



Empowering MGMP of Central Maluku German Language in Developing AKM Literacy Instruments

Henderika Serpara^{1*}, Eldaa Crystle Wenno¹, Calvin Karuna¹

¹German Language Education Study Program, FKIP Pattimura University Ambon, Indonesia

Received: October 29, 2024

Revised: November 30, 2024

Accepted: December 25, 2024

Published: December 31, 2024

Corresponding Author:

Henderika Serpara

ikaserpara055@gmail.com

DOI: [10.29303/ujcs.v5i4.725](https://doi.org/10.29303/ujcs.v5i4.725)

© 2024 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: The German Language MGMP (Musyawarah Guru Mata Pelajaran) empowerment program in Central Maluku has a clear goal in the development of literacy AKM (Minimum Competency Assessment) instruments. The program begins with an introduction to what an AKM instrument is and its importance in measuring literacy skills in German. Participants were introduced to the framework and methods of AKM instrument development. This community service program aims to: (1) improve the skills of German language teachers in Central Maluku in developing literacy AKM instruments; (2) increase collaboration among teachers and build networks and cooperation to create active and connected German language teachers, and allied teachers, so that they can share experiences, resources, and best practices. The methods used are: (a) initial observation; (b) plan development; (c) online and offline face-to-face approach with teachers; (d) training; (e) evaluation. This activity is carried out face-to-face directly (offline) and indirectly (online). The results achieved from the Central Maluku German Language MGMP empowerment activities in developing literacy AKM instruments show that these efforts have succeeded in improving teacher competence in designing and implementing assessment instruments. The training and workshops not only strengthened teachers' understanding of AKM, but also enriched German teaching methods, encouraged collaboration between teachers and cognate teachers and resulted in the exchange of ideas and best practices in learning.

Keywords: Empowering MGMP; Developing AKM Literacy Instruments

Introduction

The era of the industrial revolution 4.0, is rapidly developing in the fields of science and technology, where people are constantly improving their abilities in the world of education. This is one form of progress in education. The development of quality education usually characterizes an advanced society. According to Indriyani et al. (2019), quality education is recognized by literate community resources. This literate society must be supported by the ability to use language skills consisting of four aspects: listening, speaking, reading, and writing (Wulandari & Haryadi, 2020). Learning in this century seeks to integrate literacy, knowledge skills, skills and attitudes, and mastery of technology (Tahir et al., 2021). In line with this, in the context of learning a foreign language, especially German in SMA / MA, students are expected to be able to use various social

linguistic functions to communicate both orally and in writing in various situations and topics with good and appropriate German, including four linguistic competencies.

Reading is one of the linguistic skills that has been in the spotlight in education since the last few years (Serpara et al., 2022). This is evidenced by various surveys regarding student literacy levels always placing Indonesia in the lowest position among other countries (Alfin, 2018). The low literacy of students in Indonesia is known from the results of the PISA test, where students have difficulty in critical thinking and reasoning so few can solve HOTS questions contained in UN questions (Sani, 2021). For this reason, the government has established a competency assessment policy for all schools, especially for reading literacy and numeracy. According to Mukhlis et al. (2022), reading literacy is not just the ability to read literally without knowing the

How to Cite:

Serpara, H., Wenno, E. C., & Karuna, K. (2024). Empowering MGMP of Central Maluku German Language in Developing AKM Literacy Instruments. *Unram Journal of Community Service*, 5(4), 287-291. <https://doi.org/10.29303/ujcs.v5i4.725>

content/meaning of the reading, but the ability to understand reading concepts. Students' ability to understand texts is influenced by their skills and their ability to process information. Thus, reading literacy skills for students must be improved. Students are required to be able to reflect on a variety of important information acquired for the provision of participating in the environment of science and technology as well as for self-development. In addition, reading literacy skills are also expected to be able to shape character, explore critical and creative thinking skills, and be able to foster positive participation in communication and cooperation. One form of improving reading literacy in German texts is through environmental themes. According to Wijayati et al., (2023), *Food sharing* text material can provide students with an environment insight related to the expiration date of food, and the food consumption period listed on the packaging, as well as reducing food waste that can still be consumed. This means that with German literacy competence, students can understand and appreciate German culture better, thus opening up opportunities to build intercultural relationships and connections. In addition, with the development of technology and information literacy, there are now wide open opportunities and opportunities for students to work and have a career in Germany (Tamaela et al., 2021). Thus, literacy competence must be owned by all students, so it is the minimum competency that must be measured.

The Minimum Competency Assessment (MCA) is specifically designed to measure learners' thinking or reasoning competencies when reading data and reading texts (literacy) and facing problems that require mathematical knowledge (numeracy). AKM presents problems with various contexts that learners are expected to solve using their reading literacy and numeracy competencies. AKM is intended to measure competence in depth, not just content mastery. For this reason, teachers must be able to compose and develop appropriate AKM instruments/questions to measure and evaluate the effectiveness of learning and ensure that students have gained the necessary understanding and basic skills.

However, based on the results of a preliminary study of the German language MGMP (Musyawarah Guru Mata Pelajaran) community in Central Maluku, several fundamental things were found, namely MGMP partners, in this case, German language teachers who have implemented the Merdeka Curriculum in their original schools, have limited resources and access to technology. Not all teachers have adequate access to ICT devices and the Internet, which are essential for training and developing digital-based instruments. Schools in Central Maluku often face limited educational facilities that support optimal learning processes. Many teachers

have not received adequate training in developing AKM literacy instruments, especially in the context of German. There are significant differences in competency levels among MGMP members, which can make it difficult to implement a uniform training program. In addition, remote and hard-to-reach geographical locations make it difficult for teachers to participate in face-to-face and regular training programs. Limited transportation between islands and remote areas hinders teachers' mobility to participate in MGMP activities directly. Sometimes there is a lack of support from local governments in the form of budgets and policies that support teachers' professional development. Lack of cooperation with other educational institutions or organizations that can provide additional support in training and instrument development. Some teachers are less motivated to take part in additional training due to high workloads and not seeing the direct benefits of such activities, so there are often challenges in ensuring active participation from all MGMP members, especially when training programs are conducted online.

This reason then underlies the team from Prodi. FKIP Unpatti's German Language Education Study Program to organize a program in the form of empowering the Central Maluku German Language MGMP in developing literacy AKM instruments, where this forum always has a high commitment to developing the vision and mission of partners, especially in German language learning so that they have the same perception in developing German literacy competencies for student progress. Because language is a carrier of knowledge and has two important roles, namely improving language mastery and forming literacy competencies.

Method

Preparation and Debriefing (Socialization)

In overcoming the problems that occur in partner German language teachers as previously described, in the community empowerment program (PMS) for German language teachers, an activity is carried out to improve teacher competence through the Central Maluku German Language MGMP empowerment program in developing literacy AKM instruments. The preparation of the stages/details of the training program is carried out so that the activities carried out become more organized and directed. This program includes all technical matters, namely scheduling (time schedule), preparation of training facilities and infrastructure including the provision of training materials and training venues. Field coordination will be carried out by the Team. The target audience for this PMS activity is MGMP German Language and several other participants from language clusters in Central Maluku Regency and Masohi City with a total of 50 people. This

community empowerment activity (PMS) is located in one of the high schools in Central Maluku Regency, namely SMA Negeri 44 Central Maluku. The instructors and resource persons in this PMS activity were 3 lecturers of the German Language Education Study Program, Faculty of Teacher Training and Education, Pattimura University, and 2 final year students.

Training Implementation

To solve the problems that have been formulated above, so that the training and workshops can run smoothly, the alternative problem solving is as follows: This program is directed at two main focuses, namely (a) Techniques for preparing German literacy AKM questions; (b) Teachers' ability to develop German literacy AKM instruments. Based on the two focuses above, the training and workshop activities will include theoretical activities for 1) A basic introduction to AKM, its purpose and importance in educational evaluation, 2) Discussing the definition of literacy in the context of AKM and the scope covered and explaining the literacy framework used in AKM, including the literacy domains measured, 3) Explaining the characteristics of good questions in the context of AKM, including validity, reliability, and level of difficulty, 4) Reviewing various types of questions used in AKM, such as multiple choice questions, short form, essays, and text-based questions, 5) Discussing the steps in the preparation of AKM questions from start to finish and teaching question analysis techniques to ensure the quality and effectiveness of the questions developed. Furthermore, training and workshop activities were conducted using individual and classical approaches. The methods used are: (a) initial observation; (b) plan development; (c) online and offline face-to-face approach with teachers; (d) training; (e) evaluation. This activity is carried out face-to-face directly (offline) and indirectly (online).

Result and Discussion

Result

Community Service activities are carried out face-to-face. PKM activities carried out by a team from the German Language Education Study Program are a program to empower MGMP German language and allied teachers in developing literacy AKM instruments in high schools in Central Maluku Regency. The activity of refreshing linguistic knowledge refers to three main focuses, namely: (1) improving the competence of German teachers and cognate teachers in Central Maluku in preparing and developing literacy AKM instruments that meet the standards; (2) expanding the knowledge and understanding of German teachers and cognate teachers in Central Maluku Regency high schools related to the development of literacy AKM

instruments; and (3) building networks and cooperation to create active and connected German teachers and cognate teachers in Central Maluku Regency high schools, so that they can share experiences, resources, and best practices.

The face-to-face meeting was attended by around 50 German teachers and language teachers from high schools in Central Maluku Regency. The training material was conducted by displaying PPT by 3 presenters (lecturers) interspersed with questions and answers with the training participants. At this stage, the activities generated positive responses, both directly and through questionnaires distributed.

Discussion

To find out the participants' satisfaction with the implementation of the activities, both the process and the content of the activities, the service team also made a questionnaire to be filled in by the participants. Of the 50 registered participants, only 49 teachers participated. The questionnaire includes aspects of methods, benefits, relevance of material to learning needs, suitability of material to the level of language, fulfillment of expectations following training, new things learned, whether or not further activities are needed. In this regard, the satisfaction of participants in the development of the literacy AKM instrument can be described in the following diagram:

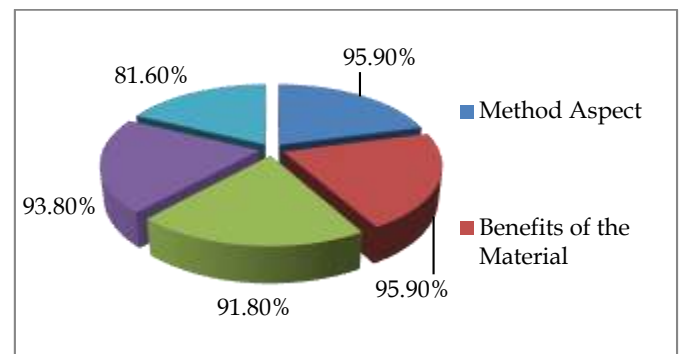


Figure 1. Participant Satisfaction in the Development of AKM Literacy Instrumen

Data related to the presentation method showed that 47 (95.9%) of 49 participants strongly agreed because the material presented used an interactive method so that participants were also active during the activity. Regarding the benefits of the material 47 (95.9%) 49 participants strongly agreed, because the material learned can be used in learning at school and can even refract it to the learning community at their school. 45 (91.8%) out of 49 strongly agreed that the materials presented were relevant to students' needs. Developing the literacy Minimum Competency Assessment (MCA) instrument that is relevant to students' needs aims to

measure students' ability to understand and use various types of written text to develop knowledge and skills needed in everyday life. AKM literacy focuses on the ability to read and analyze information and critical thinking skills (Solihin, et al, 2023). 46 (93.8%) out of 49 participants strongly agreed that the above-mentioned activity material was delivered in a language that was easy to understand, because the material was delivered in accordance with concrete and clear examples so that it was easy to understand. 40 participants (81.6) out of 49

strongly agreed with the relevance of the material as self-development material. The development of AKM literacy instruments provides an opportunity for teachers to evaluate the effectiveness of their teaching methods. Through the assessment results, teachers can see the extent to which students understand the literacy materials taught and which areas need improvement. This reflection allows teachers to identify weaknesses and make adjustments in teaching strategies.



Figure 2. Activity Documentation

Conclusion

The conclusion of the Central Maluku German MGMP empowerment activity in developing literacy PPA instruments shows that the effort succeeded in improving teacher competence in designing and implementing assessment instruments. The training and workshops conducted not only strengthened teachers' understanding of AKM, but also enriched German teaching methods. Some important points from this conclusion are: (1). **Skill Improvement:** Teachers are able to develop assessment instruments that are in accordance with the AKM standards, so that they can measure students' literacy skills more effectively. (2). **Strong Collaboration:** This activity encourages collaboration between teachers, resulting in an exchange of ideas and best practices in German language teaching, (3). **Practical Application:** Teachers can directly

apply the knowledge gained in the classroom, improving students' learning experience in understanding and using German, (4). **Follow-up Plan:** Follow-up activities are needed to ensure the sustainability of teacher competency development, such as periodic training and discussion forums. Overall, this activity had a positive impact on improving the quality of German language teaching in Central Maluku and supporting students' literacy achievement.

Acknowledgments

The implementation team of community service activities would like to thank the Pattimura University Ambon Research and Community Service Institute for the contribution made, and to the Principal of SMA 44 Negeri in Central Maluku Regency for permission to use the school as a location for the implementation of community service activities as well as to the German language subject teachers meeting (MGMP) Central Maluku Regency as Partners. Hopefully this activity

has a contribution in accordance with the objectives of its implementation

References

- Alfin, J. (2018). Membangun budaya literasi dalam pembelajaran Bahasa Indonesia menghadapi era revolusi industri 4.0. *Pentas: Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia*, 4(2), 60–66.
- Indriyani, V., Zaim, M., Atmazaki, A., & Ramadhan, S. (2019). Literasi baca tulis dan inovasi kurikulum bahasa. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 5(1), 108–118. <https://doi.org/https://doi.org/10.22219/kembara.v5i1.7842>
- Kusmiarti, R., & Hamzah, S. (2019). Literasi dalam Pembelajaran Bahasa Indonesia di Era Industri 4.0. *Seminar Nasional Pendidikan Bahasa Dan Sastra*, 211–222.
- Mukhlis, M., Piliang, W. S. H., Rohimakumullah, M. A., Nabila, P. F., & Shomary, S. (2022). Workshop Pengembangan Soal AKM Literasi Membaca pada MGMP Bahasa Indonesia SMA Kabupaten Kampar. *Sajak: Jurnal Penelitian Dan Pengabdian Sastra, Bahasa, Dan Pendidikan*, 1(2), 126–132. <https://doi.org/https://doi.org/10.25299/s.v1i2.9862>
- Sani, R. A. (2021). *Pembelajaran berorientasi akm: asesmen kompetensi minimum*. Bumi Aksara.
- Serpara, W., Karuna, K., & Tomasouw, J. (2022). Hubungan Pengetahuan Strategi Metakognitif dengan Kemampuan Memahami Teks. *J-Edu: Journal-Erfolgreicher Deutschunterricht*, 2(2), 120–127. <https://doi.org/https://doi.org/10.30598/J-EDu.2.2.120-127>
- Solihin, Nana., Wahidin, Wahidin, Hindariana, Anna Fitri. Development of AKM Class: Analysis Correlation of AKM Value on Students Logical Thinking Skills of 8 Grade Junior School. *Journal of Education Research And Evaluation*, 7(1), 108–114. <https://doi.org/10.23887/jere.v7i1.39100>
- Tahir, I., Jufri, J., & Achmad, A. K. (2021). Murder Dalam Pembelajaran Membaca Memahami Bahasa Jerman. *Interference: Journal of Language, Literature, and Linguistics*, 2(2), 127–136. <https://doi.org/https://dx.doi.org/10.26858/interference.v2i2.20483>
- Tamaela, I. C., Apituley, P., & Wenno, E. C. (2021). Literasi Informasi Lintas Budaya Kunci Kesuksesan Berbasis Daring (Kolaborasi Dosen Dan Alumni). *GABA-GABA: Jurnal Pengabdian Masyarakat Dalam Bidang Pendidikan Bahasa Dan Seni*, 1(2), 65–73.
- Wijayati, P. H., Ardiyani, D. K., Bukhori, H. A., & Hidayat, E. (2023). Integrasi Materi Literasi Lingkungan Di Dalam Pembelajaran Bahasa Jerman Menggunakan Pendekatan Content and Language Integrated Learning (CLIL). *Seminar Nasional Pendidikan Dan Pembelajaran*, 81–89.
- Wulandari, T., & Haryadi, H. (2020). Pengaruh Gerakan Literasi Sekolah Terhadap Minat Baca Dan Keterampilan Membaca Siswa SMA N 1 Purworejo. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 9(2), 92–97. <https://doi.org/https://doi.org/10.15294/jpbsi.v9i2.42142>