



Perspective of Teacher in Dumai-Riau Indonesia Suitability National Examination as A Picture Quality Student

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Abstract

The national test is one method that is chosen by the Indonesian government to determine the stage and picture quality of education in Indonesia. However, in reality the national exam is also used as a measure for the condition continue to the next level of education. Various views on the implementation of the national exam. Who wants to be a teacher in the city is the perspective that is, in the Sma Dumai Ykpp (private) and Sma Binsus (government) on the implementation of the national exam subjects / material in the national exams. The method chosen is by using a questionnaire. The study subjects were obtained is carried out by teachers in the city of Dumai less effective or appropriate.

Keywords :Teacher, National Examination, School

1. Introduction

Each country has its own ways and methods in determining achievement and picture of educational. The method chosen by the Indonesian state is to use the national exam. The national examination is done based on the Regulation of the Minister of National Education (game) number 75 of 2009, article 1, paragraph (1), which states that the national exam (UN) is an activity measurement and assessment of competence of students nationally in primary education and medium. Judging from its implementation, the UN can be considered as a summative evaluation conducted at the end of the program for the education unit and oriented to the product or result of education, namely the achievement of the competence of graduates. This is in accordance with the article 2 of the Decree of the Minister, that the national exam is aimed at assessing the achievement of national competency in specific subjects in the group of subjects in science and technology. According Permendiknas number 75 of 2009, section 3, the UN is used as one of the considerations for quality mapping units and/or educational programs; selection into the next education level; determining the graduation of students from the program and/or education units; and guidance and assistance to education units in order to improve the quality of education.

National test has a positive and negative responses in the implementation. One of the things that want to be seen in this study is the extent to which the views rather than the perspectives of teachers, especially in the city of Dumai on national exams and the extent to which the suitability of the subject matter and as an ingredient in the national exams.

2. Literature Review

National test function as a means of controlling the quality of education nationwide, driving improvements in the quality of education, the material in determining the graduation of students, and a material consideration in the selection of new students at higher levels. The final functional test for certification, selection, survey, and control the quality of education. To be able to function as it should, the final exam is a systematic process to gather, analyze, and interpret, in order to determine the extent to which the level of student achievement of learning objectives. Thus the function test is intended to determine the effectiveness and level of achievement or success of a teaching program.

Quality can also be interpreted as a consequence of a number of process excellence, product or service in the pursuit of performance, or it can be said that the customer's perception of performance. There are distinguishes two opinions about the quality of education. First, an overview of traditional opinions or elitism, which saw the quality of schools based on ownership of educational resources and reputation and high academic position. Second, is the view of developmental, dynamic nature, which sees the school as school quality that has the ability to develop the potential of the base learners are optimal, as it appears on the school's success in providing added value, either in the form of knowledge and things that are personal. In the field of education, there are many factors that determine the quality of education. In the production function approach, the quality of education is determined by the input factors and

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process factors. Input factors include: students, curriculum, teaching materials, methods / learning strategies, learning tool in schools, school administration support and infrastructure. Factors such process is the creation of a conducive environment, coordinating the process of learning, and also the interaction between the elements in school, good teachers with teachers, students and the students, and teachers and school administrative staff, in the context of academic and non-academic, curricular and non-curricular. The context of quality can also be seen from the achievements of the school in every certain period of time. This achievement can be seen from student achievement or performance in other areas, such as sports, arts, and skills. In addition, other indicators that can be used as a measure of school quality is discipline, responsibility, mutual respect, and comfort of the school. In Indonesia, academic achievement is generally used as one indicator of school quality is the most dominant, including student achievement in the National Examination (UN). Quality of education and educational outcome indicators, influenced by several factors. Bridge, Judd, and Mocck [1] states that the production function of education is the education system. School quality is a function of the effective learning process, leadership, role of teacher, student participation, management, organization, physical environment and resources, customer satisfaction school, input and support facilities, and school culture. Optimization of each of these components determine the quality of the school as the unit of education providers. Meanwhile, research results, as quoted by [2], states that one of the indicators of success or effectiveness of a school is the quality of learning achievement of their students, and student learning outcomes will depend largely on the extent of the success of teachers in helping students to achieve the learning outcomes. Therefore, teachers have a crucial role for the success of education in schools.

3. Methodology

This study was conducted using a questionnaire/survey. The schools selected in this study is that there were two schools. Private schools selected were high school YKPP and selected state is SMA Binsus. This school is a favorite school by a growing perception in the community at Dumai city. As respondents in this study is a teacher at the school. The analytical method chosen is by using SPSS analysis.

4. Results and Analysis

Through studies conducted number of respondents were male were 3 people and the number of female is 27 people. For the total of the number of respondents is 30 people can be shown in Table 1.

Table 1
Respondents by gender

Male	3
Female	27
Total	30

Age of the respondents were aged 21-25 years was one person, 26-30 years were 4 people, aged 31-35 years by 5 people, 36-40 years of 7 people, aged between 41-45 years of 8 people, aged 46-50 years were 3 people, and over 50 years of age is of 2 people as shown in Table 2.

Table 2
Respondents by age

21-25 Years	1
26-30 Years	4
31-35 Years	5
36-40 Years	7
41-45 Years	8
46-50 Years	3
>50 Years	2
Total	30

While the duration and work experience of the teachers who were respondents were aged 1-5 years by 6 people, 8 of 6-10 years, 11-15 years of age 9, 16-20 years of 4 people and more than 20 years of teaching is of 3 people. The dominant number of respondents in this study experienced teacher trainers god as 11-15 years as shown in Table 3.

Table 2
Respondents by teaching experience

1-5 Years	6
6-10 Years	8
11-15 Years	9
16-20 Years	4
Higher than 20 Years	3
Total	30

Results of the study were obtained based on the views of teachers in the city of Dumai, Riau, Indonesia is of 6 people strongly disagree tests according to national measure of student achievement, said 8 people disagree tests according to national measure of student achievement, one person does not sure, and there are 13 people said they agree exam as a measure of student achievement and strongly agree 2 national tests as a measure of student achievement as shown in Table 3.

questions: According to your opinion, sesuaikan national test used as a benchmark for measuring the performance of boys and girls

Table 3
Result opinion by teacher in Dumai

Strongly Disagree	6
Disagree	8
Not sure	1
Agree	13
Strongly Agree	2
Total	30

For subjects/material chosen as the subject/matter of national examinations in accordance or not. A total of 2 people said it was not effective, 20 people said materials/lessons that have been ineffective, 3 people are not sure, 3 people said materials/lessons have been effective, and 2 people said very effective.

question: The subjects were selected to serve as the material/subjects tested on the national exam is appropriate to measure student achievement and student

Table 4.
Result opinion based on subject of national examination

Very not Effective	2
Not Effective	20
Not Sure	3
Effective	3
Very Effective	2
Total	30

5. Conclusion

Based on the research conducted and opinions of teachers in the city of Dumai, Riau, Indonesia is still effective in the national tests measure student achievement. Although not significant, but the teachers thought the national test is one method in measuring student achievement. While the suitability of the subjects selected for the national exams, the majority of teachers said it was ineffective. That is a lesson that is selected is not appropriate because there are other subjects that are not tested for the nation. Through research results and to provide input to the government in making policy on the implementation of national exams and lessons/material selected for testing.

References

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