

Evaluation Study of National Examination and Student New Admission in Efforts to Improve Quality of Learning in Medan City

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Abstract: *This study aims to determine: the implementation of the new admissions system at schools in the city of Medan, to determine the level of preparedness of students in national exams and examine the relationship of learning achievement in Junior High School (SMP/MTsN) with student achievement in Senior High School (SMA/MA). The research data collected by the survey directly to schools selected as sample through observation, documentation and depth interview. Collecting data using a set of questionnaire. Research data analysis using SPSS. The results of this study are: new admissions system at the level of SMA/MA in the city of Medan done through the national exam results and a test track. Readiness of students in national exams conducted by the students tend to choose a tutoring to prepare for the National Exam. Apart from that, tutoring is also the place for high school students to learn in preparation for the National Examination, and there is a strong relationship between the results of national examinations in SMP/MTs with academic achievement in SMA/MA. This indicates that the national exam results can be an indicator for the success of students in further education.*

Keywords: *Evaluation Study, National Examination, Quality of Learning*

I. Background

Indonesia's ability to compete in the global market and the use of technology that can increase revenue and productivity was formed through the presence of human resources. Indonesia must catch up with ways to improve national education standards. Surveys conducted on Japanese companies operating in Asian countries in 2003 revealed that the low quality of human resources for the low interest of investors to Indonesia. This should be a serious concern for Indonesia as regional competitors continuously improve the quality of their education. The findings are to be addressed by setting the eight National Education Standards for the provision of education, namely: (1) competency standards; (2) The standard of content; (3) The standard of teachers and education personnel; (4) the standard process; (5) the standard of facilities and infrastructure; (6) management standards; (7) financing standards; and (8) the assessment standards of education. The hope with this standard eight Indonesian human resources can be improved. It is not easy because of the complex problems of education seen from different aspects (geographical, social, cultural and so on). (H.A.R. Tilaar; 2006:203).

Indonesia now uses Curriculum Education Unit, gives flexibility to schools to flourish, innovate and create on. These options are expected to occur with a competition to achieve the quality of educators using the National Educator Standards in accordance with Government Regulation No. 19 of 2005 about education standards. Paradigm desired by the competency based, the teacher's task is not only to convey information to students, but should be trained to become facilitators who work to provide ease of learning to all learners. The implementation of competency-based wants to change the educational patterns of orientation towards results and materials to education as a process. (<http://mgmpbismmp.co.cc>).

In an effort to find out the results of student learning, the government evaluate nationally through a national exam for some subjects as a form of implementation of educational assessment standards. But the national examination has not describe the quality of learning because there is no accurate data on the learning process that occurs at all levels of education. Many people who do not accept that the result of national examination can draw the quality of student learning. (<http://puspendik.info>).

Another problem that arises with regard to the learning outcomes of students are New Student Admission (PSB). PSB system which has been implemented in the city of Medan rated not entirely reflect the quality of students, especially student learning outcomes. On the basis of these circumstances, it is necessary for conducting an evaluation study on the implementation of the national examination and PSB in the city of Medan. In general, this study aims to additionally received data is the readiness of the students in carrying out the national exam. In particular, this study aims to: examine the implementation of new admissions system are schools in the city of Medan, determine the level of preparedness of students in national exams and examine the relationship of learning achievement at level of SMP/MTsN with the level of SMA/MA. (Hasan, M, Iqbal; 2002:25).

This research was conducted in the city of Medan, North Sumatra. This research used a policy study of using the design of the survey with explanatory method. The population in this study is the Senior high school (SMA) and Vocational High School (SMK). Samples were students of class XII as many as 388 people from 5 SMA and SMK 1, which is determined by cluster random sampling. (Arikunto, Suharsimi. 1998:27).

II. Literature Riview

National Examination (UN)

In general, the assessment or evaluation is an integral component of the implementation of a system, including the education system. Evaluation function provides feedback on the implementation of the system for the better, dynamic, and sustainable.(Chan, Sam M. dan Tuti T. Sam. 2005:41).

School Self-Evaluation (EDS) is an activity undertaken to map the quality of schools by the schools themselves, honest and transparent manner in order to discover the root of the problems faced in quality assurance of education, could further formulated a recommendation or a real step in ensuring the quality of education. School Self-evaluation is a proactive step to eliminate dishonesty in taking the school evaluation by the Accreditation Board School. Monitoring School by the Local Government (MSPD) is a manifestation of the accountability of local governments that have authority in the field of education in accordance with the Law on Regional Autonomy that local governments are supposedly able to monitor the quality assurance associated with the school.

Legally, the implementation of the National Examination (UN) as one of the efforts to improve the quality of education is strong enough. In Law No. 20 Year 2003 on National Education System, Chapter 11 stated that the Government is obliged to implement quality education for the people without discrimination. Evaluation of the study of students conducted internally (Internal Evaluation) conducted by educators to monitor the process, progress, and improvement of learning outcomes of students on an ongoing basis (Chapter 58 paragraph 1); while in Chapter 58 Paragraph (2) states that the evaluation of learners, educational units, and educational programs carried out by independent institutions on a regular basis, thorough, transparent, and systemic, to assess the achievement of national education standards (External Evaluation). (<http://malangraya.kabarku.com>).

Efforts to Improve School of students' graduation. There are several strategies can be done by several schools under the conditions of their respective schools, among other things: a) increase the motivation of students, b) Analyze SKL (Competency Standards Graduates), c) Implement of Try Out, d) Clinical Services, e) Deepening material UN , f) Request the support of parents. (Saiful Anam, and Indra Djati Sidi; 2002:35).

School Obstacles in Improving of Students' Graduation. School Obstacles in the national exams can be seen from the current students, still unaware of the importance of reading, lazy to study, less able to share time and there is still many activities to concentrate on other activities that do not support towards the success of the national exam. (Harjono, Yulvianus:2009).

Students Competence. Competency-Based Curriculum has been in force for five years and should be fully implemented at each school. But in fact, the implementation of learning in school, still less attention to the achievement of student competence. This is evident in the results of National Examination, Schools Examination, Learning Implementation Plan (RPP) made by the teachers, and from the way teachers educate students still use the old method, which is more dominant in a lecture. Teachers are still a player and students become an audience of students. Teachers are become more active and students become passive.

Professionalism of Educators. Educators as human beings who are expected as a "spearhead" desire to improve the quality of rising status and dignity. Great services in education deserves the intrinsic and extrinsic rewards that are not marginalized in society. Curriculum and school management as well as any guidance would be meaningless if it is not handled by a professional teacher. Because of the demands on the professionalism of teachers is often asked people business / industry, legislative, and the government is a natural thing to be addressed wisely. (<http://newspaper.pikiran-rakyat.com>).

Facilities and infrastructure. With the enactment of the 2004 curriculum (KBK), more teachers are now required to contextual learning with the real world, or at least the students got a miniature picture of the real world. The hope is not possible without the help of the tools of learning (educational facilities). According Ministry of Education Regulation No. 053/U/2001 on Minimum Service Standards (SPM), the school must have the minimum requirements for education with self-contained and sufficient, such as, land, Furnished, hardware/lab/media, infrastructure, sports facilities, and book a ratio of 1 : 2.

III. Results and Discussion

Admission of new students who've performed at a high school in the city of Medan is the path of national test results and track selection tests. Based on data obtained from SMAN Students majoring in social studies in Medan largely (51%) were recruited through a new admissions system of national test track, the rest through tests and other lines, except for SMAN 12 mostly recruited through a test track. Meanwhile for the

Social Sciences largely (61%) were recruited through a test track and special for students of SMAN 1 and SMKN 8 (100%) were recruited through a test track. Preparation Students in Facing UN

Students Preparation in Facing UN

Preparation of students in the face of National Examination filled with tutoring activities, study groups, teaching himself, tutoring at school, and call a tutor. Most of students choose to follow the guidance of learning in an effort to prepare for the UN, others choose their own learning, tutoring in school, study groups and call a tutor. It showed largely of students believe that through learning tutoring is a key to success to pass the national exam.

Students' activities in Facing UN

Other activities undertaken by students majoring in science in order of the highest percentages are discussing the matter, following the tryout, pray, buy books and discussion groups. The frequency sequence can be seen in Figure 1. This shows that in addition to following the guidance of learning, preparation believed by students majoring in science have to do is to discuss questions, follow the tryout, and pray.

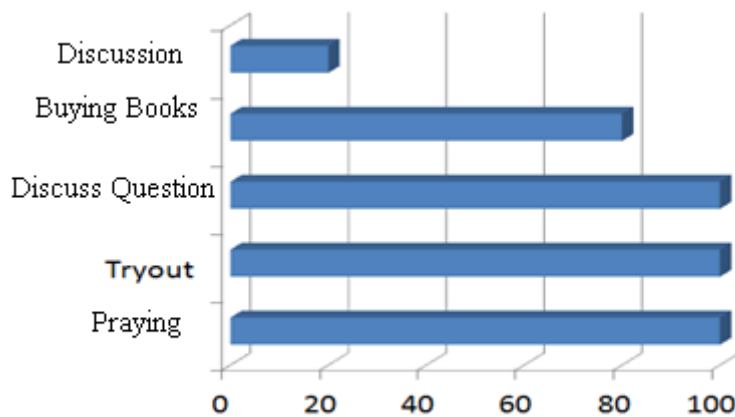


Figure1. Other Activities Performed by Science Students in Facing UN

Other activities undertaken by students majoring in social studies by order of the highest percentages are discussing the matter, buy a book, pray, tryout, internet, discussion, and refreshing. The frequency sequence can be seen in Figure 4.8. This shows that the efforts of Social Sciences students in national exams more than the efforts made by students majoring in science.

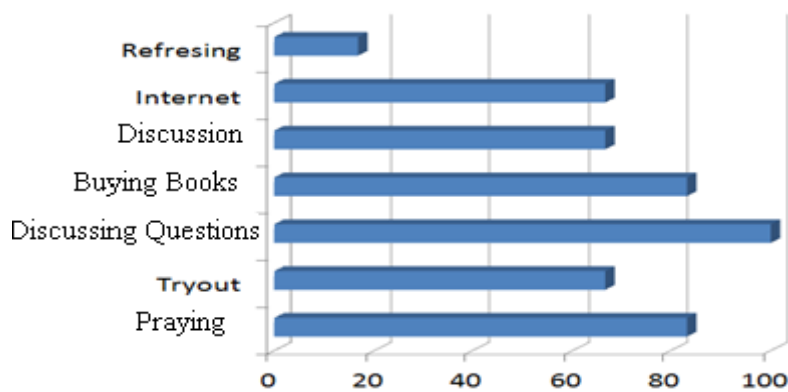


Figure2. Other Activities Performed by Social Students in Facing UN

Obligations to Follow Course at school

Before the national exam, usually schools conduct additional study in the form of tutoring. The course is done in order to deepen students' understanding and mastery of some subjects in the national exams. The results showed that the largely (62.63%), the school requires students to participate in class XII (Figure 3). This condition arises because the motivation of students to follow course assortment. Motivation for the lessons can come from within the students themselves and from others.

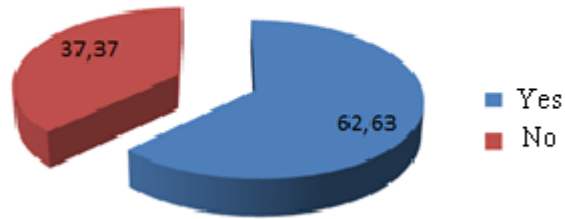


Figure3. Obligation to Follow Course at School

Learning convenient place in Facing UN

Based on data obtained turned out to students feel comfortable learning in areas including tutoring, at home, at a friend's house, course in school. Largely (43.25%) students feel more comfortable learning in tutoring, the remaining 36.41% respectively feel comfortable learning at home, 18.11% feel comfortable when tutoring at school and 2.22% feel comfortable when learning in a friend's house (Figure 4). This shows that the situation in tutoring strongly support students to learn.

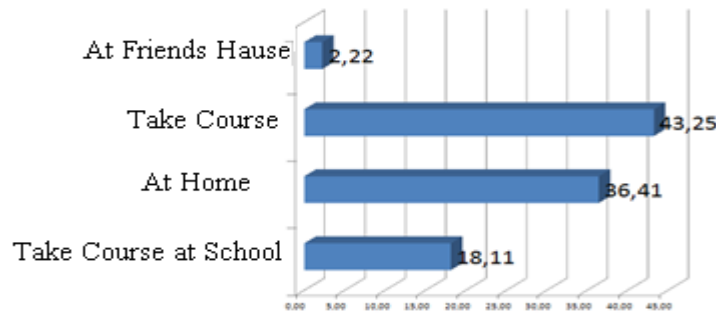


Figure 4. Place where students feel comfortable to study

Cause of the success of senior classes dealing with the UN

Students have the perception that the success of the seniors in dealing with the UN due to follow their lessons, learning groups, independent learning, tutoring and help tutor. Largely (46.39%) students stated that the lead of senior class succeed in facing the UN is to follow the guidance of learning, the rest of each lessons, learn on their own, learning groups and the least is to follow the private guidance (Figure 5)



Figure5. Cause of the Senior success Facing UN

Number of Books possessed in the face of UN

The number of books owned by the students in preparation for the UN, can be seen in Figure 5. Based on the picture 5 seen that largely (36.32%) students have more books than two, respectively 21.23% have three books, 5.37% had four books and 9, 72% have more than four books. This suggests that more than one-third of students in national exams are supported by ownership of books related to subjects in the national exams.

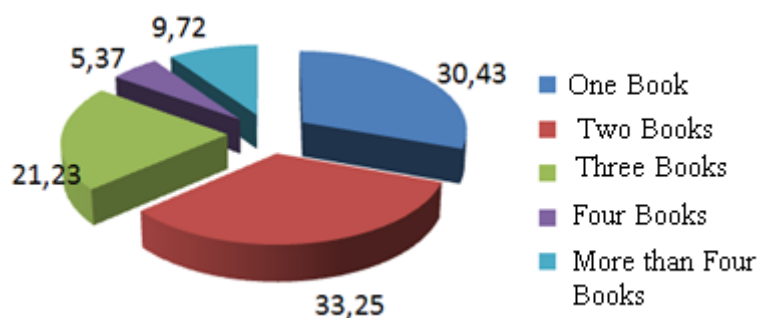


Figure 5. Percentage Number Books Owned Students

Ownership of English Text Book

Largely (67.08%) students have the English text book, the English text book more than one, ie 32.42% respectively has two books, 16.21% have three books, 8.73% have four books, and 9.73% have more than four books (Figure 6)

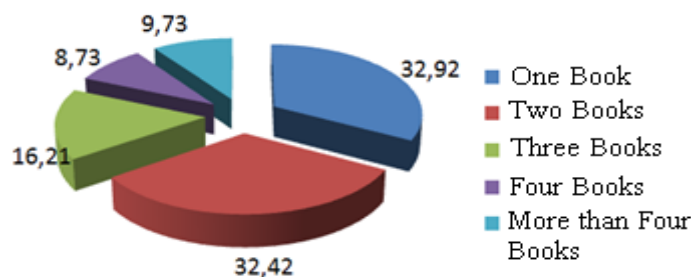


Figure 6. The Number of English Text Books

Ownership of Indonesian Text Book

More than half (57.80%) students have Indonesian text books of more than one and only 42.20% of students who have one book (Figure 7). This suggests that having textbooks meant for students in preparation for the national exam. Books greatly assist students in understanding the concepts of the subject matter.

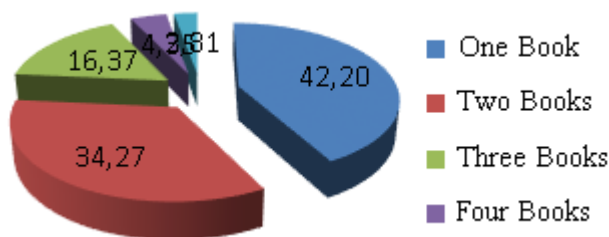


Figure 7. The Number of Indonesian text Books owned facing UN

Ownership of Chemistry Text Book

The number of Chemistry text books owned by the students in the face of UN largely (66.49%) more than one as shown in Figure 8. This means largely assume that the student has textbooks chemistry is very important to support him in an effort to understand and master these subjects.

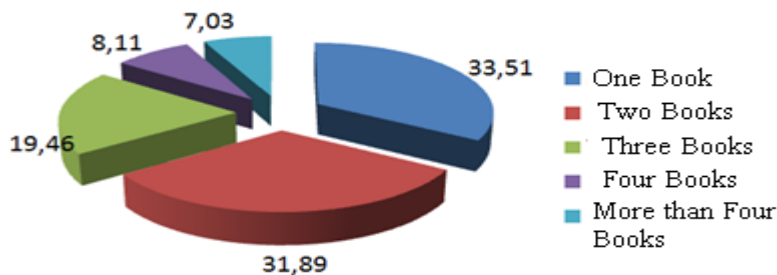


Figure 8. The Number of Chemistry Text Book owned by Students

Ownership of Biology Text Book

The Number of Biology textbooks owned by the students largely (68.65%) more than one, ie respectively 33.51% of students have two books, 20% of students have three books, 20% of students have three books, 7.57% of students had four books and 7.57% of students has more than four books (Figure 9).

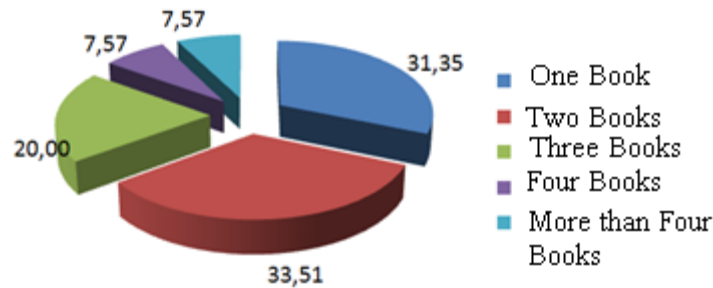


Figure 9. The Numbers of Biology Book Text owned by Students

Ownership of Physics Text Book

More than a third (34.97%) students have textbooks of Physics is only one, the rest (65.03%) students have a physical book more than one (Figure 10). This suggests that more than two-thirds of the class XII students perceive is very important to have a physics book more than one book in the national exams.

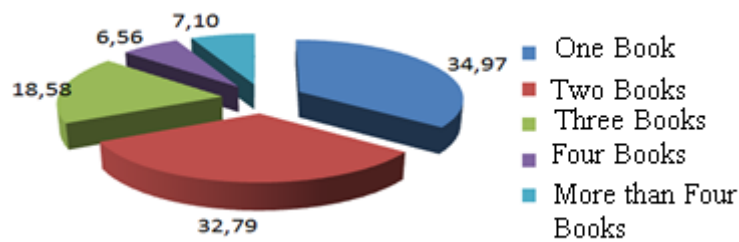


Figure 10. The Number of Physics Textbook owned by Students

Ownership of Sociology Text Book

Students of XII grade in social studies largely (64.53%) have a sociology textbooks more than one, consisting of 36.05% of the students have two books, 14.53% students have three books, 6.40% of students has four books, and 7.56% students have more than four books as shown in Figure 11.

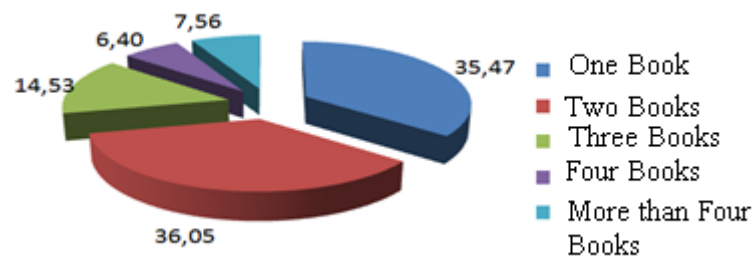


Figure 11. The Number of Sociology Textbooks Owned by Students

Ownership of Economic Text Book

Two-thirds (68.60%) class XII student in social studies have Economic textbooks respectively 31.40% of students have two books, 22.67% students have three books, 6.98% of students have four books, and 7.56% of students have more than four books (Figure 12).

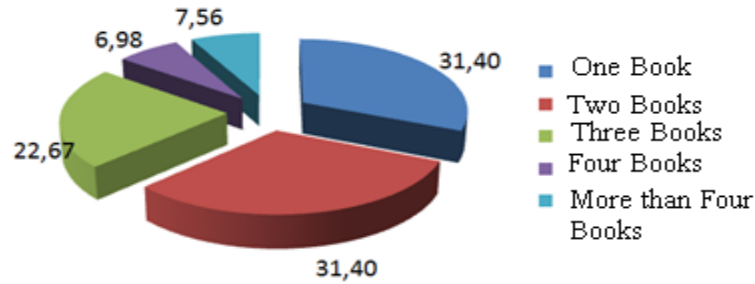


Figure 12. The Number of Economic textbooks Owned by Students

Ownership of Geography Text Book

Figure 13 shows that only one-third (35.63%) Social Sciences students have one geography textbook. This means most students assume ownership of geography book is very important to support in order to prepare for the national exam.

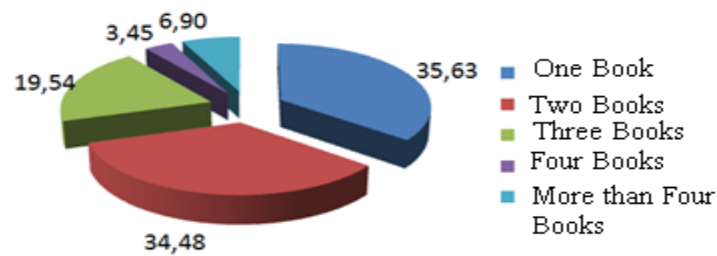


Figure 13. The Number of Geography Textbooks owned by Students

The Number of Hours Spend After School in Facing UN

Readiness to learn can also be seen from the number of hours of study which used after school. Based on the number of hours of study after school, students are sorted mostly use 2 hours (42.60%) to study, 1 hour (21.68%), three hours (19.64%), 4 hours (9.18%) and more than four hours (6.89%) study after school (Figure 14).



Figurw 14. Time Spend to Study after School

How Student Study in facing UN

How do students learn in the national exams are largely (54.34%) is to discuss questions of each subject in the national exams. The rest of the students doing exercises, reading books and memorizing as depicted in Figure 15.

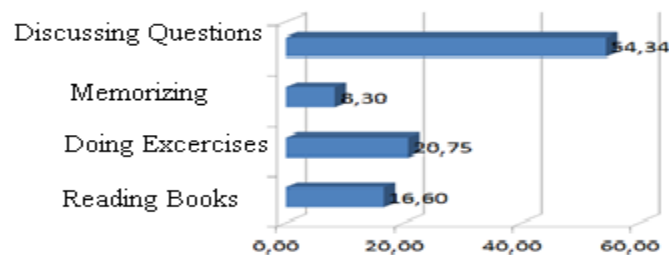


Figure 15.How Students Study in Facing UN

Student Achievement at SMP / MTs

Largely (74.55%) of students who pass the entrance SMA / SMK in Medan excel at the level of the previous school (SMP/MTsN). Type the achievements obtained in the form gets ranks in their classes.

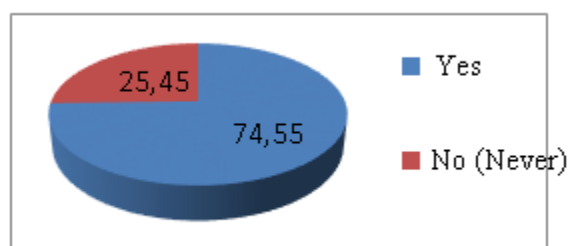


Figure 16. Students Good Achievement at SMP/MTsN

Achievements that have been gained by each student's level of SMP / MTsN largely (54.28%) ranked 1 to 4, respectively've got rank 1 as many as 14.14%, second rank as many as 16.78%, third rank as many as 12.83%, and fourth rank as many as 10.53% (Figure 17). This shows that students who pass the entrance test at SMA/SMK either through the selection results of national examinations and tests have to have good learning performance at school level before.

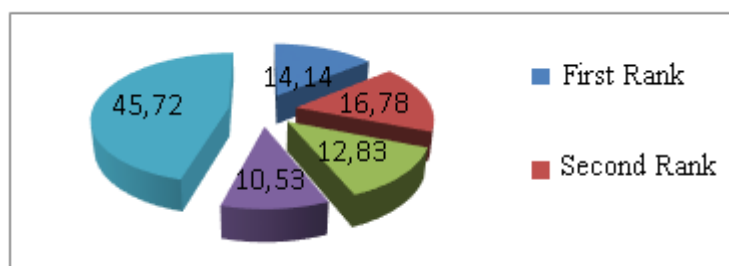


Figure 17. Students Rank at SMP/MTsN Level

Relationship Between Average Obtaining UN while at Junior High School (SMP/MTs) with achievement at Senior High School (SMAN/MAN/SMKN)

Based on the results of the correlation calculation using the product moment formula, The correlation coefficient between the average achievement at national exam while in SMP/MTs with Achievement in SMAN/SMKN for Social Programs group is 0.930, while for Science Programs group is 0.924. This shows that the UN values obtained during SMP/MTsN has a strong correlation with student achievement in high school.

IV. CONCLUSIONS AND SUGGESTION

Conclusions

Based on the analysis and discussion in previous chapter can be concluded as follows::

- New admissions system SMA / SMK in the city of Medan is done through the national exam results and a test track.
- Readiness of students in national exams done with a lot of things. Students tend to choose a tutoring to prepare for the National Exam. Apart from that tutoring is also the preferred way for high school students to learn in preparation for facing the National Exam.
- There is a strong relationship between the results of National Examination in SMP/MTs with the academic achievement level of SMA/MA. This indicates that the national exam results can be an indicator for the success of students in further education.

V.Suggestion

- Students need to be given sufficient facility and guidance to prepare him to face national exam.
- Schools to be more active to provide tutoring to students, so that students will tend to choose tutoring in schools than in other guidance places.

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