



The Influence of Minimum Competency Assessment, Character Survey, and Learning Environment Survey on the Quality of Islamic Junior High School Athirah Bone.

Author 1, Fauzan Akbar, SMA Islam Athirah Bone

Author 2, Wahyu Sastra Negara, SMA Islam Athirah Bone

Author 3, Samsinar Syarifuddin, IAIN Bone.*

Author 4, Akbar Syamsuddin, MA Nurul Akbar Pongka Bone

Abstract

This study discusses the Effect of Minimum Competency Assessment, Character Survey, and Learning Environment Survey on the Quality of Islamic Junior High School Athirah Bone. This research is a field research and this type of research is quantitative with a descriptive approach. The population in this study were all students at Islamic Junior High School Athirah Bone which amounted to 201 people, thus, the number of samples in this study was 45 people. The techniques used in data collection by means of questionnaires and documentation. The results showed that there was a significant effect simultaneously (together) between the minimum competency assessment, character survey, and learning environment survey on the quality of Islamic Junior High School Athirah Bone. The average minimum competency assessment is 28.16 with a standard deviation of 5.966, the average character survey is 70.24 with a standard deviation of 8.781, and the average learning environment survey is 46.27 with a standard deviation of 6.051.

Keywords: Minimum Competency Assessment; Character Survey; Learning Environment Survey; School Quality.

*** Corresponding Author:**

Samsinar Syarifuddin,

PAI, Postgraduate

IAIN Bone

Jl. HOS Cokroaminoto, Watampone, South Sulawesi, Indonesia.

Email: samsinarakbar20@gmail.com

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INTRODUCTION

Education is one aspect that plays a very important role in life, both family life, society, nation and state. In education, there are three very important components: curriculum (what is expected to be achieved), learning (how to achieve it), and assessment (what has been achieved) (Hadiansah, 2022). Assessment is carried out to obtain information about learners' achievements against the competencies expected to be achieved. The National Assessment is designed to monitor and evaluate the education system at the primary and secondary levels. The National Assessment is conducted to improve the quality of education. The quality of education units is assessed based on basic student learning outcomes in literacy, numeracy and character, the quality of learning, and the school climate that supports learning (Nurhikmah et al., 2021). The assessment is designed to produce accurate information to improve the quality of learning and improve student learning outcomes. The National Assessment aims to show what should be the main goal of the education unit, namely the development of competence and character of learners, providing an overview of the essential characteristics of an education unit that is effective in achieving this main goal (Daryanto., 2022).

There are three National Assessment information-gathering instruments, namely the Minimum Competency Assessment, Character Survey and Learning Environment Survey. The Minimum Competency Assessment is an assessment of the fundamental competencies required for learners so that they are able to develop their capacity and participate positively in society (Balitbangbuk, 2020). To measure the Minimum Competency Assessment, there are two fundamental competencies: reading literacy and numeracy literacy. Reading literacy is the ability to understand, use, evaluate, reflect on various types of written texts to develop the capacity of individuals as Indonesian citizens and citizens of the world and to be able to contribute productively to society. While numeracy literacy is the ability to think using mathematical concepts, procedures, facts and tools to solve everyday problems in various types of contexts that are relevant to individuals as Indonesian citizens and citizens of the world (Daryanto., 2022). The competencies assessed from these two literacy skills include logical-systematic thinking skills, reasoning skills using concepts and knowledge that have been learned and skills to sort and process information (Mustagfiroh, 2020). Literacy and numeracy measurement encourages teachers to focus more on developing reasoning power rather than broad but superficial content knowledge.

Furthermore, character surveys are conducted to determine social-emotional learning outcomes and learning environment surveys to determine input characteristics and learning processes. With this national assessment, it will show what should be the school's goal, namely the development of students' character and competence. Therefore, the assessment must be carried out correctly so that the results can be known and used as a basis for improving the learning process at school. The results of this assessment can provide an overview of the essential characteristics of an effective school in developing learners' competencies and characters. Effective learning is characterized by good learning processes, school policy programs that shape the academic climate, and conducive social and security conditions. The character survey is conducted to determine attitudes, habits, values as non-cognitive learning outcomes and the learning environment survey is conducted to determine the quality of learning and school climate that supports learning (Sani, 2021).

Islamic Junior High School Athirah Bone is one of the Islamic private schools in Bone Regency that has carried out the National Assessment and the highest results in Bone Regency, South Sulawesi. This school became one of two schools that were able to achieve achievements above the minimum competencies of 123 Junior High Schools in Bone Regency (Dokumen, 2022). Islamic Junior High School Athirah Bone is above the minimum competency especially in the literacy assessment and gets a directed predicate in the quality of school learning.

In the implementation of this National Assessment, the role of all elements of Islamic Junior High School Athirah Bone, especially subject teachers, makes an important contribution in integrating the forms of Minimum Competency Assessment questions in learning evaluation. The

achievements obtained by Islamic Junior High School Athirah Bone in this National Assessment are a motivation in improving the quality of learning services in the classroom and coaching students in facing the National Assessment every year. This National Assessment is a substitute program for the national exam and not as a graduation requirement but as a quality mapping of each school and equivalency program at the secondary level. To determine the quality or quality of each school, the indicators that can be seen are the results of the National Assessment that have been achieved. Based on the description above, it is necessary to conduct a study to reveal whether there is a significant influence between the Minimum Potential Assessment, Character Survey, and Learning Environment Survey on the Quality of Islamic Junior High School Athirah Bone.

METHODS

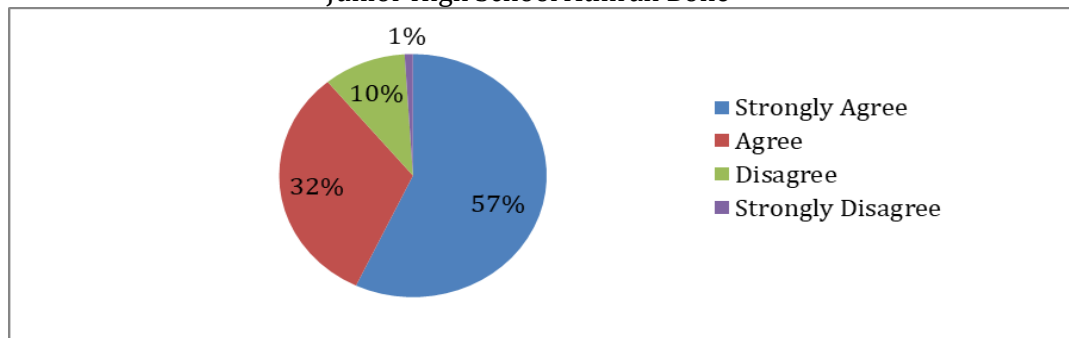
This research is a field research conducted at Islamic Junior High School Athirah Bone. This type of research is quantitative research with a descriptive approach. Population is the entire research subject. If you are only going to examine part of the population, then the research is sample research. The sample is a portion or representative of the population under study. A good sample has representative properties of the population (Suriani & Jailani, 2023). Sampling is done so that the sample can really serve as an example that can describe the reliable state of the population (Sumargo, 2020). The population in this study were all students at Islamic Junior High School Athirah Bone, totaling 201 people. In determining the sample, it is done by considering the analysis tool using causative analysis which aims to analyze the independent variable on the dependent variable. Hair in Suliyanto suggests that if the analytical tool used is regression analysis, the sample determination is at least 15-20 observations times the number of independent variables (Suliyanto, 2017). Because the number of independent variables is 3 variables multiplied by 15 observations, the sample size is 45 people. Data collection technique is a method used to collect data. The technique is done with questionnaires and documents. For technical data analysis is done by editing, scoring using a Likert scale, quantitative analysis through quantitative descriptive, inferential analysis, and multiple regression hypothesis testing.

FINDINGS AND DISCUSSION

1.1. Minimum Competency Assessment of Islamic Junior High School Athirah Bone

Based on the results of research on each item of the minimum competency assessment of Islamic Junior High School Athirah Bone, the cumulative percentage can be seen from the following graph:

Graph 1. Cumulative Percentage of Minimum Competency Assessment of Islamic Junior High School Athirah Bone



Data Source: Results of Analysis of Minimum Competency Assessment

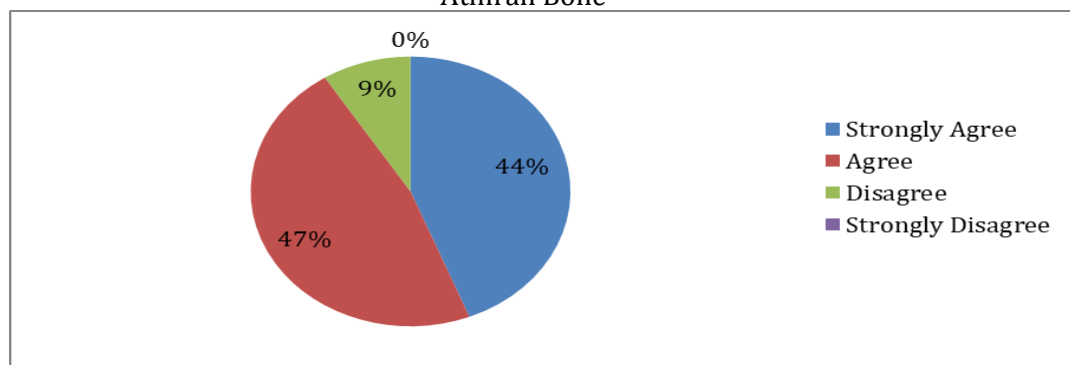
The results of the minimum competency assessment graph of Islamic Junior High School Athirah Bone show that in general the minimum competency assessment is carried out well through literacy and numeracy activities. If literacy and numeracy activities are maximized, the minimum competency assessment will be achieved, because the focus of the minimum competency assessment is literacy and numeracy activities (Rohim, 2021). Through this assessment, SMP Islam Athirah Bone has improved the quality of learning and student learning outcomes. This is in line with research which suggests that through the assessment of minimum competencies, it will improve the quality of learning and student learning outcomes (Raini et al., 2022).

The questionnaire results showed that there were 45 students who filled out the questionnaire and 57% strongly agreed, 32% agreed, 10% disagreed, and 1% strongly disagreed. Thus, it can be stated that Islamic Junior High School Athirah Bone has maximized the minimum competency assessment by optimizing literacy and numeracy activities through the provision of reading materials, utilizing technological media in reading, using teaching aids and educational games so that students actively move and think, implementing fun literacy programs and activities both in class, outside the classroom, and outside the school, displaying learners' work (such as trophy displays and photos of outstanding learners), providing numeracy facilities that learners can use to play while learning, schools assisting teachers in providing interesting mathematics media or teaching aids, applying problem-solving methods in mathematics learning, organizing or participating in competition activities related to numeracy.

1.2. Character Survey of Islamic Junior High School Athirah Bone

Based on the research results of each item from the character survey of Islamic Junior High School Athirah Bone, the cumulative results can be seen from the following graph:

Graph 2. Cumulative Percentage of Character Survey of Islamic Junior High School Athirah Bone



Data Source: Results of Analysis of Questionnaires on the Character Survey of Islamic Junior High School Athirah Bone

The results of the character survey graph of Islamic Junior High School Athirah Bone show that in general the character survey was carried out well. There were 45 students who filled out the questionnaire and 44% strongly agreed, 47% agreed, 9% disagreed, and 0% strongly disagreed. Thus, it can be concluded that Islamic High School Athirah Bone has maximized character strengthening in accordance with the six-element scheme of the Pancasila learner profile, namely noble character, global diversity, independence, mutual cooperation, critical reasoning, and creativity. This is in line with the results of research which suggests that character strengthening based on the Pancasila learner profile can be done both through the learning process and outside the learning process. In the learning process, teachers can integrate in subjects, especially the project of strengthening the profile of Pancasila students, habituation and role models displayed by teachers in learning. Outside the learning process, schools program or make rules agreed upon by all school residents that can strengthen character, especially strengthening the profile of

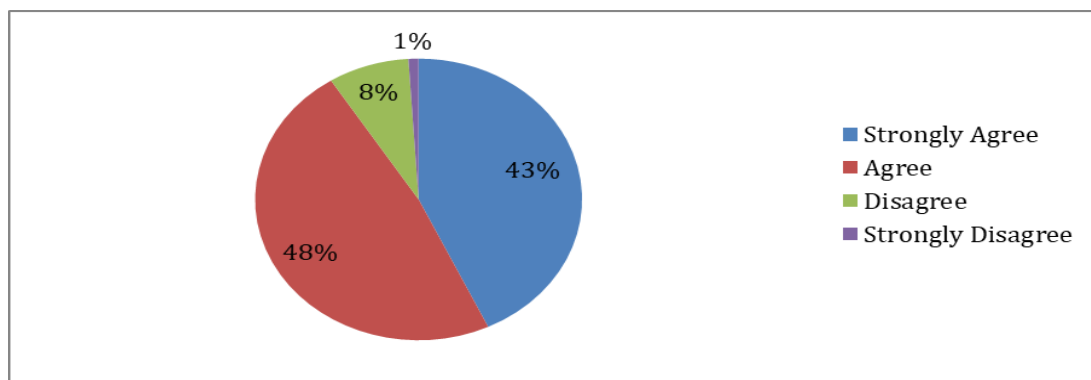
Pancasila students through school culture, self-development activities and extracurricular activities (Samsinar & Fitriani, 2020). In addition, it can also be done by building partnerships and synergies between parents, schools, communities and governments (Syarifuddin, 2023).

Character surveys are carried out through praying before and after doing activities, saying greetings when meeting other people, obeying worship and carrying out religious rules, always speaking honestly, politely, and politely and respecting others, carrying out assigned tasks properly, recognizing and appreciating other cultures and preserving their own culture, interacting with others according to intercultural communication skills (different cultures), be responsible for the experience of diversity, be actively involved in cleaning the class, school, and dormitory, perform tasks in accordance with the agreement, help others without expecting rewards, believe in one's own ability to do something, find solutions to problems faced, happily accept the work given, be able to assess valid information, be able to distinguish between facts and opinions, solve complex problems. create an interesting work with high imagination, have unique ideas, convey varied ideas, be able to develop ideas conveyed by others.

1.3. Learning Environment Survey of Islamic Junior High School Athirah Bone

Based on the research results of each item from the survey of the learning environment of Islamic Junior High School Athirah Bone, the cumulative results can be seen from the following graph:

Graph 3. Cumulative Percentage of Learning Environment Survey of Islamic Junior High School Athirah Bone



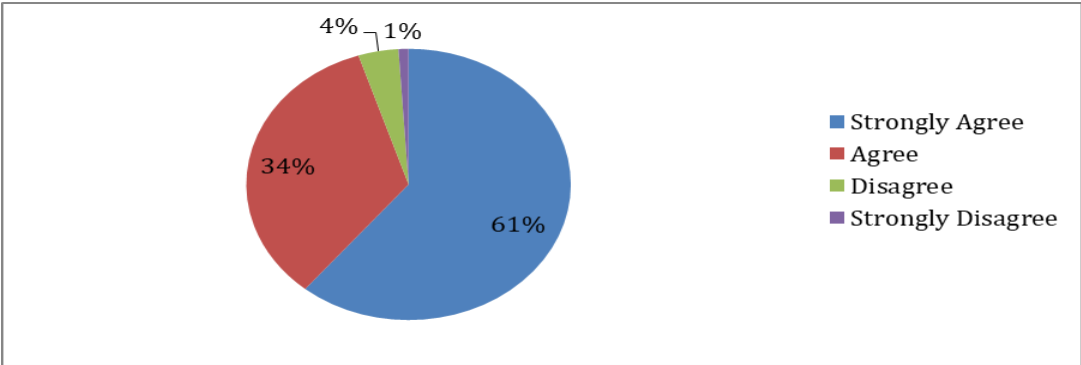
Data Source: Results of Analysis of Questionnaires on the Learning Environment Survey of Islamic Junior High School Athirah Bone

The results of the learning environment survey graph of Islamic Junior High School Athirah Bone show that in general the learning environment survey was carried out well. There were 45 students who filled out the questionnaire and 43% strongly agreed, 47% agreed, 8% disagreed, and 1% strongly disagreed. The learning environment survey was carried out by providing security and happiness for students, building cooperation between all school residents, getting used to mutual respect and respect, building honesty values, preparing adequate facilities and infrastructure, teachers being able to manage the class well, providing affective support, adjusting learning activities according to the needs of students, increasing students' critical thinking skills, reflecting and improving learning, and providing opportunities for teachers to develop themselves. This is in line with the results of research which suggests that a good learning environment is an environment that has discipline, good relationships between teachers and students, students and students, and has adequate school facilities (Setiawan, 2019). In this way, it can be stated that Islamic Junior High School Athirah Bone has managed the learning environment well.

1.4. Quality of Islamic Junior High School Athirah Bone

The Influence of Minimum Competency Assessment, Character Survey, and Learning Environment Survey on the Quality of Islamic Junior High School Athirah Bone.

Based on the research results of each item from the quality of Islamic Junior High School Athirah Bone, the cumulative results can be seen from the following graph:
Graph 4. Cumulative Percentage of Quality of Islamic Junior High School Athirah Bone



Data Source: Results of Analysis of Questionnaires on the Quality of Islamic Junior High School Athirah Bone

The results of the quality chart of Islamic Junior High School Athirah Bone show that in general the quality of Islamic Junior High School Athirah Bone has reached a good level. There were 45 students who filled out the questionnaire and 61% strongly agreed, 34% agreed, 4% disagreed, and 1% strongly disagreed. The quality of Islamic Junior High School Athirah Bone can be seen from the clear vision, mission and objectives of the school, implementing well the National Curriculum which is collaborated with other curricula, implementing school rules and codes of conduct well, adequate number of students, teachers and education personnel, carrying out learning activities well, adequate facilities and infrastructure, managing finance and financing well.

In addition, it also implements a culture of quality, a good management information system, high quality performance of teachers and education personnel, a good learning culture, a learning culture, a good education leadership and management system, well-executed policies and programs, teachers master teaching materials well, a learning climate that is in accordance with the talents and abilities of students, teachers always motivate students, form discipline, responsibility and self-confidence of students, free students from ignorance and inability about the concepts taught, and strengthen the character of students through school culture, extracurricular activities, and character-based learning. This is in line with research that suggests that a quality school is one that has government support, effective leadership from the head, good performance from teachers, a relevant curriculum, quality graduates, an effective organizational culture and climate as well as support from parents and the community (Fadli, 2017). Thus, it can be stated that Islamic Junior High School Athirah Bone has improved its quality through a good planning system, good governance system, and good teachers.

1.5. The Effect of Minimum Competency Assessment, Character Survey and Learning Environment Survey on the Quality of Islamic Junior High School Athirah Bone

Based on the results of research findings and researcher analysis in knowing whether there is a significant influence between Minimum Competency Assessment, Character Survey, and Learning Environment Survey on the Quality of Athirah Bone Islamic Junior High School, the multiple regression results are found as follows:

Table 1. Descriptive Statistic Table

<i>Descriptive Statistics</i>
<i>The Influence of Minimum Competency Assessment, Character Survey, and Learning Environment Survey on the Quality of Islamic Junior High School Athirah Bone.</i>

	Mean	Std. Deviation	N
Quality of Islamic Junior High School Athirah Bone	80.91	9.515	45
Minimum Competency Assessment	28.16	5.966	45
Character Survey	70.24	8.781	45
Learning Environment Survey	46.27	6.051	45

Based on the table above, The number of respondents sampled was 45 students. The average quality of Islamic Junior High School Athirah Bone is 80.91 with a standard deviation of 9.515. With this standard deviation, if it is related to the quality of Islamic Junior High School Islam Athirah Bone of 80.91, the quality improvement will range from 80.91 ± 9.515 . Minimum Competency Assessment averaged 28.16 with a standard deviation of 5.966, character survey averaged 70.24 with a standard deviation of 8.781, and learning environment survey averaged 46.27 with a standard deviation of 6.051. The answers given by respondents for these three independent variables were in the affirmative. Futher, analysis of correlation results can be seen from the following table :

Table 2. Correlation Table

Correlation		Quality	Minimum Competency Assesment	Character Survey	Learning Environment Survey
Pearson Correlation	Quality of Islamic Junior High School Athirah Bone	1.000	.680	.433	.495
	Minimum Competency Assessment	.680	1.000	.607	.561
	Character Survey	.433	.607	1.000	.705
	Learning Environment Survey	.495	.561	.705	1.000
Sig. (1-tailed)	Quality of Islamic Junior High School Athirah Bone	.	.000	.002	.000
	Minimum Competency Assessment	.000	.	.000	.000
	Character Survey	.002	.000	.	.000
	Learning Environment Survey	.000	.000	.000	.
N	Quality of Islamic Junior High School Athirah Bone	45	45	45	45

Minimum Competency Assessment	45	45	45	45
Character Survey	45	45	45	45
Learning Environment Survey	45	45	45	45

The results of the correlation calculation between the minimum competency assessment variable (X1) and the quality of Islamic Junior High School Athirah Bone (Y) obtained a value of 0.680. This value indicates that the contribution made by this variable to the variable (Y) is $KP = (r)^2 \times 100\% = (0.680)^2 \times 100\% = 46.24\%$. Thus, in accordance with the interpretation table of the magnitude of r product moment, the value of ' r ' = 0.680, it can be said that between the minimum competency assessment variable and the quality variable of Islamic High School Athirah Bone has a moderate correlation, because it is in the position of 0.40-0.69. The correlation results between the character survey variable (X2) and the quality of Islamic High School Athirah Bone (Y) obtained a value of 0.433. This value indicates that the relationship between the two is moderate. This means that there is a moderate relationship between X2 and Y. The correlation results between the learning environment survey variable (X3) and the quality of Islamic High School Athirah Bone (Y) obtained a value of 0.495. This value indicates that the relationship between the two is moderate. This means that there is a moderate relationship between X3 and Y.

Table 4. *Variables Entered/Removed^a*

Variables Entered/Removed^a			
Model	Variables Entered	Variables Removed	Method
1	Learning Environment Survey, Minimum Competency Assessment, Minimum, Character Survey ^b		. Enter

a. Dependent Variable: Quality of Islamic High School Athirah Bone

b. All requested variables entered.

This table only informs that the variables included are variables X1, X2, and X3, namely the minimum competency assessment, character survey, and learning environment survey. Of the three variables entered, no variables were removed. This is because the method used is single step (enter) only one process in processing data.

Table 5. *Model Summary^b*

Model Summary^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.696 ^a	.485	.447	7.075	.485	12.861	3	41	.000

a. Predictors: (Constant), Learning Environment Survey, Minimum Competency Assessment, Character Survey

b. Dependent Variable: Quality of Islamic High School Athirah Bone

The results of the correlation (R) simultaneously between the minimum competency assessment variables, character surveys, and learning environment surveys on the quality of Athirah Bone Islamic Junior High School (Y) obtained a value of $r = 0.696$. The contribution given by these three variables to variable Y is $KP = (r_{X_1X_2X_3Y})^2 \times 100\% = (0,696)^2 \times 100\% = 48,44\%$.

Table 6. Anova Model

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1931.306	3	643.769	12.861	.000 ^b
	Residual	2052.338	41	50.057		
	Total	3983.644	44			

a. Dependent Variable: Quality of Islamic Junior High School Athirah Bone

b. Predictors: (Constant), Learning Environment Survey, Minimum Competency Assessment, Character Survey

1) Make a hypothesis in the form of a description:

H₀: Multiple linear regression models cannot be used to predict the quality of Islamic Junior High School Athirah Bone which is influenced by minimum competency assessment, character survey, and learning environment survey.

H_a: Multiple linear regression models can be used to predict the quality of Islamic High School Athirah Bone which is influenced by the minimum competency assessment, character survey, and learning environment survey.

2) Decision making

a) Based on the comparison between F_{hitung} and F_{tabel}

If $F_{hitung} \leq F_{tabel}$, then H₀ accepted.

If $F_{hitung} > F_{tabel}$, then H₀ rejected.

(1) The value F_{hitung} of the *anova*^a table is 12.861

(2) The value F_{tabel} of $F_{\{(0.05)(3),(41)\}}$ = 2.83

(3) Comparing F_{hitung} and F_{tabel}

It turns out: $F_{hitung} = 12.861 > F_{tabel} = 2.83$, then H₀ rejected.

(4) Making a Decision

The decision is H₀ rejected, so the hypothesis is that there is a significant effect simultaneously (together) between the minimum competency assessment, character survey, and learning environment survey on the quality of Islamic High School Athirah Bone.

b) Based on the probability value

If the probability (sig) > then H₀ accepted.

If the probability (sig) < then H₀ is rejected.

(1) The probability value (sig) from the *anova*^a table is 0.00

(2) The value of the significant level $\alpha = 0.05$

(3) Comparing the probability value (sig) with the real level α

It turns out: probability (sig) = 0.00 < $\alpha = 0.05$, then H₀ is rejected.

(4) Make a decision

The decision is H_0 rejected, so the multiple linear regression model can be used to predict the quality level of Islamic High School Athirah Bone which is influenced by the minimum competency assessment, character survey, and learning environment survey.

Table 6. Coefficients

		<i>Coefficients^a</i>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	44.669	9.157		4.878	.000
	Minimum Competency Assessment	.981	.232	.615	4.237	.000
	Character Survey	-.101	.184	-.094	-.552	.584
	Learning Environment Survey	.340	.256	.216	1.329	.191

a. Dependent Variable: Quality of Islamic High School Athirah Bone

Based on the *Coefficients^a* table, it shows that the multiple regression equation model for predicting the quality of Islamic High School Athirah Bone which is influenced by the minimum competency assessment, character survey, and learning environment survey is : $Y = 44,669 + 0,981 X_1 + (-0,101) X_2 + 0,340 X_3$. Y is the quality of Islamic High School Athirah Bone, X_1 is the minimum competency assessment, X_2 is the character survey, and X_3 is the learning environment survey. Based on the above equation, several things can be analyzed, among others:

1. The quality of Islamic High School Athirah Bone, if without the minimum competency assessment, character survey, and learning environment survey (X_1, X_2 , and $X_3 = 0$), the quality of Islamic High School Athirah Bone is only $44.669 = 45$. Meanwhile, if each respondent's answer increases by 1 point for the answers to the minimum competency assessment, character survey, and learning environment survey (X_1, X_2 , and $X_3 = 45$), it is predicted that the quality of Islamic High School Athirah Bone will increase:

$$Y = 44,669 + 0,981 X_1 + (-0,101) X_2 + 0,340 X_3$$

$$Y = 44,669 + 0,981(45) + (-0,101) (45) + 0,340 (45)$$

$$Y = 44,669 + 44,145 + (-4,545) + 15,3$$

$$Y = 99,569$$
2. Multiple regression coefficients of 0.981, -0.101, and 0.340 indicate the amount of addition to the quality level of Islamic High School Athirah Bone. Each increase in respondents' answers to the minimum competency assessment variables, character surveys, and learning environment surveys.
3. The multiple regression equation $Y = 44,669 + 0,981 X_1 + (-0,101) X_2 + 0,340 X_3$ used as the basis for predicting the quality level of Islamic High School Athirah Bone which is influenced by the minimum competency assessment, character survey, and learning environment survey will be tested whether it is valid for use.

To test the validity of the multiple regression equation, two ways are used, namely hypotheses based on the F test (simultaneously) and the t test (partially). The method is:

1) Hypothesis based on F test (simultaneously)

Hypotheses based on the F test are only used to determine whether the three independent variables together (simultaneously) affect one independent variable. The steps are:

a) Make a hypothesis in the form of a sentence

H₀: There is no significant effect simultaneously between the minimum competency assessment, character survey, and learning environment survey on the quality of Athirah Bone Islamic Junior High School

H_a: There is a simultaneous significant influence between the minimum competency assessment, character survey, and learning environment survey on the quality of SMP Islam Athirah Bone.

b) Making hypotheses in the form of statistical models

H₀: $\beta = 0$

H_a: $\beta \neq 0$

c) Testing rules

If $F_{hitung} \leq F_{tabel}$, then H₀ accepted.

If $F_{hitung} > F_{tabel}$, then H₀ rejected.

d) Comparing F_{hitung} and F_{tabel}

Based on the *anova*^a table, the value $F_{hitung} = 12.861$ is obtained.

The value F_{tabel} can be found by using the tabel F by $F_{tabel} = F_{(a)(dka)(dkb)}$

Where:

$m = 3$, $n = 45$, and $\alpha = 0.05$

$F_{tabel} = F_{(0,05)(3)(41)} = 2,83$

It turns out $F_{hitung} = 12.861 > F_{tabel} = 2,83$ then H₀ rejected

e) Make decisions

There is a significant influence simultaneously (together) between the minimum competency assessment, character survey, and learning environment survey on the quality of Islamic Junior High School Athirah Bone.

2) Hypothesis based on t test (partially)

a) Minimum competency assessment variable on the quality of Islamic High School Athirah Bone

(1) Based on the comparison between t_{hitung} and t_{tabel} , the steps are:

(a) Make a hypothesis in the form of a sentence

H₀: There is no significant partial effect between the minimum competency assessment on the quality of Islamic Junior High School Athirah Bone

H_a: There is a partially significant influence between the minimum competency assessment on the quality of Islamic Junior High School Athirah Bone

(b) Making hypotheses in the form of statistical models

H₀: $\beta_{jl} = 0$

H_a: $\beta_{jl} \neq 0$

(c) Testing rule

If, $-t_{tabel} \leq t_{hitung} \leq t_{tabel}$, then H₀ is accepted.

If $t_{hitung} > t_{tabel}$, then H₀ is rejected.

(d) Comparing between t_{hitung} and t_{tabel}

From the *Coefficients*^a table, the value $t_{hitung} = 4.237$ is obtained.

The value t_{tabel} can be found using the t-student table. If the test is two-sided, then the value of α is divided by 2.

Formula:

$$t_{tabel} = t_{\left(\frac{\alpha}{2}\right)(n-2)} = t_{\left(\frac{0,05}{2}\right)(45-2)} = t_{(0,025,43)} = 2,01$$

It turns out: $t_{hitung} = 4.237 > t_{tabel} = 2,01$ then H₀ is rejected

(e) Make a decision

There is a partially significant influence between the minimum competency assessment on the quality of Islamic Junior High School Athirah Bone.

(2) Based on the probability technique, the steps are:

(a) Make a hypothesis in the form of a sentence:

- H_o: There is no significant partial effect between the minimum competency assessment on the quality of Islamic Junior High School Athirah Bone.
H_a: There is a partially significant influence between the minimum competency assessment on the quality of Islamic Junior High School Athirah Bone
- (b) Making hypotheses in the form of statistical models
H_o: $\beta_{jl} = 0$
H_a: $\beta_{jl} \neq 0$
- (c) Determine the test criteria
If : $\text{Sig} \leq \alpha$, then H_o is rejected
If : $\text{Sig} > \alpha$, then H_o is accepted
Based on the *Coefficients^a* table, the Sig value is obtained = 0.000
For the α value, because the test is two-sided, the α value is divided by 2, so the α value = $0.05/2 = 0.025$.
It turns out: $\text{Sig} = 0.000 < \alpha = 0.025$, then H_o is rejected
- (d) Make a decision
There is a partially significant influence between the minimum competency assessment on the quality of Islamic Junior High School Athirah Bone.
- b) Character survey variable on the quality of Islamic Junior High School Athirah Bone
- (1) Based on the comparison between t_{hitung} and t_{tabel} , the steps are:
- (a) Make a hypothesis in the form of a sentence
H_o: There is no significant partial influence between character surveys on the quality of Islamic Junior High School Athirah Bone
H_a: There is a partially significant influence between character surveys on the quality of Islamic Junior High School Athirah Bone
- (b) Making hypotheses in the form of statistical models
H_o: $\beta_{jl} = 0$
H_a: $\beta_{jl} \neq 0$
- (c) Testing rules
If, $-t_{tabel} \leq t_{hitung} \leq t_{tabel}$, then H_o is accepted.
If $t_{hitung} > t_{tabel}$, H_o is rejected.
- (d) Comparing between t_{hitung} and t_{tabel}
From the *Coefficients^a* table, the value $t_{hitung} = -0.552$ is obtained.
The value t_{tabel} can be found using the *t-student* table. If the test is two-sided, then the value of α is divided by 2.
Formula:

$$t_{tabel} = t_{\left(\frac{\alpha}{2}\right) (n-2)} = t_{\left(\frac{0.05}{2}\right) (45-2)} = t_{(0.025.43)} = 2,01$$

It turns out: $t_{hitung} = -0.552 < t_{tabel} = 2,01$ then H_o is accepted
- (e) Make decisions
There is no significant partial influence between character surveys on the quality of Islamic Junior High School Athirah Bone.
- (2) Based on the probability technique, the steps are:
- (a) Make a hypothesis in the form of a sentence
H_o: There is no significant partial influence between character surveys on the quality of Islamic Junior High School Athirah Bone
H_a: There is a partially significant influence between character surveys on the quality of Islamic Junior High School Athirah Bone
- (b) Making hypotheses in the form of statistical models
H_o: $\beta_{jl} = 0$
H_a: $\beta_{jl} \neq 0$
- (c) Determine the test criteria
If : $\text{Sig} \leq \alpha$, then H_o is rejected

If : $\text{Sig} > \alpha$, then H_a is accepted

Based on the *Coefficients^a* table, the Sig value is obtained = 0.584

For the α value, because the test is two-sided, the α value is divided by 2, so the α value = $0.05/2 = 0.025$.

It turns out: $\text{Sig} = 0.584 > \alpha = 0.025$, then H_o is accepted

(d) Make a decision

There is no significant partial influence between character surveys on the quality of Islamic Junior High School Athirah Bone.

c) Learning environment survey variable on the quality of Islamic Junior High School Athirah Bone

(1) Based on the comparison between t_{hitung} and t_{tabel} , the steps are:

(a) Make a hypothesis in the form of a sentence

H_o : There is no significant effect partially between the learning environment survey on the quality of Islamic Junior High School Athirah Bone

H_a : There is a partially significant influence between the learning environment survey on the quality of Islamic Junior High School Athirah Bone

(b) Making hypotheses in the form of statistical models

$H_o: \beta_{jl} = 0$

$H_a: \beta_{jl} \neq 0$

(c) Testing rules

If, $-t_{tabel} \leq t_{hitung} \leq t_{tabel}$, then H_o is accepted.

If, $t_{hitung} > t_{tabel}$, H_o is rejected.

(d) Comparing between t_{tabel} and t_{hitung}

From the *Coefficients^a* table, the value $t_{hitung} = 1.329$ is obtained.

The value can be found using the *t-student* table. If the test is two-sided, then the value of α is divided by 2.

Formula:

$$t_{tabel} = t_{\left(\frac{\alpha}{2}\right) (n-2)} = t_{\left(\frac{0.05}{2}\right) (45-2)} = t_{(0.025, 43)} = 2,01$$

It turns out: $t_{hitung} = 1.329 < t_{tabel} = 2,01$ then H_o is accepted.

(e) Make a decision

There is no significant partial influence between the learning environment survey on the quality of Islamic Junior High School Athirah Bone.

(2) Based on the probability technique, the steps are:

(a) Make a hypothesis in the form of a sentence

H_o : There is no significant partial influence between the learning environment survey on the quality of Islamic Junior High School Athirah Bone.

H_a : There is a partially significant influence between the learning environment survey on the quality of Islamic Junior High School Athirah Bone.

(b) Making hypotheses in the form of statistical models

$H_o: \beta_{jl} = 0$

$H_a: \beta_{jl} \neq 0$

(c) Determine the test criteria

If : $\text{Sig} \leq \alpha$, then H_o is rejected.

If : $\text{Sig} > \alpha$, then H_o is accepted.

Based on the *Coefficients^a* table, the Sig value = 0.191 is obtained.

For the α value, because the test is two-sided, the α value is divided by 2, so the α value = $0.05/2 = 0.025$.

It turns out: $\text{Sig} = 0.191 > \alpha = 0.025$, then H_o is accepted.

(d) Make a decision

There is no significant partial influence between the learning environment survey on the quality of Islamic Junior High School Athirah Bone.

CONCLUSION

Based on the previous description, at the end of this study it can be concluded that there is a significant effect simultaneously (together) between the minimum competency assessment, character survey, and learning environment survey on the quality of Islamic Junior High School Athirah Bone. Minimum Competency Assessment averages 28.16 with a standard deviation of 5.966, character surveys average 70.24 with a standard deviation of 8.781, and learning environment surveys average 46.27 with a standard deviation of 6.051. The results of the correlation (R) simultaneously between the minimum competency assessment variables, character surveys, and learning environment surveys on the quality of Islamic Junior High School Athirah Bone (Y) obtained a value of $r = 0.696$. The contribution given by these three variables to variable Y is $KP = (r_{X_1X_2X_3Y})^2 \times 100\% = (0,696)^2 \times 100\% = 48,44\%$. The results of this r value if interpreted with the magnitude of the r value in Product Moment then the correlation is moderate or sufficient.

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