

# National Examination as a Discourse: Perspective on Socio-Anthropology of Education

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## ABSTRACT

This research is intended to examine the reasons underlying the variety of discourse in shaping social perceptions of the importance of the implementation of national examinations which are applied as national education standards. The study was conducted through the sociology approach to Education, making it possible to make observations into social situations related to the development of Education. This study found that, the components of the national examination became a confusion in its implementation. This applies because of several factors that underlie the emergence of the national exam quality policy namely, first; Educational competency that contains a variety of material, values, etc. seems to be ignored in the implementation of the National Examination because in practice it contains some material that is grouped as tested material, secondly, there is a standard graduation rate that must be pursued in order to pass without disregarding ethics and morals that were conceived in the nature of national education.

**Keywords:** National Examination, graduation standards, education

## 1. INTRODUCTION

Simply put, the study of educational socio-anthropology is related to scientific analysis of the process of social interaction associated with educational activities, both in the family, the socio-cultural life of the community and at the objective level of social relations that compiles the total construction of the reality of education in a country [9]. Up to this understanding all forms of sociological insight and knowledge in order to dissect the body of national education need to be discussed so that the learning processes take place remain relevant to the needs of the nation [5].

Here, the criteria for schools as formal educational institutions provide new ideas in the implementation of a system that contains a policy of national examinations held at the end of each semester at the end of the level or at the end of the school year. [8] Furthermore, the dimensions of the national examination are included as a forum for evaluating the learning process which is grouped into several subjects that we know as the Natural Sciences, Social Sciences, and Languages group [12]. This gives an understanding of the differences in knowledge in which capacities are narrower and which is superior.

If attention is focused on understanding the form of the knowledge group, then attention and learning at school will only be of direct interest in the main topics of discussion that include groups of Natural Sciences, Social Sciences and Languages [14]. Nevertheless, the idea in the national examination needs to be reviewed in its implementation considering the energy given in the learning process contains different competencies in each field [16].

The word national examination or abbreviated as National Examination is a system of evaluating basic and secondary education standards nationally and the equality of the quality of local education level carried out by the education

assessment center [3], transparent and systematic to get satisfying results. This is in line with research conducted by Nurul Hidayah, that the exam that was intended to measure graduation standards with the achievement of the target value that has been set, in fact is not actually able to increase and motivate graduation but rather as a venue for various interests alone [12]. Therefore, the study of professional education sociology explains that a school must have a clear output, namely, first graduation of students in the education process, the second component of the school as a system in the implementation of education in schools [6].

In addition, the factors that influence the results of the national examination include internal factors namely, firstly related to the physical and spiritual conditions of students which include physiological aspects and psychological aspects, secondly external factors related to environmental conditions around students which include social environment and non-social environment [6]. The phenomenon of the national examination in the city of Baubau in practice causes some imbalances, the expected process of education as a mouth of science seems to be broken with various ceremonial activities in the national examination process. For this reason, this study discusses "the underlying reasons for the variety of discourses in shaping social perception as a national examination standard".

## 2. RESEARCH METHODS

The study was conducted with a descriptive qualitative model, in which the collection of sample data was determined through a purposive sample through selected respondents, which was then conducted by conducting in-depth interviews with evaluations of the implementation of national examinations where the potential for public duping

and planned fraud [7] In addition, the sample is assisted through the snowball sampling method to enable more facts to be obtained in the field [2]. The location of this research is in the city area of Baubau which is focused on high school-equivalent schools.

### 3. RESULTS AND DISCUSSION

National exams become a new problem in the world of education [4]. The existence of quality standards at the education level both at central and regional levels, so far the problem of the UN has become a special scourge that must be faced by students not on the issue of standards or learning competency but the problem of addressing the UN in the scientific family. In this case the competence of science is different, each element as well as a matter of talent and interest, let alone involving national standards with quality assessment and this is a different matter. Scientific competence seems to be the main assessment to determine whether students pass or not. [11] Though the education program is based on the general objectives of teaching which are derived from three sources: the community, students, and fields of study. Includes broad concepts such as forming humans, making human development, human personality, human responsibility, and so on. This general goal involves philosophical and ethical considerations derived from the expectations of society such as what is contained in the philosophy of the nation, the goals of national education, the nature of educational institutions, religious values, ideology and so on [10].

#### 3.1. Internal Factors

Another analysis also revealed that the basic educational goals of each school were to educate children to become useful members of the community. However, education at school is often less relevant to people's lives. The curriculum is mostly centered on fields of study that are arranged logically and systematically and whether or not know its relationship with the daily lives of students. What learners learn seems to only fulfil the interests of the school for exams, not to help the totality of students to live more effectively in society [15].

From this it appears that the difference in the dimensions of national education was conceived through the development of ideas in order to create conditions that contain the quality of education so that quality in the lives of students in the community is not seen from the success of the national exam with the maximum value standard set by the government as the success of the education process through the national exam. If this happens then education is valued as a ceremonial activity measured by numbers and carried out annually as a standard for achieving the quality of education in Indonesia.

This picture shows our immaturity views the quality of education is only limited to tests and numbers, educational achievement today must be seen into several aspects that influence one of them related to the learning model applied to the learning process in schools. Therefore, the manipulative UN system is certainly not in favour of any

school because it is not realistic. In fact, it is realized or not the weakness of the implementation of the UN has given impetus to the growth of immoral acts in the world of education, including forced and helpless actions by educators or teachers where in part they have helped answer the statement items on the questions. Educators or teachers are busy while students are relaxed. Even this dedication is a process of duping that makes students become lazy and not independent. In fact, the quality of national education is not always measured by numbers, but is prioritized by the importance of the quality of personality, morals, character, and behaviour as expected in the concept of national education goals, which is to create Indonesian people who have knowledge and character and also as a concept of ideals sublime development of national education.

The UN is expected to encourage various elements to uphold and realize the noble ideals of national education. Evaluation of the implementation of the UN which tends to have the potential to carry out "public dupes" and commit planned fraud even though it is very dangerous for the future generation of the nation, should be immediately abandoned. Students will be smart, personality, independent, skilled, moral, and virtuous only if the educational climate allows students to gain knowledge that promotes honesty, discipline, hard work, tolerance, and transparency in various relationships in society. Between knowledge (general and religion) must relate to students' expected behaviour. So that our form of education does not become mere discourse.

#### 3.2. External Factors

The idea of national exams carried out today brings social inequality for students and the school [13], where the role of schools as educators seems to be set aside and only pursue high graduation targets to meet graduation standards set by the government and measured as mere quoata. This means that, in principle, this national examination standard is only used as a standard or a prerequisite for the success of education in an area that is measured in a respectful manner regardless of the methods adopted by educational practitioners in this case schools and their learning devices. This condition, becomes an overlap between the concept of education and the implementation of national examinations which actually leads to the complexity of understanding the concept of education itself, educational products are humanizing humans in various aspects of social life. Estuary education today has no role at all in the humanizing aspect of human character so that the dominance of education is only seen how high the graduation rate obtained by schools and government quantitatively regardless of the development and direction of education of students in shaping their abilities. The point is that the implementation of education does not provide a concrete picture of the future that will be reached after graduating from high school-equivalent and how the community's needs and locality potential in an area.

The role of education is currently limited to the academic routine that is undertaken as a must in everyday educational activities, school as a place to study is made a shield to manage learning devices which ends only to pursue high

graduation rates so that the good name of the school is not tarnished. This condition is a picture that the implementation of the national exam does bring various imbalances in our world of education. The education dimension does not provide a solution to the potential of students and the potential of the region as a basis for the development of our education and its relationship with aspects of the development of students themselves.

Based on the description above, it can be seen that the description of the implementation of the national exam in the city of Baubau brings various academic and social inequalities so that it becomes a ceremonial activity carried out by the school as an annual routine and results in erratic social upheavals in shaping the nation's character. This condition, becomes very lame in determining the content of learning that is oriented only to the group of knowledge being examined without seeing the various academic potential in students.

#### 4. CONCLUSION

The implementation of national exams in the city of Baubau became various targets in the form of: Classification of knowledge groups, only trapped in tests and figures, forming a-moral actions, public fooling, destruction of the younger generation and only a mere discourse in the social world.

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