

**ANALYSIS OF LITERACY CAPABILITY ACHIEVEMENTS FROM
THE MINIMUM COMPETENCY ASSESSMENT RESULTS IN
THE EDUCATION REPORT OF HIGH SCHOOL LEVEL IN OGAN ILIR
REGENCY**

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ABSTRAK

Tujuan penelitian adalah menganalisis capaian kemampuan literasi peserta didik hasil Asesmen Kompetensi Minimum (AKM) pada rapor pendidikan jenjang SMA. Metode penelitian yang digunakan adalah deskriptif kualitatif. Data yang dikumpulkan adalah capaian kemampuan literasi peserta didik hasil asesmen kompetensi minimum (AKM) pada rapor pendidikan jenjang SMA. Sampel penelitian diambil secara acak sebanyak 50% dari SMA di Kabupaten Ogan Ilir. Hasil penelitian menunjukkan bahwa rata-rata kemampuan literasi peserta didik SMA kabupaten Ogan Ilir mencapai kompetensi minimum sebanyak 54%, sisanya sebanyak 46% belum mencapai kompetensi minimum. Rata-rata capaian kompetensi literasi pada aspek konten, yaitu sebanyak 61 % baik pada teks informasi dan teks sastra. Rata-rata capaian kompetensi pada aspek Level Kognitif antara lain 62% pada kompetensi mengakses dan menemukan informasi (Level 1); kompetensi menginterpretasi dan memahami isi teks (Level 2) sebesar 60%, dan kompetensi mengevaluasi dan merefleksikan isi teks sebesar 61%. Kesimpulan dari hasil penelitian bahwa kemampuan literasi peserta didik SMA di Kabupaten Ogan Ilir masih tergolong dalam kategori sedang.

Kata Kunci: hasil AKM, Rapor Pendidikan, kemampuan literasi.

ABSTRACT

The aim of the research is to analyze the literacy abilities of students as a result of the Minimum Competency Assessment on high school level education reports. The research method used is descriptive qualitative. The data collected is the achievement of students' literacy skills as a result of the minimum competency assessment on high school level education reports. The research sample was taken randomly as many as 50% from high schools in Ogan Ilir Regency. The research results show that the average literacy ability of high school students in Ogan Ilir district reaches the minimum competency of 54%, the remaining 46% have not reached the minimum competency. The average achievement of literacy competency in the content aspect is 61% for both informational texts and literary texts. The average competency achievements in the Cognitive Level aspect include 62% in the competency to access and find information (Level 1); competency to interpret and understand text content (Level 2) is 60%, and competency to evaluate and reflect on text content is 61%. The conclusion from the research results is that the literacy skills of high school students in Ogan Ilir Regency are still in the medium category.

Keywords: minimum competency assessment result, Education report, literacy skills

INTRODUCTION

Education in Indonesia has now entered the era of globalization, an era marked by an explosion of information. With so much information available, individuals must be able to select relevant and accurate information. To survive in the current era of globalization, the younger generation is not enough to have knowledge, but must have more adaptive and creative

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abilities and must equip themselves with various skills and competencies that support them to be successful in life and work. (Syafriah dan Sofian Hadi, 2023). One of the skills that today's young generation must have is literacy. Literacy is one of the much-needed 21st century skills, along with critical thinking, communication and collaboration. (Hamdani, 2022).

Literacy is a fundamental competency that is highly significant in the contemporary information age. Literacy skills include not only reading and writing skills, but also the capacity to understand, analyze and utilize information effectively (UNESCO, 2004). In Indonesia, improving learner literacy is one of the main priorities in the development of the national education system. Based on the results of the 2022 Program for International Student Assessment (PISA) released on Tuesday, December 5, 2023 by the Ministry of Education, Culture, Research and Technology, it shows that there is a decline in learning outcomes internationally due to the pandemic.

For Indonesia in particular, the PISA results show an increase in rank when compared to the 2018 PISA results. For reading literacy, Indonesia's ranking in PISA 2022 rose 5 positions compared to the previous one. For math literacy, Indonesia's ranking in PISA 2022 also rose 5 positions, while for science literacy it rose 6 positions. There was a decline in PISA scores globally, one of which was blamed on the pandemic. However, the decrease in Indonesia's points is smaller than the global decrease in points, making Indonesia's position increase from the previous PISA results. However, the decrease in Indonesia's points is smaller than the decrease in global points, making Indonesia's position rise from the previous PISA results. In science literacy in particular, Indonesia dropped 12 points, narrowly missing the international score of 13 points. This is certainly a big challenge for Indonesian education in the future.

The Minister of Education and Culture, Research and Technology (Mendikbudristek), Nadiem Anwar Makarim issued Minister of Education and Culture Circular Letter No. 1 of 2021 concerning the Abolition of National Examinations and Equivalency Examinations and the Implementation of School Examinations during the Emergency Period of the Spread of Covid-19. The circular was issued by the Minister of Education and Culture in Jakarta on February 1, 2021. The Ministry of Education and Culture replaced the National Exam (UN) with the National Assessment (AN) where the national assessment is an effort to comprehensively portray the quality of the learning process and outcomes of primary and secondary schools in Indonesia. This assessment was introduced as a replacement for the National Exam (UN) and aims to assess the basic competencies needed by learners to develop themselves and actively participate in society. (Asy'ari M, 2016). The data obtained from national assessments is expected to be a reflection tool aimed at improving the quality of education in Indonesia. The aim is for teachers to teach at the appropriate level and concentrate on developing the competence and character of their learners.

The Minimum Competency Assessment (MCA) is an evaluation instrument used to measure learners' literacy achievement in Indonesia. AKM evaluates learners' reading literacy and numeracy skills as minimum competencies that must be mastered. (Kemendikbud, 2020). AKM is designed to measure learners' literacy skills comprehensively, so that the results of AKM can provide an overview of learners' literacy levels.

The results of the AKM are then integrated into the Education Report Card which serves as a reference for stakeholders in policy making and implementing corrective actions. The Education Report Card platform is a web-based application to display the results of the National Assessment in the form of profiles and achievement results of priority indicators from education units. The data in the Education Report Card comes from the National Assessment, the Basic Education Data (Dapodik), the Sustainable Professional Development Management Information System (SIMPKB), the Central Statistics Agency (BPS), and other relevant sources. The results that can be seen from the education report card include the results of the

evaluation of the education system which includes student learning outcomes, learning processes, equitable quality of services, quality of school management, and the quality of human resources involved in schools. After its first release in 2022, the Education Report Card has been used by schools and local governments as a guide in planning strategies to improve service quality.

Ogan Ilir district, as one of the administrative entities in South Sumatra province, also implements the AKM and the Education Report Card to evaluate the literacy achievement of high school students. This study aims to analyze literacy achievement based on the results of the AKM in the Education Report Card at the senior high school level in Ogan Ilir district. As well as to analyze the factors that cause these literacy achievements. The results of this analysis are expected to provide a comprehensive picture of the literacy condition of high school students in the district and serve as a basis for policy making and improving the quality of education and preparing the younger generation for the future.

METHODE

This study adopted a descriptive quantitative approach. According to Creswell, the quantitative approach allows researchers to collect data in the form of numbers through statistical analysis of samples using samples that have been made and determined (Creswell, 2012). The data used is secondary data in the form of AKM results listed in the Education Report Card for senior high schools in Ogan Ilir Regency for the 2021/2022 academic year. The research population includes all public and private high schools in Ogan Ilir Regency, with a total of 30 educational institutions, with a research sample of 50% of high school education units in Ogan Ilir Regency where from 30 schools a sample of 15 schools, both public and private, was taken randomly. The data collection technique was carried out through the documentation method, namely acquiring data from the Education Report Card of the high school education unit in Ogan Ilir Regency. The data collected included reading literacy scores for each educational institution. Data analysis was carried out by applying descriptive statistics, including calculations of mean, standard deviation, minimum value and maximum value. In addition, a comparative analysis between educational institutions was also conducted. To facilitate interpretation, the results of the analysis were presented in tabular and graphical formats.

RESULT AND DISCUSSION

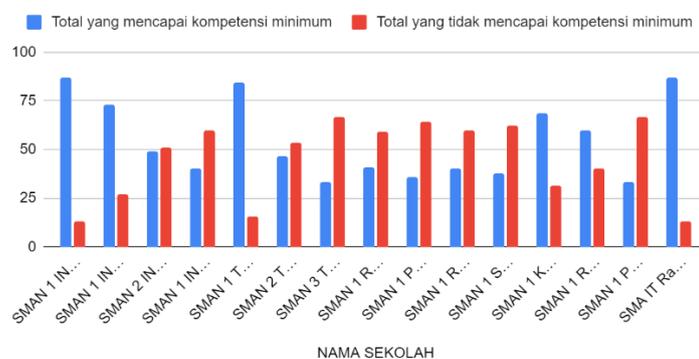
Result

Based on the results of the analysis of data from the Education Report Card of a single senior high school in Ogan Ilir District, the results are shown in the following table.

Table 1. Literacy achievement

No	School name	Percentage achievement of literacy skills				
		Content		Cognitif		
		literary text	informatio nal text	Level 1	Level 2	Level 3
1	Sman 1 Indralaya	72,32	73,79	77,35	72,17	69,23
2	Sman 1 Indralaya Utara	68,8	68,3	68,81	68,5	68,5
3	Sman 2 Indralaya Utara	59,65	60,98	60,91	63,81	59,37

No	School name	Percentage achievement of literacy skills				
		Content		Cognitif		
		literary text	informatio nal text	Level 1	Level 2	Level 3
4	Sman 1 Indralaya Selatan	56,68	55,36	56,25	63,94	55,55
5	Sman 1 Tanjung Raja	75,29	70,71	72,84	75,93	72,14
6	Sman 2 Tanjung Raja	57,41	55,3	58,73	53,19	52,6
7	Sman 3 Tanjung Raja	54,99	55,95	59,64	52,69	52,13
8	Sman 1 Rambang Kuang	57,3	57,21	58,25	55,81	61,32
9	Sman 1 Pemulutan Barat	52,62	55,09	55,43	50,82	58,53
10	Sman 1 Rantau Panjang	53,77	56,57	55,27	57,56	61,08
11	Sman 1 Sungai Pinang	53,79	55,32	55,78	53,86	58,76
12	Sman 1 Kandis	63,11	62,13	63,36	61,98	62,18
13	Sman 1 Rantau Alai	62,79	62,19	63,89	54,87	64,08
14	Sman 1 Payaraman	53,85	52,35	54,14	57,4	55,35
16	Sma It Raudhatul Ulum	74,77	73,99	75,52	76,94	71,2
	Rata-Rata	61,14	61,02	62,41	60,25	60,71
	Standar Deviasi	8,01	7,31	7,74	7,94	5,96



Picture 1. Bar chart of literacy achievement for each school

The results of data analysis of the average high school level learners in Ogan Ilir district who can achieve minimum competency 54% with a standard deviation of 20.37. The

details are only 16% of students who have abilities above the minimum competency and 37.9% of students who reach the minimum competency. While the other 46% of learners are still unable to achieve minimum competency with a standard deviation of 20.37. The details are 39% below the minimum competency and 7% of learners who are still far below the minimum competency. This data shows that the achievement of literacy skills of high school students in Ogan ilir district is in the medium category where there are 40% - 70% of students have reached the minimum competency for reading literacy but efforts need to encourage more students to reach the minimum competency. The data also shows that there are several education units that already have high literacy achievements such as SMAN 1 Indralaya and SMA IT Raudathul Ulum where the total number of students who reach the minimum competency is 87% of students. While the education units that still have very low literacy achievement such as SMAN 3 Tanjung Raja and SMAN 1 Payaraman with a total of only 33% of students who reached the minimum competency. Furthermore, from the education report card data, the achievement of literacy skills in literacy aspects consisting of content aspects and cognitive level aspects of each education unit was analyzed. The following analysis results are shown in the following table.

Table 2. Literacy achievement in literacy aspects

No	School name	Percentage achievement of literacy skills				
		Content		Kognitif		
		literary text	Teks Informasi	Level 1	literary text	Level 3
1	Sman 1 Indralaya	72,32	73,79	77,35	72,17	69,23
2	Sman 1 Indralaya Utara	68,8	68,3	68,81	68,5	68,5
3	Sman 2 Indralaya Utara	59,65	60,98	60,91	63,81	59,37
4	Sman 1 Indralaya Selatan	56,68	55,36	56,25	63,94	55,55
5	Sman 1 Tanjung Raja	75,29	70,71	72,84	75,93	72,14
6	Sman 2 Tanjung Raja	57,41	55,3	58,73	53,19	52,6
7	Sman 3 Tanjung Raja	54,99	55,95	59,64	52,69	52,13
8	Sman 1 Rambang Kuang	57,3	57,21	58,25	55,81	61,32
9	Sman 1 Pemulutan Barat	52,62	55,09	55,43	50,82	58,53
10	Sman 1 Rantau Panjang	53,77	56,57	55,27	57,56	61,08
11	Sman 1 Sungai Pinang	53,79	55,32	55,78	53,86	58,76
12	Sman 1 Kandis	63,11	62,13	63,36	61,98	62,18

No	School name	Percentage achievement of literacy skills				
		Content			Kognitif	
		literary text	Teks Informasi	Level 1	literary text	Level 3
13	Sman 1 Rantau Alai	62,79	62,19	63,89	54,87	64,08
14	Sman 1 Payaraman	53,85	52,35	54,14	57,4	55,35
16	Sma It Raudhatul Ulum	74,77	73,99	75,52	76,94	71,2
	Rata-Rata	61,14	61,02	62,41	60,25	60,71
	Standar Deviasi	8,01	7,31	7,74	7,94	5,96

The average achievement of literacy competence in the content aspect is 61% in both literary and informational text content with a standard deviation of 8.01 and 7.31 respectively. While the average competency achievement in the Cognitive Level aspect includes 62% in the competency to access and find information (Level 1); competency to interpret and understand text content (Level 2) by 60%, and competency to evaluate and reflect on text content by 61%.

Discuss

The results of the analysis indicate that the literacy achievement of high school students in Ogan Ilir district still needs improvement. The average reading literacy achievement of 54% indicates that there is still significant room for improvement. The significant disparity between the highest- and lowest-achieving educational institutions indicates that there are inequalities in the quality of education in Ogan Ilir district. This is in line with the findings of Pratiwi (2019) which states that inequality in the quality of education is still a crucial issue in various regions in Indonesia. The increasing trend in literacy scores over the past three years, although not substantial, shows the improvement efforts made by educational institutions and education offices. However, this rate of improvement needs to be accelerated to achieve the expected literacy standards (MoEC, 2020). The difference in literacy achievement between education institutions in urban and rural areas indicates a gap in access to educational resources. This is in line with research Umar dan Widodo (2022) which found that geographical and socio-economic factors affect learners' literacy achievement.

Differences in literacy achievement between educational institutions in urban and rural areas do indicate disparities in access to educational resources. Various factors related to the social, economic and cultural environment can affect the literacy levels of learners in Ogan Ilir district. Research shows that differences in access to educational resources, teaching quality and family support can contribute to literacy disparities between learners living in urban and rural areas. (Anwar, 2022).

Learners living in urban areas generally have better access to educational facilities, including libraries, information technology and extracurricular programs that support literacy development. In addition, sociocultural aspects also influence literacy skills. Research shows that the family environment and parental support have a strong influence on children's literacy development. (Mustofa, 2023). In urban areas, parents may have more knowledge and resources to support their child's education while in rural areas, these limitations may be more

pronounced. This indicates that literacy is not only an individual issue but is also influenced by the social and cultural context in which learners are located.

Furthermore, differences in learners' learning styles and motivation may also contribute to differences in literacy skills. Research shows that learners with different learning styles may require different approaches to learning to achieve optimal results. (Azzahrah Putri dkk., 2021). Therefore, it is important for educators to consider the local context and learners' characteristics when designing effective learning strategies. In the context of Ogan Ilir district, it is important to develop programs that can bridge the literacy gap between rural and urban learners. Approaches based on the local context, such as developing relevant learning media and training for parents, can help improve the literacy skills of learners in rural areas. (Wang dkk., 2020). Thus, literacy improvement efforts should take into account regional conditions and learner characteristics to achieve better results. Overall, regional conditions play an important role in influencing learners' literacy skills. Differences in access to educational resources, family support and learning styles of learners in urban and rural areas suggest the need for a more integrated and contextual approach to improving literacy in Ogan Ilir district.

In summary, the literature suggests that the disparity in access to educational resources between urban and rural areas is a complex and multi-layered problem, with many factors contributing to this disparity. Addressing this issue requires a multifaceted and coordinated approach that includes improving infrastructure, teacher quality and the use of technology, as well as policies that take into account socioeconomic factors.

The AKM serves as an important instrument to measure essential literacy and numeracy skills among learners in Indonesia, with the broader goal of improving education quality and learner participation in the 21st century. (Hidayah dkk., 2021). In addition, the AKM also includes character assessment, which reflects a holistic approach to learner development (Syarifah et al., 2023). By understanding learners' literacy levels, we can anticipate the challenges young people face in the information age and take steps to prepare them to be productive and critical citizens. (Ajisoka, dkk., 2024). Therefore, there is a need for training in creating appropriate AIM-based questions and integrating this competency into teachers' teaching practices. (Rahman et al., 2022).

CONCLUSION

Analysis of the literacy achievement of the AKM results in the high school report card in Ogan Ilir district shows that more intensive efforts are still needed to improve students' literacy skills. Some recommendations that can be considered include: 1. Development of a more targeted and data-based literacy improvement program. 2. Improving the quality and quantity of education resources, especially in low-achieving education institutions. 3. Strengthening collaboration between educational institutions, local governments and communities in literacy improvement efforts. 4. Conducting a follow-up study to identify factors affecting students' literacy achievement in Ogan Ilir district. With the implementation of these recommendations, it is hoped that the literacy achievement of high school students in Ogan Ilir district can be improved significantly, so that it can support the improvement of the quality of human resources in the region.

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