IMPACT OF FOLLOW-UP TRAINING ON THE RESULTS OF INDONESIAN MADRASAH COMPETENCY ASSESSMENTS FOR MI TEACHERS IN DEPOK CITY

Muchamad Fauyan [1*] , Anwar Efendi [2] , Sugeng Bayu Wahyono [3], Haryanto[4], Cut Marlini[5]
[1] Basic Education, Yogyakarta State University, Yogyakarta, Indonesia
[2] Yogyakarta State University, Yogyakarta, Indonesia
[3] Yogyakarta State University, Yogyakarta, Indonesia
[4] Yogyakarta State University, Yogyakarta, Indonesia
[5] Yogyakarta State University, Yogyakarta, Indonesia
email : muchamadfauyan.2022@student.uny.ac.id

Abstract: This research aims to evaluate the impact of follow-up training on the results of the Indonesian Madrasah Competency Assessment (AKMI) on Madrasah Ibtidaiyah (MI) teachers in Depok City. The research objective is to investigate how this training influences MI teachers' understanding of AKMI results, as well as how teachers integrate the results of these assessments in their learning follow-up plans. The research method is descriptive qualitative research. Trainee teacher research informants. The data collection technique uses participant observation, interviews, and documentation. The data analysis uses qualitative data analysis. The research results show that follow-up training on AKMI results has a positive impact on teachers' understanding of assessment results. Teachers acknowledged their increased understanding of their students' strengths and weaknesses based on the AKMI results later. Apart from that, this training also encourages teachers to design follow-up learning plans that are more appropriate to the needs of their students. Despite the significant positive impact, this research also identified several challenges teachers faced during online training in integrating the results of this assessment into their teaching plans, such as network constraints, lack of focus, and limited resources. The implication of this research is the need for continuous support in terms of training and resources to maximize the benefits of AKMI results in efforts to improve the quality of education at MI in Depok City.

Keywords : Indonesian madrasa competency assessment, literacy studies, literacy learning

INTRODUCTION

Education is an important milestone in the development of a nation. In Indonesia, the education sector continues to experience rapid development, in line with the government's efforts to improve the quality of human resources. In this increasingly complex educational dynamic, teachers are the main spearhead in conveying knowledge and shaping the character of the nation's generation. Therefore, the role of teachers in improving the quality of education is very vital. To map the quality of education in

Indonesia , the government implemented the National Assessment (AN) policy as an instrument.

National Assessment is a policy designed to capture the quality of input, processes and learning outcomes that reflect school performance, as objective and comprehensive periodic feedback for school management, education offices and the Ministry of Education and Culture which consists of three main components, namely the Minimum Competency Assessment (AKM), Character Survey and Environmental Survey (Kemdikbud., 2016) (Handayani et al., 2022) . Furthermore, the Competency Assessment Policy is implemented by various ministries that supervise primary and secondary education institutions, including the Ministry of Religion of the Republic of Indonesia. The Indonesian Ministry of Religion responded to this policy by issuing the Indonesian Madrasa Competency Assessment (AKMI) for all madrasas under its supervision. Since 2021, AKMI has become the main evaluation tool for understanding the quality of education organized by the Indonesian Ministry of Religion through the Directorate General of Islamic Education (Sumo, Mansur, & Hidayat, 2022) . AKMI is used to identify the quality of education at various levels and levels. To be more appropriate to the madrasa context under the Ministry of Religion, the term Competency Assessment Policy was adapted (Susanti, Pahrudin, & Yetri., 2021) ; (Hidayat, 2023)

AKMI is a policy that aims to measure and map students' competencies in reading literacy, numeracy literacy, scientific literacy and socio-cultural literacy. AKMI results provide information to teachers about the extent to which students have mastered these four literacies, enabling them to design more effective learning and overcome potential student learning problems. Apart from that, AKMI also has a diagnostic role that helps improve the quality of learning and student learning outcomes. AKMI results divide students into various levels of proficiency, which leads to different attention and support. AKMI continues to develop from year to year, with the latest focus on capturing student competencies based on the nine competency achievements outlined by AKMI. With AKMI diagnosis results, there is the potential for students to achieve a higher level of competency than the standards set for their level, enabling improvements in the quality of education at all levels (Kemenag., 2023) .

Several previous studies that are relevant to this research include: the first research by (Yusrianum & Nurmawati, 2023) shows that the Indonesian Madrasah Competency Assessment (AKMI) is effective in providing diagnoses of student abilities. The second research by (Hidayat, 2023) which discusses the implementation of the Indonesian Madrasah Competency Assessment Policy (AKMI) at Madrasah Ibtidaiyah, explains in detail the 2021 and 2022 POS for AKMI, and highlights the aims and functions of AKMI in measuring student competency and improving education.

The third research, research by (Raini, Idi, & Samiha, 2023) evaluates the implementation of the Indonesian Madrasah Competency Assessment (AKMI) at Madrasah Ibtidaiyah Azizan Palembang using the CIPP (Context, Input, Process, and Product) model. The evaluation results show that the AKMI program at MI Azizan Palembang has generally run well in terms of context, input, process and product, indicating the success of this program and the need for continuation and improvement. The fourth research, research by (Rufiana, Harianto, & Arifin, 2023) which discusses the BIMTEK (Technical

Guidance) Follow-up Training Program for AKMI Results which is designed to increase the competency of Madrasah teachers in designing learning based on AKMI results, with the results showing that this program is useful and efficient, although there are challenges related to the implementation schedule.

This article aims to detail the experiences, challenges and learning faced by teachers who took part in follow-up training on AKMI results. By exploring their perspectives, we will explore the extent to which this training influences teachers' understanding of assessment results, the development of their competencies, and planning for improved learning in the classroom. Through in-depth interviews and exploring personal experiences, this article will describe the various responses and responses of teachers to AKMI training, from motivating experiences to the challenges they face in optimizing AKMI results in daily classroom practice.

It is important to understand that follow-up training on AKMI results is a central element in a series of larger efforts to improve the quality of education. By exploring teachers' views, we can gain valuable insight into the extent to which this training has been successful in supporting teachers in developing their competencies and improving the overall quality of education. In addition, this article will also explore the innovations and steps planned by teachers to further strengthen the knowledge they have acquired, as well as the challenges they may face in implementing them. The experiences and perspectives provided by these teachers provide an in-depth view of the challenges faced in optimizing AKMI results, as well as providing inspiration for next steps in supporting the development of better education in this country.

METHOD

This research applies a *Community Based Research (CBR) approach* in training activities. In this context, the partners involved in training activities are Madrasah Ibtidaiyah teachers in Depok City. *Community Based Research (CBR)* is a method that prioritizes cooperation and collaboration which involves all interested parties from the initial stage of determining research questions to developing data collection instruments, data analysis, to dissemination of research results (Burns, JC, Cooke, DY, & Schweidler, 2011). The research method used is descriptive research. The main research informants were teachers who were training participants registered in class D0360 totaling 23 teachers and class D3061 totaling 18 teachers from MI in Depok City.

Data for this research was collected through various techniques during the five days of research, starting from observations, tests, assignments, questionnaires, and documentation. Participants undergo an assessment of their cognitive competence through pre-tests and post-tests, their skills competence through assignments given by the training instructor related to planning learning to follow up on AKMI results and the ability to present them. In addition, researchers made observations to measure the extent of participants' attitude competence and activeness during the training. Questionnaires were used to explore participants' responses to the training they attended. The data analysis uses qualitative and quantitative data analysis.

The details of the AKMI follow-up training schedule and materials which are being held online are presented in table 1. As follows.

Monday, 23 October 2023	
TIME	**MATERIAL**
08.00 - 08.30 WIB	Opening
08.30-09.30 WIB	AKMI as a Diagnostic Test for Madrasah Students
09.30-10.30 WIB	Group dynamics
10.30-11.30 WIB	Overview of 2023 AKMI Results Follow-up Training
11.30-12.30 WIB	Pre Test
Tuesday, 24 October 2023	
08.00-09.00 WIB	Meaning of AKMI Results
09.00-10.00 WIB	Sociocultural Literacy Insights
10.00-11.00 WIB	Sociocultural Literacy Learning Design
11.00-12.00 WIB	science literacy insight
Wednesday, 25 October 2023	
08.00-09.00 WIB	Science Literacy Learning Design
09.00-10.00 WIB	Numeracy Literacy Insights
10.00-11.00 WIB	Numeracy Literacy Learning Design
11.00-12.00 WIB	Reading Literacy Insights
Thursday, 26 October 2023	
08.00-09.00 WIB	Reading Literacy Learning Design
09.00-10.00 WIB	Integrated Literacy Insights
10.00-11.00 WIB	Integrated Literacy Learning Design
11.00-12.00 WIB	Literacy Assignment and RTL Preparation
FRIDAY, 27 OCTOBER 2023	
08.00-09.00 WIB	RTL Presentation and Feedback (1)
09.00-10.00 WIB	RTL Presentation and Feedback (2)
10.00-11.00 WIB	Post Test
11.00-12.00 WIB	Reflection and Closing

RESULTS AND DISCUSSION

This series of follow-up training events on AKMI results was organized by the KSKK Madrasah Directorate with the aim of ensuring that participants: (1) understand the competency achievements resulting from the AKMI diagnosis, (2) understand the need for teaching improvement in line with the results of the AKMI diagnosis, and (3) plan teaching improvements in line with the results of the AKMI diagnosis. with the results of the AKMI diagnosis. The training studied is part of the implementation of the sixth period in 2023 which includes various materials and activities designed to increase participants' understanding and ability in designing literacy-based learning.

On the first day, Monday, 23 October 2023, the training began with an enthusiastic and motivational opening session from the committee chairman and the Director of KSKK Madrasah. Then, the training was directed at exploring how AKMI could become a diagnostic testing tool for madrasa students. Next, group dynamics were carried out before taking a big picture of the 2023 AKMI results follow-up training and finishing the day with a pre-test. Specifically, the group dynamics session is aimed at getting the instructor and training participants to get to know each other, forming a class leader and deputy head to support a conducive training atmosphere, diagnosing training readiness, forming a learning commitment.

The next day, Tuesday, October 24 2023, the training focused on interpreting the AKMI results. The next training material includes insights into socio-cultural literacy and socio-cultural literacy learning design. Discourse or text used as material for activities in social and cultural literacy learning is prepared and presented by considering four aspects, namely content (national commitment, tolerance, accommodating and inclusive), context (local, national and global), competence (discovering and explaining, applying , analyze, evaluate, and create), and themes. On the second day, a discussion of scientific literacy insights was presented in which the discourse or text used as material for learning activities was prepared and presented by considering four aspects, namely content (physical systems, living systems, earth and space systems, technological systems), context (personal, local/ national, and global), competence (explaining phenomena scientifically, evaluating and designing scientific investigations, interpreting scientific data and evidence).

On Wednesday, October 25 2023, training participants studied scientific literacy learning designs, numeracy literacy insights, and numeracy literacy learning designs as well as exploring reading literacy insights. Discourse or text used as material for activities in numeracy literacy learning is prepared and presented by considering four aspects, namely content (numbers, algebra, geometry and measurement, statistics and probability), context (personal, work, social, scientific), competence (representing objects , applying strategies, reasoning and giving reasons), and themes. Meanwhile, the discourse or text used as material for activities in reading literacy learning is prepared and presented by considering four aspects, namely content (fiction texts and information texts), context (personal, social, religious), competence (finding and accessing, interpreting and integrating , evaluate and reflect), and themes.

Thursday, October 26 2023, training participants received sessions on reading literacy learning design, integrated literacy insight, and integrated literacy learning design. On the fourth day, participants also received literacy assignments and preparations for preparing an RTL (Follow-up Plan).

Finally, Friday, October 27 2023, training participants were given the opportunity to present and simulate as well as provide feedback on RTL which allows for participant collaboration to share the results of their work. The training event closed with a post-test to measure the understanding gained during this event, followed by a reflection session which would mark the closing of this event. In this reflection session, the researcher distributed a questionnaire in which there were a number of questions regarding their perceptions regarding the AKMI results follow-up training that they participated in.

Based on the results of the questionnaire presented, several responses from participants in the AKMI follow-up training were very varied, but all showed significant benefits and increased understanding. Several important points that can be taken from the participants' responses are presented in table 2 as follows.

Table 2. Training Participants' Responses

No.	Aspect	Information
1	Benefits of training	The participants stated that this training was very useful and helped them increase their understanding of the AKMI results. They also felt that this training helped them understand literacy (reading, numeracy, science and social culture) and how to integrate it in learning.
2	Competency development	Participants saw this training as helping them to identify areas of development that needed improvement in their learning, especially in terms of literacy. They feel better prepared to teach with better methods and integrate literacy in lesson plans (RTL).
3	Changes in Learning	The participants stated that this training had brought changes in their teaching methods. They feel more focused on literacy and how to integrate it in learning. This reflects concrete changes in their approach to learning. Participants realized the importance of increasing students' interest, skills and reading ability, creating literacy-rich classes, getting used to it, conveying the importance and benefits of literacy, and providing role models in terms of literacy in supporting the implementation of literacy-based learning.
4	Integration of AKMI Results	The participants have also succeeded in integrating AKMI results into their RTL. They use indicators that are appropriate to the CK level of literacy they are studying. This helps them measure the success of follow-up on AKMI results in their learning practices.
5	Challenge	Some participants faced challenges in integrating literacy, especially in dealing with differences in student characteristics and a lack of collaboration between madrasa heads and teachers
6	Support and Exchange of Experiences	Participants considered that this training was very supportive in terms of exchanging experiences and learning from instructors and fellow teachers. They felt that this exchange of experiences was invaluable in enhancing their understanding.
7	Impact on Education Quality	Most participants felt that the AKMI results had had a positive impact on the quality of education in Indonesian Madrasas. They believe that teachers have an important role in following up on AKMI results to improve overall madrasa education.

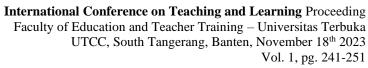**International Conference on Teaching and Learning** Proceeding
Faculty of Education and Teacher Training – Universitas Terbuka
UTCC, South Tangerang, Banten, November 18th 2023
Vol. 1, pg. 241-251
ISSN: 3046-594X

8	Recommendations for the Future	Several participants recommended that follow-up training on AKMI results be carried out offline to make it more effective and focus on the material. They also hope that this training will be sustainable.
9	Training Experience and Results	Participants felt that this training provided valuable experience and new knowledge. They see the results of this training as a reflection tool to improve the quality of learning and the climate of the educational unit.
10	Teacher's Role	Participants saw the role of teachers as very important in the process of following up on AKMI results and in improving overall madrasa education.

Based on table 2 above, it can be described that follow-up training on AKMI results has provided significant benefits in increasing understanding of AKMI results, literacy and teaching methods. The participants felt more prepared and motivated to integrate literacy into their learning. Support from instructors and exchange of experiences with fellow teachers have been valuable elements in this training. The questionnaire results in Table 2 show variations in participants' responses to the training. However, most participants acknowledged the benefits of training in terms of understanding AKMI results, competency development, changes in learning practices, and integration of AKMI results in RTL. This is in line with previous research by (Rivera, 1999) , (Abiddin, Ibrahim, & Aziz, 2022) which highlights that collaborative-based training, as applied in the Community Based Research (CBR) approach, can increase understanding, motivation and ability. participant.

Despite the positive results, there were several participants who faced challenges, especially in dealing with differences in student characteristics and a lack of collaboration between madrasa heads and teachers. This is in line with research by (Kulophas, Hallinger, Ruengtrakul, & Wongwanich, 2018) ; (Astini, 2022) ; (Yusrianum & Nurmawati, 2023) which shows that the implementation of literacy in an educational context can face various challenges, especially related to differences in student needs and school principal support.

Based on the test results, the average pretest and posttest scores of participants in classes D0360 and D0361 are presented in table 3. As follows.

Table 3. Average Pretest, Posttest, Pass Score

Title	Training Class		
	Pretest	Posttest	Graduation Grade
Class D0360	35	47.78	79.36
Class D0361	35.1	49.47	79.37
Total Average	35	48.55	79.36

Table 1 shows the average scores of the pretest (measurement before training) and posttest (measurement after training) in the two training classes mentioned. This table lists the two training classes mentioned, namely Class D0360 and Class D0361. The measurement

International Conference on Teaching and Learning Proceeding
Faculty of Education and Teacher Training – Universitas Terbuka
UTCC, South Tangerang, Banten, November 18th 2023
Vol. 1, pg. 241-251
ISSN: 3046-594X

results before training started in class D0360, the average pretest score was 35, while in class D0361, the average pretest score was 35.1. Meanwhile, the measurement results after training was completed in class D0360, the average post-test score was 47.78, while in class D0361, the average post-test score was 49.47. Then, average the totals for both training classes. The average pretest score for both classes is 35, while the average posttest score is 48.55. These data provide an overview of the increase in average scores between pretest and posttest (cognitive aspects) in the two training classes investigated. The increase in the total average from pretest to posttest shows an increase in the understanding or performance of training participants after following the training program that occurred in classes D0360 and D0361. Furthermore, the passing score (a combination of attitude, skills and cognitive aspects) after the training was completed in class D0360, the average passing score was 79.36, while in class D0361, the average passing score was 79.37. The highest passing score from both classes is 92.6 and the lowest passing score from both classes is 70.9. Thus, this data provides a positive indication of the impact of training on participants in class D0360 and class D0361 when viewed from the passing score.

The research results presented in Table 2 and Table 3 show that the follow-up training on AKMI results had a significant impact on participants' understanding and ability to design literacy-based learning. Regarding the comparison of pretest and posttest scores, Table 3 reveals an increase in the average total score from 35 to 48.55 after participants took part in the training. These results reflect improvements in the cognitive aspects of the training participants in terms of understanding AKMI results and the ability to design adequate learning.

More detailed results can also be found in Table 3, which depicts a comparison of the average pretest and posttest scores in two different training classes, Class D0360 and Class D0361. From this data, it can be seen that the average post-test score is significantly higher than the pre-test score, with consistent increases in both classes. This confirms the increased understanding and ability of participants in designing learning after attending the training.

When looking at the impact of training in an educational context, these findings are in line with previous research which shows that literacy-based training can improve the quality of learning and teacher performance. For example, research by (Maharani, Rosmiati, & Nasori, 2021) ; (Mudarris, 2022) ; (Haz & Muthi, 2022) emphasize the importance of literacy in education and reveal that literacy training for teachers can produce significant improvements in teaching abilities and student learning. The results of this research also reflect findings by (Abidin, Mulyati, & Yunansah, 2021) ; (Patriana, Sutama, & Wulandari, 2021) (Hardiyanti & Alwi, 2022) ; which indicates that training focused on literacy helps teachers to be more effective in developing literacy-oriented learning strategies.

Additionally, the positive impact seen on participants' passing scores (as shown in Table 3. also reflects concrete changes in their learning practice plans. This is in line with research by (Kyriakides, Creemers, & Antoniou, 2009) , (Harris & Sass, 2011) ; (Rufiana et al., 2023) which emphasizes that effective training can create significant changes in participants' learning planning and practices. In other words, an increase in the average

International Conference on Teaching and Learning Proceeding
Faculty of Education and Teacher Training – Universitas Terbuka
UTCC, South Tangerang, Banten, November 18th 2023
Vol. 1, pg. 241-251
ISSN: 3046-594X

passing score indicates that trainees are better prepared to integrate literacy in their learning plans (RTL) and have a positive impact on overall madrasa education.

Thus, the results of this research support findings in the literature which emphasize the importance of follow-up training on AKMI results that focus on literacy in improving understanding, teacher performance and quality of education. In addition, the results of this research also reflect the benefits of a Community Based Research (CBR) approach in training, which integrates stakeholders in the entire training process, as suggested by (Johnson, 2016) .

CONCLUSION

AKMI follow-up training has had a significant positive impact on participants' understanding and ability to design literacy-based learning, as well as encouraging concrete changes in their learning practices. Participants reported increased understanding of AKMI results and literacy, as well as being able to identify areas for development in their learning. Instructor support and collaboration between participants play an important role in improving understanding. The results of increased participant performance also reflect the benefits of literacy-based training in improving the quality of education. Despite the challenges faced, the positive results demonstrate the importance of continuing and expanding similar training offline in the future as well as supporting the integration of literacy in madrasa educational practices and promoting better collaboration between madrasa heads and teachers.

ACKNOWLEDGEMENT

REFERENCES

Abiddin, N. Z., Ibrahim, I., & Aziz, S. A. A. (2022). Advocating Digital Literacy: Community-Based Strategies and Approaches. *Academic Journal of Interdisciplinary Studies, 11*(1), 198-198.

Abidin, Y., Mulyati, T., & Yunansah, H. (2021). *Pembelajaran literasi: Strategi meningkatkan kemampuan literasi matematika, sains, membaca, dan menulis.* Surabaya: Bumi Aksara.

Astini, N. K. S. (2022). Tantangan implementasi merdeka belajar pada era new normal covid-19 dan era society 5.0. *Lampuhyang*, *13*(1), 164-180.

Handayani, F. S., Pertiwi, D. H., Effendi, H., Widyanto, A., Sugarac, E. P. A., & Kusmiati, H. (2022). Pendampingan Teknis Pelaksanaan Asesmen Nasional Berbasis Komputer bagi Siswa SD Negeri 05 Palembang. *Jurnal Nusantara Mengabdi, 1*(1), 191-200.

Hardiyanti, W. E., & Alwi, N. M. (2022). Analisis Kemampuan Literasi Digital Guru

PAUD pada Masa Pandemik COVID-19. *Urnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *6*(4), 3759-3770.

Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics*, *95*(7–8), 798-812.

Haz, A. M., & Muthi, I. (2022). Hubungan Kompetensi Pedagogik Dan Literasi Guru Dengan Kinerja Guru Madrasah Ibtidaiyah Kota Bekasi. *Jurnal Pendidikan Dan Pembelajaran*, *2*(1), 45–53.

Hidayat, R. (2023). Kebijakan asesmen kompetensi madrasah indonesia (akmi) pada satuan madrasah ibtidaiyah. *Jurnal Intisabi*, *1*(1).

Johnson, L. R. (2016). *Community-based qualitative research: Approaches for education and the social sciences. Sage Publications.* New York: Sage Publications.

Kemdikbud. (2016). *Kebijakan dan Dinamika Perkembangan Kurikulum 2013.* Jakarta: Badan Penelitian dan Pengembangan Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

Kemenag. (2023). *Modul Pembelajaran Literasi Membaca Tindak Lanjut Pemaknaan Hasil Asesmen Kompetensi Madrasah Indonesia Capaian Kompetensi 1-5.* Jakarta: Ditjen Pendidikan Islam, Kementerian Agama.

Kulophas, D., Hallinger, P., Ruengtrakul, A., & Wongwanich, S. (2018). Exploring the effects of authentic leadership on academic optimism and teacher engagement in Thailand. *International Journal of Educational Management*, *32*(1), 27–45. https://doi.org/10.1108/IJEM-10-2016-0233

Kyriakides, L., Creemers, B. P., & Antoniou, P. (2009). Teacher behaviour and student outcomes: Suggestions for research on teacher training and professional development. *Teaching and Teacher Education*, *25*(1), 12-23.

Maharani, E. S., Rosmiati, R., & Nasori, A. (2021). Profesionalisme Kinerja Guru dan Kemampuan Literasi Digital Guru Berpengaruh terhadap Kualitas Pembelajaran Daring SMK Kota Jambi. *Jurnal Ilmiah Dikdaya*, *11*(2), 161–165.

Mudarris, B. (2022). Profesionalisme Guru di Era Digital; Upaya dalam Meningkatkan Mutu Lembaga Pendidikan. *ALSYS*, *2*(6), 712–731.

Patriana, W. D., Sutama, S., & Wulandari, M. D. (2021). Pembudayaan literasi numerasi untuk asesmen kompetensi minimum dalam kegiatan kurikuler pada sekolah dasar muhammadiyah. *Jurnal Basicedu*, *5*(5), 3413-3430.

Raini, A., Idi, A., & Samiha, Y. T. (2023). *Evaluation of Competency Assessment of Indonesian Madrasah (AKMI) in Madrasah Ibtidaiyah (MI) Azizan Palembang*. (Agustus), 297–318.

Rivera, K. M. (1999). Popular research and social transformation: A community-based approach to critical pedagogy. *TESOL Quarterly*, *33*(3), 485-500.

Rufiana, I. S., Harianto, A., & Arifin, S. (2023). *Penguatan Kompetensi Pedagogik Guru Madrasah Pada Kurikulum Merdeka: Bimtek Pelatihan Tindak Lanjut Hasil Akmi Tingkat Madrasah*. *1*(2), 304–308.

Sumo, M., Mansur, M., & Hidayat, T. (2022). Strengthening Literacy: Assistance by the AKMI Service Team 2022. *Al-Ridha: Jurnal Pengabdian Kepada Masyarakat*, *1*(1), 15-26.

Susanti, L. D., Pahrudin, A., & Yetri. (2021). Analisis Pelaksanaan Asesmen Kompetensi Madrasah Indonesia (AKMI). *Journal of Interdisciplinary Science and Education*, *1*(2), 17-24.

Yusrianum, & Nurmawati. (2023). Analisis Penilaian Karakter Berbasis Asesmen Kompetensi Madrasah Indonesia (AKMI). *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *3*(4), 329–338. https://doi.org/10.31538/munaddhomah.v3i4.288