



STUDENTS ATTITUDE TOWARDS THE OMISSION OF NATIONAL EXAMINATION IN VOCATIONAL HIGH SCHOOL OF TELADAN PEMATANG SIANTAR

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Abstract

This research was carried out to determine whether or not there were negative or positive characteristics of students regarding the omission of the national exam at Vocational High School of Teladan Pematang Siantar. The research methodology used in this research is a descriptive qualitative method. There was only 1 class used as a sample for this research, namely class XI RPL 2. Data collection was carried out using a questionnaire.

Research findings show that there are positive characteristics of using questionnaires towards the omission of national exams. It can be seen that the result is 85, where this result is on a positive scale. This is based on a questionnaire in the RPL 2 class which shows that students' opinions are positive regarding the omission of national examination.

Keyword : Examination, Vocational

INTRODUCTION

Testing is a universal feature of social life. Throughout history, people have conducted some tests to prove their capabilities or to establish their credentials McNamara (2013 : 3). Testing for purposes or detection is to establish capabilities becoming accepted in part of sport, low, medicine and other fields include education. In Indonesia, particularly in National Examination (In *Indonesia language : Ujian Nasional* commonly abbreviated as UN) is a standard evaluation system of primary and secondary school. People know that examinations is used to test the level of their capabilities in a specific field. National exams are considered to have more prestige for students and schools because the competition takes place at the national level.

On the other hand, the National Examination (UN) is an activity for measuring the competency achievements in certain subjects. National Examination is an assessment of learning outcomes by the minister of education which aims to assess the competency achievement of the students of republic of Indonesia. UN must be followed by the students at the end year of junior high school or equivalent, and high school or equivalent. The implementation of the national examination is conducted by computer based national exam (UNBK). According to J. Anderson (2013 : 33) National exam preparation is an educational course, tutoring service, educational material, or a learning tool designed to increase students' performance on standardized test.

The Minister of Education chose Literacy and Numeracy because of two areas fundamental and conditional where all subjects are real (Real) and understand the logic of Literacy and Numeracy. Character Survey is asking questions about how far students

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know about the principles of Pancasila such as Mutual Cooperation, Justice, Diversity and Tolerance. Minimum Competency Assessment and Character Survey are carried out in the middle of the level no longer at the end of the level so that the results are no longer used as a tool

selection goes to the next stage. This National Examination System invites all students and teachers to be independent learning. Where the teacher must create a learning concept in their respective schools to determine competence and character his students. Learning is a process activity and is an element very fundamental in the implementation of every type and level of education. Learning is the acquisition of relatively permanent changes in behavior as a result of training and experience (Hintzman, 1978). Competency Assessment Assessment

Minimum and Character Survey is not the Government that gives grades and determines student graduation, but teachers and schools determine graduation and provide student assessments. This makes students no longer stressed and excessive worry about studying for the National Examination.

REVIEW OF RELATED LITERATURE

The students' attitude is one of the determinant parts in achieving good language learning. Certainly, the teacher needs the students to have a positive attitude so that the learning can run well. It is supported by Chamber in Inal (2004: 40) statement that learning occurs more easily, when the learner has a positive attitude towards the language learning. There are many definitions of attitude that are stated by expert. For instance, Montano in Abidin (2012: 120) states "attitude is determined by the individual's beliefs about outcome or attributes of performing the behaviour. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude". That is why in learning English, the students will have the positive respond about their lessons if they have good attitude.

The outcome of the students' learning process is the test. The exam has the capacity to assess students' comprehension of what they have learned throughout the teaching and learning process. Educational testing goes by many names, one of which is TEFL. It could be a test, measurement, assessment, examination, or evaluation. While there are some minor variations, all of those terms are used interchangeably. Additionally, because of its widespread usage as well as theoretical and practical considerations, people preferred to refer to this sub-chapter as "test" or "testing." Let's review so inspectors first, though.

The evaluation examination the relationship between the various components of the program, the procedures and epistemologies developed by those involved in the programs, and the processes and outcomes used to demonstrate the value of the program and improve educational development Kiely and Rea-Dickins (2011: 5)

On the other hand, assessment, also known as teacher assessment or classroom assessment, describes the evaluations that instructors conduct in the classroom. It can be instructive to compile data on students' strengths and weaknesses in order to give them feedback and make other instructional decisions. If not, the information that teachers gather at the conclusion of a lesson may be summary in nature and used primarily to update others on the progress of their students. Summative assessments administered by teachers can also affect their own instruction, for instance, when students return for the

next academic year. Not every grade given in class corresponds to attendance. Tests that are prepared by students are not regarded as class assessments when they are given by teachers; rather, they are created by students who are at least one.

In an already successful course of study, the National Examination (UN) serves as a benchmark for assessing the students' individual learning ability and knowledge. The UN takes place once at the end of classes in primary and secondary schools. After updating the curriculum, the UN was eventually converted into National Assessment (NA) with the aim of improving the quality of teaching in the units. Novita (2021) also explains the differences between the national exam and the national assessment in his diary. The national examination serves to measure the knowledge of students, in contrast to the national assessment, where this assessment served to collect information about the learning process carried out by an educational institution in order to be able to evaluate it and make a decision on the creation of a learning outcome innovative Processes. as well as a learning method that can improve the quality of students' learning.

The National Assessment is carried out periodically and measured from 3 (three) components, among others "Assessment Competence Minimum" (AKM), Learning Environment Survey, and Survey Character. Minimum Competency Assessment (AKM) is a measuring tool for determine students' cognitive abilities in terms of literacy and numeracy. In contrast to the National Examination where there are more students in carrying out exams memorizing the material contained in the test, AKM put forward the ability to think creatively and reason in describing problems faced. The purpose of implementing the Minimum Competency Assessment, namely as a step to develop students' knowledge and character so that can be accustomed to solving problems critically in life Rohim's community (2021).

RESEARCH METHODOLOGY

The strategy in this study uses a descriptive research design, according to Sugiyono (2017:35). From the aspect of research methodology, this study using Qualitative Research. According to Bogdan and Taylor in Moleong (2012:4) method Qualitative research is research that produces descriptive data in the form of words written or spoken statements of observable persons or behavior. Reason this approach is used. That is, the data to be disclosed is in the form opinions, views, comments, criticisms, reasons and so forth. In terms of place, this type of research is field research.

There will be several methods to collect the data including survey, interview, questionnaires, onservation and test. So on this research, the researcher will select the data by using Instrument such as onservation and interview. For onservation the researcher will take the data directly to the school and researcher will choose one class as a sample, namely class XI RPL-2 of Vocational High School in Pematang Siantar and for an interview the researcher will choose to use Google form as a data collection and students who will be selected as sample will required to fill out the questionnaires that will be made by the researcher in the google form using their e-mail.

Analysis of collecting data in this study will used a qualitative approach, each question will be given a certain weight according to the criteria. Then, the percentage of all weights collected is sought. In verbal language, that is, the total number of question weights is divided by the number of weights that should be the highest, then multiplied by 100%.

DATA ANALYSIS, RESEARCH FINDINGS AND DISCUSSION

Attitude consists of attitudinal components that complement each other. Attitudes are habits that are formed based on knowledge, experience and even the environment. In this research, students' attitudes towards the abolition of national exams are also inseparable from the attitude components presented in questionnaire distributed by researchers. Attitude components consist of cognitive, affective and behavioral. These components will determine what attitudes students have. Cognitive in this research are components related to knowledge, views and beliefs about the objects in this research aimed and directed at students' knowledge of the national exam which has been removed starting in 2021 and replaced with AKM. The cognitive component contained in it questionnaire listed in numbers 1,2,3,4,6,14,15. The cognitive component contains students' perception abilities towards the object of attitude in responding to it by assessing the good and bad of the object of attitude which involves thinking. The cognitive component in this research shows a positive attitude. This can be seen from the responses from students who preferred more pleasant answers to cognitive items. The affective component is a feeling of pleasure or displeasure towards something that a person tends to feel interested in an object or liking an object, the individual has not done an activity or something that interests him.

This occurs when individuals are attracted to something because it suits their needs or feelings what it will feel means to him. The affective component involves feelings of pleasure or displeasure. In the learning, the affective component is found in question items number 7,8,11,12. Affectively, teachers also show a positive attitude, this can be seen from the students' responses which were more numerous and tended to choose agree answers even though there were those who feel unhappy. Overall, this means that students are happy with the elimination of the national exam and its replacement national assessment or Minimum Competency Assessment. The joy of eliminating national exams is at least related towards students' own knowledge, this also proves the existence of an affective component cannot be separated from the cognitive component.

The behavioral component in this research is the behavioral component, namely the component related to tendencies individual to act based on the object of his attitude. This component shows the size of the tendency to act towards the object attitude. The conative component is a component of will, namely cognitive and effective form components into something that stimulates the spirit. Someone who cognitively and affectively has a positive attitude towards something will definitely manifest it in positive behavior. In this study, a questionnaire with behavioral components was included in items number 5, 6, 13, 17, 18 and 12. Overall, students also had quite positive behavior. In this study, students tended to be better off continuing AKM rather than having to take another national exam. The positive attitude shown by students in the behavioral component cannot be separated from the role of the cognitive and affective components. Therefore, the three components of this attitude cannot be separated and influence each other.

CONCLUSION AND SUGGESTION

Based on the research conducted, there are conclusions from the research what the researchers did was regarding Student Attitude Towards the Omission of National Examination in Vocational High School Teladan Pematang Siantar namely:

1. Omission of national exams planned by the Minister of Education Nadiem Makarim was strongly supported by the students. Where is the national exam will be replaced with minimum competency assessments and character supervision.

The minimum competency assessment consists of literacy and numeracy, namely where all subjects are real. Character supervision asks how much students know about the principles of Pancasila.

2. Many students agree with the plan to abolish national exams because here they don't need to stress and worry too much anymore to face the national exam.
3. Changes to the national exam which will be replaced with a competency assessment minimum and character supervision makes students hone their abilities he has. Where students are not tied to all subjects but can choose other fields that they like, for example this field sport.

Based on the research results, several suggestions will be presented completeness of the author's thesis writing, suggestions can be put forward as follows :

- a. The students must be updated in information related to the world education both inside and outside school.
- b. For students, they have to study a lot even though the National Examination has been abolished because the elimination of the examination was replaced with a Minimum Competency Assessment

When facing national exams or other exams, don't stress but just study what you know.

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