



Teacher's Understanding of National Assessment in Christian Education at Bakiruk Middle School, Malacca Regency, East Nusa Tenggara Province

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Abstract. The National Assessment is the decision of the Minister of Education, Nadiem Makarim, to update the education evaluation system in Indonesia. This decision was just made in the Merdeka Learning program in 2019. However, has the socialization of this National Assessment been implemented thoroughly throughout Indonesia? We researched teachers' understanding of the National Assessment at SMPN Bakiruk, Malacca Regency, East Nusa Tenggara Province. This study examines how much understanding the teachers have about the National Assessment at SMPN Bakiruk, Malacca, Nusa Tenggara Timur. This study uses descriptive qualitative research methods through in-depth interviews. The research results found that teachers' understanding of the National Assessment at SMPN Bakiruk, Malacca, Nusa Tenggara Timur was still very minimal. Most only understand that this National Assessment will replace the National Examination, even though many things can be understood about the National Assessment. The research found that the lack of understanding of the National Assessment was due to the lack of socialization by the authorities with teachers.

Keywords: National Assessment, SMPN Bakiruk Kabupaten Malaka, Teacher

1 Introduction

The national exam, commonly abbreviated as UN/UNAS, is a system of evaluating national and secondary education standards and the equality of the quality of education levels between regions carried out by the education assessment center. National evaluation is carried out as a form of accountability for implementing Education to interested parties. The national examination determines the standard of improvement to encourage the quality of Education, which aims to declare that a person is competent if he has passed the limit value with someone who has not mastered the competence. A benchmark for achieving learning targets whose data can be used by schools to improve learning models that have been carried out so far [1]. During that time, the government and the national exam results could be used as diagnostic tools for the government. Teachers could improve their teacher competencies and measure students' ability in the teaching and learning process as long as each student took it.

The development of Education in Indonesia often undergoes changes or policy reforms. The policy changes because every stakeholder change always has a new design

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S. E. Zaluchu et al. (eds.), *Proceedings of the International Conference on Theology, Humanities and Christian Education 2022 (ICONTHCE 2022)*, Advances in Social Science, Education and Humanities Research 802, https://doi.org/10.2991/978-2-38476-160-9_32

for the national education model. Evaluating learning outcomes is very important in improving student learning and quality teacher teaching. Student success reflects the teacher's success because the teacher is the most influential person in the learning process. Every teacher must have the correct awareness and understanding of the purpose of learning evaluation so that the success rate of teachers will follow the students themselves.

Therefore, the Minister of Education and Culture, Nadiem Makarim, felt the need to update national education evaluation through the *Merdeka Belajar* policy. The reform stipulated by the Ministry of Education and Culture in the Free Learning policy is the National Assessment as a substitute for evaluating the National Examination for primary and secondary Education. Nadiem Makarim socialized this policy in 2019. This spirit is directed to the relevance of Education in the era of pandemic and disruption. Therefore, digital spaces become a realm that must be reached [2]. Maximizing this usage will be an indicator of success as well.

However, what about the hinterland? Instead of using the media to preach the Gospel [3], use in Learning is minimal. Then has this socialization reached all schools in this country? How big is the understanding of each school, especially teachers, in this National Assessment policy? To answer the questions above, the researcher will examine Teacher's Understanding of National Assessment at SMPN Bakiruk, Malacca, Nusa Tenggara Timur. We chose this research location because it is a school in the hinterland that must be reached. Therefore, teachers must play an active role in learning in cities and rural areas [4]. In addition, to find out whether the socialization of the National Assessment has reached this school.

Discussions on a global scope and evaluation of the education system emphasize the achievement of the target of Education for All, broadly defined as improving the quality of access to Education, school conditions, and student achievement. Some countries have used national scale assessments to monitor and evaluate the quality of the country's education system. As well as Indonesia, national assessments in these countries expect to provide an overview to very diverse stakeholders regarding the general condition of schools and the quality of Education as a basis for further policy planning.

Deni analyzes the readiness of students and teachers in the city of Sidoarjo, giving a figure of 53.2% for education staff who need help understanding the nature of the National Assessment. 25% of them are teachers [5]. Meanwhile, Sudianto & Kisno analyzed the readiness of school teachers. It was found that the teacher had difficulty designing HOTS (Higher Order Thinking Skills) questions in the National Assessment. HOTS is one of the categories teachers must meet in measuring the learning process's success [6].

Based on the research above, we analyzed the teachers' understanding of whether this government program had touched assessments in the deepening areas so that the improvement in Indonesian Education can be felt by those who live in deepening.

2 Methods

This research uses a descriptive qualitative research method [7]. In-depth interviews with key informants carry out data collection techniques regularly. The informant is the school principal, a Christian Religious Education teacher, and three students doing

the National Assessment. The reason for the selection of interviewees is because they are representative of all parts of Education. The purpose of regular interviews is to obtain valid and consistent data. The second data collection technique is observation to get a complete picture of the situation in the field [8]. Through these observations, we learned the reasons for the understanding of teachers and the facilities needed to carry out the National Assessment. The results of the data are then analyzed to get a conclusion. The results of these conclusions become inputs and revisions for implementing the National Assessment at Bakiruk Junior High School.

3 Finding and Discussion

3.1 Teachers' understanding of the National Assessment

The National Examination was a final assessment based on students' cognitive and material understanding [9]. There is already a portrait of Indonesian Education based on national and international scale data. This is seen as a portrait of Education in Indonesia. As realized together, the portrait still reflects the low student learning outcomes due to the learning process and teacher quality, which is also low. *Assessment Kompetensi Siswa Indonesia* (AKSI) to the *Ujian Nasional* (UN) can use as initial data to determine the portrait of Education at the national level. The Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) results can be compared with students in other countries, followed several times by Indonesia. Since the initial submission of the National Assessment plan, there has been much confusion. In the field, Kemendikbudristek's socialization is also weak once the perception emerges that Assessment Nasional is the same as the UN. See how much criticism and confusion are in preparation for the National Assessment implementation. This study will answer whether the National Assessment is the right choice in the system evaluation of National Education. Questions appear because there has been a previous national evaluation model that tends to encourage ranking. The answer to this question will be traced from the start of exams at the national level in the 1950s.

With the issuance of the National Assessment policy to replace the National Examination, the Assessment of learning outcomes for primary and secondary schools has undergone renewal. The existence of activities in assessing each student both in the form of exams is an effort by educators to provide monitoring in evaluating each learning process, of course, progress in student learning so that the government can take a policy for this Education [10]. The National Assessment and National Examination differ in that they do not evaluate the achievements of individual students but evaluate them as a whole and are carried out periodically to map the education system [11]. Because if the teacher dares to do educational mapping in the Assessment, then the opportunity to succeed will be achieved [12].

The National Assessment aims to convert the paradigm of geriatric Assessment in Indonesian Education by taking the courage to renew the system. Owned by the Indonesian nation that the success of Education is not the achievement of students where this becomes a benchmark but emphasizes the process and implementation of students

in doing Learning is not a student's achievement when applied in the years before the National Examination.

This test assessment has the principle of assessing the learning process for students or students compared to measuring from a National Examination, which carries out for four days with Indonesian, mathematics, English, and Natural Science subjects [13]. While the National Assessment is carried out only for two days, filled with practice questions, numeracy, and a learning environment [14]. The government conducts a National Assessment, of course, which has three types of aspects that must be met, namely: (i) AKM or often called (*Asesmen Kompetensi Minimum*), (ii) Conducting a Survey on Character, and (iii) Conducting a Study Environment Survey [15]. The government stipulates these three types of National Assessment based on its understanding that the National Assessment emphasizes the process.

From the discussion on the National Assessment above, we use it as a benchmark to assess teachers' understanding at SMPN Bakiruk, Malacca, Nusa Tenggara Timur regarding the National Assessment that has been socialized or implemented in Indonesia. The researcher arranges several questions for the teacher regarding this National Assessment and explains the interview results.

A basic explanation of the national Assessment has been given to teachers who teach at SMPN Bakiruk, Malacca, Nusa Tenggara Timur. The answers from the teachers can conclude that their understanding of the National Assessment, namely the National Assessment is an assessment program on the quality of schools or Education carried out by the government to map the quality of Education in Indonesia. In addition, they also know that this National Assessment is a substitute for the National Examination at the elementary and middle levels.

Learners. According to the teachers the researchers interviewed, because it was just starting to be socialized, many teachers did not understand it well—especially those in remote areas. So researchers understand that the socialization and knowledge of teachers are still very basic regarding the National Assessment. They only know that this National Assessment replaces the National Examination, which has long been applied to determine graduation. Teachers should know that three kinds of National assessments will be and have been implemented in Indonesian Education, namely: (i) AKM, (ii) Character Survey, and (iii) Learning Environment Survey. Minimum Competency Assessment, a measuring tool in measuring cognitive learning abilities, there are two, namely literacy efforts in reading skills and literacy in numeracy abilities of these students.

Of course, the values of the Pancasila profile must also be in each student's character. Therefore a character survey is carried out so that students can achieve. The spirit of Pancasila must be cultivated in Indonesian Education to fight radicalism [16]. This spirit also goes hand in hand with the value of the Christian life, namely maintaining unity [17]. Therefore, Education is not only based on general knowledge. Instead, the nation's knowledge is a practice in social life.

The Character Survey measures emotional learning abilities realized in the Pancasila Student Profile to ensure that students in Indonesia have general competencies and base their behavior on Pancasila values. While students do not only do the Learning Environment Survey, this evaluation also carries out by school principals, teachers, and all education actors to get information about the situation and condition of the school.

Teachers must understand this in understanding the National Assessment, not just knowing it is limited to replacing the National Examination.

Many teachers need to learn about the concept of the National Assessment, especially the concept of AKM, which measures students' cognitive abilities. [18]. Therefore, the views of the researchers regarding the understanding of the National Assessment of teachers at SMPN Bakiruk, Malacca, Nusa Tenggara Timur have yet to be thoroughly socialized in this school by the authorities. Therefore, to carry out the tasks assigned by the government, the National Assessment must be echoed.

3.2 Implementation of National Assessment

The presence of the National Assessment is a new face for the world of Education, which will implement after the minister decides to replace the National Examination with a National Assessment.

This National Assessment gives students a sense of independence towards the dissolution of a systemic, which profoundly impacts the learning process. This change provides a positive thing for students and schools that will carry out the exam every year. However, Minister of Education and Culture Nadiem Makarim believed this National Assessment must prepare more thoroughly. The provision facilities for this national Assessment must be provided with facilities that are in harmony between public and private schools so that there is no overlap. Training for teachers throughout Indonesia must be carried out and echoed.

From March to April 2021, the Ministry of Education and Culture held a coordination meeting, socialization, and technical implementation of the preparation for the National Assessment. Moreover, from April to August 2021, the Ministry of Education and Culture will conduct a simulation of the National Assessment in schools while still paying attention to health protocol policies during the Covid-19 pandemic so that it will be carried out until November [19].

The researchers asked this question to assess the implementation of the National Assessment at SMPN Bakiruk, Malacca, Nusa Tenggara Timur. The researcher got the study results, and it turned out that the implementation in the Malacca region could have been more effective because of the lack of socialization applied to the National Assessment. Researchers see that because it is a border area, it is difficult for them to get information about this.

According to the teacher, they have just participated in socialization at the junior high school level. It will begin to carry out, or the implementation in the field will take effect next year, known as computer-based national Assessment (*Id. assessment Nasional berbasis computer*) if this year is still manual.

3.3 Echoing the National Assessment Socialization for Hinterland Teachers

The evaluation standard should adjust to students' circumstances in each region. The implementation has only just started this year, and conditions in the field are that many schools need facilities that support them to participate in ANBK due to signal problems, internet, and computer networks. Of course, it is undeniable that every school needs the

existing facilities. School needs are things that should be done and paid attention to. The government must have sensitivity towards schools in the deepening areas. Those who study in rural areas have the same right to study in Indonesia, not only children in the city. It is enough that they are poor and need finance. Teachers must encourage the world of Education to be deepened [20].

Sensitivity to social justice must continue to echo, as well as the words of Yes Delviana Nahak as a school crafts teacher, that social justice must be equalized, not only in urban areas, because this will shape a shared future for deepening education [21]. Preparation for the future must also achieve for those who live in-depth, not only those who live in cities. Harmony with students in the deepening area must enjoy fully. That way, it is possible if the government pays close attention to every student in the hinterland with adequate facilities [22].

4 Conclusion

The description of various evaluation forms shows that the National Assessment can be one of the options based on various considerations. Good practices already show that the National Assessment is familiar. There have been previous experiences that can improve the implementation of the National Assessment, which in turn also improves the education system in underdeveloped areas. The researcher concludes that teachers' understanding of the National Assessment could be more at SMPN Bakiruk, Malacca, Nusa Tenggara Timur. Therefore, the government must work harder in socializing the National Assessment of various regions in Indonesia, especially in small schools in this country. The way to socialize is by (i) finding the needs and deficiencies in the school; (ii) regional government preparing facilities; (iii) implementing the principles of National Assessment; (iv) accompanying the implementation of the National Assessment; and (v) provide evaluation form and school performance. So that social inequality can implement.

Research Contribution: through this study, the government can take a unique approach to apply Assessment in underdeveloped areas. Similarly, Christian Religious Education teachers can help to maximize the Assessment of National Assessment Excellence.

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