

Response of Teachers and Managers of the Muslim Intended Generation Foundation to the Results of the Computer-Based National Assessment

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Abstract. This research aims to analyze the responses of teachers and administrators of the Muslim Scholar Generation Foundation (YGMC) to the results of the computer-based national assessment (ANBK). This research uses a qualitative approach with a case study method. The research sample comprised 62 people, 56 teachers, two deputy school principals and two school committee members. Data was collected using interviews, observation, questionnaires, documentation methods, and primary and secondary data sources. Data analysis techniques include data reduction, data presentation, concluding (verification) and checking the validity of the data using triangulation. The research results show that: 1) Most YGMC teachers responded positively and negatively to the Computer-Based National Assessment (ANBK); 2) Planning to improve the quality of YGMC education is carried out by data-based planning analysis, which determines the vision, mission, goals, SNP, and curriculum; 3) YGMC's implementation of quality management consists of implementing standards for learning activities and curriculum, improving the qualifications and competencies of educators and education staff, quality of graduates, education management, community involvement in education implementation; 4) Evaluation of the quality of YGMC education is carried out by evaluating performance, evaluating the learning process, preparing self-evaluations, and developing priority scales for activities and programs.

Keywords: Quality of Education; ANBK; education management; YGMC.

INTRODUCTION

The United Nations (UN) has set a main agenda until 2030: Sustainable Development (SDGs). SDGs is a development agreement that encourages change towards sustainable development. In 2045, Indonesia will experience a demographic bonus which will bring significant changes when it reaches the age of 100 years. According to BAPPENAS in the Draft National Long Term Development Plan, human resources are expected to become a generation that is productive, innovative, has integrity, is healthy and has culture.

The agenda of the National Long-Term Development Plan is closely related to the critical role of human resources. According to data from the

United Nations Development Program (UNDP) in 2018, Indonesia is currently ranked 114th out of 191 countries in the Human Development Index (HDI). HDI measures aspects such as health, a decent standard of living, and education. Therefore, this research focuses on the education sector, where educational institutions are central to creating quality and superior human resources to achieve national goals. In this context, it is essential to holistically consider input, process, output and educational outcomes to achieve the desired quality improvement.

In the 2022 world education rankings compiled by the Program International Student Assessment (PISA), Indonesia's ranking in PISA 2022 rose to 5-6 positions compared to 2018. According to the Databook 2018, the results are still dis-

appointing because the PISA score is still below that of neighbouring countries (ASEAN) such as Singapore. These results are very frustrating, forcing the state to pay more attention to educational institutions to make improvements. This will improve Indonesia's education quality ranking and encourage the nation's progress in the future.

In this era of globalization, the demands of the world of education encourage educational institutions to compete competitively. One way to face this competition is to improve and develop quality in service, product quality, and educational effectiveness and efficiency to achieve the desired academic goals. Quality is an important aspect that shows educational products' superiority over others. Improving quality is an effort that all educational institutions must make, whether they produce goods or services.

The author [1] states that quality is at the top of many institutions' priorities, and improving quality is perhaps the most critical task any institution faces. Despite its importance, many consider quality a complicated concept, challenging to define, and difficult to measure. Initially, quality management systems were mainly implemented in companies that produced goods or services because of intense consumer competition. However, as consumers became more selective in choosing products or services, educational institutions also began implementing quality management systems. Quality objectives involve continuously developing a stable system, measuring quality attributes across the institution, and constantly improving various systems to reduce deviations and meet customer needs.

Educational institutions or schools then adopted the concept of quality improvement. They realize that they also have to produce the best output to benefit society and the country in the future, not just to satisfy customers. If an educational institution can produce quality output, then society will be more interested in choosing it over one that is not of good quality. In this regard, to ensure a quality education system in Indonesia, the government has provided a solution: replacing the National Examination with a computer-based National Assessment.

The Computer-Based National Assessment is an educational assessment focusing on three instruments: the Minimum Competency Assessment (AKM), the Character Survey (SK), and the Learning Environment Survey. The primary pur-

pose of the National Assessment is to provide a source of information to map and evaluate the quality of the education system. (Permendikbud circular). In line with that, to back up ANBK data or measurement results, the Minister of Education launched an education report card platform. An education report card describes the quality of education in an area based on assessments developed from input, process and output models regarding the performance or effectiveness of educational units. Apart from that, education report cards are the primary reference for analysis, planning and follow-up to improve the quality of education in each education unit.

In this regard, education report cards are handy for each region, including NTB. The latest data in 2023, the results of the 2022 national assessment, show that a total of 9,611 educational units in NTB already have report cards. The number of those who have logged into the platform has only reached 2,580 or 26.84 % of the total educational units, while those who have explored and downloaded the report cards education respectively 20 or 0.21 % and 2,319 or 24.13 % of total schools. Next, the NTB education report card for two years shows that less than 50 % of students have reached the minimum competency limit in reading literacy and numeracy for all levels of elementary, middle and high school education units and equivalent in all districts and cities in NTB. Meanwhile, the researchers focused on ANBK achievements at the elementary and middle school levels in Central Lombok.

For two years, the elementary and middle school education report cards in Central Lombok were as follows:

- 1) Literacy and numeracy skills are less than 50% of students who have reached the minimum competency limit.
- 2). The learning process carried out by the teacher is directed, where learning leads to quality improvement as indicated by the classroom atmosphere becoming conducive and the presence of affective support and cognitive activation; however, the learning quality development activities carried out are not yet structured, and the teacher is not consistent in reflecting on learning, exploring references, new teaching, and spark innovations.

Apart from that, instructional leadership has not referred to the school's vision and mission, has not encouraged planning, practice and learning

assessments that are oriented towards improving student learning outcomes and has not developed programs, incentive systems and resources that support teachers in reflecting and enhancing learning.

The data above shows that the input, output and process achievements are still unexpected. In connection with the low results of education report cards, the Indonesian Ministry of Education and Culture launched the PMM application to fix the root of the problem in education report cards. However, the latest data from August 3, 2023, in Central Lombok Regency, where there are 689 educational units at the elementary and middle school levels, shows that less than 50% have completed the topics in IKM training on the Independent Learning Platform. Therefore, researchers conducted a unique study on the low ANBK results at SDIT and SMPIT. Data obtained from informants in printouts of education reports shows that ANBK results are still low. Field observations show that the facilities and infrastructure are available and adequate. In line with that, the author specifically chose to conduct research at the Muslim Scholar Generation Foundation.

The Muslim Scholar Generation Foundation is an educational institution that shows its existence in society. The foundation has five levels: kindergarten, elementary, middle school, MA, and vocational school. In line with this, the researcher focused on the achievements of the National Computer-Based Assessment at the elementary and middle school levels, where the last two ANBK results have not improved or are still in the medium category. The description of the ANBK results at SDIT YGMC in the previous two years is as follows:

- 1) The participation of 30 students who showed literacy skills was below the minimum.
- 2) The students' learning process quality is still passive; teachers use the same methods repeatedly.
- 3) Instructional leadership is still limited because it does not refer to the school's vision and mission, so it does not encourage the development of programs based on the achievements of computer-based national assessments.
- 4) The educational unit climate shows that it is still pioneering and developing, which means that it is necessary to create a security climate from psychological aspects, bullying and drug

abuse. In line with the above ANBK achievement index, the average ANBK score is 1-2.5 or the low - medium category.

METHOD

This research uses a qualitative approach with a case study method. The research sample comprised 62 people, comprising 56 teachers, 2 school principals, 2 deputy school principals, and two school committee members. Data was collected using interviews, observation, questionnaires, documentation methods, and primary and secondary data sources. Data analysis techniques include data reduction, presentation, and conclusion (verification).

RESULTS AND DISCUSSION

YGMC Teacher Response. The researcher will discuss research findings in this chapter, which contain three aspects: teacher responses to standard operational procedures for administering ANBK, teacher responses to literacy, numeracy, student character and teacher reactions to the learning environment survey achievements.

1. Teacher Responses to Standard Operating Procedures for Implementing ANBK. Based on the questionnaire results, 33% of teachers responded positively, and 67% responded less to the standard operational procedures for administering ANBK. In connection with the lack of teacher response to POS ANBK, the researcher will describe the question points in POS ANBK as follows: Regulation of the Head of the Educational Standards, Curriculum and Assessment Agency Number 015/H/KP/2023 concerning Standard Operational Procedures for Implementing National Assessments in 2023, where the ANBK instrument or what is often called the National Assessment is carried out using three instruments, namely the Minimum Competency Assessment (AKM) Literacy and Numeracy, Character Survey and Learning Environment Survey. ANBK aims to improve the quality of education by photographing the input, process and output of learning in all educational units. The form of National Assessment questions consists of 1) Objective question form (Multiple Choice, Complex Multiple Choice, Matching, and Short Fill) and non-objective question form (Description); 2) AKM components consist of content, cognitive level, and context.

2. Teacher Responses to Student Achievements of Literacy, Numeracy, and Character. At this point, the questionnaire submitted by the researcher is the result of literacy, numeracy and character achievements obtained from the 2022 AN results. 81% of teachers responded positively, and 19% did not respond positively to students' literacy, numeracy, and character achievements. Reading literacy is the ability to understand, use, evaluate, and reflect on various types of texts to solve problems and develop individual capacity as Indonesian citizens and global citizens so they can contribute productively to society. Numeracy is the ability to think using concepts, procedures, facts, and mathematical tools to solve everyday problems in various contexts relevant to individuals as citizens of Indonesia and the world.

3. Response Teacher Responses to the Results of the Learning Environment Survey. Next, 47% of teachers responded positively, and 53% reacted poorly to the learning environment survey results. The information from the learning environment survey is the Education Unit index for security climate, inclusiveness and diversity index, and learning quality index. The Learning Environment Survey is a measuring tool used to evaluate and map supporting aspects of learning quality in the educational unit environment. The results of the information obtained from the learning environment survey are about factors from the input and learning process aspects that have the potential to influence student learning outcomes.

An education unit can be said to be good if the education unit can facilitate student learning through the following things: a) quality learning process; b) teachers who consistently reflect and improve their teaching practices; c) the head of the educational unit who implements a vision, policy and program that focuses on the quality of learning, and d) an educational unit climate that is safe, respects diversity and is inclusive.

YGMC Management Response. In this sub-chapter, we will discuss the response of YGMC SDIT and SMPIT managers to the ANBK results, in which the researchers conducted interviews with teachers, school principals, deputy school principals and YGMC SDIT and SMPIT Foundation Trustees.

YGMC education quality planning. Quality planning is the initial activity of the Muslim Intellectual Generation Foundation to create quality

education by adapting to the needs and expectations of students to continue their studies at the state junior secondary and senior secondary levels.

a. Data Planning Analysis. Based on the researchers' findings, the Muslim Scholar Generation Foundation Trustees encouraged attention to ANBK. Next, the school principal follows up by analyzing planning data to see the results obtained by students after ANBK. PBD analysis is carried out through education quality reports, which all YGMC SDIT and SMPIT teachers can access.

b. Determine the vision, mission and goals. YGMC's vision: wants to become an educational institution capable of producing a generation of Muslims who believe and are devoted to Allah SWT, have an insight into Pancasila Nationalism, are intelligent scholars, are skilled in various fields of life, can speak foreign languages (Arabic, English, Japanese and Chinese) and are physically and spiritually healthy. YGMC has five learning strategies to achieve this vision: 1) Strategy for strengthening competency and nationalism based on curricular and Pancasila; 2) Strengthening Islamic character based on Islam, namely based on the Qur'an and Sunnah, which is strictly monitored in daily behaviour; 3) Natural learning in the context of strengthening monotheism, entrepreneurial insight and agribusiness practices; 4) Strengthening foreign languages such as English, Arabic, Japanese and Chinese in the era of globalization; 5) Developing interests and talents and creating a healthy living culture for students.

c. Determine SNP and curriculum. The Muslim Intellectual Generation Foundation is committed to implementing a quality management system, organizing schools with SNP standards and an accreditation system. Commitment to the quality management system at YGMC in organizing educational institutions, namely SNP standards, the Independent Learning curriculum and skills model programs, is a form of quality assurance. There is a need for foundation quality assurance, referring to the analysis results of previous quality targets (quality needs).

d. Student Services. YGMC Educational Institutions in the service process from madrasas to students feel comfortable carrying out better learning. The head of the madrasah has advantages and authority (influence), needs analysis, planning, implementation, evaluation, performance, development, work relationships, and

proportional remuneration because teachers can understand the condition of their students, school members feel safe and comfortable at work, the educational output is a collective result, not an individual result.

e. Student Quality Input. At the GMC Educational Institution, the focus is more on the quality management system inputs, processes and outputs that are implemented, including 1) the preparation of the teaching and learning process must truly embody the complete figure of quality and satisfaction expected from students; 2) the process of providing education is directed towards the targets of international scale universities; 3) process quality such as input quality; 4) become accustomed to students' attitudes; 5) this process will have a good impact on quality culture.

f. Quality policy reference. Quality policy requires planning in an educational context that is oriented towards high achievement and requires an essential reference for management concepts. This discussion uses Integrated Quality Management in Education. The human resources and facilities prepared and utilized for the scientific development process of students at YGMC are pretty representative and optimal. This can be seen from the positive impact on academic achievement and supporting skills (live skills). As an Islamic-based educational institution, it shows its quality in competing with other institutions. The achievement of quality cannot be separated from planning competence and the consistent implementation of quality management by top leaders. Competence, determination and expertise of the initial and foremost key leaders in synergizing all the potential in the institution in realizing academic and non-academic achievements. One of the most essential elements in management is leadership.

g. Quality planning. In the management review, YGMC quality planning shows that the design for developing GMC student achievement focuses on strengthening cognitive (absorbing pure knowledge) and life skills. This framework and orientation ensure that the output has basic knowledge and life skills that help face life's realities. It is an Islamic-based educational institution that can prepare and enable its students to participate in society with the weight of knowledge, life skills, social purity, and robust, credible and acceptable spiritual values. This fact is what is expected in Islam to create quality Muslim peo-

ple who can benefit themselves, their families, their religion, their nation and their country.

h. Quality improvement. Improving the quality of education plays a vital role in economic change and social development in a society. At YGMC, continuing to make various efforts to improve the quality of inputs, including human resources and sustainable programs, can produce achievements.

Implementation of Quality Management.

YGMC Educational Institutions are run by the direction of YGMC's educational vision; however, the implementation of quality management at YGMC educational institutions is influenced by elements of qualifications, leadership style, vision, and mission at each level. These two elements will affect the management of educational institutions that are healthy, dynamic and accountable. These elements are a strategic sequence towards realizing fair management of academic institutions. This situation continues and develops to become an outstanding madrasa/school. The status of an exceptional madrasah is a distinction that it has a positive reputation for stakeholders. YGMC as an educational institution cannot be separated from government intervention in its hierarchy as the party that directly oversees it.

a. Standards of learning activities and curriculum. Teaching and learning activities cannot be separated from the standard learning activities and curriculum implemented in the madrasa or educational unit. Likewise, the YGMC curriculum is created by considering the social needs of society, cultural conditions, students, and learning needs and is based on integration between Islam and the general public.

b. Qualifications and Competencies of Educators and Education Personnel. Educators and educational staff are personnel in madrasas or academic institutions. These personnel are human resources who will manage educational institutions or madrasas. As MC prepares teaching staff with adequate competence and qualifications, both in terms of teaching competency standards and academic qualifications, they must be by the field being taught, increasing the activities of the Subject Teachers' Conference (MGMP). Educational staff develop human resources by participating in training based on their primary duties and functions.

c. Quality goals. The quality of education is the main target of management. In a madrasah, if the institution's quality is good, it can attract the community to recruit students. However, if the quality of education is low, then people will not be interested in entering YGMC. YGMC for student quality focuses on input quality targets (requirements, selection mechanisms, etc.), processes (curriculum, PBM, supervision and assessment) are directed at aligning the curriculum with the curriculum to be selected and making an MoU with the institution whose curriculum has been implemented adopted, the output (graduation, continuing) is directed at the invitation route; for the test route, many are successful. The outcome (search for graduates and distribution of graduates) is quite well organized.

d. quality of graduates. Output in a madrasah is one of the factors that manages the quality of graduates. The quality of YGMC graduates is the quality of graduates in each subject with a 100% pass level and equipped with skills. Apart from that, students are equipped with Al-Quran reading skills, where final-year students at elementary and middle school levels take a public test to memorize the Al-Quran as one of the prerequisites for graduating from school. YGMC's efforts to prepare alums to continue their studies at primary and secondary levels by encouraging each level and designing extracurricular activities in skill development. This program aims to provide provisions for prospective alums to live independently and even be ready to compete in madrasas/institutions at the first level.

e. Education management. Educational institutions need to carry out madrasa management intensively and optimally to achieve the institution's quality. Likewise, YGMC, in implementing a quality management system, manages Islamic educational institutions professionally: 1) transparently in developing madrasa programs; 2) division of tasks based on performance quality; 3) carry out the 6 Ks, namely: involvement, discipline, security, kinship, beauty and cleanliness.

f. Community and committee participation. Educational units in community relations with madrasas/schools must be carried out to maintain good relations between the community and the foundation. YGMC involves the community in providing education, divided into two groups: 1) involvement in the learning process and 2) involvement in the school or madrasa management process. Involvement in teaching and learning

activities involving madrasah leadership components (madrasah management components), teachers, students, the community and alums do not touch the substance of quality targets.

Evaluating quality management. Educational institutions at the Muslim Scholar Generation Foundation in 2023, where an evaluation of the quality of education is carried out to ensure the realization or achievement of quality education in schools or madrasas as educational institutions.

a. Evaluation of Performance. The YGMC Educational Institution evaluates the quality of education to create an outstanding educational institution using, namely, the ranks of madrasa heads, monitoring and evaluation teams from related agencies and between individual school members whose implementation can be clinical, technical and non-technical, both every month, at the end of the semester and the end of the year – years to be able to find out about program implementation, obstacles and how to overcome them.

b. Evaluation of the Learning Process. The Muslim Intellectual Generation Foundation evaluates and supervises the learning process at each stage of planning, implementation and learning outcomes. First, the Madrasah Head prepares a supervision and evaluation program for the learning process. Second, the Madrasah Head conducts comprehensive supervision and evaluation of learning, including learning planning, implementation and learning outcomes. Third, the Madrasah Head supervises all educators.

c. Compiling a Self-Evaluation. YGMC Self Evaluation to analyze management process data to evaluate the quality of the two educational institutions. Based on school self-evaluations, both academic institutions carry out self-evaluations of institutional performance on an ongoing basis to determine their impact on improving learning outcomes, including: first, both institutions carry out self-evaluations of madrasah performance; second, both institutions carry out evaluations of the learning process at the end of each semester, third, both institutions carry out annual work program evaluations or RKAS at the end of each year, fourth, both institutions prepare reports on the results of school self-evaluations, fifth, both institutions prepare a priority scale for activities and follow-up programs to the EDS results.

d. Develop a priority scale for activities and programs. Follow-up As is done by the school principal, he carries out quality evaluations by reporting all activities that have been carried out so that with this report, there will be an evaluation related to the program being carried out. For this reason, based on observations at SDIT and SMPIT YGMC, institutional management is carried out professionally by evaluating accountability, transparency and efficiency. Each line of work at YGMC has its quality targets.

CONCLUSIONS

Based on the results of research and research discussions at the Muslim Scholar Generation Foundation (YGMC), it can be concluded:

Most YGMC teachers responded positively to the results of the Computer-Based National Assessment (ANBK); Most YGMC teachers reacted negatively to the standard operational procedures for administering ANBK; Most YGMC teachers re-

sponded positively to students' literacy, numeracy and character achievements; and the majority of YGMC teachers reacted negatively to the results of the learning environment survey.

Planning to improve the quality of YGMC education is carried out by data-based planning analysis, determining vision, mission and goals, determining SNP and curriculum, student services, student quality input, quality policy references and quality planning.

YGMC's implementation of quality management consists of implementing standards for learning activities and curriculum, improving the qualifications and competencies of educators and education staff, improving the quality of graduates, implementing education management, and promoting community involvement in education implementation.

The quality of YGMC education is evaluated by evaluating performance, assessing the learning process, preparing self-evaluations, and developing priority scales for activities and programs.

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