



WHEN NATIONAL EXAMINATION NO LONGER DETERMINING GRADUATION, WILL STUDENTS ACCOMPLISH IT SERIOUSLY?

Ketika Ujian Nasional Tidak Lagi Menentukan Kelulusan, Akankah Siswa Mengerjakannya Dengan Serius?

Heri Retnawati¹, Samsul Hadi¹, Sudji Munadi¹, Deni Hadiana², Muhardis², Ezi Apino¹, Hasan Djidu³, Ibnu Rafi¹, Eri Yusron¹, Munaya Nikma Rosyada¹

¹ Universitas Negeri Yogyakarta

Jl. Colombo No.1, Karang Malang, Daerah Istimewa Yogyakarta

² Pusat Penilaian Pendidikan, Balitbang Kemdikbud

Jl. Gunung Sahari Raya No. 4, Jakarta Pusat

³ Universitas Sembilanbelas November Kolaka

Jl. Pemuda, Taha, Kolaka, Kabupaten Kolaka, Sulawesi Tenggara

Email: retnawati.heriony1@gmail.com

Naskah Diterima Tanggal 15 Agustus 2019 – Direvisi Akhir Tanggal 6 Oktober 2019 –

Disetujui Tanggal 20 November 2019 – Publikasi Online: 29 Desember 2019

Abstract. The National Examination in Indonesia, which began in 2015, was no longer a determinant of student graduation at the end of the education level. Utilization of the examination results will affect the seriousness of the students in working on it. This study aims to describe the level of seriousness of 12th grade students in working on National Examinations, when it no longer a determinant of graduation by examining teachers and school principals' point of view. This research is a qualitative study by using the phenomenology approach. Data was collected using focus group discussions (FGD) conducted 3 times in 3 provinces in Indonesia, consisted of Yogyakarta, South Kalimantan and East Nusa Tenggara. FGD participants were 9 high school principals, 9 vice principal of curriculum, and 54 teachers who teach subjects that are tested on national exam. In each province, three schools were selected, consisted of two public schools, and one private school. Data were analyzed using data reduction stages, to find relationships between themes, and verification. The results showed that the motivation of 12th grade students in preparing National Examination were reduced. They no longer focused on preparing the exams, otherwise they preparing themselves for higher education. Furthermore, students tended to select subjects that were easier and the teacher should motivate students harder to prepare for the National Examination.

Keywords: national examination, students' seriousness and motivation

INTRODUCTION

Changes in National Examination Policy

The National Examination (NE) in Indonesia has been historically experiencing a long journey in the national education. With the existence of the national final evaluation abbreviated for EBANAS (*Evaluasi Belajar Tahap Akhir Nasional*) was initiated before 2002. In 2002, the national examination was called the National Final Examination (NFE), and continually changed in 2005 to a National Examination. From 2004 to 2018, the National

Examination itself experienced policy changes in three times related to its role in determining the graduation of students at the secondary level which comprised public schools (junior and senior high schools), *madrasahs* (Junior and Senior Islamic schools, consist of Madrasah Tsanawiyah and Madrasah Aliyah), and vocational schools. Between 2004 and 2010, the results of NE was applied as the sole determinant of graduation requirement. On the other hand, in 2011 to 2015 the NE was employed as one of the determinant components of graduation in addition to the results of school examination. Furthermore, during 2016 to 2018, the government implemented a policy which stated that the NE

results were completely no longer determined graduation. In that period, the function of the NE results were as a source of information for education mapping, a requirement for continuing to higher levels of education (especially junior high school students), as well as information to enhance the school quality.

Alterations were also made in relation to the graduation threshold value. In 2002 and prior, student graduation is determined by the grade of individual subjects. Subsequently in 2003, graduation standards were set at 3.01 in each subject with a minimum grade of 6.00 for all subjects, and students who did not pass were given the opportunity to repeat the exam. This was valid until 2010, with discrepancies in the minimum average value of each subject. The differences in value were approximately 4.01 in 2004, 4.25 in 2005, 4.50 in 2006. In 2009, the graduation limit was set with an average grade of at least 5.50 in all subjects tested, and specifically for vocational schools, the values of vocational practice subject were at least 7.00.

The Previous Researches Related to the National Examination

The notion of whether or not the NE scores determined graduation, it had been hotly debated in the community. The polemic was rooted in the awareness of the government, the need for reliably measured tools that was able to be used to map the quality of schools. On the other hand, by considering student anxiety and the complexity of implementing the NE practice, the government was frequently reconsidering decisions related to the use of the NE results. Ultimately, it affected the change in policy on the implementation of national exam results.

A number of experts stated that students' attainment in taking the test, not only determined by cognitive abilities, but also supported by several other factors. One of the factors in question was an external factor, for instance, the aim of the test implementation and the utilization of test results. If there was a test organised for someone whose the results were used to determine his/her destiny, the course of his/her attitude and response would be different compared to the tests that did not have a role which was directly associated with him/her. In other words, if the purpose and use of the test results were linked with the NE, then the intended objectives and the National Examination score will affect the seriousness of students in conducting the National Examination.

In recent years, there have been considerable researchers from various fields of science in Indonesia conducting research related to the NE. For example, research conducted by Retnawati et al. (2017) revealed various obstacles encountered and strategies carried out in the implementation of the computer-based NE. In the research, the prime focus was related to technical changes in the

implementation of the NE, from paper-based to computer-based. The technical and strategical constraints in dealing with these obstacles were discussed comprehensively. However, the research did not discuss how the NE results were achieved. Some other researchers examined the package of NE, to obtain information regarding the characteristics or quality of NE questions (Huriaty & Mardapi, 2014; Isgiyanto, 2012; Kartowagiran, 2008), or served as a reference in designing similar questions and applied to measure student's competence (Azis & Sugiman, 2015). Furthermore, there were researchers who investigated the NE results data to deliberate the characteristics of students who took the NE or found out the clusterization of schools in an area (Rosa & Gunawan, 2015).

What has not been revealed from previous research?

There were only view research that examined the psychological impact of policy changes on the NE from year to year on a broad scale. In 2010, a research conducted by Agustiar and Asmi revealed that information related to students' vulnerability in encountering the NE. However, the research was carried out when the policy on the utilization of the NE results had not undergone changes as it is now. Research related to students' motivation in deal with the NE had also been conducted by Suardana and Simarmata (2013). Nevertheless, the information publicised in the research was merely sourced from 100 grade VI elementary school students in Denpasar, Bali, Indonesia. Similar and more recent study was conducted by Sulistyarningsih and Sugiman (2016), and Astuti and Retnawati (2017) who examined the students' readiness and motivation facing up to the National Examination. However, the scope of those study was limited to the local schools. The respondents were high school students who came from schools in one region, for example Yogyakarta Special Region (Sulistyarningsih & Sugiman, 2016), and Ngawi-East Java (Astuti & Retnawati, 2017). In fact, the characteristics of National Examination participants in Indonesia are widely diverse. It signified that the information revealed from the studies were not sufficient to describe the conditions occurred in various regions in Indonesia. From the results of numerous researches, it appeared that all data research were sourced from the NE participants. On the other hand, changes in the National Examination-related policies not only had an impact on students as the participants, but also on teachers and school managers as parties who were given the mandate to implement the NE (Creemers, Stoll, & Reezigt, 2007). Therefore, information from teachers, principals, and vice-principals (policy makers) were also required to be explored deeply in order to complement information from previous studies that were solely sourced from students. It

was expected that the informations would be more comprehensive to be used as a strong basis for policy makers to continue, improve, or stop policies related to the use of National Examination results (Goodson-Espy et al., 2014; Saylor, 1974).

The Objectives of This Research

This study aims to describe the impact or psychological issues, the special motivation of students who take the national examination, after the implementation of policies associating with the recent National Examination results. To gain new perspectives related to the NE score policy, especially in high school, the researchers will gather information relating to students from the NE, from teachers, principals, and vice-principals. In addition, to broaden the scope of information, the researchers will collect from several regions representing Western and Eastern regions of Indonesia.

METHOD

Research Design and Participants

This research is a qualitative study, which implementing phenomenological approach to discuss the results. Data were collected from 54 teachers, 9 school principals, and 9 vice-principals in the curriculum from nine schools in Special Region of Yogyakarta, the province of South Kalimantan and East Nusa Tenggara. The selection of 9 schools is carried out by stratified random sampling taking into account for school performances (high and medium) and types of schools (public and private). The nine schools consist of 6 public schools and 3 private schools, 3 of which are high-achieving (excellent) schools, while the remaining 3 schools are medium-categorized schools.

Data Collection Techniques

The qualitative data in this study including teachers', principals', and vice-principals' responses related to students' motivation or seriousness in participating in the NE. The responses denoted their perspectives based on their observations to students, as well as their experiences they encountered when managing and implementing the NE in their respective schools. Data collection were obtained by conducting Focus Group Discussion (FGD) three times in each intended region covering Special Region of Yogyakarta, South Kalimantan province and East Nusa Tenggara province. The discussion during the FGD concerned on the impact of changes in policy on the use of National Examination results on students' motivation/seriousness in facing the NE. To obtain this information, we applied open questions to all FGD participants and then every response given by the participants will be recorded for data analysis purposes.

Data Analysis

Qualitative data obtained during the FGD were analyzed using data reduction stages, to find relationships between themes, and verification. Firstly, all of FGD participant responses and comments related to the topic discussed were transcribed and then coding was done. Furthermore, it is proceed with data reduction. Reduced data is then reanalyzed to find themes, and correlations between themes. The final results of the analysis were verified by giving the results of the analysis to several randomized FGD participants to ensure the conclusions of the analysis results were made in accordance with the intentions of the FGD participants. Includes basic explanations of method, data collection, location and time of research, type of research, analysis, and interpretation of data. State the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results.

RESULT AND DISCUSSION

The Focus Group Discussion was started by giving open questions to all FGD participants regarding policy changes in the utilisation of the NE results. Three main findings were obtained from the FGD related to the impact of policy changes in the application of the NE results, which were influential during the preparation, implementation, and post-implementation of the NE. Furthermore, the discussion of the FGD was continued to explore in-depth information about the impact of policy changes in the utilisation of the NE results in the three conditions (preparation, during implementation, and after the NE). After going through the phases of transcription, coding, reduction, and verification, a number of themes were found relating to the preparation, implementation, and post-implementation of the NE. In accordance with the objectives of the study, the FGD was focused on obtaining information relating to the impact of policy changes (the use of NE scores) on students' motivation in encountering the national examination. The themes that emerged related to the impact of the policy changes were described below.

Preparation for the National Examination

Two findings related to students' preparation for the NE were obtained from data analysis (see Table 1). The first finding was the majority of the participants revealed that the concept of learning motivation linked to subjects was decreasing. Second, the 12th grade students no longer focused on preparing for the NE, nevertheles they preferred to give more attention to college entrance examination.

Table 1. Impact of changes in National Examination policy on students' preparation

Responses	Theme	Conclusion
-----------	-------	------------

<ul style="list-style-type: none"> The 12th grade students have studied hard, however, they preferred learning exams questions rather than lesson material, even if they studied; they only learned the elective subject. Students only learned college entrance exam questions which they obtained from a course/tutoring institution. 	<p>Actually, students had already studied diligently, yet not for the NE, but preparing for college admission obtained from tutoring institution or a course</p>	<p>The 12th grade students have already studied diligently in order to prepare for college entrance examination. Students are less eager to prepare for the NE, because the NE results no longer to determine graduation</p>
<ul style="list-style-type: none"> Students were less interested and less ready for the NE. The majority of students declared that the focus of their study was preparing to college entrance examination because of the difficulty level of the tests and questions, the tight competition, and not trained in schools. The National Examination were not used as a determinant of high school graduation. 	<p>The main priority of 12th grade students was a college entrance selection exam. Therefore, students are not interested in pursuing the NE</p>	

Majority of FGD participants stated that their students tend to be less motivated to follow the lessons. Moreover, learning orientation is the achievement of various competencies that have been determined in the curriculum text. The students, especially class XII, according to most FGD participants were even more enthusiastic when the lesson discussed about questions, not to discuss a concept and theory. This condition occurs because of the curriculum content in secondary education considered to be quite dense with a large number of subjects.

“Students were more motivated to work on exam questions rather than studying subject matter,”

“Students were only keen on learning in subjects they felt interested in”

The two quotations above were the most expressed by good teachers from excellent schools,

or medium-levelled schools. The teachers experienced the compilation of dilemma when they had to complete all the materials fitted with the provisions of the curriculum. On the other hand, students no longer required to learn because it would not determine their destiny.

Many students chose to prepare themselves to take the college admission test, which was predisposed to be more stringent. Various efforts were made to complete the college entrance examination, including attending tutoring or course, forming study-oriented groups, assuming the ability to complete test questions. This condition makes it increasingly difficult for teachers to motivate students to more seriously prepare themselves for the national examination.

Table 2. The Impact of the NE policy changes towards the NE implementation

Responses	Themes	Conclusion
<ul style="list-style-type: none"> During the second semester of grade 12th, students take multiple exams, namely USBN and UNBK tryouts, practice exams, school examination, national standardized school examination, computer based national examination and entrance test selection to private college. A number of exams experienced by students generate fatigue in students. The questions tested several times, national standardized school examination, computer based national examination trial test, practice exams, school examination, national standardized school examination, computer based national examination and entrance test to pursue in private universities) measured the indicator of competences which resembled 	<p>Too many of exams led students to feel bored, due to the measurement of the indicator competence which was resembled.</p>	<p>By increasing the number of exams which should be taken, and the assumption that students must have graduated from high school, and there is no relation between interest in the Computer Based NE and students, causing students to not succeed in doing the NE.</p>
<ul style="list-style-type: none"> Students tended to ignore the three exams. If there were exams conducted, sometimes without careful preparation, and students felt confident whatever the results of the USBN, students would still pass the exams. The teachers felt confused and continually try to motivate their students, because the exam aimed to map competencies, which was not attractive to students. Students are not seriously working on the NE, as their graduation was determined by the school 	<p>The lack of students' seriousness in working on the NE,</p>	

National Examination Implementation

Judging from the implementation of the NE, policy changes significantly influenced. There were two themes emerging associated with the

implementation of the NE after the enactment of a new policy regarding the use of the NE results (Table 2). First and foremost, students felt bored since they had taken a series of exams prior to encounter the NE. Secondly, students were less serious when accomplishing the NE questions due to the uninfluenced impact to their graduation. Participants' comments gained from FGD showed that the two themes occurred in vast majority of the engaged schools to take a part in the Focus Group Discussion.

In advance of the NE execution, the schools commonly held examinations covering pre-examination, practical exam, and school exam. Although the NE results did not determine students' graduation, the schools still applied these tests to ensure that the student's NE results remained good. The maximum NE results were viewed as a reflection of the quality and credibility of the school, which indicating that the schools were able to prepare their students to the maximum extent possible. With the elimination of the NE as a determinant of graduation, students became apathetic with the examinations arranged by the school. Principals and vice-principals of curriculum division participating in managing a set of the examinations revealed that the exams being put forward at this time should be made with a harder effort to increase students' motivation who take the exam, as well as take the school exam and national exam.

“Students would definitely pass the exam, so that they were not serious to take the NE”

“Students were usually very enthusiastic and excited every time that they would run a trial because they were able to know their abilities. In the contrary, students now are not serious about taking the trial test”

“It was difficult to motivate students to seriously to take national examination because they have already known at the beginning that the result did not determine their destiny”

The existence of students' principle regarding that graduation is not influenced by the results of the National Examination lead them to be more apathetic with the NE implementation. In addition, the school exams which are still the determinant of graduation are also unsuccessful. There are assumptions that if graduation is determined by the school, then all will certainly graduate. The phenomenon of students taking exams with good preparation becomes a serious challenge for teachers, including school administrators to think hard how to motivate students in order to keep paying more attention to the national examination.

The NE results that are not optimal will indeed affect to the decreasing school credibility. However, students still do not have any interest in this regard. The only thing that attracted them is being able to complete secondary education and complete higher education. As a result, from teachers to stakeholders (principal and vice-principal) in schools were seriously challenged to look for efforts to raise students' motivation in order to be serious to take examinations.

Table 3. The impact of policy change after national examination implementation

Responses	Themes	Conclusion
<ul style="list-style-type: none"> The understanding of students is that NE is not the determinant of graduation Students understand the use of NE score, they accomplish the exam because of the school obligation to follow it 	Students know that the NE is not used to determine their graduation, and do not know other benefits.	The use of NE results is not optimal, because it is not used to determine the graduation, students cannot receive other benefits, and only a few universities use it for admission selection, and subject data is incomplete, only available for the chosen subject by students
<ul style="list-style-type: none"> The NE score is not applied to determine their destiny, only a few of colleges who utilize it in their admission selection Student competency data only has information for subjects that are taken in selected subjects, subjects that are not optional, have no information, even though they have been studied for 3 years 	Only a few universities use it, the NE does not determine the students' fate, the subject data is incomplete with the presence of optional subjects.	

Post-Examination

The changes of the NE score policy has increasingly influenced in the preparation and implementation of the NE. These two terms that had not been finished discuss other phenomena occurred after the examination. At least, there are two findings related to policy changes after implementing the NE (Table 3). Firstly, most of the participants in the FGD revealed that students did not understand and did not discuss the grades they achieved in the NE. For students, since the NE results did not determine their graduation, therefore it can be said

that the NE results were not useful either. Secondly, with a set of issues involved in the preparation and implementation of the NE, it resulting to many universities no longer considered the NE as one of indicators to select prospective new students. In addition, the NE data did not provide completed information regarding student competencies in all subjects. In general speaking, students can easily select subjects. Meanwhile, other subjects considered difficult by students will not be selected. Consequently, exam results provide information for

subjects only (elective subjects), while subjects which are not optional have no information.

With the information on the two themes associated with the impact of the national examination policy after the implementation of the NE, it can be observed that the results of the NE have been untrusted, especially as a reflection of student competences. Even though some universities still use students' NE results as a criterion, most have not considered them as the main indicators. This is contradictory to the government's intention regarding the use of the NE results intended to obtain a mapping of student competencies. With such conditions, the results of the NE are misplaced their primary functions. The majority of FGD participants said that the time-consuming national examination, as well as a significant amount of funds became wasted as the NE results were not used for the benefit of students.

"The national examination was not able to be optimal if it was not important with students' graduation... the students were not serious to take it"

"Students were ignorant of the national exam achievement...they felt the result of the national exam did not determine their future"

Policy change related to the advantages of the NE results turned out to result in a negative response from students in nine schools spread in three provinces in eastern and western of Indonesia. Teachers and policy makers dealing directly with the phenomenon experienced effortful attempts in returning the students' seriousness and motivation to take the national examination. Therefore, through the FGD forum, the teachers also conveyed a number of suggestions related to the NE policy (Table 4).

Table 4. Constructive suggestion coming with up teachers

Responses	Themes	Conclusion
<ul style="list-style-type: none"> The implementation of national-based school examination needs to be combined with the national examination, so students are not too tired, school examination is only for contextual exam, religion, and cross-interest. The National Examination requires to be applied to reconsider the graduation (returned its function), if possibly, it is used to admission selection in tertiary institutions. The need to formulate the certain weighting associated with the role of the schools and national examination in determining the graduation. The need for a threshold value of graduation, so students are motivated to learn and the presence of standardized quality as well as targets being pursued. 	<p>The need to reposition the role of national examination for an efficiency, the weighting system with scores obtained from schools, and the need to set the threshold value in order to raise students' motivation.</p>	<p>The repositioning of the national examination as a determinant of graduation needs to be done, by refining the weighting system with the grades gained from the teacher/school, and setting the threshold value of graduation, and the need to enhance the quality of the questions in order to be capably used for admission selection in higher education. Training in improving the quality of learning and developing HOTS questions also needs to be undertaken to upgrade the quality of education.</p>
<ul style="list-style-type: none"> If possible, the quality of items/level of difficulty needs to be refined and its implementation is in collaboration with tertiary institutions, so that it can be useful for admission to tertiary educations. The need for trainings to improve the quality of teachers in planning the learning that trains critical thinking skills and develops the items with HOTS 	<p>The need to refine the quality of items in order to be capably used as well as as the tool of admission selection in college/ universities.</p>	

Constructive suggestion given by teachers

There are two things agreed by the teachers regarding the policy on the use of the NE results. Firstly, teachers deemed it necessary to determine the NE as implemented in 2010, where the results of the NE and the School Examination determined graduation, and set the passing grade. According to the teachers, this was essential for efficiency and for the students' motivation or seriousness which are trying to get better. The teachers added, that if students wanted to answer questions at the NE, the results could also be used to measure students' competences.

Secondly, the teachers highlighted the quality of the questions used at the NE. They considered it necessary to enhance the quality of the questions used by the national examination in order that the

results of measurement generated are more accurate. Therefore, the result of national examination cannot merely be made as a determinant of graduation, but also can be an indicator for college admission selection. Preparation of items needed at the national examination according to the teachers need to be assisted with universities. Furthermore, the teachers also stated the need for training for teachers to learn and develop the qualified questions, especially those measuring items of Higher Order Thinking Skills (HOTS) which are one of the abilities that are frequently measured in the national examination.

DISCUSSION

Policy changes in the NE are inseparable from the vision to achieve effective schools. Effective school is one of the factors that influence the quality

and effectiveness of education nationally. The result of research conducted by Creemers, Stoll, and Reezigt (2007) conducted in a number of countries, such as the Netherlands, Belgium, Finland, England, Spain, Portugal, Italy, and Greece, found the result that policies are influential part to the quality of education (see Figure 1). If we consider the impact on output, policy changes by increasing graduation

standards have a positive impact on improving students' national examination results. In this regard, increasing graduation standards is a form of 'external pressure' which requires students as the NE participants to attempt to achieve these standards. In fact, it is not uncommon for us to hear news of cheating in an effort to reach the specified standard.

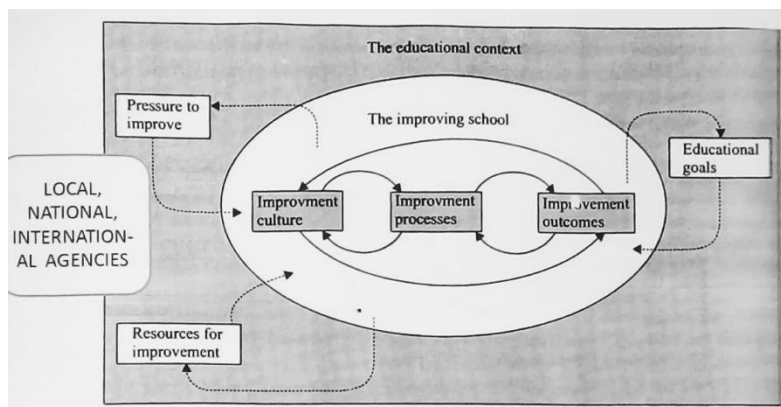


Figure 1. Comprehensive Framework for Effective School Improvement
Source: (Creemers et al., 2007)

The perspective of political education perceives that the last 15-year policy changes in national examination can be mapped into three different conditions. The first condition, in 2004-2010, was when the central government had full control over graduation and became a source of external pressure for schools and students to improve the quality of results. In the second condition, in 2011-2014, was when the central government began to reduce the pressure with the delegation of authority over the school to determine graduation. The third condition, 2015-2018, was when the authority to determine graduation as a whole was handed over to the school. When the pressure from the central government was reduced, by using composite values (national examination results and school examination results) as a determinant of graduation, the researchers found that the NE achievements actually declined (Balitbang Kemdikbud RI, 2011). Furthermore, in 2015, when the NE was no longer used as a determinant of graduation, it turned out that the NE results were even lower than the minimum limit that had been used to approximately 55 (Research and Development Agency of the Ministry of Education and Culture, 2015, 2016, 2018). In other words, pressure and authorized representative affect the attainment of students' NE results.

Related to students' motivation or seriousness in encountering the NE, it appears that the external influence is extremely strong. From the FGD results, it was also confided that external motivation originating from policies on the use of the NE scores affected students' behavior in facing the NE. Students are motivated to prepare themselves, are serious about answering the national exam questions

as they know that the national exam are influentially their future. Not only motivated to study at school, students are even enterprise to seek and follow a wide variety of tutoring class for the preparation of the NE (Eriany, Hernawati, & Goeritno, 2014). Whereas at this moment, students remained motivated to take lessons but with different goals, such to prepare for college admission test.

Determination of a person's graduation at a particular school level is related to the person's fate. When it comes to destiny, someone will be enterprise to do their best. This is discussed by theories of motivation, specifically intrinsic motivation. This motivation comes from within a person to take certain actions (Wolkfolk & Margetts, 2007; Miller, 2009). Another category of motivation is extrinsic motivation, which means that motivation comes from outside of students, including those associated with learning activities, relationships with peers, students' parents, and receiving prizes, also influence (Wolkfolk, 2007; Santrock, 2014).

Motivation of students, both intrinsic and extrinsic are closely related to students' readiness. To encounter with the NE, students need to prepare themselves, both preparing material and their psychological condition (Astuti & Retnawati, 2017). Psychological readiness is closely linked with cognitive readiness, which covers mental preparation comprising motivation and attitudes, knowledge, skills, and abilities of students (Morisson & Fletcher, 2002). With a high motivation, students will study hard to be ready to encounter the NE. This is in line with Piaget's opinion, that the phase of cognitive and readiness determines students' learning activities (Savin-Baden & Major, 2004). Students, who are strongly motivated to graduate when the NE results

determine the graduation, will prepare themselves as well as possible to face the national exam. It is distinctive when national examination results are no longer a determinant of graduation. In addition to impact motivation to learn, the efforts made by students in preparing themselves for the NE also experience changes. This strong intrinsic motivation according to Santrock (2014: 169) has a positive correlation with students' achievement at the NE.

Associated with the implementation of the NE which is a major project with costly funds, the support of policy needs to be a main concern and consideration. That the purpose of conducting the NE is not only to be used as information on mapping the quality of education, but also it is associated with measurement of students' competency where the result is able to be utilized for other aims and needs to be socialized to students. This is related to the motivation and readiness of students while working on it. If the measurement of students' competency is used, students will indeed take the exam seriously and the information obtained is valid information. Conversely, if not motivated, students will not prepare themselves so well in order that the student's national examination results will decline, or the chance to work on the NE questions will not seriously be taken. The utilization for the function of mapping the schools' quality and enhancing learning becomes biased, because of not really working causing not to show the exceptional abilities of students.

Since motivation is an important aspect of learning (Santrock, 2008; Alessi & Trollip, 2001), including the problem of assessment, efforts to incline students' motivation needs to be made. It often happens that underachievement students are not caused by lack of ability but due to lack of motivation to study and answer questions when taking examination so that the student generally is not effortlessly to exert all the abilities. This is supported by Sanjaya (2011) which states that students with low achievements are not necessarily caused by their low abilities, but it might be caused by the lack of encouragement or motivation. In general, students who have higher motivation will achieve better results (Elliot, et al., 2000).

Raising students' motivation to study diligently and take the exam seriously is an important thing to do. Various range of ways can be undertaken to increase students' motivation, both learning motivation and motivation in working on exam questions. Motivation in students can be raised with the emphasis of subject mastery, both knowledge and skills to live and for students' life in the future. Extrinsic motivation of students can be raised with emphasizing the national examination benefits, which are used to map the quality of schools and also enhance learning in the classroom. Mapping the quality of schools and improving learning play an important role to upgrade the quality of human resources. With these intrinsic and

extrinsic motivations, the awareness of students to study hard, prepare themselves in learning, and be serious in the exam preparation will grow, therefore, students' abilities and skills as achievement of learning result can be shown in each opportunities, including when encountering any examinations, examined by everyone, and for any needs.

In addition to increasing students' motivation, strengthening character education is an urgent thing to do. The intended strengthening is related to integrity, especially honesty in the implementation of the exam. The implementation of computer-based national examination strengthens this process. Nevertheless, in relation to the constraints of technology integration that are still experienced by students, there is a need to make students habitualized in implementing computer-based national examination. The Implementation of trial test to practice of intended test needs to be carried out several times in order that students are familiar with computer-based national examination, besides reminding students regarding strategies and techniques in using technology in computer-based national examination.

CONCLUSIONS & RECOMMENDATIONS

Based on the results of the analysis described above, it is obtained several conclusions related to the impact of policy changes on the use of the NE results. In general speaking, the motivation of students from 9 schools in three provinces (East Kalimantan, West Nusa Tenggara, and Special Region of Yogyakarta, Indonesia) experiences a decline. Several things indicate the decrease. Firstly, students do not have efforts to prepare themselves in encountering the national examination as they are more interested in preparing themselves to take a university admission test than preparing for National Examination. Secondly, at the time of the examination, students are not serious to answer the questions that are tested on the NE because they are believe that they will definitely pass the exam even though the NE results are unsatisfied. Thirdly, having executed the NE, students do not understand that the NE result is still applied to map competencies, or to map the quality of schools.

The phenomenon that appears from the results of the FGD involving the teachers, principals and vice-principals in nine schools in three provinces in the eastern and western regions of Indonesia certainly cannot be generalized to other regions. By using the perspectives of teachers and school policy makers, and by engaging the teachers who teach in three different regions, the results of this study enrich the results of previous studies which only discuss the motivation of students in several areas in Java to follow the NE. Some suggestions and recommendations that have been conveyed by teachers in this study can also be considered to formulate policies, especially related to the NE, or education policy in Indonesia in general.

REFERENCES

- Agustiar, W., & Asmi, Y. (2010). Kecemasan menghadapi ujian nasional dan motivasi belajar pada siswa kelas XII SMA Negeri "X" Jakarta Selatan. *Jurnal Psikologi*, 8(1), 9–15.
- Alessi, S. M. & Trollip, S. R. (2001). *Multimedia for learning: methods and development*. Boston, MA: Allyn & Bacon.
- Astuti, F. S., & Retnawati, H. (2017). The effect of national examination's policy on readiness, motivation, school test score, and national examination score. *The Online Journal of New Horizon in Education*, 7(3), 58–66. Retrieved from <https://www.tojned.net/journals/tojned/articles/v07i03/v07i03-07.pdf>
- Azis, & Sugiman. (2015). Analisis kesulitan kognitif dan masalah afektif siswa SMA dalam belajar matematika menghadapi ujian nasional. *Jurnal Riset Pendidikan Matematika*, 2(2), 162–174. Retrieved from <https://journal.uny.ac.id/index.php/jrpm/article/view/7331/6314>
- Balitbang Kemdikbud RI. (2011). Laporan hasil ujian nasional tahun pelajaran 2010-2011 [software]. Jakarta: Balitbang Kemdikbud RI.
- Balitbang Kemdikbud RI. (2015). Laporan hasil ujian nasional tahun pelajaran 2014-2015 [software]. Jakarta: Balitbang Kemdikbud RI.
- Balitbang Kemdikbud RI. (2016). Laporan hasil ujian nasional tahun pelajaran 2015-2016 [software]. Jakarta: Balitbang Kemdikbud RI.
- Balitbang Kemdikbud RI. (2018). Laporan hasil ujian nasional tahun pelajaran 2017-2018 [software]. Jakarta: Balitbang Kemdikbud RI.
- Creemers, B. P. M., Stoll, L., & Reezigt, G. (2007). Effective school improvement-ingredients for success: the results of an international comparative study of best practice case studies. In *International Handbook of School Effectiveness and Improvement* (pp. 825–838). Dordrecht: Springer Netherlands. https://doi.org/10.1007/978-1-4020-5747-2_44
- Eriany, P., Hernawati, L., & Goeritno, H. (2014). Studi deskriptif mengenai faktor-faktor yang mempengaruhi motivasi mengikuti kegiatan bimbingan belajar pada siswa SMP di Semarang. *Psikodimensia*, 13(1), 115–130. <https://doi.org/10.24167/psiko.v13i1.282>
- Elliot, S. N., Kratochwill, T. R., Cook, J. L., et.al. (2000). *Educational psychology: effective teaching, effective learning*. Boston, MA: The McGraw-Hill Companies, Inc.
- Goodson-Espy, T., Cifarelli, V. V., Pugalee, D., Lynch-Davis, K., Morge, S., & Salinas, T. (2014). Applying NAEP to improve mathematics content and methods courses for preservice elementary and middle school teachers. *School Science and Mathematics*, 114(8), 392–404. <https://doi.org/10.1111/ssm.12093>
- Huriaty, D., & Mardapi, D. (2014). Akurasi metode kalibrasi fixed parameter: studi pada perangkat ujian nasional mata pelajaran matematika. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 18(2), 188–201. Retrieved from <http://journal.uny.ac.id/index.php/jpep>
- Isgiyanto, A. (2012). Dasar dan ketuntasan atribut butir soal ujian nasional matematika model Rasch. *Jurnal Kependidikan*, 42(2), 110–117.
- Kartowagiran, B. (2008). Dimensional validity of mathematics test in the national exam for junior secondary school (SMP) 2003-2006. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 12(2), 177–195.
- Retnawati, H., Hadi, S., Nugraha, A. C., Arlinwibowo, J., Sulistyarningsih, E., Djidu, H., ... Iryanti, H. D. (2017). Implementing the computer-based national examination in Indonesian schools: the challenges and strategies. *Problem of Education in the 21st Century*, 75(6), 612–633. Retrieved from <http://oaji.net/articles/2017/457-1513710818.pdf>
- Rosa, P. H. P., & Gunawan, R. (2015). The clustering of high schools based on national and school examinations. *International Conference on Data and Software Engineering (ICoDSE)*, 231–236.
- Sanjaya, W. (2011). *Strategi pembelajaran berorientasi standar proses pendidikan*. Jakarta: Kencana Prenada Media Group.
- Santrock, J. W. (2008). *Psikologi pendidikan*. (Diterjemahkan oleh Tri Wibowo B. S.) New York:
- Santrock, J.W. (2014). *Educational psychology*. Terjemahan oleh Harya Bhimasena. 2014. Jakarta: Salemba Humanika
- Savin-baden, M., & Major, C. H. (2004). *Foundations of problem-based learning*. Oxford University Press.
- Saylor, G. (1974). How to use the findings from national assessment. *NASSP Bulletin*, 58(383), 63–70. <https://doi.org/10.1177/019263657405838309>
- Suardana, A. A. P. C. P., & Simarmata, N. (2013). Hubungan antara motivasi belajar dan kecemasan pada siswa kelas VI sekolah dasar di Denpasar menjelang ujian nasional. *Jurnal Psikologi Udayana*, 1(1), 203–212. Retrieved from <https://ojs.unud.ac.id/index.php/psikologi/article/view/25080>
- Sulistyarningsih, E., & Sugiman, S. (2016). The effect of CBT national examination policy in terms of senior high school students' cognitive readiness and anxiety facing mathematics

tests in DIY Province. *Jurnal Riset Pendidikan Matematika*, 3(2), 198–208.
<https://doi.org/10.21831/jrpm.v3i2.1086>.