

**Strategy for Implementing Computer Based National Assessment
(ANBK) at Madrasah Ibtidaiyah Negeri 15 Jakarta Selatan**

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ABSTRACT

This research aims to find out the strategy for implementing the Computer-Based National Assessment (UNBK) at Madrasah Ibtidaiyah MIN 15, South Jakarta. This research uses a type of descriptive qualitative research where the researcher describes and describes in detail the implementation strategy and success in implementing ANBK at MIN 15 South Jakarta. The research results show that the implementation of ANBK is in accordance with the implementation guidelines set by the central government. In terms of facilities and infrastructure, MIN 15 South Jakarta already has a computer laboratory room which is equipped with an adequate internet network, but the number of computers or laptops is not sufficient for the number of students. The implementation of ANBK in 2023 MIN 15 South Jakarta will not experience any problems with infrastructure. The obstacle faced by students in working on ANBK questions is that students' literacy and numeracy are still not optimal.

Keywords: Strategy, ANBK, Madrasah Ibtidaiyah Negeri (MIN)

INTRODUCTION

One of the educational problems faced by the Indonesian nation is the low quality of education at every level and unit of education, especially primary and secondary education. Various efforts have been made to improve the quality of education, including through various training and improving the quality of teachers, procuring books and learning tools, improving infrastructure, and improving the quality of school management. However, various indicators of improving the quality of education have not shown an even increase.

High quality education can be seen from the achievement of educational goals. This is also related to policies to improve education quality assurance made by the government, including those outlined in the 1945 Constitution, Law no. 63 of 2009 concerning Education Quality Systems chapter 2, article 2, paragraph 2 which states that: "The establishment of a formal and non-formal education quality information system based on reliable, integrated and connected information and communication technology that connects educational units or programs, unit organizers or education programs, district or city government, provincial government and government (Nurkholis, 2023).

Entering the current global era, technology, information and communication are increasingly developing rapidly, people can easily dig up information from various corners of the world, even with advances in technology, people are now able to communicate face to face with people in other parts of the world. Not only that, advances in ICT also mean that someone can easily carry out transactions with one finger. Just by opening an application on our cellphone, we can find the item we want without having to leave the house. However, as technology develops, life's challenges become

increasingly difficult. Life in this era of globalization requires us to have various abilities to be able to compete in the current era of globalization. These various abilities are summarized in 21st century Skills (Anggita Rizki Handayu, 2020) .

One of the reasons why the quality of education does not increase evenly is that national education policies and implementation use the education production function or input-output analysis which is not implemented consistently. The Computer-Based National Assessment is an assessment program for the quality of each school, madrasah, and equality program at the primary and secondary levels. The quality of the educational unit is assessed based on basic student learning outcomes (literacy, numeracy and character) as well as the quality of the teaching and learning process and the climate of the educational unit that supports learning. This information was obtained from three main instruments, namely the Minimum Competency Assessment (AKM), Character Survey, and Learning Environment Survey.

Quoting from the official website of the Ministry of Home Affairs, the following are the objectives of ANBK, namely:

1. Analyzing Character The first aim of ANBK is to maximize the analysis of students' character. Through ANBK, the social-emotional learning outcomes of each participant can also be analyzed. Analysis of the participant's character was measured from several aspects of the Pancasila learning profile.
2. Improving Literacy Skills. ANBK's next goal is to improve literacy skills for participants. Through ANBK, the extent of each participant's reading literacy ability can be measured. This can certainly be used as evaluation material to improve the literacy skills of each participant.

3. Improving the Quality of Teaching and Learning Not only can it improve literacy skills, another aim of ANBK is to improve the quality of teaching and learning. With ANBK, you can find out which improvements in the quality of teaching and learning need to be improved. If the teaching and learning process goes well, of course student learning outcomes will also be maximized.
4. Improving Numeracy Skills. Meanwhile, the aim of ANBK is also to improve numeracy skills. Through ANBK, each participant's numeracy ability can be measured. This can certainly be used as evaluation material to improve the numeracy skills of each participant.

ANBK itself is a replacement for the National Examination (UN) which will start in 2021 based on government regulation no. 57 of 2021 concerning National Education Standards, Minister of Education and Culture regulation no. 17 of 2021 concerning National Assessments, the aim of this National Assessment is to find initial data to improve the quality of education in the following years.

Not without a goal, like other programs socialized by the AN government, it also has goals that are based on government regulation no. 57 of 2021 concerning National Education Standards, Minister of Education and Culture regulation no. 17 of 2021 concerning National Assessment, Regulation of the Head of the Standards, Curriculum and Educational Assessment Agency, Ministry of Education, But Research and Technology Number: 030/H/PG.00/2021 concerning POS Implementation of AN in 2021 (Erwin Simon Paulus Olak Wuwur, 2023). The hope is to create students who have the spirit of the Pancasila learning profile who believe in and are devoted to God Almighty and have noble character, global diversity, independence, mutual cooperation, critical reasoning and creativity (Indahri et al., 2021).

As stated by (Ministry of Education and Culture, 2021) that the Minimum Competency Assessment is one part of the national assessment which is a form of education evaluation program by the Ministry of Education and Culture to provide an overview of student competency levels in each educational unit in reading literacy and numeracy. Based on Permendikbudristek number 17 of 2021 concerning National Assessment (AN AKM), it was issued with considerations including:

1. That in order to make the life of the nation intelligent, it is necessary to map and continuously improve the quality of the education system so that it can encourage learning that fosters the reasoning power and character of students. in accordance with the values of Pancasila.
2. That in order to periodically map the quality of education and encourage continuous improvement in the quality of education, it is necessary to carry out national assessments.
3. That based on the provisions of article 46 paragraph (8) Government Regulation Number 57 of 2021 concerning National Education Standards it is necessary to regulate provisions regarding national assessments.

The National Assessment is not intended to measure student learning outcomes, but rather to evaluate the quality of education. Referring to this goal, it is hoped that the National Assessment can reduce stakeholder anxiety, eliminate the pressure to cheat, and reduce the burden on students to make special preparations for the National Assessment. A study conducted by Rohim, et al. (2021) shows that the implementation of the National Assessment does not aim to see students' mastery of material according to the curriculum like the National Examination (UN), but focuses on mastering literacy and numeracy competencies.

The National Assessment is used as a measurement of the characteristics of learning implementation. Johnson & Johnson (2002: 6) in Yusuf (2017: 13) state that assessment is defined as the process of collecting information about the quality and quantity of changes that occur in students, educational units, teachers, or school administration. Another opinion regarding assessment was expressed by Kumano (2001) in Safithry (2018: 2) who defined assessment as "the process of collecting data which shows the development of learning", which means that assessment is used to assess student learning processes. In order to achieve optimal assessment results in showing actual conditions, assessments must be carried out during learning activities. This is expected to motivate and optimize student learning activities, teacher teaching abilities, and perfect teaching programs in educational units (Poerwanti et al., 2018: 7). Referring to the various definitions and concepts of assessment, it can be concluded that assessment is the process of measuring student learning outcomes that occur in educational units to improve learning programs.

The implementation of the AKM, which has been going on since 2021, is not free from problems in its implementation, namely that the AKM exam itself is computer-based and must be taken by all schools. Even schools that do not have the facilities and infrastructure for implementing AKM can carry out AKM exams at other schools that already have adequate facilities and infrastructure. In this way, there is no longer an excuse for schools which are said to not have the facilities not to carry out the AKM exam. The preparations made by the school in facing AKM itself are not very specific in the sense that they are not privileged, where students study as usual. Where each session is attended by 20 students and given time to work for approximately 1 hour. In implementing the Minimum Competency

Assessment (AKM), two competencies are measured, namely literacy competency and numeracy literacy competency.

Based on a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Cooperation and Development (OECD) in 2019, Indonesia is ranked 62nd out of 70 countries, or is in the bottom 10 countries with low literacy levels. The Program for International Student Assessment (PISA) was initiated by the Organization for Economic Co-operation and Development (OECD). PISA is a study to evaluate education systems that is participated in by more than 70 countries around the world. Every 3 years, 15-year-old pupils from randomly selected schools take tests in the main subjects of reading, mathematics and science. Meanwhile, UNESCO states that Indonesian people's interest in reading is only 0.001 percent. This means that out of 1,000 Indonesians, only 1 person likes to read. This data shows that the literacy problem is still something that must be addressed in Indonesia.

The problems in implementing AKM faced by MIN 15 South Jakarta depend on the center. Where if there is interference from the center it will also affect implementation at MIN 15 South Jakarta. In order to overcome this disruption, the school will conduct the AKM exam by rescheduling the implementation of the AKM itself. However, the re-implementation cannot be separated from disruptions such as those experienced during the first AKM exam. In terms of facilities and infrastructure, this is not a problem because the school already has adequate facilities and infrastructure to carry out AKM activities.

This research was conducted at MIN 15 South Jakarta. Based on observations made by researchers, the research obtained at MIN 15 contained many different opinions or arguments from teachers and class V students

regarding the implementation of the national assessment. Researchers are interested in examining how the Computer-Based National Assessment (ANBK) is implemented at MIN 15 because the internet network is available but there are not yet sufficient computer or laptop facilities according to the number of students, so parents still need the role of lending their laptops when carrying out the ANBK. The reason the researcher chose class V as the research subject was that the National Assessment (AN) was specifically required for class V and the national assessment program was to evaluate individual student achievements, namely the child's ability to read, so that children could understand and answer questions easily. This National Assessment is more about evaluating and mapping the education system in the form of input, process and results. So it can be said that the implementation of this assessment measures the quality of the school.

METHODOLOGY

This research uses a type of descriptive qualitative research where the researcher describes and describes in detail the implementation strategy and success in implementing ANBK at MIN 15 South Jakarta. The research describes the implementation of ANBK starting from planning, implementation and results obtained from ANBK. Descriptive Method and Qualitative approach, which is a qualitative approach according to Bogdan and Taylor (1982) in (Zuchri Abdussamad, 2021) says that qualitative research is a research procedure that produces descriptive data in the form of written words from people or observable behavior.

THEORITICAL REVIEW

1. Strategy

There are several types of understanding of strategy as stated by experts in their respective books. The word strategy comes from the word Strategos in Greek which is a combination of Stratos or soldier and ego or leader. A strategy has a basis or scheme to achieve the intended target. So basically strategy is a tool to achieve goals.

According to Freddy Rangkuti, specifically "Strategy is the placement of the company's mission, setting organizational targets by considering external and internal forces, formulating certain policies and strategies to achieve targets and ensuring their implementation appropriately, so that the organization's main goals and objectives will be achieved" (Munarika Nia, 2018).

According to Husein Umar, "Strategy is defined as a process of determining plans by top leaders that focus on the long-term goals of the organization, accompanied by the preparation of a method or effort on how to achieve these goals" (Munarika, 2018). Agustinus Sri Wahyudi defines "Strategy is the key policies and decisions used for management, which have a major impact on financial performance. These policies and decisions usually involve important resources and cannot be replaced easily" (Siregar, 2018).

It can be concluded that strategy is an overall approach related to implementing ideas, preparing plans and executing activities to achieve targets and objectives in accordance with opportunities. Apart from that, it can also be concluded as a work plan that maximizes strengths by effectively linking organizational goals and resources to achieve organizational goals.

2. Computer Based National Assessment (ANBK)

Computer-Based National Assessment (ANBK) is a program designed to assess the quality of each educational unit such as schools, madrasas or equality at the primary and secondary levels. ANBK was first implemented in 2021. ANBK is a program from the ministry of education to assess the learning outcomes of students, especially grade 5, so that they can prepare themselves before taking the exam in grade 6 to continue to a higher level of education, (Indah, 2022).

ANBK is a quality assessment program carried out by every school, madrasah, and equality program at primary and secondary levels. This assessment will later be carried out based on students' basic abilities starting from literacy, numeracy and character. Not only that, ANBK is also said to be able to assess the quality of the teaching and learning process and the climate in the educational unit. Information on these matters is obtained through three main instruments, namely the Minimum Competency Assessment (AKM), Character Survey and Learning Environment Survey.

National Assessment consists of two words, the first word is assessment in the Big Indonesian Dictionary (KBBI) which means assessment (Kemendikbud, 2021). This means that the national assessment, abbreviated as AN, is an assessment that combines two assessment groups to reveal the learning process at each level of the educational unit from the nation, especially the Indonesian nation, to the nation itself.

Computer-Based National Assessment is the first sign of a paradigm shift in the national education evaluation system. ANBK activities have been designed systematically and continuously with the concept of system mapping in the form of input, process and output. National assessments replacing national exams is quite an appropriate policy because national assessments are

designed to obtain information from time to time regarding developments in school quality. ANBK is also designed to identify gaps between educational units in Indonesia with the main aim of developing the competency and character of students in line with the function of national education, prioritizing character development and transforming the country's philosophical values (adi Widya, 2019).

The National Assessment (AN) is not carried out based on subjects or mastery of material in the curriculum like in the National Examination (UN) but rather on mapping two student competencies, namely literacy and numeracy. Not only are the objectives of the AN and UN different in implementation, they are also different in that the AN aims to evaluate the education system in Indonesia, while the National Examination National Exam itself aims to evaluate individual student learning outcomes. The National Examination is carried out at the end of the education level, while the AN is not carried out at the end of the education level, but rather in the middle of the education level, for example, the ANBK is carried out in elementary school (SD), then the AN will be carried out in grade 5 (Naely et al., 2022). AN participants are 5th grade students with 30 students represented as main participants and 5 (five) reserve students for each educational unit. Regarding student participation, not all schools replace main participants with reserve participants when they are unable to attend. The largest percentage of schools that do not replace National Assessment participants are private schools with independent status at 50%, while the largest number of schools that do not replace participants are state schools at 33.3%. The reasons why schools with boarding status do not replace main participants who are unable to attend include: a) the geographical condition of the school which is far from the main school does not allow the school to accommodate replacements within a

maximum of 15 minutes before the implementation of the National Assessment; b) the number of fifth grade students does not reach the maximum limit for participation in the National Assessment; c) school resources are inadequate to replace student participation in the National Assessment. (PSKP Kemdikbud, 2022)

3. Madrasah Ibtidaiyah

Madrasah Ibtidaiyah (Arabic: مَدْرَسَةٌ اِبْتِدَائِيَّة) (abbreviated as MI) is the basic level of formal education in Indonesia, equivalent to elementary school, whose management is carried out by the Ministry of Religion. Madrasah Ibtidaiyah takes 6 years, starting from grade 1 to grade 6. Madrasah Ibtidaiyah graduates can continue their education at Madrasah Tsanawiyah or Junior High School. The Madrasah Ibtidaiyah curriculum is the same as elementary school curriculum, it's just that in MI there is a larger portion of Islamic religious education.

Madrasah Ibtidaiyah (MI) is the most basic level of education in the madrasa education system. Madrasah Ibtidaiyah is equivalent to Elementary School (SD). Similar to elementary school, at Madrasah Ibtidaiyah (MI), students will be taught basic sciences. Madrasah Ibtidaiyah (MI) is aimed at fostering, growing and developing all its potential optimally so that basic competency behavior is formed in accordance with its stage of development so that it is ready to enter further education. The management of Madrasah Ibtidaiyah is carried out by the Ministry of Religion of the Republic of Indonesia (Kemenag).

Madrasah Ibtidaiyah is part of formal basic education with religious characteristics. Madrasah Ibtidaiyah is a more modern Islamic educational institution, which combines Islamic boarding school and school education, the

material of which integrates religion and general knowledge. Madrasah Ibtidaiyah as an Islamic educational institution functions to connect the old system and the new system by maintaining old values that are still good and can be maintained and taking something new in science, technology and economics that is beneficial for the lives of Muslims, while the content of the madrasah curriculum is generally the same as education in Islamic boarding schools plus general sciences to be able to implement effective character education programs (Haedar Nashir, 2013).

Education at Madrasah Ibtidaiyah (MI) takes six years. Graduates of this school can continue their education at Madrasah Tsanawiyah (MTS) or Junior High School (SMP). The curriculum at Madrasah Ibtidaiyah is the same as the curriculum at elementary schools and is in accordance with the regulations of the education office. The difference is that at Madrasah Ibtidaiyah there is a larger portion for Islamic religious education. There is a wide variety of Islamic education at this school, starting from the Al-Quran and Hadith, Aqidah and Akhlaq, Fiqh, Islamic history to Arabic.

Madrasas create a community that has high concern. Madrasas provide extensive opportunities for students to carry out various moral actions. Madrasas provide a meaningful and challenging academic curriculum, respect and respect all students, develop their character and strive to help them achieve various successes. Madrasas encourage students to have strong self-motivation. Madrasas are ethical learning communities that always share responsibility.

Normative Support and Relevant Research Results

Previous research results that are relevant to the topic of this dissertation include:

1. Vivin Vidiawati (2019) conducted research on reading literacy at the Madrasah Tsanawiyah (MTS) level with the perspective of the Al-Qur'an and its practice in education. This research shows that reading literacy at the MTS level has literacy activities as an effort to form actualization of willingness towards symptoms of internalization of knowledge and responses.
2. Ramdhani (2021) conducted research on the Indonesian Madrasah Competency Assessment (AKMI) policy in Madrasah Ibtidaiyah Units. This research shows that AKMI is used to measure the competency of madrasa students in reading literacy, numeracy literacy, scientific literacy and socio-cultural literacy.
3. Sari (2023) conducted research on strategies for increasing student literacy based on diagnostic assessments of language skills. This research shows that this strategy is effective in significantly improving students' literacy skills
4. Suyatno (2017) conducted research on literacy education. This research shows that literacy education can improve students' reading, writing and numeracy skills
5. Atlantis Press (2023) conducted research on the integration of literacy and character development in Islamic education. This research shows that this integration can be done through cooperative, text-based, problem-based, inquiry-based and scientific-based learning strategies.

RESULTS AND DISCUSSION

Based on the results of interviews and environmental observations, in the preparation stage, facilities and infrastructure have installed a network connecting the server and client, preparation of operators and supervisors and division of sessions are available. The government is paying more attention to the facilities and infrastructure for the implementation of ANBK in the future so that it accommodates and facilitates Madrasah Ibtidaiyah in implementing ANBK. For the internet server which is an obstacle in implementing ANBK so that the proctor is always ready and alert. prepare for everything that might happen. Meanwhile, the implementation of the Computer-Based National Assessment (ANBK) according to the Minister of Education, Culture, Research and Technology (Mendikbud Ristek) Nadiem Anwar Makarim emphasized that the National Assessment (AN) does not have any consequences for individual students, teachers or school principals. According to him, the concern that has arisen in society is because over the years the National Examination (UN) has been conditioned as something scary, there is even a threat that if the UN scores are low, the school principal could be transferred "This perception must be eradicated, the AN does not burden the individual like the UN.

ANBK policy indirectly prepares students to become an information society (Information Society) which is a continuation of modern industrial society. Becoming a modern society that is rational, ambitious for the future, creative, innovative, open-minded, will not be enough if you are unable to master and utilize the flow of information.

Apart from the factors inhibiting the implementation of ANBK above, of course the implementation of ANBK also has a good impact on the schools that implement it. As in MIN 15 South Jakarta, ANBK makes students

and teaching staff competent in mastering information and technology, especially considering that the participants are class V students. In terms of time it is also more efficient in distributing survey questions, there is no worry about questions that have not yet been completed. arrive on time during the ANBK implementation. The ANBK results report will then become material for preparing an evaluation of the education system and the scoring results from the implementation of the ANBK have not yet been informed.

The ANBK carried out by MIN 15 South Jakarta has sufficient computer capacity plus laptop loan assistance from students for the implementation of the ANBK so that this does not become an obstacle in the implementation of the ANBK. Students who carry out ANBK also more or less understand how to use Chromebooks, so technicians don't have too much difficulty in directing children to operate the computer. However, because the number of students taking ANBK was 30, the proctor had to divide the ANBK participants into two sessions. The division of sessions during the ANBK implementation really helped the committee because it made it easier and more economical to use Chromebooks in the ANBK implementation. Not only that, the teachers also gave a positive response to the presence of ANBK. With ANBK, it can certainly influence children's development, namely that children can improve their skills in using information and communication technology to become independent, critical, creative and collaborative. This proves the positive response from various elements with the presence of ANBK in educational units. And to get a solution to the shortcomings of the MIN 15 Chromebook, divide the ANBK implementation into 2 sessions.

Each participant will take the National Assessment for 2 days with the following schedule:

Table 1. ANBK Test Form

| Stages | Day 1 | Day 2 |
|---------------|-----------------------------|-------------------------------------|
| Elementary/MI | 75 minute Literacy | Test 75 minute Numeracy Test |
| | Character survey 20 minutes | Study environment survey 20 minutes |

In the division of MIN 15 sessions, sessions I and II are taken

Table 2. Distribution of ANBK implementation sessions

| Session | Day 1 | Day 2 |
|---------|-----------------|-----------------|
| I | 07:30-09:40 WIB | 07:30-09:40 WIB |
| II | 10:30-12:30 WIB | 10:40-12:50 WIB |

As a result of interviews and coordination with the ANBK implementing committee at MIN 15 Jakarta, there were several evaluations that needed to be improved in the future, including training regarding website operation for proctors because at the time of ANBK implementation at MIN 15 Jakarta there was no training or workshops for new actors, causing proctors to learn autodidactically on social media platforms such as YouTube and so on. Furthermore, regarding students' readiness to carry out ANBK, because ANBK is carried out once a year for six years, there are still many students who have difficulty using computers because usually the children who participate in ANBK just don't understand it in depth, this causes many students who a bit slow in filling in the ANBK questions.

The results of the Computer-Based National Assessment (ANBK) are not meant to look at individual student achievements, but the results of the national assessment (AN) can be used to monitor developments in the quality of education from time to time. This national assessment can encourage education units and education offices to focus resources on improving the quality of learning.

The results of the Minimum Competency Assessment are reported in 4 (four) groups which describe different levels of competency, namely: Need Special Intervention, Basic, Proficient and Proficient. An explanation of each competency level in reading literacy and numeracy is shown in the following table, (Fani Linda Lestari, 2022):

Table 3. Competency Level Minimum Competency Assessment Results

| Level Competence | Competency Level Reading Literacy | Competency Level Numeracy |
|---------------------------|--|---|
| Need special intervention | Students not yet capable find and retrieve explicit information in the text or make simple interpretations | Student only have limited math skills. Student Demonstrate mastery |
| Base | Students are able to find and retrieve explicit information in the text and make simple interpretations. | Students have basic mathematical skills: basic computing in the form of direct equations, basic concepts related to geometry and statistics, as well as solving simple routine mathematical |

| | | |
|------------|--|--|
| | | problems. |
| Competent | Student capable make interpretations from implicit information contained in the text; capable draw conclusions from the results of integrating several pieces of information in a text | Student have skills basic mathematics : basicm computing in form a direct equation of the basic concept related to geometry and statistics, as well as solving mathematical problems |
| Proficient | Student able to integrate some information across texts;evaluate content, way of writing a text, and being reflective about the text | Students are able to reason for solve the problem complex and non-routine based on the mathematical concepts it has |

Socializing school programs, where schools formulate successful computer-based national assessment programs based on the results of student ability analysis. Apart from that, it is also based on other potentials that the school has. Strategies and steps for successful computer-based national assessments are disseminated to students' parents/guardians. The aim is for students' parents to know and participate in supporting the successful computer-based national assessment program launched by the school.

The supporting factor in implementing guidance for students is the existence of a conducive school climate, where there is good cooperation between teachers and the school principal. Apart from that, there is enthusiasm from the students' parents, where parents allow their children to be tutored in

the afternoon or outside class hours. However, there is also an inhibiting factor in the successful implementation of the computer-based national assessment, namely the students' low willingness to learn.

CONCLUSION

National Assessment is a program designed to map the education system, which will then be used as a reference in improving and evaluating the quality of education in each educational unit. If during implementation students are not equipped with sufficient knowledge related to assessment, it will affect the results that will be received by the Madrasah. School policies relating to preparation for national assessments are still something new for madrasas

Based on the results of the research that has been carried out, it can be concluded as follows: In this research it is known that the implementation of the Computer Based National Assessment (ANBK) at MIN 15 South Jakarta, namely in preparation for the implementation of the Computer Based National Assessment (ANBK), there are special preparations made by teachers to face the implementation. ANBK, the teacher conducts training first for students so that they can operate the computer well when the ANBK implementation arrives. The implementation of ANBK from madrasas does not experience problems, but the network sometimes experiences slight problems.

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