

**PENGEMBANGAN INSTRUMEN ASESMEN KOMPETENSI MINIMUM  
(AKM) BERORIENTASI BUDAYA BALI PADA PEMBELAJARAN  
MATEMATIKA SMA**

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**ABSTRAK**

Asesmen Nasional merupakan bentuk reformasi Kementerian Pendidikan dan Kebudayaan terhadap Ujian Nasional sebagai upaya untuk mendorong peningkatan mutuan satuan pendidikan. Salah satu komponen hasil belajar siswa yang diukur pada asesmen nasional adalah Asesmen Kompetensi Minimum (AKM). Karena asesmen nasional baru dikembangkan sejak 2021, maka hingga saat ini Asesmen Kompetensi Minimum (AKM) masih dikembangkan dalam bentuk soal tertutup dan belum banyak yang mengembangkan instrumen Asesmen Kompetensi Minimum (AKM) dengan konteks budaya lokal. Tujuan dari penelitian ini adalah mendiskripsikan karakteristik, validitas, dan reliabilitas instrumen Asesmen Kompetensi Minimum (AKM) berorientasi budaya Bali. Penelitian dilaksanakan di SMA Negeri 3 Singaraja pada kelas XI A. Secara konteks sosial budaya, instrumen yang dikembangkan memuat unsur religi dalam bentuk sistem sosial, sistem teknologi dengan bentuk fisik, sistem organisasi dengan bentuk fisik. Secara konten, instrumen yang dikembangkan memuat konten bilangan, aljabar, geometri dan pengukuran, data dan ketidak pastian yang disusun untuk mengukur kemampuan mengingat (C1) sampai dengan mengevaluasi (C5). Berdasarkan konten isi, instrumen yang dikembangkan memperoleh skor valid dengan rata-rata skor  $\geq 0,80$  dan valid berdasarkan butir soal dengan memperoleh rata-rata skor  $\geq 0,355$ . Sedangkan, berdasarkan reliabilitas tes, instrumen yang dikembangkan memperoleh skor 0,76 yang berarti instrumen yang dikembangkan memiliki derajat reliabilitas tinggi. Dengan demikian, dapat disimpulkan bahwa instrumen Asesmen Kompetensi Minimum (AKM) berorientasi budaya Bali yang dikembangkan valid dan reliabel. Sehingga dapat disimpulkan bahwa instrumen asesmen kompetensi minimum (AKM) berorientasi budaya Bali pada pembelajaran matematika SMA yang telah dikembangkan memenuhi karakteristik AKM, Valid, dan reliabel.

**Kata Kunci:** *Asesmen Nasional, Instrumen Asesmen Kompetensi Minimum, Budaya Bali.*

# DEVELOPMENT OF MINIMUM COMPETENCY ASSESSMENT (MCA) INSTRUMENT ORIENTED TOWARDS BALINESE CULTURE IN HIGH SCHOOL MATHEMATICS LEARNING

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## ABSTRACT

*The National Assessment is a form of reform by the Ministry of Education and Culture towards the National Examination, aiming to encourage the enhancement of educational units. One of the components of student learning outcomes measured in the national assessment is the Minimum Competency Assessment (MCA). Since the national assessment has only been developed since 2021, the Minimum Competency Assessment (MCA) is still being developed in the form of closed-ended questions, and few have developed a Minimum Competency Assessment (MCA) instrument within the context of local culture. The purpose of this study is to describe the characteristics, validity, and reliability of the Minimum Competency Assessment (MCA) instrument oriented towards Balinese culture. The research was conducted at SMA Negeri 3 Singaraja in class XI A. In a socio-cultural context, the developed instrument includes religious elements in the form of a social system, a technological system in physical form, and an organizational system in physical form. In terms of content, the developed instrument includes content on numbers, algebra, geometry and measurement, data and uncertainty, organized to measure the ability to remember (C1) up to evaluating (C5). Based on the content, the developed instrument obtained a valid score with an average score  $\geq 0.80$  and valid according to the item scores with an average score  $\geq 0.355$ . Meanwhile, based on test reliability, the developed instrument obtained a score of 0.76, meaning the developed instrument has a high reliability degree. Therefore, it can be concluded that the Minimum Competency Assessment (MCA) instrument oriented towards Balinese culture that has been developed is valid and reliable. So it can be concluded that the Minimum Competency Assessment (MCA) instrument oriented towards Balinese culture in high school mathematics learning that has been developed meets the characteristics of MCA, is Valid, and reliable.*

**Keywords:** National Assessment, Minimum Competency Assessment Instrument, Balinese Culture.