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Analysis of Students' Literacy and Numeracy Skills in the Implementation of the Minimum Competency Assessment (Phase D) in Junior High Schools

Uswatun Hasanah[1], Hasah Nur[2], Mukhlisin[2], Syamsumarlin Taha[3], A. Muhammad Syafar[4]

[1] Student of Technology and Vocational Education, Universitas Negeri Makassar, Indonesia
[2] Engineering Vocational Education, Universitas Negeri Makassar, Indonesia
[3]Electrical and nformatics Engineering, Universitas Patria Artha, Indonesia
[4]Informatics Engineering, Universitas Islam Negeri Alauddin Makassar, Indonesia

Corresponding Author: andi.syafar@uin-alauddin.ac.id

Abstract

This study aims to analyze the literacy and numeracy ability of students in the implementation of the Minimum Competency Assessment (AKM) in Phase-D in Pinrang Regency. AKM is part of the National Assessment program which aims to measure the minimum competence of students in the aspects of literacy, reading and numeracy. The research data was taken from the results of the National Assessment report card at seven junior high schools in Pinrang Regency. The method used in this study is quantitative descriptive, with data analyzed based on the categories of AKM outcomes, namely: Need for Special Intervention, Basic, Capable, and Advanced. The results of the study showed that the literacy skills of students were mostly in the Basic and Proficient categories, while for numeracy, the majority of students were still in the Basic category. This indicates that most students have basic skills in understanding reading texts and solving numeracy problems, but still need strengthening, especially in critical and reflective thinking skills on texts and contextual problems. Factors that affect the results of this AKM include the availability of learning resources, teacher competence, student learning motivation, and support for the school and family environment. The results of this study are expected to be evaluation materials for schools, local governments, and related parties in designing strategies to improve students' literacy and numeracy skills, especially in Pinrang Regency.This research aims to analyze students' literacy and numeracy abilities in the implementation of the Minimum Competency Assessment (AKM) in Phase-D in Pinrang Regency. AKM is part of the National

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Assessment program which aims to measure the minimum competence of students in the aspects of literacy, reading and numeracy. The research data was taken from the results of the National Assessment report card at seven junior high schools in Pinrang Regency.

Keyword: Junior High School; Literacy and Numeracy, Minimum Competency Assessment (AKM), and Phase D.

INTRODUCTION

The shift in the paradigm of educational evaluation in Indonesia from the National Examination (UN) to the National Assessment (AN), including the Minimum Competency Assessment (AKM), marks a significant change in the learning quality measurement strategy. The Ministry of Education and Culture designed the AKM as a tool to measure students' reading and numeracy literacy skills, as well as students' character, as the main focus of the national assessment (Selvi, 2023).

This shift is based on the need to improve the weaknesses of the UN, which has only assessed memorization skills and mechanical skills, without being able to measure critical thinking skills and being able to map the quality of processes and learning outcomes comprehensively. Through AKM, it is hoped that students will not only master cognitive content, but also have the ability to reason logically, systematically, and apply concepts in the context of daily life. In the "Merdeka Belajar" curriculum, AKM is carried out at each stage of the phase. *Phase-D* is specifically for students at the grade VIII level of junior high school. In this phase, the AKM instrument is designed to require students to be able to read narrative stimuli or long expository ones, draw conclusions, and think reflectively, and be able to solve problems in the context of reality using mathematical concepts (Pratiwi, 2022). Thus, AKM is an indicator of educational success that is more complex than just mastery of materials.

In Pinrang Regency, seven junior high schools have implemented AKM phase-D and produced assessment report cards for each school. However, the extent to which these results reflect the quality of literacy and numeracy of students at each level of competence has not been evaluated in depth. This AKM data can quantitatively show the strengths and weaknesses of students in the district area, as well as become a material for evaluating learning policies. This condition encourages the urgency of researching the literacy and numeracy skills of students in Pinrang Regency, so that it can be the basis for more appropriate interventions locally.

Previous studies have shown that there are common challenges in the development of AKM, ranging from school readiness (computer facilities, internet network), teachers'

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competence in compiling instruments, to students' readiness to face types of high-level thinking problems. For example, in several madrassas in East Nusa Tenggara and North Sulawesi, problems with facilities and human resources were found, as well as low initial numeracy competencies of students. This kind of context is very likely to also occur in Pinrang, so local research is important.

In addition, students' literacy and numeracy can change significantly when teachers and schools adopt AKM instruments for daily learning. SMAN 11 Pinrang, for example, has included literacy and numeracy questions in the summative exams and initial assessments of new students, with the aim of preparing students for the AKM and further selection (Syaifuddin, 2023). This kind of effort shows institutional awareness of the importance of literacy and numeracy within the framework of minimum competencies.

This study then took data from seven junior high schools in Pinrang as regional representation, with the aim of seeing an overview of the literacy and numeracy abilities of phase-D students, based on the AKM outcome categories: Special Intervention Needed, Basic, Capable, and Advanced. Thus, this study can: (1) Describe the distribution of students' literacy and numeracy skills in Pinrang Regency; (2) Identify factors that affect performance in each category of AKM; and (3) Provide policy recommendations and local data-based learning strategies.

METHOD

Types and Approaches to Research

This study uses a descriptive quantitative approach. This approach was chosen because it aims to describe and analyze the results of students' literacy and numeracy skills based on data obtained from the Indonesian Education Report Card in several schools in Pinrang Regency. This method allows researchers to measure, categorize, and analyze statistical data on the results of the assessment that has been carried out.

Research Location and Time

The research was carried out in seven junior high schools in Pinrang Regency, South Sulawesi Province. These schools are: (1) UPT SMP Negeri 2 Duampanua; (2) UPT SMP Negeri 2 Suppa; (3) UPT SMP Negeri 4 Mattirobulu; (4) UPT SMP Negeri 4 Batulappa; (5) UPT SMP Negeri 6 Duampanua; (6) UPT SMP Negeri 10 Lembang. The implementation of this research was carried out from May to June 2025, with direct data collection through the latest version of the Indonesian Education Report platform.

Population and Sample

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The population in this study is all students at the Phase-D junior high school level (grade VIII) in Pinrang Regency. Meanwhile, the research sample was taken purposively, namely only on students from schools that already have complete AKM data on the Indonesian Education Report platform. The amount of data analyzed comes from: (1) UPT SMPN 2 Duampanua; (2) UPT SMPN 2 Suppa; (3) UPT SMPN 4 Mattirobulu; (4) UPT SMPN 4 Batulappa; (5) UPT SMPN 6 Duampanua; dan (6) UPT SMPN 10 Lembang. The sample was selected based on the availability of complete literacy and numeracy score results in the 2024/2025 reporting year.

RESULTS AND DISCUSSION

This study aims to determine the achievement of literacy and numeracy skills of Phase-D students (grade VIII) in Pinrang Regency based on the results of the 2025 Indonesian Education Report Card in six schools. The data analyzed were in the form of literacy and numeracy ability category achievements classified into the categories of Good, Medium, and Need to Be Improved.

The following is a recap of the results of the literacy and numeracy skills of students in six schools:

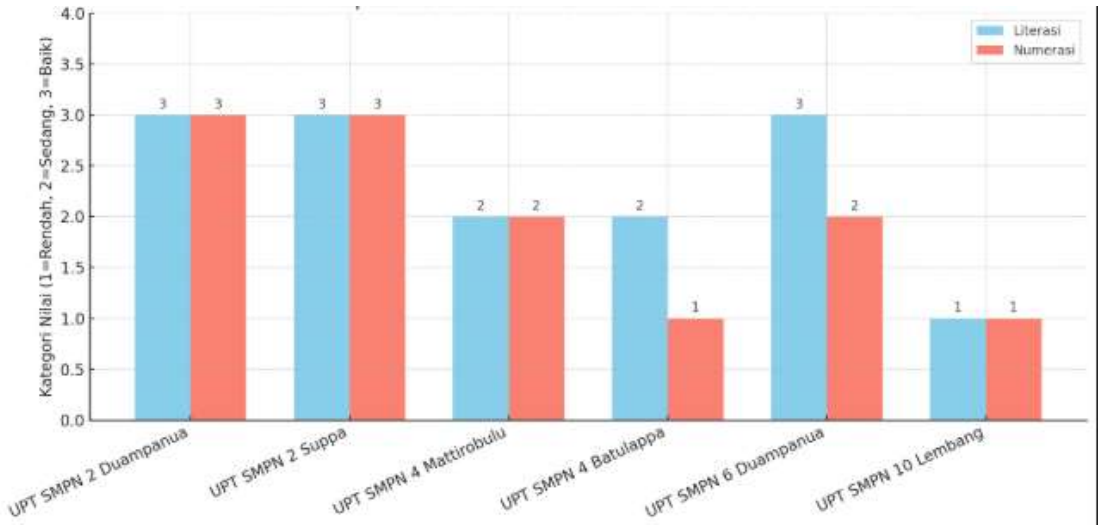


Figure 1. Recap of Students' Literacy and Numeracy Skills Achievements in 2025

Based on the graph of literacy and numeracy achievement of students in 2025 in six schools in Pinrang Regency, it can be seen that UPT SMP Negeri 2 Duampanua and UPT SMP Negeri 2 Suppa obtained good results in both aspects, showing the effectiveness of the learning strategies implemented. Meanwhile, UPT SMP Negeri 4 Mattirobulu is in the Medium category for literacy and numeracy, indicating the need to strengthen the basic ability improvement

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program. UPT SMP Negeri 4 Batulappa obtained Medium achievement in literacy and Low in numeracy, indicating that the numeracy skills of students in this school still need serious attention. UPT SMP Negeri 6 Duampanua showed good results for literacy and medium in numeracy, which means that students' reading ability is quite good, although strengthening numeracy is still needed. Meanwhile, UPT SMP Negeri 10 Lembang obtained low achievement in both aspects, showing that this school needs special interventions and more intensive literacy-numeracy-based learning strategies to encourage the improvement of students' basic competencies in the future.

DISCUSSION

The results of the literacy and numeracy skills of Phase-D students in Pinrang Regency based on the 2025 Indonesian Education Report show that conditions are quite diverse between schools. Several schools such as UPT SMP Negeri 2 Duampanua and UPT SMP Negeri 2 Suppa have managed to reach the Good category in both aspects, while other schools are still in the Medium category, some are even still Low, especially in numeracy ability. This phenomenon reflects the real condition of education in the region, which is also being faced nationally.

Currently, the Indonesian education world is entering an era of transformation based on National Assessment as a replacement for the National Exam, where the focus of evaluation is no longer limited to mastering the subject matter, but to the basic skills of literacy, numeracy, and character of students. In Phase-D (grade VIII of junior high school), this challenge becomes more difficult because students are required not only to understand the material, but also to be able to think critically, solve problems based on reading and numerical texts, and adapt to real-life context-based problems.

In Pinrang Regency, the results of this education report card show that although there are schools that have successfully adapted to this new assessment model, there are still many schools that face obstacles in improving numeracy and literacy achievements. One of the phenomena that also affects this condition is the gap in learning facilities and resources between schools, especially between schools in the center of the sub-district and schools in the suburbs. Schools with adequate computer laboratory facilities and internet access tend to be better prepared for digital-based assessments, while schools in remote areas are still constrained by these facilities.

In addition, the ability of teachers to develop learning based on contextual literacy-numeracy is still a challenge in itself. National data from the Ministry of Education and Culture through the 2024 assessment report notes that 47% of teachers at the junior high school level are not used to applying questions based on Higher Order Thinking Skills (HOTS) and applicative numeracy in daily learning. This is also reflected in several schools in Pinrang Regency, where

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students' numeracy skills are still stagnant and even declining, as seen in UPT SMP Negeri 4 Batulappa and UPT SMP Negeri 10 Lembang, which each obtained low achievement in the numeracy aspect.

The impact of the post-Covid-19 pandemic is also still felt in the world of education, including in Pinrang Regency. Prolonged online learning during 2020–2021 caused learning loss, especially in the numeracy aspect. Some students in Phase-D are currently a group of students who had experienced distance learning in the previous phase. This also contributes to lower numeracy achievement than literacy in some schools.

In addition to internal school factors, family support and the learning environment at home also affect the assessment results. Schools with high literacy are generally located in communities that are more concerned about education and have better access to reading materials. On the other hand, areas with middle to lower socioeconomic conditions tend to have limitations in supporting children's literacy and numeracy activities outside of school.

In the midst of this condition, the program to strengthen national literacy and numeracy through the Independent Curriculum and the Independent Teaching Platform (PMM) has begun to be implemented in various schools in Pinrang Regency. Several schools, such as UPT SMP Negeri 2 Duampanua and UPT SMP Negeri 2 Suppa, have begun to actively utilize PMM and digital AKM practice questions, so that their results are better than other schools. However, schools that still experience limitations in the implementation of the curriculum and teacher training based on AKM tend to be not optimal.

This phenomenon shows that although the transformation of education towards basic competency assessments is underway, the gap between schools in readiness for implementation and achievement of results is still quite large. Therefore, the local government together with the education office need to remap school literacy and numeracy achievements per region, as well as develop a special assistance program for schools that are still in the Medium and Low categories, especially in numeracy. Steps that can be taken include: (1) Holding AKM teacher technical guidance based on HOTS and contextual numeracy; (2) Improving digital literacy facilities and school libraries; (3) Implementing a structured daily literacy-numeracy program; and (4) Encourage collaboration between schools to share good practices in the implementation of AKM-based assessments.

With this approach, it is hoped that the literacy and numeracy achievements of Phase-D students in Pinrang Regency can be evenly distributed and increased, so that they can meet the national minimum competency standards that are the target of Indonesian education in the current transformation era.

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CONCLUSION

Based on the results of research on the literacy and numeracy achievements of Phase-D students in six schools in Pinrang Regency, it is known that the condition of students' abilities is still quite varied. Some schools, such as UPT SMP Negeri 2 Duampanua and UPT SMP Negeri 2 Suppa, have shown achievements in the Good category for literacy and numeracy. However, other schools are still in the Medium and Low categories, especially in numeracy skills. This condition reflects that the implementation of basic competency-based assessments in Pinrang Regency still faces challenges that need to be overcome immediately, both in terms of facilities, learning methods, and teachers' readiness to guide students to face contextual problems.

The phenomenon of learning loss due to the pandemic, the gap in facilities between schools, and the lack of intensity of AKM-based questions in daily learning are the dominant factors that cause numeracy and literacy achievements to be uneven. Therefore, the most relevant solution that can be applied practically in schools is to provide AKM questions regularly to students. The provision of AKM questions not only trains students to be familiar with the types of questions based on literacy and contextual numeracy, but also becomes a means to improve critical thinking skills, text comprehension, and the ability to solve mathematical problems based on real situations.

The application of regular AKM questions, both through formative assessments in the classroom, weekly quizzes, and digital-based AKM exercises, is expected to increase students' readiness to face national assessments. In addition, teachers can also use the results of the exercise as a tool for evaluation and reflection on the effectiveness of the learning carried out. The implementation of this strategy, if carried out consistently and integrated in the school literacy-numeracy program, will be a strategic step to improve the quality of education in Pinrang Regency, as well as accelerate the achievement of the national minimum competency standards at the Phase-D level.

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