

STUDENTS' PERSPECTIVE ON REPLACING THE NATIONAL EXAMINATION WITH COMPETENCE ASSESSMENT AND CHARACTER SURVEY

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Abstract

This research aims to know the perspective of MAN Pacitan students on replacing the National Examination with Competence Assessment and Character Survey. This research is descriptive qualitative. The researchers used a questionnaire through Google Form to collect the data. There were 38 students of MAN Pacitan as the sample selected by using simple random sampling. There were six impacts of replacing National Examination to Competence Assessment and Character Survey for students: reduced feeling of stress, increased interest in learning, does not affect student learning time, reducing the burden on students' minds, increasingly stressed, and decreased interest in learning. The change in the National Examination is considered effective by the students because they do not need to feel stressed and worried. The students also no need to think about the questions in the National Examination and no longer need to be anxious to get bad point. In the change of the National Examination, the school provides grades and graduates the students because the school knows the abilities of students. Some students do not know how the concept of Competence Assessment and Character Survey is because the school has not socialized it.

Keywords: *National Examination, Competence Assessment and Character Survey, Student Perspective, Student Learning*

Introduction

One important component in education is educational evaluation. Evaluation is an inseparable component in the world of education. According to (Mahirah, 2017) understading evaluation in general can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria. According to Hidayat (2019) in the learning context, evaluation has a very important and strategic position, because it is included in the learning steps. With the evaluation will update and improve the education system. However, not all forms of evaluation can be used to measure the achievement of the stated educational goals. The form of evaluation must be adjusted to the needs so that the success of education can be well known. In order for the measurement results to be precise, relevant measuring instruments are needed so that the measurement results for the level of educational success are correct.

Since the 2002 school year, the evaluation tool for learning outcomes at the end of the education level in Indonesia has undergone several changes. Starting from the mention of the learning outcomes evaluation tool with the National Final Examination (UAN) it was shortened to the National Examination in 2005, according to Sari (2020). According to (Nursyam, 2017) based on the results of research, UN scores greatly affect the benchmark for achieving learning targets whose data can be used by schools to improve the learning model that has been carried out so far. As long as it is for the government, the results of the national examination can be used as a government diagnosis tool, and teachers can improve their teacher competence and to measure the ability of students in the teaching and learning process to continue for as long as each student takes. Until 2021, the National Examination (UN) has been removed and replaced with other evaluation tools, namely the Competency Assessment and Character Survey.

The pros and cons perspective on the national exam policy continue to this day. Until finally the Minister of Education and Culture Nadiem Makarim officially said that 2020 would

be the final year of holding the national exam (11/12/2020). The national exam (UN) in 2021 will be replaced with a Minimum Competency Assessment and Character Survey. According to him, the assessment was not carried out based on subjects or mastery of curriculum material as so far applied in the national exam (UN), but instead carried out a mapping of the two minimum student competencies, namely in terms of literacy and numeracy.

Students often experience problems ahead of the National Examination. The National Examination (UN) is a national scale exam aimed at final year students as a determinant of graduation. According to Suardana (2013) the problem most often experienced by students when facing exams is anxiety. As a determinant of graduation, the National Examination can cause feelings of worry and fear of uncertainty. When this anxiety arises, of course it will interfere mentally and psychologically for students. This has an impact on students' ability to answer questions. Students may not be able to focus on answering questions correctly. Experiencing symptoms anxiety before National Examination is considered normal as long as it is in the low category. Conversely, it is not natural to experience excessive anxiety (Apriliansa, 2018).

Nadiem Makarim as Minister of Education and Culture of Indonesia explained his ideas about Merdeka Belajar. The Merdeka Belajar Program was the brainchild of the Minister of Education and Culture of the Republic of Indonesia, this is a free choice that can be given to students to suit their interests and character (Saleh, 2020). One of the points is the replacement of the National Standard School Examination into a Competency Assessment and Character Survey. There are three components which are assessed namely literacy, numeracy and character. Competency Assessment is used to measure cognitive learning outcomes including reading literacy and numeracy (mathematics) literacy. While the character survey is used to measure the emotional learning, outcomes embodied in the Profil Pelajar Pancasila so that Indonesian students have global competence and behave in accordance with Pancasila. Research from (Sumasno, 2018) in a journal states that according to pragmatism the existence of the National Examination needs to be reviewed. This is because the National Examination does not guarantee that students are able to place knowledge values in solving the problems they face, so that what is needed is of course not only assessed from the National Examination because it only contains cognitive aspects.

Based on the background above, the researcher is interested in conducting deeper research on how students' perspectives on the replacement of the National Examination with Competency Assessment and Character Survey. With this research, it is hoped that it will be possible to find out the opinions and perspective of students, especially in the Competency Assessment and Character Survey. In addition, this research can be used as material for educational evaluation in improving student learning evaluation tools.

Method

This research used a qualitative descriptive research design. The research was conducted in MAN Pacitan involving 38 respondents. Researchers used simple random sampling technique in selecting respondents. The respondents are eleven grade students of MAN Pacitan. Data collection was carried out on February 10 to February 16, 2023. Researchers collected data with these steps: the researcher distribute questionnaires, the researcher recapitulated the data, the researcher interpreted the data, and the researcher taking the conclusions.

Findings and Discussions

From the results of the questionnaire filled out by students, the researchers find that not all students know the Competence Assessment and Character Survey. A total of 26 students

know about this Competence Assessment and Character Survey, but 12 students do not know about it. Students know about this Competency Assessment and Character Survey from a variety of sources. These sources include the internet, Social Media, news on television, and socialization from schools. Teachers have actually provided guidance, direction, and information to students. This can be seen from the questionnaire which states "Does the teacher provide guidance, direction, and information about this Competency Assessment and Character Survey to his students?" 22 students said yes, and 16 students said no.

The Impact of Competence Assessment and Character Survey for Students

The questionnaire also identified that there were 6 impacts of the Competency Assessment and Character Survey for students, as presented in table 1.

Table 1. The Impact of Competence Assessment and Character Survey for Students

The Impact	Students
Reduced feeling of stress	21
Increased interest in learning	10
Does not affect student learning time	21
Reduce the burden on students' minds	17
Increasingly stressed	2
Decreased interest in learning	10

As could be seen in table 1, there are positive and negative impacts from the Competency Assessment and Character Survey. The first positive impact is the reduced feeling of stress. As many as twenty-one students feel it. This is because students do not have to take additional lessons at school or at learning institutions outside of school in order to get maximum results in the National Examination. The second positive impact was that ten students felt that the Competency Assessment and Character Survey increased interest in learning. Those ten students consider the Competency Assessment and Character Survey as a challenge in itself so that the desire to learn increases. This is in line with twenty students said whether or not there is a National Examination has no effect on student study time. They do not consider the National Examination as a benchmark for enthusiasm for learning.

The result also showed that there were seventeen students said eliminating the National Examination would reduce the burden on students' minds. This is due to fear, anxiety, and excessive worry that stress often appears in students ahead of the National Examination. So that with the abolition of the National Examination policy, students do not need to worry about the demands on grades or National Examination achievements.

The results also showed that apart from the positive impact, the Competency Assessment and Character Survey also had a negative impact. There were two students feeling stressed because they were used to the National Examination system and found it difficult to adapt to the new system. They were worried because the Competency Assessment and Character Survey did not only measure students' abilities from a theoretical point of view but also from practical application and students' reasoning abilities. Students are encouraged to have literacy and numeracy skills that are closely related to everyday life in their environment. Ten students even had a decreased interest in learning because scoring numbers was no longer a top priority, so they had no desire to compete. They will be more relaxed in receiving lessons. The absence of a National Exam makes students feel that there is no target to achieve.

Discussion

The positive impact of Competency Assessment and Character Survey on Students

Reduced feeling of stress

There were twenty-one students who felt that the Competency Assessment and Character Survey reduced students' feelings of stress. Approaching the National Examination, students often feel stressed because they have to study even harder in order to get satisfactory grades. In previous years, it was this National Examination that played an important role in whether students passed or not. As according to (Rosidin, Herpratiwi, Suana, & Firdaos, 2019) the National Examination results have had an important role in determining the graduation grade since 2005 to 2015. The results of the National Examination will be displayed on the student's diploma. Therefore, students increase their learning intensity ahead of the National Examination. Of course, this will make students become stressed. According to (Mutholiah, 2017) in his research entitled national examinations, past, present, and future, explaining that national exams must be eliminated, because many students are frustrated even to the point of recklessly committing violations in various ways (cheating, asking for answers via SMS, etc.) because they feel excessive pressure and anxiety afraid of not graduating.

But, since 2015, the National Examination Policy has no longer been used to determine the graduation of educational units. It is only as a mapping tool for achieving graduate competency. Starting in 2021 the National Examination will be abolished. In the Minister of Education and Culture Circular Letter Number 1 of 2021, it was stated that the National Examination (UN) and Equality Examination in 2021 were officially abolished. "By eliminating the 2021 National Examination and Equality Examination, the National Examination and Equality Examination are not a requirement for graduation or selection to enter a higher level of education," said the Minister of Education and Culture in the Circular Letter. So that by eliminating the National Examination, it will reduce student stress.

Increased interest in learning and does not affect student learning time

There were ten students said with the Competency Assessment and Character Survey it could increase student interest in learning. Even though there is no National Examination as a determinant of graduation, students will continue to study and are even more interested in learning in order to improve students' knowledge, cognitive, or character competencies because students are not only assessed from their academics but also from their expertise in other fields. With the abolition of the National Examination, numerical assessments will fade away, so that students, parents, and society realize that talents and skills are also important for the future.

Reduce the Burden on Students' Minds

With the abolition of the National Examination, students are no longer burdened with the National Examination target. There were seventeen students agreed that the abolition of the National Examination would reduce the burden on students' minds. Excessive fear and worry that stress often appears in students ahead of the National Examination. In addition, additional study time before exams, whether held at school or in educational institutions outside of school, also affects student stress levels due to lack of time for students to rest.

Negative impact of Competency Assessment and Character Survey on students

Increasingly stressed

There were two students said that the Competency Assessment and Character Survey increased students' feelings of stress. This is because students are familiar with the National Examination system. Students are not familiar with literacy and numeracy competencies where the results of the Competency Assessment and Character Survey refer to competencies in literacy and numeracy, student character, and descriptions of the learning environment.

Decreased interest in learning

There were ten students decreased interest in learning because the National Examination was abolished. When numerical assessment is no longer a top priority, it will reduce student enthusiasm for learning because students no longer have the desire to compete. They will be more relaxed and less disciplined in participating in learning. The absence of a

National Exam makes students feel that there is no target to achieve. in line with (Safitri, 2019) said in her research that the loss of the benchmark of teaching ability as well as that taught, where the national examination that becomes a benchmark for teachers and students during the teaching and learning process takes place becomes faded.

Opinions of students about the National Assessment

From the results of the questionnaire, it was found that 33 students agreed with the Competency Assessment and Character Survey, while five students chose not to agree. According to students, the Competency Assessment and Character Survey are important for developing learning and reducing disparities in the education system. With the Competency Assessment and Character Survey, students can develop their competencies and student character. Students are of the view that the Competency Assessment and Character Survey are simpler than the National Examination because students are invited to reason to find answers according to students' thinking abilities. The Competency Assessment and Character Survey are not subject-based. Thus, this assessment is not carried out based on subject matter or mastery of curriculum material as applied in the National Examination, but instead maps out the two minimum student competencies, namely literacy and numeracy. So that students are free to express their analysis to solve a problem.

Conclusion

From the findings and discussions above, the researchers find that not all students know the Competence Assessment and Character Survey. Students know about this Competency Assessment and Character Survey from a variety of sources. These sources include the internet, Social Media, news on television, and socialization from schools. Teachers have actually provided guidance, direction, and information to students. The existence of this assessment raises several implications for student learning behavior. several things that are influenced are the level of anxiety and stress of students, interest in learning, and student learning time. With the Competency Assessment and Character Survey, students can develop their competencies and student character. Students are of the view that the Competency Assessment and Character Survey are simpler than the National Examination because students are invited to reason to find answers according to students' thinking abilities

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