25336

[45] Schneider, C., & Bodensohn, R. (2017). Student teachers' appraisal of the importance of assessment in teacher education and self-reports on the development of assessment competence. *Assessment in Education: Principles, Policy & Practice*, *24*(2), 127–146. https://doi.org/10.1080/0969594X.2017.1293002

[46] Shelton, A., Hogan, E., Chow, J., & Wexler, J. (2022). A Synthesis of Professional Development Targeting Literacy Instruction and Intervention for English Learners. *Review of Educational Research*, *93*(1), 37–72. https://doi.org/10.3102/00346543221087718

[47] Sholeh, M. (2021). Transformational Leadership: Principal Intellectual Stimulation

In Improving Teacher Competences. *Al-Ta Lim Journal*, *28*(2), 167–179. https://doi.org/10.15548/jt.v28i2.708

[48] Sholeh, M., Aziz, A., & Kholis, N. (2021). Development Of Teacher Competence In Creative Writing To Actualize Literacy Of Madrasah. *Elementary: Islamic Teacher Journal*, *9*(2), 183. https://doi.org/10.21043/elementary.v9i2.11903

[49] Supramono, A., & Retnawati, H. (2023). MCA: Its Implementation Based on Teachers' Perspective. *Jurnal Ilmiah Sekolah Dasar*, *7*(1), 122–132. https://doi.org/10.23887/jisd.v7i1.54279

[50] Suseno, E., Kurniadi, E., & Trisudarmo, R. (2023). Pendampingan AKM Kelas pada Sekolah Dasar Kelas V SDN Bandorasakulon 3 Kecamatan Cilimus Kabupaten Kuningan. *Journal of Innovation and Sustainable Empowerment*, *2*(1), 17–20. https://doi.org/10.25134/jise.v2i1.25

[51] Toews, S. G., Kurth, J. A., Zimmerman, K. N., Mansouri, M. K., Lockman Turner, E., & Crump, N. (2024). Professional Development with Emailed Practice-Based Feedback to Support Teacher-Led Inclusive Small Group Literacy Instruction. *Research and Practice for Persons with Severe Disabilities*, *49*(1), 36–55. https://doi.org/10.1177/15407969231218388

[52] UU No.20. (2003). *Law Number 20 of 2003 concerning the National Education System*.

[53] Wati, P. K., Zulaeha, I., & Pristiwati, R. (2023). Development of Literacy Aspects Class Minimum Competency Assessment Instruments With 21st Century Skills for Class VII Junior High School Students. *International Journal of Research and Review*, *10*(12), 767–776. https://doi.org/10.52403/ijrr.20231276

[54] White, L. W., Jordan, K. E., & McDermott, H. (2023). Assessment of student readiness for clinical education in mixed-mode curriculum delivery: a case study. *Quality Assurance in Education*, *31*(1), 151–166. https://doi.org/10.1108/QAE-02-2022-0044

[55] Xu, Y., & Brown, G. T. L. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education*, *58*, 149–162. https://doi.org/10.1016/j.tate.2016.05.010