

NATIONAL EXAM ELIMINATION POLICY BY STUDENT DURING THE COVID-19 PANDEMIC

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Abstract. Penelitian ini bertujuan untuk mengetahui dampak penghapusan UN menurut siswa SMP selama masa pandemi covid-19 di Kota Batu. Jenis penelitian ini adalah deskriptif analisis dengan pendekatan kualitatif. Analisis data dalam penelitian ini menggunakan triangulasi sumber. Analisis data dilakukan dengan cara mereduksi data, merangkum semua hasil data, dan disajikan dalam bentuk naratif kemudian disimpulkan. Jumlah subjek penelitian sebanyak 6 siswa SMP di Kota Batu, serta teknik pengumpulan data yaitu observasi dan wawancara. Analisis data dalam penelitian ini berupa penyajian data dalam bentuk uraian singkat. Hasil analisis data menunjukkan bahwa dalam pelaksanaan ujian nasional terdapat dampak positif siswa terdorong untuk giat belajar dan dampak negatif siswa mengalami tekanan psikis dan mental karena harus menguasai materi pembelajaran yang akan diujikan. Kelulusan siswa dilihat dari nilai ujian nasional untuk mendaftar ke sekolah yang dituju. Hal ini terjadi sehingga muncul kebijakan yaitu penghapusan ujian nasional.

Kata Kunci: Kebijakan, Ujian Nasional, Siswa, Masa Pandemi Covid-19.

Abstract. *This study aims to find out the impact of the elimination of national examinations according to junior high school students during the covid-19 pandemic in Batu. This type of research is descriptive analysis with qualitative approach. Data analysis in this study uses source triangulation. Data analysis is taken by reducing data, summarizing all data results, and presented in narrative form and then concluded. The number of research subjects was 6 junior high school students in Batu, as well as data collection techniques, namely observation and interviews. Data analysis in this study is in the form of presentation of data in a short description. The results of data analysis showed that in the implementation of national examinations there is a positive impact that students are encouraged to actively study and negative impacts that students experience psychological and mental pressures because they have to master the learning materials to be tested. Students' graduation is seen from the national test scores to apply to the intended school. This happens so that a policy arises that is the elimination of national examinations.*

Keywords: *Policies, National Examinations, Students, Covid-19 Pandemic Period.*

A. INTRODUCTION

Education is a process effort to acquire and deepen science. Hidayat & Patras (2013) said that "the progress of a nation can be seen from the level of educational science". So that by realizing that education is of important value, making changes in the lives of each individual. This helps every

individual escape poverty, backwardness, ignorance, as well as indet and war. By studying and deepening the education as high as possible makes the direction of life worthy and better. Wardhani (2017) stated that "with education, it aims to develop noble personality and skills needed in community members. So that education can be interpreted to have a big role in the lives of individuals".

The World Health Organization declared COVID-19 a global emergency on January 30, 2020 and a global pandemic on March 11, 2020. Currently, COVID-19 affects 213 countries and regions (WHO, 2020). In response to COVID-19, several countries have implemented strict social distancing measures and lockout policies. Clearly, this pandemic has had a tremendous impact on schools, students and teachers. As of March 12, 2020, 46 countries on five different continents have declared school closures and 26 of these countries have completely closed schools nationwide (Manongga, Iriani, & Wijono, 2018). In Indonesia, the Government has restricted community mobilization in an effort to prevent the spread of disease and continues to promote an agenda: working from home, learning from home and worship at home. Schools and Higher Education Institutions (HEI) in Indonesia have been temporarily closed since March 14, 2020. To deal with school closures and HEI in Indonesia, the teaching and learning process has been maintained remotely using Information and Communication Technology (ICT). e-learning has been considered as the best approach to continue the teaching and learning process during the pandemic. In Indonesia, the e-learning platforms recommended by the government are *Rumah Belajar* and SPAD. *Rumah Belajar* is a free online learning platform developed by the Indonesian Ministry of Education and Culture as an alternative learning resource for school teachers and students. SPADA is an e-learning platform developed by the Ministry of Research, Technology, and Higher Education for HEI. In addition, the Indonesian Ministry of Education and Culture partnered with several online learning applications. All these resources support students and teachers so that students can learn from home (Abidah, Hidayatullah, Simamora, Fehabutar, 2020).

To know and see every ability of the learners, the government made a policy by holding a national exam. Zaini (2010) stated that "by holding a national examination and a form of evaluation to see the achievement of educational goals in Indonesia". The national exam is conducted to see the evaluation of each student to the extent to which they are studying. National examinations are carried out at the end of classes at elementary, junior high, and high school levels. This provides an overview through national examinations has the aim to measure the learning outcomes of learners. Abdullah's national examination (2017) stated that a test was created to measure the ability of learners through the teaching process of teachers and student learning. In the implementation of national examinations based on the decision of the minister of national education aims to: 1) Measure the achievement of learners' learning outcomes; 2) Measuring the quality of education at the national, provincial, district/city, school/madrasah levels; 3) Responsible for the implementation of

education nationally, provinces, districts / cities, schools / madrasahs, and to the community, Mudasir (2016).

The National Examination became an issue and became a debate among the public. This is in line with Imaduddin (2019) who stated that "in the implementation of national examinations experience problems ranging from pre-National Examination, implementation of national examinations, and post-national examinations". Learners are required to try to learn in order to pass the exam and get the best grades. So that the value is used in the admission of new students to the school that you want to go to. In reality, it frightens students so that with the policy of the minister of education, Nadiem Makarim in ("Circular Letter No. 1 in 2020") states that the graduation of learners is determined through school exams based on the assessment of learning outcomes conducted by teachers. So that in 2020, the graduation of students is carried out by the teacher concerned. Hidayah (2013) stated that "exams are used as a tool to see the quality and quality of education so as to improve students' ability after graduating from school".

This research is supported by relevant research, conducted by Hidayah (2013) shows that the implementation of the National Examination emphasizes the final results and ignores the value of the process so that all ways and practices of cheating are carried out when the results are considered more important than the process and research by Imaduddin (2019) concluded that the elimination of national examinations is an inevitability that must be done immediately by the government looking at various facts that occur in the field starting from before the implementation that takes away the objectives and learning patterns of students that only lead to at the passing of the national exam, until it has taken many victims due to the intense pressure and fear that afflicts the student's psyche. From these studies, the elimination of national examinations is a policy step that can be taken by the government in equalizing the quality of education in the territory of Indonesia. In the implementation of national examinations in schools, there are incidents that students do to get good grades by cheating to go to the desired school. In addition, learners experience a psychic that requires more learning. This results in students feeling stressed (mental and emotional disorders caused by external factors). My research focused on the impact of the elimination of national examinations among students, as well as ineffective in the implementation of national examinations as a determining factor for graduation at junior high school level. Based on the background that has been explained, researchers want to conduct research on the analysis of the impact of the elimination of national exams according to students during the covid-19 pandemic at the junior high school level in Batu, precisely at SMP Al Irsyad Tenggara 7 Batu.

B. METHOD

The form of research used is a form of qualitative descriptive analysis research. According to Sugiyono (2017) said that "qualitative research is natural because the subjects studied are not

manipulative, develop as is and researchers have no effect on the subject". The instrument of qualitative research is the researcher itself, so researchers must have broad insights into what is studied as well as theories from previous research. From this study, researchers will discover new theories as well as develop from before. The purpose of the use of descriptive qualitative research is to present and explain the nature of the impact of the elimination of national examinations on the graduation of junior high school students. The subjects selected in this study were 6 students in grades 9 A and B who attended Smp Al Irsyad Tenggara 7 Batu where researchers taught at the school, data collection conducted in this study were:

1. Observation Techniques

Observation is an observation process made by researchers on the subject of research. This is explained by Rahmat (2009) stated that the observations made resulted in information in the form of space (place), actors, activities, objects, deeds, events or events, time, and feelings. Observations are made to see the picture and understand each behavior made by the research subject. In the observation technique, researchers made observations directly with learners about the impact of the elimination of national exams.

2. Interview Techniques

The interview according to Rahmat (2009) stated a set of tools that will be evidence in obtaining information and answers from research subjects. Interviews are conducted honestly from each answering questions from researchers to obtain real data. researchers conducted live interviews with learners about the impact of the elimination of national exams.

3. Data Collection Techniques with Documents

The document presented by Sugiyono (2017) is a record of events in the form of writings, drawings from research subjects. researchers conducted interviews that referred to written questions and directly with learners about the impact of abolishing national exams.

4. Data Analysis Techniques

Data analysis according to Sugiyono (2017) "a process of searching and preparing data obtained from the interview results, then the results of the interview are made conclusions". So that the conclusions obtained are easy to understand both researchers and readers. Data analysis techniques used is to use the presentation of data in the form of a brief description. The result of data analysis is that in the implementation of national examinations there is a positive impact that students are encouraged to learn and the negative impact is that students feel exhausted because they have to master the learning materials to be tested. So there are opinions there are pros and cons about the national exam. As well as national examinations that look at the final results of each question done regardless of the

learning process that takes place and the graduation of learners judging by the national test scores to apply to the intended school.

C. RESULTS AND DISCUSSION

This research was conducted on students who attend Smp Al Irsyad Tenggara 7 Batu in the 2020-2021 school year in odd semesters. The study used a sample of 6 students in grades 9 A and B, based on the formulation of the problems that have been presented, the results of the study are presented below.

First student, with the question what do you think about the elimination of UN during the pandemic? Answer: Students feel aggrieved by the removal of UN during the covid-19 pandemic. Because students consider that entering the intended school must use national test scores and covid-19 pandemic conditions as they currently do, students feel that they do not have any preparation for the grades that will be used when applying for the intended school.

The second student, with the same question and the answer: Students are saddened by the abolition of the UN this year. Because it already has a lot of preparation, namely studying individually, following the bimbel, and doing training questions for the materials in the national exam.

Third student, with the same question and the answer: Students feel the national exam is better removed in the current corona outbreak. Because with the current situation of the covid-19 pandemic, it is feared that this disease can be transmitted quickly if students continue to swarm in the exam room and with the elimination of national exams according to him is able to accelerate the breaking of the chain of spread of covid-19.

The fourth student, with the same question and the answer: almost the same as the second student, was disappointed with the abolition of the UN this year. Having prepared the national exam in depth from the previous days, but still students argue maintaining health is more important than running the UN but in a pandemic that endangers him and his friends.

The fifth student, with the same question and the answer: The student feels ordinary, because there is or is no UN he feels including students who are diligent in learning and arranging the schedule of activities.

The sixth student, with the same question and the answer: The student is happy that UN is eliminated, because he/she feels that un dislike is used as a benchmark for student success in determining the "future" and in determining learning outcomes.

Based on the above exposure, the results obtained from the respondent's interview on the impact of the elimination of national examinations due to the covid-19 pandemic are very diverse, but from the various answers the diverse students are more dominant by feeling sad un abolished on the grounds that some have prepared and some consider to enter the intended school should use

national test scores and in the current covid-19 pandemic conditions , students feel that they do not have any preparation for the grades that will be used when applying for the intended school.

From the exposure of the data can be seen from the first student's answer, students feel harmed by the elimination of UN during the covid-19 pandemic. This happens because the student considers the national exam results used to apply to the intended school, so he feels that there has not been any preparation for the grades to be used when applying to the school that the student is going to. So that students now only depend on the existing grades, namely grades taken from semester 1 to semester 5. So that the grades obtained from the school are used to apply to the intended school. The opinion of the first students states that the elimination of national exams during the covid-19 pandemic is very detrimental to every student. It is revealed that to apply to the school intended must use national test scores. So when there is no national exam, students are confused with the grades to be used because there are no national test scores that can help boost the grades that are lacking in the school report.

This is stated by relevant research from Nurlailiyah (2019) states that when applying to the intended school, the school will use the results of the national examination obtained by students. This is reviewed from relevant research from Alawiyah, (2015) states that the results of the national examinations of students are used for consideration as the basis for entering the intended level of education. This results in students trying to take the national exam so that the resulting grades can be used to apply to the intended school. So that students no longer struggle to find grades because they already have national test scores from the school.

The presentation of the interview answer results from the second student was that the students felt sad because the national exam was removed. It is revealed that it already has a lot of preparations such as studying independently, following the guidance of learning and working on training questions to face the national exam this year. Various preparations made by students in facing national examinations this year such as learning more, following tutoring activities, increasing the practice of national exam questions, and many more.

This was stated by relevant research by Wijayanti & Retnawati (2018) which is an effort made by students to be ready to face the national exam by doing independent learning, namely following tutoring. This is reviewed from the relevant research from Mahmuda (2017) that the community considers that the national exam becomes the determinant of graduation, so that parents give additional lessons to their children outside of school hours by following the guidance of learning. So that students have preparations such as learning independently and following the guidance of learning. This is done in order to get the best and satisfactory national exam results.

The presentation of interview answers from the third student was that students felt that the national exam was better removed during the current covid-19 pandemic outbreak. Because with the

current outbreak conditions, a large number of associations can cause rapid transmission in the surrounding environment.

This makes more and more people with covid-19 and will spread this disease widely. This is supported by relevant research from Djafri (2015) states that an individual affected by endemic case diseases will undergo a transition process, resulting in an individual contracting the disease in a widespread population. This is stated by relevant research from Darmawan (2016) states that an individual who has a history of infectious diseases, has the ability to transmit the disease to other individuals in the environment he is in even without any visible symptoms. So that with the situation and conditions of the covid-19 pandemic, it can transmit corona disease quickly and widely. In view of this condition, the national exam in 2020 is removed so that the spread of the disease does not spread and students are not affected by the outbreak.

The presentation of the results of the answers from the fourth student was that students were disappointed that the national exam was removed during the covid-19 pandemic. This is because the subject has prepared a national exam in depth from previous days. This feeling occurs in students because they have a desire and passion to learn and this national exam is used as an effort to achieve the learning results obtained.

This is supported by relevant research from Solehah (2012) states that students have a focus on learning in order to prepare for the national exam with a lot of practice questions to be tested and strive to be able to achieve targeted grades and encourage them to face national exams. This is stated by relevant research from Mardeli (2016) states that a person in an atmosphere of disappointment makes feelings become carried away with psychic and emotional attitudes, because there can be seen a desire with the feeling of the person's condition. So with this feeling of disappointment it can be interpreted that this student has prepared the national exam in depth.

The fifth student thinks that students feel ordinary, because there is or is no UN he feels including students who are diligent in learning and arranging the schedule of activities. Because the purpose of the learning process is to get a solid knowledge with a step-by-step learning process that is oriented to a good and sustainable process in obtaining science.

The sixth student who was the last subject in this study thought, Students are happy to be eliminated, because they feel that un dislike is used as a benchmark of student success in determining the "future" and the benchmark of student learning seriousness.

But with the elimination of national examinations has been submitted by some parties. There will still be some parties who are pros and cons in the implementation of national examinations. This is stated by relevant research from Triwiniastuti et al. (2019) that national examinations are responded well in their implementation and some have not received the national exam policy system. National examinations that have been conducted for many years are not in line with the objectives of national education. This was reviewed by relevant research from Hadi (2014) which

stated that the concept of organizing national examinations is conceptual and only seen from the final results of national examinations is not the learning process obtained by students from teachers. So the results of the national exam are not entirely of the ability of the learners themselves.

D. CONCLUSION

The things obtained by the researchers are with the policy of abolishing national examinations, so that students do not feel exhausted by studying every national exam questions. In fact, it is very able to reduce the level of anxiety of students who are at the end of their school term. This momentum is also able to be a motivation for learners to better understand that learning is a process that must be enjoyed so that the results achieved really make them happy and grateful for the process. The National Examination has only seen the final results of the students regardless of the learning process conducted in the school for 3 years. With the elimination of the National Examination, the examinations conducted by the school can provide an evaluation in the understanding of the material that learners obtain from the school and be able to instill character education to become a learner all the time that does not rely solely on results alone.

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