



A Data-Driven Approach: Integration of Competency Asesmen Kompetensi Madrasah Indonesia (AKMI) in Guidance and Counseling Services in Madrasah

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Abstract: *This study aims to explore how the results of the Indonesian Madrasah Competency Assessment (AKMI) are integrated in the guidance and counselling service system in madrasah. The main focus is to understand the use of information from the AKMI report card by counsellors in designing and implementing more effective interventions and evaluating its impact on the quality of services provided to students. The research method used was a case study with a qualitative approach. Data were collected through observation, in-depth interviews with counsellors, teachers and madrasah head, as well as documentation such as AKMI report cards and guidance notes. Focus group discussions (FGDs) were also conducted to obtain additional perspectives from various parties. Data analysis was done thematically by identifying patterns, themes, and relationships between variables from various data sources. The results show that the integration of AKMI results in guidance and counselling services provides significant benefits, such as personalisation of interventions and more accurate identification of student needs. The IMR data helps in designing more appropriate guidance plans and systematically monitoring student progress. However, the research also identifies challenges such as limited understanding of the use of EMI data and implementation constraints in the field. Positive impacts of using the AKMI report card include improving the quality of guidance and counselling services with a data-driven approach that has the potential to improve students' academic progress and skills. The research recommends further training for counsellors on the use of the AKMI report card as well as the development of tools to support data integration in guidance and counselling services in madrasah.*

Kata kunci: *Assessment of Indonesian Madrasah Competencies (AKMI), guidance and counseling, data integration, madrasah, case study*

INTRODUCTION

In the era of growing education, madrasahs are not only required to produce graduates with high academic competence, but must also be able to support students' character and emotional development (Hasan, 2015). Character and emotional abilities have a significant impact on students' academic success and social life (Durlak et al., 2011). Therefore, the Guidance and Counselling (BK) service system in madrasah plays an important role in facilitating the achievement of these goals. However, the main challenge often faced by the guidance and counselling system in madrasah is how to provide appropriate and effective support according to students' individual needs. Field data shows that counsellors in madrasah often find it difficult to identify students' specific needs due to the lack of comprehensive assessments.

In a survey conducted in several madrasahs in Pamekasan, around 65% of counsellors admitted that they did not have adequate evaluation tools to assess students' academic and social-emotional

conditions in depth. Many of them rely on informal observation methods and brief discussions with students that often do not provide a clear picture of the problems faced. This results in interventions being less targeted and not always effective. As a result, many students feel that they are not getting the support they need to overcome their academic and emotional challenges. In addition, counsellors also reported that limited assessment tools made it difficult for them to design appropriate intervention programmes, resulting in suboptimal guidance efforts. This uncertainty in assessing students' needs has the potential to reduce counsellors' confidence in carrying out their duties, which in turn negatively affects the quality of guidance and counselling services in madrasah.

Furthermore, interviews with some counsellors also revealed that they feel limited in terms of time and resources to conduct a thorough assessment. Most of the counsellors complained about the tight schedule of guidance and counselling activities that made it difficult for them to conduct adequate individual assessments. A qualitative analysis of guidance practices in madrasahs showed that counsellors often focus on academic issues rather than social-emotional aspects, even though both aspects are interrelated and influence each other.

The existence of a more comprehensive assessment tool such as the Indonesian Madrasah Competency Assessment (AKMI) is becoming increasingly relevant in this context. Data from the AKMI not only helps counsellors identify academic problems, but also provides important insights into students' character and attitudes. Counsellors who have begun to apply the AKMI results report that they are better able to design interventions that suit students' specific needs. With the support of more accurate data, they feel more confident in providing appropriate guidance and adjusting service programmes according to the conditions of students in madrasah.

In guidance and counselling services, there are several types of assessments that are commonly used, including academic, social-emotional and career assessments. Academic assessment focuses on students' learning achievement and progress, helping counsellors to identify academic problems that students may face such as difficulties in certain subjects (Novianti, et al., 2024). Meanwhile, social-emotional assessment aims to evaluate students' interpersonal skills, mental health and ability to manage emotions (Husaini et al., 2024). Through tools such as questionnaires and observation, counsellors can detect signs of stress or anxiety that may be affecting students. Finally, career assessments assist students in planning for their future by evaluating their interests, aptitudes and appropriate career options (Suherman et al., 2024). By utilising these different types of assessments, counsellors can design more targeted interventions and provide comprehensive support for student development.

There are several basic assessments that are commonly used to understand the needs and conditions of students as a whole. One such tool is the Learners' Needs Questionnaire (AKPD) which is designed to identify students' academic and non-academic needs. By using the AKPD, counsellors can gather information directly from students regarding the challenges they face, both in the school environment and outside. This allows counsellors to provide support that is more contextually appropriate to each individual. In addition to the AKPD, there is also the Identification of Student Needs and Problems (IKMS). This tool serves to identify specific problems that students may be facing, including emotional, social and academic issues.

Furthermore, the Problem Checklist (DCM) is used to monitor and evaluate the various problems that students face periodically. The DCM helps counsellors to record and follow up on issues identified in previous guidance sessions. This tool is very useful in creating an ongoing guidance plan and ensuring that any issues that students face are not overlooked. Lastly, the Problem Identification Tool (AUM) is an assessment that focuses on helping students identify and address personal or

academic issues that may be interfering with their learning process. By using the AUM, counsellors can assist students in finding solutions to their problems.

In this context, the Asemen Kompetensi Madrasah Indonesia (AKMI) report card serves as a very important complementary assessment. The AKMI report card provides comprehensive data on students' academic abilities, including aspects of literacy and numeracy, as well as character and attitude. With the data from the AKMI report card, counsellors can enrich the information obtained from the baseline assessment. For example, if the PPA shows that a student is struggling with learning, but the AKMI report card shows that he/she is doing well academically, this could be a signal that the problem may be more emotional or social in nature. In addition, the AKMI report card allows the counsellor to identify broader patterns in the student's development, so that interventions can be designed more appropriately.

By combining the baseline assessment and the results of the EMI, the function and position of each assessment becomes clearer. While the baseline assessment provides information on students' needs and problems, the IMR complements this data with relevant academic results. This allows counsellors to design more integrated interventions, which do not only focus on one aspect, but cover various dimensions of student development. For example, counsellors can design programmes that integrate social skills training with academic support, so that students can develop more holistically.

According to the National Education Standards Agency (BSNP), IMR aims to provide a comprehensive picture of students' abilities in various dimensions, which is very important in the context of holistic education (BSNP, 2020). The data generated from IMR is not only useful for identifying areas that require additional support, but also for designing specific intervention programmes and monitoring student progress more effectively. Thus, the integration of AKMI into the assessment system in guidance and counselling services further strengthens counsellors' efforts in meeting students' needs and supporting their overall development.

The AKMI report card as an output of this assessment provides detailed and relevant information that is invaluable to teachers and counsellors. With this data, the madrasah can better understand students' competency profiles and identify areas that require more attention. Such information allows the guidance and counselling team to design support programmes that are better suited to the needs of individual students. However, while these potential benefits are recognised, not many studies have explored how the AKMI report card results can be optimally integrated in the guidance and counselling system in madrasah.

The integration of AKMI results in the guidance and counselling service system in madrasah can strengthen a more personalised and targeted approach in supporting students' development. Through in-depth analysis of the AKMI report cards, counsellors can provide constructive feedback, design individualised action plans and monitor students' progress more effectively. For example, if a student shows difficulties in numeracy, the counsellor can recommend additional programmes or special guidance sessions to support the development of these skills. With optimal utilisation, the AKMI report card is not only a measurement tool for academic achievement, but also serves as a basis for planning and implementing interventions in guidance and counselling services.

This research aims to explore the role and impact of the AKMI report card results in supporting the guidance and counseling service system in madrasah. The main focus of this research is to understand how the information contained in the AKMI report card can be used by counselors and educators to design and implement more effective interventions. In addition, this study will also assess how the integration of AKMI results affects the quality of guidance and counseling provided to students.

By identifying and analyzing the use of the AKMI report card results in the context of guidance and counseling, it is hoped that this research can make a significant contribution to the development of guidance and counseling practices in madrasah, as well as increase the understanding of how assessment data can be optimized to support the achievement of holistic educational goals.

METHOD

The research method used is a case study with a qualitative approach. The subjects in this study consisted of counsellors, teachers and madrasah heads at the MTs and MAN levels in Pamekasan who have implemented the AKMI programme. Although the MI level was the first to pilot the AKMI program, the researcher chose not to include it because guidance and counselling services are legally formalised at the MTs and MAN levels. This ensures that the data obtained is relevant to the context and structure of the applicable services. The sample selection was conducted using purposive sampling method, which allows the researcher to select informants based on certain criteria so as to explore in-depth and specific information regarding the implementation and impact of the AKMI programme. This approach aims to understand the subjects' experiences and perceptions of the use of the AKMI report card in the context of guidance and counselling, and to produce findings that can make a significant contribution to the development of guidance and counselling practices in madrasah.

This study used several data collection methods: (1) observations were conducted in selected madrasahs to observe the application of the AKMI report card in guidance and counselling sessions. (2) interviews with counsellors, teachers and madrasah heads aim to gain insights into the integration and utilisation of the AKMI report card, including its benefits, challenges and impacts. (3) documentation aims to analyse the use of AKMI data in guidance planning and implementation, including report cards, evaluation notes and reports to assess the appropriateness of the action. (4) Focus Group Discussion (FGD) aims to gather collective perspectives from counsellors and experts on the use of the AKMI report card, discussing benefits, challenges and improvement ideas.

Data analysis in this study used thematic data analysis. The aim was to identify patterns, themes and relationships in the data. Findings from various data sources were combined to provide a comprehensive picture of the integration and impact of using the AKMI report card on guidance and counselling services in Madrasahs. In the analysis process, the researcher conducted data coding to group information according to the emerging themes. Furthermore, each theme was analysed in depth to understand its context and implications for guidance and counselling practice. The results of this analysis are expected to provide constructive recommendations for the development of guidance and counselling programmes in Madrasahs, as well as improving the effectiveness of services for students. Thus, this research not only explores data, but also seeks to make a real contribution to the improvement of education.

RESULT AND DISCUSSION

Aspect	Sub-Aspect	Research Findings	Implications
1. Use of AKMI Result Information in Guidance and Counseling	Identification of Students' Strengths and Weaknesses	AKMI data is used to analyze students' cognitive and non-cognitive abilities.	Guidance services are more data-based and in accordance with individual needs

	Guidance Program Design		AKMI results are used to develop services such as numeracy literacy improvement, stress management, and study skills.	The guidance program focuses not only on academics but also on holistic student well-being.
	Monitoring and Evaluation of Student Progress		AKMI data serves as a baseline to assess the effectiveness of interventions and student progress.	Guidance strategies can be adjusted flexibly based on student progress data.
	Collaboration with Teachers and Parents		AKMI information is shared to improve communication between counselors, teachers, and parents.	Better collaboration helps support students' all-round development.
2. Impact on the Quality of Guidance and Counseling	Accuracy and Relevance of Guidance		The use of concrete assessment data increases the accuracy of interventions.	Guidance services are more effective because they are in accordance with the real conditions of students.
	Increased Student Involvement		Tailored services make students more active in the guidance program.	Student motivation increases, interventions become more effective.
	Resource Efficiency		Counselors can prioritize services and allocate resources better.	Counselor's time and energy are more focused on the areas that need the most attention.
	Improved Quality of Interaction		Counselors can speak with more confidence based on assessment data.	Relationships between counselors, students, teachers, and parents are stronger.
3. Challenges of Integrating AKMI Results in Guidance and Counseling	Technology and Counselor Competency Limitations		Counselors may lack skills in processing and analyzing AKMI data.	Training is needed so that the data can be optimally utilized.
	Technology Infrastructure		Madrasahs with limited technology facilities experience constraints in managing AKMI data.	Infrastructure improvement is needed to optimize the use of data.
	Data Depth and Interpretation		AKMI data may not be detailed enough for guidance needs.	It needs to be combined with other assessments to be more comprehensive.
	Resistance to Change		Counselors who are used to traditional methods may be	It takes socialization and a gradual approach for change to be accepted.

		reluctant to adopt a data-based system.	
	Data Privacy and Security	There are concerns about managing and protecting student data.	Strict data security policies are needed to prevent misuse.
	Coordination and Communication	Barriers in sharing data and strategizing together between counselors, teachers, and parents.	A more structured communication system is needed to optimize the integration of AKMI data.
	Complex Data Management	AKMI data is large and dynamic, making it difficult to update systematically.	An efficient and sustainable data management mechanism is needed.

The integration of the Indonesian Madrasah Competency Assessment (AKMI) results in guidance and counselling services in madrasah presents a new paradigm in managing services that is more data-driven. The utilisation of information from the AKMI allows counsellors to design more targeted services, based on students' specific needs, and strengthen the effectiveness of interventions. By referring to the research results, this discussion will elaborate on the benefits, challenges, and implications of the application of AKMI in guidance and counselling services in madrasah.

The utilisation of IMR data in guidance and counselling allows for more evidence-based programming. Previous research has shown that data-based assessment can improve the effectiveness of interventions in guidance and counselling as it provides more accurate information about students' needs (Sukma, et al., 2024). With quantitative data on student competencies, counsellors can identify aspects that need improvement and direct interventions according to individual and group needs. The results of this assessment can be used to develop more personalised guidance strategies, ensuring that each student receives services that are relevant to their academic and psychosocial conditions.

In addition, the information obtained from AKMI allows counsellors to adopt a more systematic approach in supporting student development. Research conducted by Mustikaningrum (2025) shows that a data-driven approach in guidance and counselling can significantly improve academic outcomes as well as students' psychological well-being. With data showing students' areas of strengths and weaknesses, counsellors can design more effective interventions, for example by developing numeracy literacy improvement programmes for students who have difficulties in this area. With a data-driven approach, guidance and counselling programmes become more accurate and efficient in addressing student problems.

Furthermore, AKMI results also serve as a tool for evaluating and monitoring student progress. By having baseline data, counsellors can measure the extent of student development in various aspects of competence. This allows for periodic evaluations that provide an objective picture of the effectiveness of the guidance services that have been provided (Dalmia & Alam, 2021). Thus, counsellors can make adjustments to strategies dynamically according to student development.

The integration of AKMI in guidance and counselling services also enhances collaboration between counsellors, teachers, and parents. A study by Ramdani, et al (2020) showed that collaborative

engagement between counsellors, teachers, and parents can increase the effectiveness of guidance services and strengthen support for student development. By sharing accurate information about students' conditions, all parties involved can work together to support students' academic and psychosocial development more comprehensively. This collaboration strengthens the synergy between stakeholders in providing appropriate and sustainable interventions.

In terms of service effectiveness, the use of AKMI results contributes to improving the quality of guidance and counselling in madrasah. With concrete assessment data, counsellors can provide more targeted advice and interventions. This makes the services provided more suited to students' needs, increases their involvement in the guidance process, and motivates them to be more active in self-development (Safithry, 2018). On the other hand, the use of AKMI results in guidance and counselling services also faces various challenges. One of the main challenges is the limited technological competence among counsellors and madrasah staff. Not all counsellors have the skills to analyse and interpret assessment data effectively. Research by Imawanty & Fransiska (2019) showed that the lack of training in data analysis is a major obstacle in the implementation of data-based assessment in schools. Therefore, continuous training is needed to improve their capacity to optimally utilise AKMI data.

In addition to technological competence, limited infrastructure is also an obstacle in implementing this data-based approach. Madrasahs with minimal technological facilities often have difficulties in accessing and managing assessment data efficiently. Therefore, investment in technology infrastructure and information systems is a strategic step that needs to be considered to support the integration of AKMI data in guidance and counselling services.

Another challenge is the interpretation of AKMI results which may not always fit the specific needs of guidance and counselling. Academic assessment data needs to be adapted with relevant psychological and pedagogical approaches in order to be used effectively in guidance programmes. According to Megawati & Maulana (2024), the interpretation of academic assessments in the context of guidance requires a multidisciplinary approach in order to produce targeted interventions. Therefore, a more flexible approach is needed in linking assessment data with guidance intervention strategies.

In addition, resistance to change among counsellors and madrasah staff is also a challenge in implementing AKMI. Some counsellors who are used to conventional guidance methods may have difficulty in adopting this data-driven approach. Therefore, there needs to be an intensive socialisation and training strategy to build a better understanding of the benefits of integrating AKMI in guidance services.

The aspect of data security and privacy is also an important concern in the utilisation of IMR results. Data obtained from assessments is sensitive information that must be managed with strict data protection policies. Therefore, clear regulations and procedures are needed in data management to prevent misuse or leakage of information (Kautsar, 2022).

Coordination between various parties involved in guidance and counselling services is also a challenge. Ineffective communication between counsellors, teachers, and parents can hinder the optimisation of the use of AKMI data in guidance services. Therefore, there needs to be a more structured communication system and a clearer cooperation mechanism to ensure that the information is used appropriately (Hasibuan & Hadijaya, 2024).

Despite facing various challenges, the integration of AKMI results in guidance and counselling services has great potential in improving the quality of services in madrasah. With a data-driven approach, guidance services can be more accurate, relevant, and efficient in helping students reach their

full potential. Therefore, continuous efforts are needed to overcome the existing barriers so that the benefits of AKMI integration can be optimised to the fullest.

Overall, the utilisation of AKMI results in guidance and counselling services brings significant changes in the way services are delivered. By integrating assessment data in the guidance process, the services provided become more targeted, responsive and based on students' needs. This contributes greatly to creating an educational environment that is more inclusive, adaptive and orientated towards holistic student development.

CONCLUSION

The integration of AKMI results in guidance and counseling services in madrasah has a significant positive impact on the effectiveness of services. By utilizing assessment data, counselors can design programs that are more accurate, evidence-based and responsive to student needs. The results show that this data-driven approach improves the quality of guidance services, strengthens collaboration between counselors, teachers and parents, and provides more relevant and targeted interventions.

Although there are various challenges such as limited technological competence, infrastructure, and data interpretation, solutions such as training, technology investment, and strengthening coordination can be effective strategies to optimize the benefits of IMR in guidance and counseling. By overcoming these challenges, guidance services in madrasah can develop to be more inclusive, efficient and oriented towards students' self-development. Therefore, strengthening policies, increasing the capacity of counselors and utilizing data more widely are strategic steps that need to be continuously developed to ensure the successful implementation of data-based approaches in guidance and counseling in madrasah.

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