

Effectiveness Of Minimum Competency Assessment (Akm) Questions For Reading Literacy On Short Story Text Materials For Grade Viii Smp Using Google Forms

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Abstract

This research aims to develop effective minimum competency assessment (AKM) questions to enhance students' understanding of short story texts. AKM is an educational evaluation tool in Indonesia designed to ensure that students' basic competencies meet knowledge and comprehension standards, especially in reading literacy. The method used in this study is Research and Development (R&D) with the ADDIE approach, which includes analysis, design, development, implementation, and evaluation. The results indicate that: (1) needs analysis reveals that students still lack understanding of AKM questions; (2) there is a need to develop AKM questions using Google Form technology to make them more engaging and facilitate students' comprehension; (3) the developed AKM questions achieved an average score of 85, categorized as "very good" by experts. In conclusion, the developed product is proven effective in improving students' abilities and knowledge in understanding short story texts.

Keywords: development, minimum competency assessment questions, goggle form, short story text.

1. Introduction

Education is one of the essential aspects of human life, and literacy is a critical skill to master in today's information era (Syaiful & Wijayanto, 2020). Reading literacy refers to the ability to understand, interpret, and analyze written texts. To enhance students' reading literacy skills, the Indonesian government has developed the Minimum Competency Assessment (AKM) reading literacy test as an effort to evaluate students' ability to comprehend texts. However, students' understanding of the Minimum Competency Assessment (AKM) questions remains inadequate, as they have not been adequately trained to tackle such assessments.

The widespread use of technology in education presents significant challenges that impact the field of education. One of the issues arising is the digital divide, where not all students have equal access to technological devices and the internet (Fathurrohman & Pradana, 2019). Additionally, technology can become a major source of distraction for students, with social media and gaming often diverting their attention from academic tasks (Wijayanto, 2021). Excessive reliance on technology can also hinder critical thinking and problem-solving skills without the aid of technological tools—skills that are crucial in real-life situations. Overuse of technology may also lead to health problems, such as eye strain and reduced physical activity.

The results of the Programme for International Student Assessment (PISA) in reading literacy provide important insights into students' reading literacy skills across various countries. PISA assesses students' ability to understand, use, evaluate, and reflect on written texts. On the other hand, some countries still face significant challenges, as many students have not yet achieved the basic competency level in reading literacy.

One of the materials included in the AKM reading literacy assessment is fiction texts, particularly short stories (Wijayanto, 2021). Short stories are a form of fiction that can help students enhance their reading skills by introducing them to various narrative types, writing styles, and story structures. To improve the effectiveness of the AKM reading literacy assessment, the development of high-quality and well-targeted questions is essential. In this regard, the role of teachers as question developers is crucial to ensuring that the questions accurately and effectively measure students' reading literacy competencies. By utilizing information and communication technology, such as Google Forms, the development of AKM reading literacy questions is expected to be facilitated.

2. Method

This research is a development study (R&D) aimed at producing a useful product in the form of AKM reading literacy questions on short story fiction texts using Google Forms as a medium for junior high school students. The procedure in this research outlines the steps the researcher will take to develop a product in the form of Minimum Competency Assessment (AKM) reading literacy questions on short story fiction texts assisted by Google Forms. According to Sugiyono (2020), the stages in the ADDIE development model consist of Analysis, Design, Development, Implementation, and Evaluation. These stages are designed to create and develop an effective and efficient product

3. Results And Discussion

This study focused on developing AKM reading literacy questions using Google Forms for short story texts in Grade VIII junior high school students. The objective was to enhance students' learning motivation by improving the effectiveness and efficiency of Google Forms as a medium for Indonesian language lessons and to identify unmet student needs in utilizing technology in the classroom. This research employed the Research and Development (R&D) approach using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation.

Observations were conducted at several schools, including SMP Negeri 3 Bantul and SMP Muhammadiyah 1 Godean. The findings revealed that these schools used various learning media such as textbooks, worksheets (LKS), teaching modules, Quizizz, crossword puzzles, PowerPoint presentations, Canva, and worksheets. However, the lack of innovative media development led to students being less engaged in learning, which affected their classroom participation. Students were more likely to become passive rather than active learners. This issue was exacerbated by students' misuse of technology-based devices, such as smartphones, which were often used for non-educational activities like gaming during class. Nevertheless, classroom learning activities proceeded smoothly despite these challenges.

A. Analysis of ADDIE Model

1. Analysis(Analyze)

The analysis aims to identify the needs and challenges faced by students during the learning process. This phase includes the evaluation of several aspects.

- a) **Student Characteristics:** Assessing students' traits and learning habits to tailor teaching approaches accordingly.
- b) **Prior Knowledge and Skills:** Identifying students' initial knowledge levels to design appropriate learning materials.
- c) **Cognitive Abilities:** Determining the critical thinking skills required for students to deeply understand texts.
- d) **Learning Effectiveness:** Reviewing previously used teaching methods to identify areas for improvement.

The results of this analysis form a solid foundation for designing learning activities that address students' needs and maximize learning outcomes.

2. Design Phase (Design)

Following the analysis, the next step is to design the learning process, specifically developing AKM reading literacy questions for short story materials in Grade VIII junior high school students. The design steps include:

- a) **Review of Core Competencies:** Identifying learning materials based on learning procedures, indicators, and student assessment instruments.
- b) **Designing Learning Activities:** Creating activities involving AKM questions to enhance students' reading literacy skills.
- c) **Planning the Use of Google Forms:** Designing the integration of Google Forms as an interactive learning medium.

3. Development Phase (Development)

In this phase, the learning model is developed to produce reading literacy test items that are valid, reliable, and effective. The steps involved include:

- a) **Modifying AKM Questions:** Refining the AKM questions based on the input gathered during the needs analysis.
- b) **Developing High-Quality Questions:** Creating well-structured and engaging questions that serve as effective learning resources for students.

The resulting product not only adheres to academic standards but is also tailored to meet the specific needs of students.

4. Implementation Stage This stage involves the application of the learning model that has been developed. The AKM reading literacy questions are implemented with the help of Google Form, which provides an interesting learning experience. The steps taken are Implementing teaching using Google Form to provide variation in learning methods. The use of technology makes the learning process more interesting and interactive, so that students are more motivated to participate.

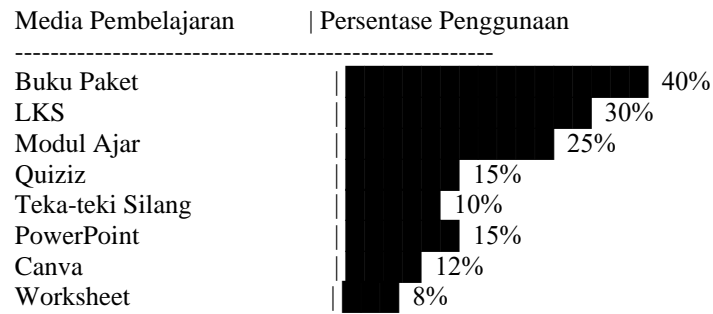
5. Evaluation Stage (Evaluate)

The evaluation stage is the final stage that aims to assess the feasibility of the AKM reading literacy question product that has been developed. In this stage, the following are carried out:

- a) **Product trials** to obtain feedback from students and teachers regarding the effectiveness of AKM questions.
- b) **Measuring student learning outcomes** after using the questions developed.

Comprehensive evaluation ensures that the learning model developed is not only effective in improving students' abilities and knowledge, but can also provide a pleasant learning experience, making the classroom atmosphere more positive and productive.

Effectiveness Results of AKM Reading Literacy Questions on Short Story Text Material for Class VIII SMP



The graph above provides a clear picture of the learning media used in the Indonesian language learning process at SMP Negeri 3 Bantul and SMP Muhammadiyah 1 Godean. From the graph analysis, it can be seen that textbooks and Student Worksheets (LKS) are the most widely used media, with a percentage of 40% and 30% respectively. The use of these media shows that these two types of materials are still the main choice in the learning process, providing a clear and easily accessible structure for students in understanding the subject matter.

Although digital media such as Quiziz, PowerPoint, Canva, and worksheets are also used, the percentage is still relatively low, ranging from 10% to 15%. This reflects that although technology has begun to be applied in learning, there are still obstacles in its application, such as students' lack of understanding of the use of technology-based media and limited access caused by the condition of students' smartphones which are sometimes inadequate. With only a few digital media used, there is an indication that innovation in learning methods is still limited. Learning that is dominated by traditional media such as textbooks and LKS can lead to a lack of student engagement, given the greater opportunities to use technology that can increase student motivation and active participation.

The lack of use of innovative and interesting media also contributes to students' low interest in reading. With less introduction to short story texts through interesting media, students may feel less motivated to delve into the subject matter (Widodo & Pratiwi, 2020). Therefore, the development of more interactive and technology-based learning media, such as Google Form, is very important. Given that the interview results show that teachers have expectations for the development of Google Form media in learning, there is a great opportunity to improve the effectiveness of learning in the classroom. By utilizing technology-based media optimally, students can be more active in the learning process, improve their understanding and literacy skills, and build better reading interests.

Overall, although the use of textbooks and LKS still dominates, there is an urgent need to expand the use of more innovative and technology-based learning media. This will help increase student engagement and their interest in reading, as well as support the achievement of better learning objectives. Support is needed from all parties, including schools, teachers, and parents, to encourage this change for the advancement of education in today's digital era (Yuliana, 2021).

This final study summary presents the results of research on the development of Minimum Competency Assessment (AKM) questions for reading literacy on short story text material for grade VIII junior high school students, which utilizes Google Form media. This research follows the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. In the analysis stage, curriculum needs and student character are evaluated. Product design is carried out to ensure suitability with the desired concept, followed by product development that is tested by material, media, and teaching validation experts.

After the product is ready, implementation is carried out by testing the product in class VIII F and VIII G, where the results show that class VIII G gets a higher score than class VIII F. At the evaluation stage, scores from validation experts are used to assess the feasibility of the product, which is categorized as very feasible and effective in improving students' abilities and knowledge. The development of AKM questions is not only interesting, but also able to increase students' interest in learning, creating a pleasant classroom atmosphere.

The reading literacy AKM question product assisted by Google Form is very suitable for use and provides convenience for teachers in the learning process. In addition, the use of technology such as smartphones in learning activities can make the learning process more interesting and not boring.

1. Deep Understanding

Students develop a deeper understanding of the concept of short story texts because they are actively involved in exploration and problem solving. The evaluation results show an increase in students' understanding of reading literacy used in short story texts.

2. Critical Thinking Skills

This approach encourages students to think critically, formulate questions, and analyze information more deeply. Students learn to read short story texts from various perspectives and identify the arguments and evidence used.

3. Creativity and Independence

Students have room to develop their own reading literacy creativity. They also learn to be more independent in the learning process, formulate questions, and explore the material further.

4. Practical Experience

Students gain practical experience in answering AKM questions and understanding short story texts, which will help them. In many cases, students feel they understand the reading literacy AKM questions better.

5. High Motivation

Active learning increases student motivation because they feel they have an active role in the learning process. The result is students who are more enthusiastic and actively participate in learning.

B. Expert Validation Results

Data analysis was conducted to determine the average value of the feasibility and effectiveness of AKM literacy questions on reading short story text material for grade VIII junior high school assisted by google form. The following is the formula used to determine the average value developed.

Tabel Data Kuantitatif

No	Penilai	Skor	Kriteria Kelayakan
1.	Ahli Materi	64	Baik
2.	Ahli Media	97,8	Sangat Baik
3.	Ahli Pengajaran	96	Sangat Baik
Jumlah		257,8	
Rata-rata		85	Sangat Baik

$$\bar{x} = \frac{\sum x}{n}$$

$$X = 85$$

It can be concluded that the average value obtained a value of 85 with the eligibility of "Very Good". Thus, the development of AKM literacy questions for reading short story text material assisted by google form in class VIII of junior high school is feasible and effective.

4. Conclusion

This study aims to innovate the Minimum Competency Assessment (AKM) questions for reading literacy for class VIII SMP short story texts assisted by Google Form, and to determine the effectiveness. The innovation of AKM questions for reading literacy for class VIII SMP short story texts assisted by Google Form in the process uses the ADDIE development model, namely analysis, design, implementation and evaluation. The eligibility criteria for AKM questions for reading literacy for class VIII SMP short story texts assisted by Google Form based on the results can be said that AKM questions are effective to use.

It is important to note that improving speaking skills is not just about speaking skills themselves, but also about developing broader communication skills. Students are not only able to express their ideas better, but they are also able to listen and respond more effectively, creating more productive dialogues in learning (Usman et al., 2022).

In addition, improving reading skills is an important skill in many aspects of a student's life. Strong and confident literacy skills will provide long-term benefits in a variety of situations, both in academic settings and beyond. Increasing students' confidence levels in reading literacy also reflects a positive impact. Confidence is key to conveying messages effectively, and this improvement can have positive implications in a variety of contexts in a student's life.

Finally, higher student motivation to learn is another evidence of the success of the innovation of reading literacy AKM questions assisted by Google Form media. High motivation is an important factor in creating a productive learning environment and encouraging students to seek knowledge with more enthusiasm (Khasinah, 2021). Therefore, the innovation of reading literacy AKM questions on short story text material assisted by Google Form media is a valuable tool to improve the quality of learning in junior high schools and can be a guideline for educational institutions in developing more effective learning.

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