

The Implementation of Chapter II Article 3 in Government Education and Culture Regulation No. 23 of 2016

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Abstract—The purpose of this research to study about implementation of Chapter II Article 3 concerning Scope of Assessment of Students in Government Education and Culture Regulation No. 23 of 2016 concerning Educational Assessment Standards in Bekasi Regency. This research method using juridical-empirical where data are obtained from primary and secondary sources. This research uses a qualitative approach. Based on the results of the research, it can be concluded that the implementation of Chapter II Article 3 concerning the Scope of Assessment of Students in Government Education and Culture Regulation No. 23 of 2016 Educational Assessment Standards in Bekasi Regency concerning the positive side where all teachers in Bekasi Regency have implemented 3 domains of scope (affective, cognitive, and psychomotor) in their assessment. In the assessment process, there are still many teachers who have not been able to differentiate when the results of the assessment are only for the affective, cognitive, or only psychomotor domains, so that the assessments are often mixed between one domain and another domain.

Keywords— *Government Education and Culture Regulation No. 23 of 2016, Educational Assessment Standards, Scope of Assessment of Students*

I. INTRODUCTION

Education is considered as a primary way individual acquire knowledge, skills, and competencies that can influence their adaptive capacity [1]. Education was generally for an immediate induction into society and a preparation for adulthood [2]. Education is one of the appropriate media that is accurate and effective to create a young generation who is able to generate an inquiring mind, wise, open-minded, and constructive attitude [3]. Education will inevitably play a key role in trajectory of national development as the twenty-first century unfolds [4]. The important thing in the philosophy of education is that something should be there to indicate what it is and to provide a determinate structure on which students can train their critical faculties [5]. A primary goal of education is to equip students with the skills they need to be successful in the workforce and to make an impact on the world [6].

Education conceived as preparation for life locks the learning process within a vicious circle. Youth educated in terms of adult ideas and taught to think of learning as a process which ends when real life begins will make no better use of intelligence than the elders who prescribe the system [7]. Nowadays, education can no longer be productively focused

primarily on the transmission of pieces of information that, once memorized, comprise a stable storehouse of knowledge [8]. So, school now must teach disciplinary knowledge in ways that focus to the topic and begin to develop students' critical thinking ability, so they can use their knowledge in new situation which will they meet in future. In All ASEAN societies, education has been as seen as a key tool for opening the social-class structures to vertical movement and for reducing the disparity between rich and poor. In addition, either by outright declaration or by implication, to some form of post-primary education for most or all youths sometimes in the future [9]. For Indonesia itself, the government has been declared that all youths must get an education at least until Senior High School or equal.

The period of Indonesian education itself is divided into 4 periods, pre-independence, post-independence, new order and reform. All four are laden with policies in accordance with the government's interest and perception at that time reinforced by global conditions that surround it [10]. Start from preparation, action in class, and in the end of learning process, teacher will evaluate students to know how far students have accepted the knowledge from teacher. In Indonesia, Government Education and Culture Regulation No. 23 of 2016 is a law which explain teachers "how to evaluate students", in this study, it will be focused in Chapter II Article 3 concerning Scope of Assessment of Students. There, it is explained that there're three aspects assessment, they are affective aspect, cognitive aspect, and psychomotor aspect.

The affective domain, though not a typical focus in scientific fields, is of extreme importance for pharmacy students because it deals with how individuals manage the emotional context of situations involving people [11]. Affective domains involve a spiritual aspect and emphasize the growth and development of attitudes, emotions, emotions and values that exist [12]. So, affective domain is focused on students' attitudes.

Students' understanding of concepts can be developed and assessed at varying skill levels in the cognitive domain [13]. Cognitive domain has played as a theory based for explaining how experiential learning works, and by extension, for developing normative theory to guide the process of developing experiential exercises [14]. So, cognitive domain is focused in students' knowledge.

Psychomotor is focused on manual or physical skills [15]. In this case, the psychomotor domain is very closely related to students' skills in applying the knowledge that has been obtained. Examples of student psychomotor skills include students being able to assemble tools, able to create tables, graphs, etc.

Based on explanation above, this research is focus to study about implementation of Chapter II Article 3 concerning Scope of Assessment of Students in Government Education and Culture Regulation No. 23 of 2016 concerning Educational Assessment Standards in Bekasi Regency.

II. METHOD

A. *Research Method*

This research method using juridical-empirical which is mean that data are obtain from primary and secondary sources. Primary source is obtained from interview from some teacher in Bekasi Regency while secondary source is obtained from literature studies on documents relevant to the research topic.

B. *This Time and Place*

This field research was carried out on the September 24th-25th, 2018 in Bekasi Regency. The selection of this regency is based on the fact that in this regency have a number of educational institutions whose numbers are not inferior to educational institutions in other big cities such as Jakarta and Surabaya. However, given the limitations of time, this study was only conducted on 3 junior high school teachers, 3 high school teachers, and 3 vocational school teachers who had teaching assignments at educational institutions in Bekasi Regency, to know the implementation Chapter II Article 3 concerning Scope of Assessment of Students in Government Education and Culture Regulation No. 23 of 2016 concerning Educational Assessment Standards in Bekasi Regency.

C. *Data Collection*

This research uses a qualitative approach. Through this approach, it is hoped that as much input as possible from the informants who are the subject of the research can be obtained, so that a complete picture can be obtained about the implementation of Chapter II Article 3 concerning the Scope of Assessment of Students in Government Education and Culture Regulation No. 23 of 2016 concerning Educational Assessment Standards in Bekasi Regency. In accordance with the approach used, data was collected through open interviews with the research subjects. Interviews were conducted on 9 informants. 3 people are junior high school teachers, 3 others are high school teachers, and the last one is 3 people are vocational teachers. In addition to interview techniques, this study is also equipped with literature studies on documents relevant to the research topic.

D. *Data Analysis*

Data analysis has been carried out together with data collection and interpretation and narrative writing. Data that has been obtained in the field is then systematically organized. The data which obtained in this study are interview data from several sources and literature data.

The results of the recording of the interview are then transcribed according to the recorded interviews. Then an

initial analysis is carried out, by compiling facts and concluding concrete facts, before finally finding themes. Then a final analysis and interpretation of the data from the results of the interview is carried out. While the results of relevant literature studies are used as materials to help answer research questions as well as complementary and integral parts of this research.

III. RESULT AND DISCUSSION

Bekasi Regency is one of the Regency in West Java Province. Bekasi Regency is divided into 23 districts. In 2014, the total population of Bekasi Regency reached 3,112,698 people with a male population of 1,592,588 people and a female population of 1,530,110. With an area of 127,388 hectares, the population density of Bekasi Regency reaches 2,451 people per km².

In this district, there are 1,643 educational institutions (schools) consisting of 859 984 primary schools, 346 first high schools, 115 high schools, 188 vocational high schools, and 10 extraordinary schools. Where schools are evenly distributed in 23 sub-districts in Bekasi Regency [16].

Based on the results of interviews with three Junior High School teachers in Bekasi Regency, they stated that they knew about Government Education Regulation No. 23 of 2016. In addition, the three also stated that they had implemented three scopes of assessment as stated in Chapter II Article 3 concerning Scope of Assessment of Students in Government Education and Culture Regulation No. 23 of 2016 concerning Educational Assessment Standards.

But in their statement, the three stated that they still use subjective judgments, especially in the cognitive and psychomotor domains. They state that the values obtained by students in the cognitive and psychomotor domains can increase along with the affective possessed by students. If students have a good affective during the learning process but in the cognitive or psychomotor domains the student still has not fulfilled the minimum completeness criteria, then the teachers often change the value of the student to meet the minimum completeness criteria, without students need to take a remedial program.

While the results of interviews with Senior High School teachers, only two of the three teachers had learned about Government Education Regulation No. 23 of 2016. But, they said that they had implemented three scopes of assessment as stated in Chapter II Article 3 concerning the Scope of Assessment of Students in Government Education and Culture Regulation No. 23 of 2016 concerning Educational Assessment Standards.

Although all three have applied three scopes of assessment, two of the teachers stated that their assessment was still influenced by subjectivity. As with junior high school teachers who have been interviewed, the values obtained by students in the cognitive and psychomotor domains can increase along with the affective possessed by students. If students have a good affective during the learning process but in the cognitive or psychomotor domains the student still has not fulfilled the minimum completeness criteria set, then the teachers often change the value of the student to pass the minimum completeness criteria. However, even though the two teachers still apply the principle of subjectivity in assessing students,

before giving subjective judgments they first carry out a remedial program for students who have not met the minimum completeness criteria.

Then based on the recognition of Junior and Senior High School teachers, they stated that giving an assessment that the majority was still mixed (subjective) often resulted in a mismatch of knowledge that should have been obtained at the previous level with the level that students are currently living. They explained that even though the teacher had previously stated that students went up to class, but because the assessment was still largely subjective, often students had not been able to reapply the knowledge gained at the previous level. So that in this case it can be ascertained that students do not experience good and right learning while in class.

Different with teachers from Junior and Senior High School who have been interviewed, the three Vocational Teachers who were interviewed stated that they knew about Government Education Regulation No. 23 of 2016. They also stated that since the regulation was issued, they had applied the principle of assessment of the three scopes of assessment as stated in Chapter II Article 3 concerning the Scope of Assessment of Students in Government Education and Culture Regulation No. 23 of 2016 concerning Educational Assessment Standards.

However, in contrast to Junior and Senior High School teachers, the three stated that their assessment was adjusted according to the abilities and conditions that occurred (objective). In this case, they explained that based on Government Education and Culture Regulation No. 23 of 2016 concerning Educational Assessment Standards states that the three scopes of the assessment are separate. Affective assessment focuses only on attitudes, emotional, politeness, etc. that students have. Cognitive assessment focuses on knowledge that students can absorb and apply. Then, psychomotor assessment only focuses on skills and physical abilities in solving a problem. They also stated that even though students have very good affective values, they will not use these references as consideration for adding values in the cognitive and psychomotor domains.

With the application of objective assessments that have been carried out by several vocational teachers, they expressed satisfaction when the vocational students they taught rose to a higher level. They stated that by applying objective judgments, students have the true ability possessed by the student. So that when at a newer level, students' values at the previous level can be accounted for.

The implementation of assessment in education is an important process in knowing the achievement of students after carrying out the learning process in the classroom. Education in Indonesia applies a revised 2013 curriculum which includes three competencies that must be assessed and trained, namely attitudes, knowledge, and skills [17]. This assessment is considered more representative of the actual ability of students, rather than the assessment carried out using only written tests [18].

In addition, based on Government Education and Culture Regulation No. 23 of 2016 Educational Assessment Standards have been explained that the scope of assessment between affective, cognitive, and psychomotor is separate. So that by doing the best assessment by the teachers, the teacher can

actually explain good and bad students, smart and less intelligent students, and skilled and less skilled students.

IV. CONCLUSION

Based on the results of the research and discussion previously explained, it can be concluded that the implementation of Chapter II Article 3 concerning the Scope of Assessment of Students in Government Education and Culture Regulation No. 23 of 2016 Educational Assessment Standards in Bekasi Regency concerning the positive side where all teachers in Bekasi Regency have implemented three domains of scope (affective, cognitive, and psychomotor) in their assessment. But in the assessment process, there are still many teachers who have not been able to differentiate when the results of the assessment are only for the affective, cognitive, or psychomotor domains, so that the assessments that are carried out are often mixed between one domain and another domain. Besides that, the assessment that is conducted is not in accordance with the original domain causing chaos for teachers at the next level. When students go up to a higher level, students' abilities, especially in the cognitive and psychomotor domains cannot be accounted for, because the values obtained by students in those domains are the best values from other domains.

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