



ANALYSIS OF MADRASAH IBTIDAIYAH TEACHERS' REFLECTIONS ON THE IMPLEMENTATION OF AKMI FOLLOW- UP WORKSHOP

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Abstract

One indicator to measure the success of training activities can be seen from the participant's responses to the implementation of the training. This response can be obtained through self-reflection from participants at the end of the training or workshop. This research aims to determine the response of madrasah ibtidaiyah teachers to the implementation of the AKMI Follow-up Workshop organized by the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia through self-reflection activities scheduled in the last session of this activity. The workshop activity itself is a continuation of the implementation of the Asesmen Kompetensi Madrasah Indonesia (AKMI) for class V madrasah ibtidaiyah students that aims to equip teachers in madrasah to read the meaning of AKMI results for further follow-up by these teachers. This research uses a descriptive qualitative method with a questionnaire method with open questions. The results of the questionnaire showed that the majority of madrasah ibtidaiyah teachers who took part in the AKMI Follow-up Workshop responded positively to the implementation of the workshop. Things that MI teachers thought were new to them in this workshop were related to the four literacies material in AKMI, learning innovations, integrating the four literacies in AKMI in learning, and how to prepare scenarios for this integration. Some things that are considered not yet mastered by teachers are linking the four literacies into learning, understanding the competency achievements (CK) of each literacy, and arranging them in a learning scenario. To overcome this, teachers are committed to continuing to learn and deepen the workshop materials that are available on the LMS.

Abstrak

Salah satu indikator untuk mengukur keberhasilan kegiatan pelatihan dapat dilihat dari respon peserta terhadap pelaksanaan pelatihan. Respon tersebut dapat diperoleh melalui refleksi diri peserta di akhir pelatihan atau workshop. Penelitian ini bertujuan untuk mengetahui respon guru madrasah ibtidaiyah terhadap pelaksanaan Workshop Tindak Lanjut AKMI yang diselenggarakan oleh Direktorat Jenderal Pendidikan Islam Kementerian Agama RI melalui kegiatan refleksi diri yang diagendakan pada sesi terakhir ini. aktivitas. Kegiatan workshop ini sendiri merupakan kelanjutan dari pelaksanaan Asesmen Kompetensi Madrasah Indonesia (AKMI) bagi siswa kelas V madrasah ibtidaiyah yang bertujuan untuk membekali guru-guru di madrasah dalam membaca makna hasil AKMI untuk selanjutnya ditindaklanjuti oleh para guru tersebut. Penelitian ini menggunakan metode deskriptif kualitatif dengan metode angket dengan pertanyaan terbuka. Hasil angket menunjukkan bahwa sebagian besar guru madrasah ibtidaiyah yang mengikuti Lokakarya Lanjutan AKMI memberikan respon positif terhadap pelaksanaan lokakarya. Hal-hal yang dianggap baru oleh para guru MI dalam workshop ini adalah terkait materi empat literasi di AKMI, inovasi pembelajaran, pengintegrasian empat literasi di AKMI dalam pembelajaran, dan bagaimana mempersiapkan skenario integrasi tersebut. Beberapa hal yang dianggap belum dikuasai guru adalah mengaitkan keempat literasi ke

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dalam pembelajaran, memahami capaian kompetensi (CK) masing-masing literasi, dan menyusunnya dalam skenario pembelajaran. Untuk mengatasi hal tersebut, para guru berkomitmen untuk terus mempelajari dan memperdalam materi workshop yang tersedia di LMS.



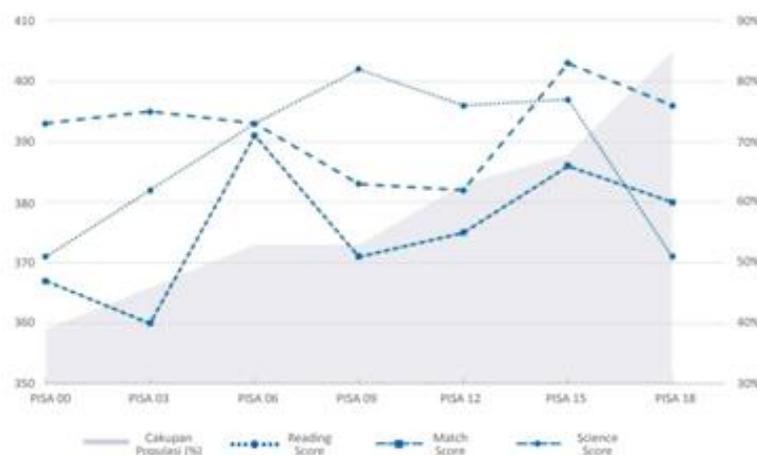
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INTRODUCTION

One of the problems in the world of education, including in madrasas, is the low ability of students in literacy. From the Central Connecticut State University research report in 2016, Indonesia was ranked 60th out of 61 countries with low literacy levels (<https://webcapp.ccsu.edu/?news=1767&data>). Statistical data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) also shows that the reading interest of Indonesian people is very worrying, namely only 0.001%. In other words, there is only one Indonesian who diligently reads out of 1,000 people in this country. Furthermore, from research data held by the United Nations Development Program (UNDP), the human development index (HDI) at the education level in Indonesia is still relatively low, namely 14.6%. Much lower than Malaysia which has a percentage of up to 28%.

From the 2018 PISA (Program for International Student Assessment) test results, Indonesian students' reading ability scores were ranked 72nd out of 78 countries. Indonesian children on the PISA test have low reading comprehension. According to the OECD, in the field of reading, around 27% of Indonesian students have a competency level of 1b, a level where students can only solve the easiest text comprehension problems, such as picking up information that is stated clearly, for example from the title of a simple and general text or from a simple list. . In PISA 2018, in all fields, Indonesia experienced a decline, especially in reading literacy.



Source: OECD/UNESCO, 2003; OECD, 2004; OECD, 2007; OECD, 2010; OECD, 2013; OECD, 2016a; OECD, 2016b.

It is from this condition that the government through the Ministry of Education and Culture makes strategic policies, one of which is through the implementation of a national assessment that consists of three parts, namely Minimum Competency Assessment (AKM),

Character Survey, and Learning Environment Survey. Specifically, AKM is expected to be able to change the literacy skills of Indonesian students for the better. Implementation of AKM will provide an idea of the level of literacy achievement of each school. Is it at the level of "needs special intervention", "basic", "competent", or "advanced" (<https://badanbahan.kemdikbud.go.id/>). Knowing the position of achievement will make it easier for users of AN achievement data to improve the quality of literacy learning in schools in the future.

In madrasas, institutions under the auspices of the Ministry of Religion, the implementation of assessments other than AN is also complemented by the implementation of AKMI (Indonesian madrasa competency assessment). The similarity between AN and AKMI is that both are tools for measuring students' abilities from elementary/MI, SMP/MTs, to SMA/SMK/MA/MAK levels. AN and AKMI participants are grade 5, grade 8, and grade 11 students.

However, there are several differences between the two. First, from the organizer's side. AN is organized by the Ministry of Education and Culture while AKMI is organized by the Ministry of Religion. From the participant side, AN consisting of a learning environment survey, character survey, and minimum competency assessment was attended by the Head of the educational unit, all educators and students of Classes V, VIII, & XI who were selected as samples in the educational unit (35 students per elementary school and 45 students per secondary school, while AKMI participants are all students in classes V MI, VIII Mts, and IX MA/MAK.

Second, the AN and AKMI components have striking differences. AN consists of AKM (literacy and numeracy), character survey, and learning environment survey. Meanwhile, AKMI focuses on implementing student assessments, namely reading literacy, numeracy, science, and social culture (2021 AN Implementation POS and 2021 AKMI Implementation POS).

AKMI itself is an instrument for mapping students' competency levels which teachers can then use as initial material in developing effective and quality learning strategies and plans. In other words, in the context of the Independent Curriculum, AKMI can be an initial assessment of the learning process.

In practice, the categorization of AKMI results changes every year. In 2021, the AKMI result categories are divided into two proficiency levels only. In 2022, the AKMI result categories are almost similar to the AN results, namely needing special intervention, basic, proficient, skilled, and needing space for creation. Meanwhile, the AN achievement category consists of four levels, namely needing special intervention, basic, proficient, and proficient. So in 2023, the AKMI results will focus on the 9 (nine) competency outcomes (CK) that have been compiled in the AKMI (Socio-Cultural Learning Module, 2023).

From the AKMI results, teachers at madrasas are expected to be able to read, interpret, and then follow up in the implementation of daily learning. It is for this purpose that the Ministry of Religion, through the Director General of Education, is holding a Follow-up Workshop on AKMI Results at the Madrasah level for teachers. Several researchers have indeed discussed AKMI follow-up workshops or training. These include Muslimah (2023)

which is the result of community service and states that teachers are enthusiastic about implementing life skills-based learning processes in the classroom, Hidayat and Hidayat (2023) which focus more on AKMI policy analysis in madrasas which is part of standard operational procedures (POS) implementation of AKMI in 2021 and 2022. In this research, an illustration was obtained that the function of AKMI is (a) diagnosing student competency and following up on learning improvements; (b) materials for mapping the quality of madrasa education, (c) materials for preparing programs and government policy interventions in improving the quality of education in madrasas, especially in Madrasah Ibtidaiyah units. Several other studies focus on specific literacy in the implementation of AKMI, including Lessy (2022) and Tri Astari (2023) who focus on increasing numeracy literacy skills in the implementation of AKMI, Machmudah, et al. (2022) which focuses on developing social and cultural literacy with the implementation of AKMI. From the results of these studies, there are still many research gaps related to AKMI. One of them is about the responses and reflections of teachers during the AKMI follow-up workshop.

RESEARCH METHODS

The method used in this research is descriptive qualitative with data collection in the form of words, images, and not numbers (Sudarwan, 2012: 51). This research was conducted to find out the reflections of madrasa teachers who had taken part in the AKMI follow-up workshop organized by the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia. In this case, four classes are the object of research, each consisting of 24-30 madrasa teachers. This research was conducted in October-November 2024 by completing a questionnaire and completing the final reflection of the workshop.

Data sources in this research include primary data where the trainee teachers are the respondents used as primary data sources. This research focuses on the implementation and aftermath of the workshop. Data collection was carried out using open questionnaires, observations (notes during the implementation of technical guidance), and documentation. Researchers tested the validity of the data through further observations and data triangulation. After the data is collected, data analysis is then carried out in the form of a presentation or description of the results of questionnaire processing, observation, and documentation. Researchers used an open questionnaire as a data collection tool for the reflections of AKMI follow-up technical guidance participants. Apart from questionnaires, researchers carried out observations and documentation.

RESULTS AND DISCUSSION

The AKMI follow-up workshop is a training organized by the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia, for madrasa teachers as a continuation of the implementation of AKMI. In 2021 and 2022, AKMI follow-up technical guidance was given to madrasah ibtidaiyah (MI) teachers only because the implementation of AKMI that year was still limited to madrasah ibtidaiyah (MI). Meanwhile, in 2023, because the implementation of AKMI has been extended to students of madrasah tsanawiyah (MTs) and madrasah Aliyah (MA), of course, the implementation of technical guidance - which later

changed its name to *lokakarya* - will also be extended to madrasah tsanawiyah (MTs) teachers and also Madrasah Aliyah (MA).

The first aim of implementing the AKMI workshop is that teachers are expected to have competence and skills in planning and implementing literacy-based learning. Literacy itself means a set of real skills, especially skills in reading and writing, which are independent of the context in which the skills are obtained and who acquires them (UNESCO). According to Hodgson (2019), literacy is the ability to identify, understand, interpret, create, communicate, and calculate using printed and written materials related to various contexts. The literacy basis in question is the provision of stimulus (reading material) that is comprehensive and of relatively high complexity.

The second goal is to instill character in students through varied and moderate reading materials so that they grow into pious, moderate, intelligent, and superior students. The third goal is for teachers to be able to carry out learning that can make students critical, innovative, productive, and open to collaboration and remain steadfast in their faith, piety, and noble character. The fourth goal is for teachers to be able to carry out active and programmed learning to improve students' abilities to process, understand, and utilize information intelligently and responsibly in the era of global literacy. The fifth goal, which is a goal that is very relevant to today's conditions, is that teachers are expected to be able to provide learning that makes students able to respond and create peaceful narratives in cyberspace and not be easily carried away by the flow of hoax information. The sixth objective of this workshop is for teachers can train students to become accustomed to utilizing reading texts or phenomena in their environment by understanding keywords so that students can predict, interpret, and confirm meanings correctly (Reading Literacy Learning Module Follow-up on Meaning of Competency Assessment Results Indonesian Madrasah).

This 2023 AKMI follow-up workshop contains several materials and practices spread across 20 JPs. In each class, workshops are held online from Monday to Friday starting at 08.00-12.00 WIB/accordingly. Some of the materials in the workshop are as follows: AKMI as a student diagnostic test, the meaning of AKMI results, insight into reading literacy and learning design, insight into numeracy literacy and learning design, insight into scientific literacy and learning designs, insight into socio-cultural literacy and learning design, insight into integrated literacy and learning design.

After receiving all the material and carrying out practice in preparing learning scenarios for literacy-based learning, workshop participants were directed to carry out self-reflection. Reflection activities are considered to be able to produce a more effective concept in the same activity (Ritonga, et al., 2022).

From the results of the reflection questionnaire distributed to AKMI follow-up workshop participants, the following data was obtained:

New things learned in the AKMI follow-up workshop

The first question in the open questionnaire at the final session was about new things learned in the AKMI follow-up workshop. Most participants mentioned that they had learned something new from this AKMI follow-up workshop. Among them: about the four literacies,

competency achievements in each literacy, integrated literacy, learning innovation in terms of developing learning methods, and other matters in preparing learning scenarios.



Figure 1. Results of Open Questionnaire using Padlet Media

Regarding the four AKMI literacies, namely reading, numeracy, science, and socio-cultural literacy, it is relatively new in the world of formal education. If in the national assessment (AN) only two literacies are tested on students, namely reading literacy and numeracy literacy only (Permendikbudristek No. 17 of 2021), then this is the difference between the national assessment (AN-AKMI) and AKMI, namely, there is additional scientific and socio-cultural literacy in the implementation of AKMI.

Reading literacy is the ability needed to become intelligent, critical, and competent readers in various life contexts, as well as to communicate effectively to develop their potential and participate in community life (AKMI Material Module). In this case, the competencies in reading literacy are as follows: 1) Finding and Accessing, namely finding information, selecting relevant information, 2) Interpreting and Integrating, namely interpreting implied information, drawing up conclusions, and making connections between texts or between text, 3) Evaluating and Reflecting, namely assessing the presentation format and credibility of text content or between texts, reflecting the text with life experiences.

Numeracy literacy is an individual's capacity to formulate, use, and interpret mathematical knowledge in various contexts. Numeracy literacy includes mathematical logic and the use of concepts, procedures, facts, and mathematical tools to describe, describe, and predict phenomena. The numeracy literacy competencies are as follows: 1) Representing mathematical objects or situations. In this case, students can express mathematical objects or situations through the activities of selecting, using, interpreting, translating, and concluding with various forms of representation. 2) Use problem-solving strategies. Namely choosing and applying various methods based on mathematical knowledge to solve problems. 3) Reasoning and giving reasons. Namely analyzing mathematical situations through developing patterns

and/or making analogical relationships, generalizations, relationships, or conclusions, using rational reasoning and reasoning.

Meanwhile, what is meant by scientific literacy is scientific knowledge and skills in identifying questions, acquiring new knowledge, explaining scientific phenomena, and drawing conclusions based on facts, understanding the characteristics of science, and awareness of how science and technology affect humans and the environment. Competencies in scientific literacy are as follows: 1) Explain phenomena scientifically, 2) Evaluate and design scientific investigations, 3) Interpret data and scientific evidence

The final literacy development in AKMI is socio-cultural literacy which is a characteristic of AKMI itself. Sociocultural literacy is the ability of individuals and society to behave towards their social environment as part of a culture and nation, including the ability to accept and adapt, as well as act wisely regarding diversity. In the AKMI context, socio-cultural literacy is the ability to know, respond, reflect, evaluate, and create knowledge, attitude plans, and action plans related to national commitment, tolerance, non-violence, accommodating, and inclusiveness, which are designed based on strategic issues. relevant, and linked to local, national, and global contexts so that it can be used to increase knowledge and participate in social and cultural life in the era of globalization. The content in socio-cultural literacy is valued in religious moderation, namely national commitment, tolerance, as well as accommodating and inclusiveness.

In each literacy, there are sub-contents and competencies as stated in each module. Next, there are competency achievements (CK) from each content-sub-content and competency. This competency achievement stretches from CK 1 to CK 9 which is spread across all levels of madrasas, starting from madrasah ibtdaiyah to madrasah aliyah levels as in the table below:

Table 1. Table of AKMI Competency Achievements

Capaian Kompetensi	CK 1	CK 2	CK 3	CK 4	CK 5	CK 6	CK 7	CK 8	CK 9
Jenjang MI	█								
Jenjang MTs		█							
Jenjang MA					█				

The following is an example of the distribution of competency achievements for one of the literacies in AKMI, namely socio-cultural literacy:

CK 1	CK 2	CK 3	CK 4	CK 5	CK 6	CK 7	CK 8	CK 9
Madrasah Ibtidaiyah (MI)		Madrasah Tsanawiyah (MTs)			Madrasah Aliyah (MA)			
Secara umum peserta didik telah mampu menyebutkan; perlu pengembangan kemampuan menunjukkan, dan mengidentifikasi satu problematika; mencakup materi komitmen kebangsaan, toleransi, dan akomodatif inklusif dalam konteks lokal .	Secara umum peserta didik telah mampu menjelaskan; perlu pengembangan kemampuan membedakan dan menemukan satu problematika; mencakup materi komitmen kebangsaan, toleransi, dan akomodatif inklusif dalam konteks lokal .	Secara umum peserta didik telah mampu mampu memberi contoh dan menerapkan ; perlu pengembangan kemampuan mengkatagorikan satu problematika; mencakup materi komitmen kebangsaan, toleransi, dan akomodatif inklusif dalam konteks lokal .	Secara umum peserta didik telah mampu menganalisis, mendeteksi, dan mengaitkan dua problematika ; mencakup materi komitmen kebangsaan, toleransi, dan akomodatif inklusif dalam konteks nasional .	Secara umum peserta didik telah mampu menghubungkan, memilih, dan mencari alternatif dua problematika ; mencakup materi komitmen kebangsaan, toleransi, dan akomodatif inklusif dalam konteks nasional .	Secara umum peserta didik telah mampu menelaah, membandingkan, dan mencari solusi dua problematika ; mencakup materi komitmen kebangsaan, toleransi, dan akomodatif inklusif pada konteks nasional .	Secara umum peserta didik telah mampu menyimpulkan, memprediksi dan mengkritisi tiga problematika ; mencakup materi komitmen kebangsaan, toleransi, dan akomodatif inklusif dalam konteks global .	Secara umum peserta didik telah mampu menilai, menentukan pendapat, dan merumuskan tiga problematika ; mencakup materi komitmen kebangsaan, toleransi, dan akomodatif inklusif dalam konteks global .	Secara umum peserta didik telah mampu mengkreasi, menentukan pola baru, dan merancang ide baru tiga problematika ; mencakup materi komitmen kebangsaan, toleransi, dan akomodatif inklusif dalam konteks global .

Figure 2. AKMI's Socio-Cultural Literacy Achievements

What is meant by integrated literacy is the teacher's ability to apply skills to access, understand, and use things intelligently through various literacies (reading, science, numeracy, and social culture), a minimum of two literacies and a maximum of four literacies (AKMI Workshop Module). This means that if a teacher can combine at least two literacies in providing stimulus (reading material), then the teacher has implemented integrated literacy.

The keyword for implementing literacy-based learning is literacy activities themselves. Therefore, learning that is an innovation in strengthening literacy can vary with the key word being literacy activities in it. One of the innovations in literacy-based learning is LOK-R (literacy, orientation, collaboration, and reflection) learning. The syntax of this learning model is first, students are guided to understand, respond, reflect, make assessments, generate knowledge, plan attitudes, and plan actions after watching a video or reading a text. Second, the teacher directs students to achieve the expected competencies. The three students are guided to work on assignments in groups with the aim of students being able to create new ideas after getting information related to the material being taught. Fourth, teachers and students reflect on feelings and learning experiences that have occurred as a form of evaluation of the implementation of subsequent learning.

This LOK-R model is the most relevant innovation to the main objective of implementing AKMI. The LOK-R learning model can be used as a solution to increasing students' historical literacy in learning. This is because this learning model utilizes literacy-based learning which aims to develop students' abilities to understand texts and relate them to personal experiences so that lifelong learners are formed (Dhesita, 2022). Apart from LOK-R, PBL, PjBL, inquiry, and discovery learning models are also highly recommended in implementing learning innovations oriented towards strengthening literacy.

What have you not mastered from this training?

The second question in the workshop reflection is about things that the participants have not yet mastered. In this case, most participants answered that the most difficult thing to understand during workshop activities was understanding competency attainment (CK) to then be derived in learning scenarios.

The image shows a Padlet board with five entries, each representing a participant's response to a question about their difficulties in determining CK (Competency Knowledge) during learning activities. The responses are as follows:

- Participant 1:** Banyak hal yg belum dikuasai terutama dalam menentukan CK dan cara pengembangan disain pembelajaran dan perlu waktu dan pengkajian lebih lanjut agar dapat lebih memahami
- ROPI RAMILAWATI:** Masih banyak harus di pelajari dan belum menguasai dan menentukan sasaran ck
- Sarah ayu rahmatillah:** masih banyak yang belum bisa saya kuasai dalam pelatihan ini seperti pene tuan CK
- Sartika Putri Dewi:** Ada sedikit kendala dalam menentukan CK atau sasaran CK dalam pembelajaran
- Guslinasari lubis:** Yang belum saya kuasai tentang cknya dalam literasi dalam modul mengajarnya
- Hendrawan:** Menentukan CK dalam kegiatan pembelajaran

Figure 3. Results of participants' answers in the questionnaire using Padlet media

Understanding competency achievements is indeed a bit complicated, especially if you have to differentiate between one achievement and another. Participants generally experienced difficulties because there was no idea of the results of the AKMI report card. After all, until the workshop ended, the AKMI report card results had not been released by the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia. Therefore, the material in the form of theory seems very distant and not clearly understood.

Another difficulty faced by participants is linking the CK with the results of the report card, which is then translated into a learning scenario. Again, this cannot be put into practice immediately because there is no AKMI report which is a diagnostic test to refer to determining competency achievements. From these competency achievements, learning scenarios are then created.

However, in this workshop efforts were made to illustrate the report card. Teachers are asked to practice composing learning scenarios, namely by taking one of the KI-KD (for the 2013 curriculum) or CP-TP-ATP (for the Independent Curriculum) and then arranging it in the form of a complete learning scenario. This is done because preparing learning scenarios is one of the components of basic teaching skills that teachers must master. The skill of compiling learning scenarios also shows the teacher's competence and professionalism (Tuinamuana, 2011). The template for preparing learning scenarios in the AKMI workshop is as follows:

Table 2. Learning Scenario Template

Mata Pelajaran	<i>Memilih Mapel Sesuai Jenjang</i>
Kelas	<i>Menentukan Jenjang Kelas</i>
Kurikulum	<i>K13/Merdeka</i>
Tujuan Pembelajaran	<i>Mengembangkan tujuan pembelajaran sesuai CP/KD</i>
Sasaran CP/KD	<i>Menganalisis CP/KD sesuai kurikulum yang berlaku</i>

Sasaran penguatan literasi	<i>Menentukan literasi yang akan dikuatkan</i>
Sasaran CK	<i>Menganalisis CK yang sesuai</i>
Materi/Tema	<i>Memilih Materi/Tema sesuai kurikulum yang berlaku</i>
Indikator capaian pembelajaran	<i>Menyusun indikator sesuai tujuan pembelajaran</i>
Langkah-langkah pembelajaran	<i>Mengembangkan sesuai model pembelajaran yang sesuai</i>
Kegiatan pembuka (apersepsi)	<i>Menyesuaikan dengan penguatan literasi</i>
Kegiatan inti	<i>Menyesuaikan dengan penguatan literasi</i>
Kegiatan penutup (konfirmasi)	<i>Menyesuaikan dengan penguatan literasi</i>
Inovasi kegiatan	<i>Menyesuaikan dengan penguatan literasi</i>

If observed, this learning scenario follows the standards for preparing learning scenarios. Where the stages in preparing a learning scenario begin with formulating objectives, selecting learning sources/media, organizing teaching materials, determining learning methods, compiling learning steps, and evaluating learning (Dwi Jayanti, et al., 2020) (Manurung and Panjaitan, 2018).

There are several fundamental differences between learning scenarios in general and literacy-based learning scenarios, namely that there are literacy activities that include determining literacy competency achievements. This is what the workshop participants consider new and still difficult to understand because they are not used to it.

What will be done after the workshop activities

After realizing their shortcomings and weaknesses, participants were asked to determine the next steps or follow-up to this activity. Most participants answered that what they would do was to re-study the materials that had been provided and were already in the LMS. Others plan to disseminate the results of the workshop to colleagues. Even in certain classes, a kind of learning community will be formed between fellow participants who come from the same district.

Hal apa yang akan Bapak/Ibu lakukan untuk memperkuat pengetahuan yang diperoleh dari pelatihan ini?

☺ Sahara Tuti, S.Pd
 Lebih semangat dan ceria lagi, kemudian menggunakan pembelajaran yang lebih menarik dan tidak membosankan. intinya hanya guru pembelajar yang berhak mengajar.

☺ Juliana. In shaa Allah akan diterapkan dalam pembelajaran didalam kelas agar apa yg saya dapat dalam pelatihan ini bisa disalurkan

☺ Syarifah : cara saya untuk memperkuat pengetahuan yang saya peroleh dari pelatihan ini salah satunya dengan terus belajar dan menerapkan ilmu yang didapat dalam pembelajaran dan sering dengan teman sejawat

☺ Azwar Lubis
 Hal yang akan dilakukan tentunya adalah terus dan terus belajar, karena sesungguhnya pembelajar itu akan selalu muda.

Figure 4. Results of an open questionnaire via padlet media

The reflections that have been made by these participants show a strong desire to continue learning as is the aim of the reflection activity itself. Namely starting from (1) interpreting experiences based on goals that have been achieved, processes experienced, challenges faced, lessons learned, (2) understanding weaknesses and opportunities from activities that have been implemented, (3) evaluation of achievements, (4) development self and team (Ritonga, et al., 2022).

CONCLUSIONS AND RECOMMENDATIONS

Through reflection activities in the AKMI Follow-up workshop activities, AKMI has been able to change the mindset of the participants, namely madrasah teachers, regarding reflection activities. Each participant views reflection activities as very useful and if carried out they will discover new concepts in the learning process. Apart from that, participants can understand, explain, and organize important things in reflection. Furthermore, participants also concluded about follow-up activities or follow-up from the workshop. An educator will be able to increase his professionalism in learning, while students will find it easier to achieve the goals of learning.

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