



The Impact of Abolishing the National Examination and the Role of the Minimum Competency Assessment on Students' Learning Motivation in Madrasah Islamiyyah: Implications for the Design of the Islamic Education Curriculum

Gustiva Andri² , Muhammad Auwal Yakubu³

¹ Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

Jl. Laksda Adisucipto, Papringan, Caturtunggal, Kec. Depok, Kab. Sleman, D. I Yogyakarta 55281, Indonesia

² Unicaf University, Southeastern Africa, Malawi
52XC+X9Q, Blantyre, Malawi

Article History:

Received: March 15, 2025; Revised: April 19, 2025; Accepted: May 18, 2025; Published: June 30, 2025

Abstract: The Impact of Abolishing the National Examination and the Role of the Minimum Competency Assessment on Students' Learning Motivation in Madrasah Islamiyyah: Implications for the Design of the Islamic Education Curriculum

Objective: This study aims to analyze the impact of the abolition of the National Exam (Ujian Nasional, UN) and the role of the Minimum Competency Assessment (AKM) on student learning motivation in Madrasah Islamiyyah and implications for Islamic education curriculum design. **Methods:** This research uses descriptive qualitative methods and data collection through interviews, observation, and documentation. Data analysis using the Miles and Huberman model. **Results:** The abolition of the National Examination and the implementation of AKM increase students' learning motivation because AKM assessment is more relevant to students' real abilities. However, challenges remain in curriculum adaptation as in Islamic education. **Conclusion:** Effective implementation of the abolition of the national exam and the implementation of IMR requires curriculum adaptation, especially in Islamic education, to increase student learning motivation. **Contribution:** This study contributes to the development of education policy by utilizing IMR to improve education quality and student motivation, as well as a reference in designing a more relevant and adaptive Islamic education curriculum.

Keyword: Abolition of National Examination; Minimum Competency Assessment; Student Motivation; Madrasah Islamiyyah; Islamic Education Curriculum Design

Abstrak: Dampak Penghapusan Ujian Nasional serta Peran Asesmen Kompetensi Minimum terhadap Motivasi Belajar Siswa di Madrasah Islamiyyah: Implikasi terhadap Desain Kurikulum Pendidikan Islam

Tujuan: Penelitian ini bertujuan untuk menganalisis dampak penghapusan Ujian Nasional (UN) dan peran Asesmen Kompetensi Minimum (AKM) terhadap motivasi belajar siswa di Madrasah Islamiyyah dan implikasi terhadap desain kurikulum pendidikan islam. **Metode:** Penelitian ini menggunakan metode deskriptif kualitatif, pengumpulan data melalui wawancara, observasi, dan dokumentasi. Analisa data menggunakan model Miles dan Huberman. **Hasil:** Penghapusan Ujian Nasional dan penerapan AKM meningkatkan motivasi belajar siswa, karena penilaian AKM lebih relevan dengan kemampuan nyata siswa. Namun, tantangan tetap ada dalam adaptasi kurikulum seperti dalam pendidikan islam. **Kesimpulan:** Implementasi Penghapusan Ujian Nasional dan penerapan AKM yang efektif memerlukan penyesuaian kurikulum khususnya dalam pendidikan islam dalam meingkatkan motivasi belajar siswa. **Kontribusi:** Penelitian ini berkontribusi dalam pengembangan kebijakan pendidikan dengan memanfaatkan AKM untuk meningkatkan kualitas pendidikan dan motivasi siswa, serta sebagai acuan dalam merancang kurikulum pendidikan Islam yang lebih relevan dan adaptif.

Kata Kunci: Penghapusan Ujian Nasional; Asesmen Kompetensi Minimum; Motivasi Belajar Siswa; Madrasah Islamiyyah; Desain Kurikulum Pendidikan Islam

* **Corresponding Author:** Gustiva Andri,  gustivaandri99@gmail.com
Master of Shari'ah Science Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

Address: Jl. Laksda Adisucipto, Papringan, Caturtunggal, Kec. Depok, Kab. Sleman, D. I Yogyakarta 55281, Indonesia

To cite this article:

Andri, G., Yakubu, M. A. (2025). The Impact of Abolishing the National Examination and the Role of Minimum Competency Assessment on Students' Learning Motivation in Madrasah Islamiyyah: Implications for Islamic Education Curriculum Design. *At-Ta'lim: Media Informasi Pendidikan Islam*, 24(1), 88-99. <http://dx.doi.org/10.29300/attalim.v24i1.5394>

A. INTRODUCTION

Madrasah Islamiyyah is an educational institution that functions as a place for teaching Islamic knowledge and other skills relevant to the era (Fauziah, 2018) states that Madrasah Islamiyyah is a learning centre that combines religious knowledge with practical skills, making it an integral learning hub. In the context of education in madrasahs, the design of the Islamic education curriculum is crucial to ensure that students master not only cognitive aspects but also affective and psychomotor aspects in alignment with Islamic values (Moslimany et al., 2024).

Meanwhile, the National Examination (Ujian Nasional) is an assessment tool used to measure the cognitive abilities of Indonesian students from elementary to high school levels and beyond. This national assessment program, implemented by the government, aims to establish a national evaluation standard for Indonesia. This is particularly important as Indonesia is a large country of many islands, making a national assessment standard a suitable choice. It is widely agreed that evaluation is one of the most important components of education, as it provides insight into how well educational goals have been achieved (Dlouhá & Burandt, 2015). However, not all forms of assessment can accurately measure these achievements. When the assessment tool used is appropriate and accurate, it can generate valuable information; conversely, the information gathered may be misleading if irrelevant.

In this context, the National Examination is a national education evaluation system from elementary to high school. However, implementing the National Examination is often hindered by fundamental issues, such as inadequate preparation, limited educational institutions, low-quality teaching, and an imbalance in the attention given by central and regional governments. The National Examination-based evaluation is often criticized for focusing solely on assessing students' cognitive abilities. At the same time, important affective and psychomotor aspects, which are also crucial in the educational curriculum, are not adequately addressed (Hernon et al., 2023). This has sparked criticism from various groups, including Ghani & Zharfa (2020), who note that university entrance exam scores have become the sole determinant for graduation, influencing how students perceive education.

The research findings by Asiah & Rofieq (2011) show that the National Examination only assesses cognitive aspects, with questions that focus more on the students' ability to memorize scientific facts given by teachers, even though emotional and psychomotor aspects are also fundamental in the educational process. This highlights the misalignment between the implementation of the National Examination and the curriculum, which theoretically encompasses three important aspects of education: cognitive, affective, and psychomotor (Abbasi et al., 2023).

As time progresses, education faces increasingly complex challenges, both conceptually and in practical implementation (Pucciarelli & Kaplan, 2016). One of these challenges is the evaluation system used in national education. In 2020, Minister of Education Nadiem Anwar Makarim made a decision that surprised many by abolishing the National Examination (UN). This decision aimed to allow schools to evaluate students' learning outcomes. The "Merdeka Belajar" policy initiated by Nadiem Makarim consists of four main points: first, the abolition of the National Standardized School Exam (USBN) and transferring the decision to the schools; second, replacing the National Examination with the Minimum Competency Assessment (AKM) and character surveys; third, simplifying the components in the Lesson Plan

(RPP); and fourth, implementing a proportional-based policy for student admission (Nurhikmah et al., 2021).

This policy aims to give schools the freedom to assess students' learning outcomes according to their context. This policy aligns better with developing 21st-century skills that prioritize critical, creative, communicative, and collaborative competencies. In this regard, the Minimum Competency Assessment (AKM) is expected to serve as a solution to assess students' basic abilities in reading literacy and numeracy. These two competencies are essential in facing global challenges and rapid technological advancements (Norfika & Hadi, 2020).

This policy is expected to drive changes in the design of the Islamic education curriculum, which will place more emphasis on students' competencies as a whole. Islamic education should strive to balance cognitive, affective, and psychomotor aspects, focusing not only on academic results but also on strengthening character and practical skills that align with the needs of the times (Susanto et al., 2016). As a national evaluation tool, the Minimum Competency Assessment will provide space for students to demonstrate their competencies more comprehensively and not be limited to exam scores (Smadi et al., 2023).

Although the abolition of the National Examination and the implementation of the Minimum Competency Assessment (AKM) have become significant policies in Indonesia's education system, their impact on students' learning motivation in Madrasah Islamiyyah and the implications for the design of the Islamic education curriculum have not been extensively researched. Previous studies have focused more on the role of the National Examination in assessing students' cognitive abilities, with less attention given to how this policy change might affect student motivation and how the Islamic education curriculum can be adapted to this new policy. Therefore, the purpose of this research is to analyze the impact of the abolition of the National Examination and the implementation of AKM on students' learning motivation in Madrasah Islamiyyah and to explore the implications of this policy on the design of the Islamic education curriculum, with a focus on strengthening character and 21st-century competencies.

B. METHOD

This research uses a descriptive qualitative method to describe current phenomena or issues. This method was chosen because it can provide an in-depth understanding of events or conditions happening at the moment. This study's primary focus is to understand actual problems occurring in the context of education in two selected madrasahs. According to Chalil and Barus (2014), descriptive research aims to objectively explore information in the field, providing a more comprehensive understanding of the studied issues.

The study was conducted on August 25, 2024, at Madrasah Islamiyyah in Padang City, Madrasah Islamiyyah Shine Al-Falah and Madrasah Islamiyyah Darul' Ulum. These two madrasahs were selected based on their relevance and representativeness in the context of the research being conducted. The informants in this study were selected using purposive sampling, a technique for selecting samples based on specific criteria deemed relevant to the research.

Data in this study were collected through interviews, observations, and documentation. This process provided a more tangible understanding of the dynamics happening in the field. Additionally, documentation was used to gather written data that could support the research findings. These three techniques aim to obtain comprehensive and triangulated data, ensuring that the results obtained are more valid and reliable.

The data analysis in this research uses the technique proposed by Miles and Huberman (2010). The results of the data analysis are then presented in the form of a narrative description, allowing readers to understand the context and findings of the research in greater detail. This narrative approach also allows the researcher to describe the findings more precisely and informally, aligning with qualitative descriptive research objectives.

C. RESULTS AND DISCUSSION

Result

1. Impact of the National Exam (UN)

The National Exam (UN) was designed to measure the progress of students' learning outcomes and teaching effectiveness. However, since the implementation of the UAN in 2002/2003, many controversies have arisen regarding its impact. One of the main criticisms is that the UN only assesses the cognitive aspects of students. In contrast, the psychomotor and affective aspects, which are also crucial in education, are not addressed, making the UN unable to provide a holistic picture of students' abilities (Simbolon et al., 2003).

Moreover, although Law No. 20 of 2003 Article 59, Paragraph 1 states that educational evaluation should be comprehensive, the practice of the UN has focused more on evaluating students' learning outcomes alone. This shows a mismatch between policy and implementation, as a more holistic evaluation should have been delegated to educators.

Another point of criticism is the supervision of the UN implementation, especially in preventing cheating. In practice, cheating is often reported, such as collaboration among teachers to make it easier for students to cheat or sell answer keys. Additionally, the impact of the standardization of exam scores is substantial. With a centralized standardization, teaching time is limited to only exam material. At the same time, non-exam curriculum content is often neglected, which is unfair because it does not consider the differences in students' backgrounds and abilities.

Finally, the UN remains the determinant of graduation. In that case, it can disadvantage students, as it only measures a small portion of their abilities, creates enormous pressure, and encourages unethical practices such as buying answer keys or using mystical aids. Furthermore, research by Supa'at (2013) indicates that the UN can cause severe psychological impacts, such as stress, frustration, and depression, due to its focus on memorization and convergent thinking. In real life, however, creativity and divergent thinking are essential.

2. Minimum Competency Assessment (AKM)

Assessment is a step taken to measure students' learning outcomes. Educators assessment of students' learning outcomes aims to monitor and evaluate the learning process, progress, and continuous improvement and is also used by the government to make educational policies. Evaluation requires instruments (tools) that ensure objective results and accurately measure students' learning outcomes. On an international scale, the assessment instruments used are PISA (Programme for International Student Assessment) and TIMSS (Trend in International Mathematics and Science Study). In addition to TIMSS, PISA results are often used as a reference in decision-making in various countries, including Indonesia (Rokhim et al., 2021).

The Minimum Competency Assessment (AKM) is a fundamental competency assessment necessary for all students to develop their potential and participate positively in society. AKM measures two core competencies: reading and mathematical literacy (numeracy). Both reading literacy and numeracy competencies assessed include logical-systematic thinking skills, skills in applying concepts and knowledge learned, and skills in analyzing and processing information. AKM presents problems in various contexts that students must solve using their reading literacy and numeracy competencies. AKM aims to assess competencies in-depth, not merely content mastery (Ministry of Education and Culture, 2020).

AKM Question Development: The development of competency assessments is based on evaluating reasoning abilities using language (literacy) and reasoning abilities based on numerical data (numeracy), following the framework of the Programme for International Student Assessment (PISA). This assessment concept represents the basic skills that students must master. AKM questions do not only focus on specific topics or content but also include

several components: content, context, and the cognitive processes that students must undergo (Rohim, 2021).

3. Impact of the Elimination of the National Examination on Students' Learning Motivation

The Minister of Education, Culture, Research, and Technology (Mendikbud Ristek) Nadiem Anwar Makarim, officially issued Circular Letter (SE) No. 1 of 2021 regarding the abolition of the National Examination (UN) and the Equivalent Examination, as well as the implementation of School Exams during the Emergency Period of the Corona Virus Disease (Covid-19) spread. Covid-19 is a virus that causes upper respiratory infections, which can range from mild to severe and may even result in death, similar to the flu. Anyone can get infected, but people with weak immune systems are more vulnerable to this virus (Suardi et al., 2021). The decision to eliminate the National Exam and Equivalent Exam, as outlined in the Circular Letter, was made due to the increasing spread of COVID-19, which necessitated swift action to prioritize the health and safety of students, educators, and education personnel. Despite the absence of the UN, graduation and class promotion requirements were still enforced, with student graduation now determined through the Minimum Competency Assessment (AKM) and character surveys starting in 2021 (Triatmaja et al., 2022).

The impact of removing the National Exam on students' learning motivation, as observed in the field, was that many students became lazy and less participative during lessons. They felt that they would still pass as long as they participated in the end-of-semester exams. However, if they focused on their studies and obtained good grades, it would greatly facilitate their admission into the universities they aspired to attend.

4. The Role of Minimum Competency Assessment (AKM) on Students' Learning Motivation

The Minimum Competency Assessment (AKM) is the Indonesian government's initiative to replace the National Examination (UN) to assess students' basic competencies in literacy and numeracy. Although AKM does not directly measure learning motivation, it is expected to impact students' motivation through several positive effects. First, AKM raises students' awareness of the importance of literacy and numeracy in daily life. Second, AKM provides more comprehensive feedback, helping students identify their strengths and weaknesses and focus on areas that need improvement.

Additionally, AKM encourages the implementation of higher-quality learning, as teachers use AKM results to design lessons more relevant to students' needs. This can increase students' motivation because the learning they receive is more beneficial. Finally, AKM reduces the pressure and anxiety typically associated with the National Exam, as it focuses on basic competencies, allowing students to learn with more peace of mind and concentrate on mastering essential skills (Mamun & Hasanuzzaman, 2020).

However, according to the author, there are several challenges in implementing AKM, such as the readiness of teachers and the availability of infrastructure. Successful implementation of AKM requires adequate teacher training and educational infrastructure. Without proper preparation, the effectiveness of AKM in boosting learning motivation could be hindered. Another challenge lies in the shift in learning paradigms. The transition from the National Exam to AKM requires changing how students and teachers approach learning and teaching. This adjustment process may take time, especially in schools lacking sufficient facilities and resources.

Discussion

1. Islamic Madrasah Schools (Madrasah Islamiyyah)

According to education experts such as Azyumardi Azra, Maksum, Hasbullah, Steenbrink, Nakosteen, and others, the existence of madrasahs as Islamic educational institutions in Indonesia is not part of the history of the growth and development of madrasahs during the Classical Islamic period. On the contrary, madrasahs in Indonesia emerged as a logical

continuation of previous Islamic educational institutions, particularly pesantren (Islamic boarding schools) in Java. This view is supported by the fact that the entry of Islam into the archipelago was not followed by the establishment of madrasahs, both during the first wave (7th century AD) and the second wave (13th century AD). Nurcholish Madjid also emphasized that pesantren are synonymous with Islam and reflect authentic Indonesian aspects.

The term "madrasah" has various meanings and scopes. However, what needs to be emphasized is the definition of madrasah within the legal framework of Indonesia, which stipulates that a madrasah is an Islamic educational institution with a curriculum that includes both religious and general subjects, with a greater proportion of religious subjects than general schools. Over time, madrasahs have been required to continue developing, spreading, and improving the quality of education (Asadullah & Chaudhury, 2016). This is crucial to face the changing times, including the inevitable flow of globalization (Brakman et al., 2020). To address this challenge, madrasahs must strive to become institutions that are Islamic, populist, of high quality, and diverse. This means that madrasahs cannot separate themselves from religious education, their core identity while emphasizing their role as part of society and being accessible to the public. Quality refers to educational quality in terms of processes and outcomes, while diversity highlights the various academic tracks that cater to students' interests and talents.

2. Islamic Education Curriculum Design

The curriculum development in Indonesia often undergoes changes influenced by political, social, cultural, economic, scientific, and technological factors within society. As a set of educational plans, the curriculum continuously evolves in response to societal demands and changes. The national curriculum is based on common principles, such as Pancasila and the 1945 Constitution. The main difference lies in the emphasis on educational goals and the approaches to achieving them (Hodson, 2014).

As part of Indonesia's education system, madrasahs have experienced significant improvements in several aspects, including curriculum, management, and human resources. The curriculum currently implemented is more integrated with contemporary needs, combining in-depth religious knowledge with general science, technology, and skills relevant to global development. The improvement in teaching quality is also evident in more innovative methods and approaches, such as integrating technology in education and continuous training for educators (Almusawi et al., 2021). Furthermore, better educational facilities and improved madrasah management create a conducive and adequate learning environment. As a result, madrasahs are producing graduates with academic intelligence and strong character based on moderate religious values, preparing them to compete and contribute broadly to society (Rohman et al., 2023).

The curriculum in Indonesia is frequently updated and influenced by the dynamics of politics, social culture, economy, science, and technology. The curriculum aims to be more efficient and effective by adopting goal-oriented management concepts (Management by Objectives/MBO). The methods, materials, and teaching objectives are described in the Learning System Development Procedures (PPSI), introducing the concept of "lesson units" that deeply explore each topic, including general teaching objectives (TIU), specific teaching objectives (TIK), learning materials, teaching devices, learning activities, and evaluation.

In 1976, the Ministry of Religious Affairs established a standardized madrasah curriculum, focusing on improving the quality of education by balancing religious studies, social sciences, natural sciences, and humanities. In 1984, a new curriculum was introduced to improve the previous one, with an instructional goal-oriented approach focused on active learning methods. The Madrasah Aliyah curriculum 1984 adopted a structure consisting of five majors and two programs: the Core and Elective programs. Then, in 1994, a new curriculum was released, improving the previous one with a focus on conceptual understanding and problem-solving skills. However, implementing the 1994 curriculum led to issues such as the

heavy learning load on students due to the large number of subjects and materials to be studied. This led to the shift in 2004 towards the Competency-Based Curriculum (KBK) (Sholihah, 2024).

3. The Impact of the Elimination of the National Examination and the Role of the Minimum Competency Assessment on Student Learning Motivation in Madrasah Islamiyyah and Its Implications for the Design of Islamic Education Curriculum

The elimination of the National Examination (UN) and its replacement with the Minimum Competency Assessment (AKM) has significantly impacted student learning motivation in Madrasah Islamiyyah. Previously, the National Examination was a considerable pressure source for students, often making them focus solely on exams while sacrificing other aspects of learning (Cho & Chan, 2020). With the introduction of AKM, which focuses more on basic skills such as literacy and numeracy, students feel less stressed because this assessment is more relevant to the skills needed in everyday life (Von Haaren et al., 2015). This shift allows students to focus on deep understanding rather than merely memorizing for exams, boosting their motivation to study more diligently.

Furthermore, the implementation of AKM provides more constructive feedback for students. Unlike the National Examination, which only measures overall academic achievement, AKM offers a more detailed assessment of students' abilities in literacy and numeracy. The results of this assessment help students identify their strengths and weaknesses, allowing them to focus on areas that need improvement and effectively enhance their skills. Thus, AKM measures the outcome and provides an opportunity to improve the learning process, which is more focused on mastering foundational skills.

Another positive impact of eliminating the National Examination is improving the learning quality, which is now more relevant to students' needs. Teachers can design more effective learning tailored to individual student needs by focusing on basic competencies (Boelens et al., 2018). The learning process in Madrasah Islamiyyah, driven by AKM, will prioritize conceptual understanding and practical skills, achieving high exam scores. This shift allows students to engage in applicable learning that benefits their everyday lives, ultimately increasing their motivation to learn.

The implications of this change for the design of the Islamic education curriculum are crucial. With the introduction of AKM, the Islamic education curriculum needs to be adjusted to integrate literacy, numeracy, and character strengthening with Islamic values. The revised curriculum will emphasize developing 21st-century skills such as critical thinking, creativity, and problem-solving abilities, which align with global needs. This requires a more holistic approach, where religious teaching and general education can go hand in hand to prepare students to become competent individuals with strong character and ready to face future challenges.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

This study shows that the elimination of the National Examination (UN) and the implementation of the Minimum Competency Assessment (AKM) have a positive impact on students' learning motivation in Madrasah Islamiyyah, with a focus on measuring basic competencies such as literacy and numeracy. These findings imply that the Islamic education curriculum needs to be adjusted to emphasize the development of basic competencies relevant to the demands of the 21st century rather than solely focusing on mastery of curriculum material. A more holistic and competency-based curriculum design will help create a more meaningful and in-depth learning experience for students. In addition, this change also requires improving teachers' capacity to implement AKM effectively and adapting the evaluation system to support continuous learning processes better.

2. Research Contribution

This research contributes significantly to the development of education policy, particularly in understanding the role of the Minimum Competency Assessment (AKM) in improving students' learning motivation in Madrasah Islamiyyah. The results of this study are expected to serve as a reference for education policymakers in designing a curriculum that is more adaptive and relevant to the times, emphasising developing basic competencies such as literacy and numeracy. Furthermore, this research provides insights for educators about the importance of a more holistic, competency-based approach to learning and the necessity of improving teachers' capacity to implement AKM effectively in the context of Islamic education.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Further research could be conducted to explore the impact of the Minimum Competency Assessment (AKM) on students' long-term learning outcomes in Madrasah Islamiyyah, including their critical thinking and creativity skills. Additionally, future research could expand the sample to include more madrasahs in different regions to understand the variation in the impact of AKM on students' learning motivation, which local factors may influence. Research could also focus on developing an AKM-based Islamic education curriculum and evaluating teacher training programs for more effective implementation of this assessment.

F. CONCLUSION

The removal of the National Examination (UN) has had a complex and multidimensional impact on students' learning motivation. On the one hand, there are positive potential outcomes, such as reduced pressure and increased focus on the learning process, which allows students to understand the material more deeply. On the other hand, there are concerns about the loss of clear measurement standards and a potential decrease in learning enthusiasm among some students. Therefore, it is important to continuously evaluate and thoroughly study the impact of the removal of the UN. Collaborative efforts from the government, educators, parents, and society are needed to ensure that this change does not negatively impact students' motivation and the quality of education.

The role of the Minimum Competency Assessment (AKM) holds significant potential for improving students' motivation to learn by offering a more meaningful and relevant approach. AKM, which focuses on essential basic competencies like literacy and numeracy, provides constructive feedback and encourages student-centred learning. As a result, AKM can create a more supportive learning environment and motivate students to continue to grow. However, the success of AKM in improving learning motivation highly depends on teacher readiness and the availability of adequate infrastructure.

Although AKM offers many positive potentials, it should be noted that learning motivation is influenced not only by the assessment system but also by various other factors, such as students' interest in learning, support from parents and teachers, and the quality of school learning. Therefore, it is important to create a conducive and supportive learning environment and implement high-quality teaching. With a holistic and collaborative approach, students' motivation to learn is expected to significantly increase, both in Madrasah Islamiyyah and in education in general.

ACKNOWLEDGMENTS

The author would like to thank the principal, curriculum vice principal, and teachers at Madrasah Islamiyyah Shine Al-Falah and Madrasah Islamiyyah Darul' Ulum for facilitating this research by providing support, information, and necessary access. Thanks also to all par-

ties who contributed to the smooth execution of this research. Special thanks are also extended to my co-author (MAY) for their willingness to collaborate on this research.

AUTHOR CONTRIBUTIONS STATEMENT

All authors discussed the results and contributed to the final manuscript. GA: Conceptualization, Methodology, Writing - Original Draft. MAY: Writing - Review & Editing, Conceptualization.

DECLARATION OF COMPETING INTEREST

The authors declare that there are no conflicts of interest financial, professional, or personal that could have influenced the results or interpretation of this research.

REFERENCES

- Abbasi, M., Shirazi, M., Torkmandi, H., Homayoon, S., & Abdi, M. (2023). Teaching, learning, and assessment of law on medical students' cognitive, affective and psychomotor skills: a systematic review. <https://doi.org/10.1186/s12909-023-04695-2>
- Almusawi, H. A., Durugbo, C. M., & Bugawa, A. M. (2021). Innovation in physical education: Teachers' perspectives on readiness for wearable technology integration. *Computers & Education*, 167, 104185. <https://doi.org/10.1016/j.compedu.2021.104185>
- Asadullah, M. N., & Chaudhury, N. (2016). To madrasahs or not to madrasahs: The question and correlates of enrolment in Islamic schools in Bangladesh. *International Journal of Educational Development*, 49, 55-69. <https://doi.org/10.1016/j.ijedudev.2016.01.005>
- Asiah, S., & Rofieq, A. (2011). Analisis kebijakan Ujian Nasional tingkat Sekolah Menengah Kejuruan (SMK). *Edukasi*, 3(1), 75-92. <https://jurnal.unismabekasi.ac.id/index.php/edukasi/article/view/699>
- Boelens, R., Voet, M., & De Wever, B. (2018). The design of blended learning in response to student diversity in higher education: Instructors' views and use of differentiated instruction in blended learning. *Computers & Education*, 120, 197-212. <https://doi.org/10.1016/j.compedu.2018.02.009>
- Brakman, S., Garretsen, H., & van Witteloostuijn, A. (2020). The turn from just-in-time to just-in-case globalization in and after times of COVID-19: An essay on the risk re-appraisal of borders and buffers. *Social Sciences & Humanities Open*, 2(1), 100034. <https://doi.org/10.1016/j.ssaho.2020.100034>
- Chalil, D., & Barus, R. (2014). *Analisis Data Kualitatif: Teori dan Aplikasi dalam Analisis SWOT, Model Logit, dan Structural Equation Modeling (Dilengkapi dengan Manual SPSS dan Amos)*.
- Cho, E. Y. N., & Chan, T. M. (2020). Children's wellbeing in a high-stakes testing environment: The case of Hong Kong. *Children and Youth Services Review*, 109, 104694. <https://doi.org/10.1016/j.childyouth.2019.104694>
- Dlouhá, J., & Burandt, S. (2015). Design and evaluation of learning processes in an international sustainability oriented study programme. In search of a new educational quality and assessment method. *Journal of Cleaner Production*, 106, 247-258. <https://doi.org/10.1016/j.jclepro.2014.09.096>
- Fauziah, A., Sobari, E. F. D., & Robandi, B. (2021). Analisis pemahaman guru Sekolah Menengah Pertama (SMP) mengenai Asesmen Kompetensi Minimum (AKM). *Edukatif: Jurnal Ilmu Pendidikan*, 3(4), 1550-1558. <https://edukatif.org/index.php/edukatif/article/view/608>
- Ghani, S., & Zharfa, M. (2020). Pengaruh penghapusan Ujian Nasional terhadap motivasi belajar peserta didik di masa pandemi. *Jurnal Pendidikan Tematik*, 1(3), 184-196. <https://siducat.org/index.php/jpt/article/view/124>

- Hernon, O., McSharry, E., MacLaren, I., & Carr, P. J. (2023). The use of educational technology in teaching and assessing clinical psychomotor skills in nursing and midwifery education: A state-of-the-art literature review. *Journal of Professional Nursing*, 45, 35-50. <https://doi.org/10.1016/j.profnurs.2023.01.005>
- Hodson, D. (2014). Learning science, learning about science, doing science: Different goals demand different learning methods. *International journal of science education*, 36(15), 2534-2553. <https://doi.org/10.1080/09500693.2014.899722>
- Mamun, M. A. A., & Hasanuzzaman, M. (2020). Pengaruh Asesmen Nasional terhadap motivasi belajar siswa kelas 4 SDN 1 Kembang Harum Kecamatan Leuwimanggung Kabupaten Ciamis. *Energy for Sustainable Development: Demand, Supply, Conversion and Management*, 1-14.
- Moslimany, R., Otaibi, A., & Shaikh, F. (2024). Designing a holistic curriculum: Challenges and opportunities in islamic education. *Journal on Islamic Studies*, 1(1), 52-73. <https://doi.org/10.35335/beztg009>
- Norfika Y. R., & Hadi, S. (2020). Implikasi Asesmen Kompetensi Minimum dan Survei Karakter terhadap pengelolaan pembelajaran SD. *Jurnal Pendidikan dan Kebudayaan*, 5(2), 194-205.
- Nurhikmah, N., Hidayah, I., & Kadarwati, S. (2021). Persepsi dan kesiapan guru dalam menghadapi Asesmen Kompetensi Minimum. *Cokroaminoto Journal of Primary Education*, 4(1), 78-83. <https://doi.org/10.30605/cjpe.412021.1294>
- Pucciarelli, F., & Kaplan, A. (2016). Competition and strategy in higher education: Managing complexity and uncertainty. *Business horizons*, 59(3), 311-320. <https://doi.org/10.1016/j.bushor.2016.01.003>
- Ratna Sari, D. (2021). AKM-Numerasi, kemampuan siswa, analisis kemampuan siswa SD dalam menyelesaikan soal geometri Asesmen Kompetensi Minimum. *Jurnal Sekolah Dasar*, 6(2), 87-93. <https://doi.org/10.36805/jurnalsekolahdasar.v6i2.1750>
- Rohim, D. C. (2021). Konsep Asesmen Kompetensi Minimum untuk meningkatkan kemampuan literasi numerasi siswa sekolah dasar. *Jurnal VARIDIKA*, 33(1), 54-62. <https://doi.org/10.23917/varidika.v33i1.14993>
- Rohman, A., Muhtamiroh, S., Imron, A., & Miyono, N. (2023). Integrating traditional-modern education in madrasa to promote competitive graduates in the globalization era. *Cogent Education*, 10(2), 2268456. <https://doi.org/10.1080/2331186X.2023.2268456>
- Rokhim, D. A., Rahayu, B. N., Alfiah, L. N., Peni, R., Wahyudi, B., Wahyudi, A., Sutomo, S., & Widarti, H. R. (2021). Analisis kesiapan peserta didik dan guru pada Asesmen Nasional (Asesmen Kompetensi Minimum, Survey Karakter, dan Survey Lingkungan Belajar). *Jurnal Administrasi dan Manajemen Pendidikan*, 4(1), 61. <https://doi.org/10.17977/um027v4i12021p61>
- Safitri. (2019). Dampak penghapusan Ujian Nasional yang akan diganti dengan sistem Asesmen Kompetensi dan Survey Karakter. *Jurnal: Kewarganegaraan*, 3(2), 65-71. <https://doi.org/10.31316/jk.v3i2.1303>
- Sholihah, T. (2024). The evolution of Islamic educational institutions in North Sumatra, Indonesia. <https://doi.org/10.31538/nzh.v7i1.4419>
- Simbolon, D. K., Pd, M., Sotoyo, J. M., & Timur, J. (2003). Ujian Nasional sebagai penentu kelulusan merugikan peserta didik. 57(2), 1-14.
- Smadi, A., Al-Qerem, A., Nabot, A., Jebreen, I., Aldweesh, A., Alauthman, M., ... & Alzghoul, M. B. (2023). Unlocking the potential of competency exam data with machine learning: improving higher education evaluation. *Sustainability*, 15(6), 5267. <https://doi.org/10.3390/su15065267>
- Suardi, C., Cazzaniga, E., Graci, S., Dongo, D., & Palestini, P. (2021). Link between viral infections, immune system, inflammation and diet. *International journal of environmental research and public health*, 18(5), 2455. <https://doi.org/10.3390/ijerph18052455>

- Supa'at. (2013). Madrasah dan Ujian Nasional. *Jurnal Pendidikan Islam*, 7.
- Susanto, T., Sulistyorini, L., Wuryaningsih, E. W., & Bahtiar, S. (2016). School health promotion: a cross-sectional study on clean and healthy living program behavior (CHLB) among Islamic Boarding Schools in Indonesia. *International Journal of Nursing Sciences*, 3(3), 291-298. <https://doi.org/10.1016/j.ijnss.2016.08.007>
- Triatmaja, B., Ratri, A. K., & Belajar, M. (2022). Analisis dampak penghapusan Ujian Nasional pada motivasi belajar siswa kelas 6 di SDN 2 Podorejo. *Riset dan Inovasi Pendidikan Dasar*, 2(2), 122-128. <https://orcid.org/0000-0002-2008-5529>
- Von Haaren, B., Haertel, S., Stumpp, J., Hey, S., & Ebner-Priemer, U. (2015). Reduced emotional stress reactivity to a real-life academic examination stressor in students participating in a 20-week aerobic exercise training: A randomised controlled trial using Ambulatory Assessment. *Psychology of Sport and Exercise*, 20, 67-75. <https://doi.org/10.1016/j.psychsport.2015.04.004>
- Wandira, R. A., Ismail, & Anggraini, I. (2022). Asesmen Kompetensi Minimum (AKM) dan Survei Karakter pada SMA Negeri 9 Banda Aceh dan SMK Negeri 1 Banda Aceh. *JED: Jurnal Economica Didactica*, 27(2), 58-66. <https://jurnal.usk.ac.id/JED/article/view/28930>

Copyright holder:

© Andri, G., Yakubu, M. A. (2025)

First Publication Right:

At-Ta'lim: Media Informasi Pendidikan Islam

This Article is licensed under:CC-BY-NC-SA ([Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-nc-sa/4.0/))