

The Evaluation of Implementation the National Exam Input as a Learning Improvement

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Abstract

In general, this activity aims to obtain information and data on the implementation of the national exam in order to improve its implementation as well as inputs for the improvement of curriculum and learning and other educational standards. The method used was a survey. The population of this research is the implementation of a test unit national provincial level for SMP, MTs, SMA, MA, and SMK / MAK in 13 provinces. Each province is made up of a sample of 29 respondents. Data were collected by questionnaire, and analyzed by the method of quantitative and qualitative descriptive. The study was conducted in August-November 2007. Based on research concluded that: (1) started early stages of the UN, Data collection school and prospective participants from the UN, the UN implementation planning at the provincial level, the management of the UN has been implemented optimally, (2) monitoring the implementation of the implementation of the UN Independent Monitoring Team has performed optimally in accordance with the applicable provisions, and (3) the role and support of the Province Education Board on the initial preparation, execution, and monitoring of the UN has been implemented optimally appropriate conditions.

Keywords: National Examination, independent monitoring, evaluation of learning, curriculum and learning.

I. Introduction

National exam, formerly known as the State Exam (1945 sd. 1970), Evaluation of Learning National Final Stage (EBTANAS) from 1984 till 2001, National Final Examination (UAN) from 2001 still 2005, and the National Examination (UN) starting from 2005, has been held since the introduction of Curriculum 1968, 1984, and 1994. In substantial, EBTANAS only five basic subjects tested nationally in elementary, middle / junior, SMA / MA and SMK / MAK, namely: English Indonesia, Civics, English, Social Studies, and Mathematics. The principal goal of EBTANAS is to determine the level of student achievement nationally, which is manifested in the form Ebtanas Pure Value (NEM). EBTANAS in places using a variety of different package about the difficulty level.

Organizers EBTANAS fully carried out by the school. Graduate students are determined by combining the results of fig c assessment conducted by the school (school exams) and NEM (national exam) based on the calculation formula $(P + Q + nR) / (2 + n)$. Indeed, national exam results will be useful as a means of controlling the sting of the quality of education nationwide. But often arise in the implementation of various problems, such as: schools belomba reach NEM and high graduation rates through a variety of efforts that are less commendable. Motivation is developed by the School preikat achieve effective school by reaching the highest NEM. NEM is used as a "standard measure student achievement", so the NEM exploited or used as the primary indicator of success is the achievement of quality education at the same time be used as an important determinant for effective school awarded). All of that, will ultimately affect the reliability, validity, and generality national exam results.

Evaluation of nationally imposed by the Government within the framework of fulfilling the mandate of Republic Act Indonesia No. 20 of 2003 on National Education System, in particular article 57, paragraph 1 and 2 and Article 58 paragraph 1 and 2. The evaluation was done in order to control the quality of education nationwide as a form of accountability of education to the parties concerned. Evaluation of the learners, institutions and program education in formal and non-formal for all levels, units and types of education. Evaluation of learning outcomes pes e rta learners conducted by educators to monitor process, progress, and improvement of student learning outcomes in continuous. Evaluation of learners, educational unit, and education program conducted by an independent agency periodically, thorough, transparent, and to assess the systemic achievement national education standards.

Department of Education Research and Data Center assessment showed an average increase in national test scores for students of SMP / MTs dam SMA / MA / SMK / MAK, in Besides, it is also an increasing number of students who graduated from year to year. Nevertheless, we should not be satisfied with the success there is still a possibility of constraints and problems. Therefore, research is needed in order to assess the evaluation of the national exam.

In general, this activity aims to obtain information and data on the implementation of the national exam in order improvement of its implementation as well as the standardization of inputs in the formulation of educational policy. In particular, this activity aims to: (1) determine the extent to which the implementation of national examinations in accordance with applicable regulations, (2) m engetahui various problems that arise in

the administration, and (3) mengatasi various problems that arise in the administration of

Scope of this study include the overall activities of the organization of the national exam 2007. Includes aspects: (1) penyelenggaraan national examinations diverse problems / weaknesses and solutions, (2) monitoring implementation of national examinations diverse problems / weaknesses and solutions, (3) penyelenggaraan exams nationwide by schools / madrasah (Principal), diversity issues / weaknesses and solutions, (4) valuation UN inspectors teacher at school UN organizers, various problems / weaknesses and solutions.

II. Literature

Concept Evaluation

Concept evaluation of known again kecenderungannya to references that developed at this time with the concept of assessment. Assessment (Nitko, 1996: 4) can have the following meanings "Assessment is a broad term define as a process for obtaining information that is used for making decisions about students, curricula and programs, and educational policy". Sarkan arriving the following details, assessment is a process to obtain information that can be used to make decisions related to students, curriculum and program of learning-service programs, and policies education. Decisions relating to students may include decisions on: the selection of students, student classification, counseling, placement of students, to manage learning, granting certification. Decisions relating to premises curriculum and programs may include decisions about: the revision of the curriculum, and improving the effectiveness of service delivery of learning programs. The decision for consideration or perbaikan drafting future policy could include decisions about education policies that include scale: national, provincial, district / city. This description explains that the National Examination (UN) as the evaluation tool in education can have a fundamental conceptual basis which may include: student competency evaluation results can be used as a consideration of the effectiveness of curriculum, instructional programs, and inputs the national education policy formulation.

The meaning of assessment is distinguished from the evaluation. Evaluation (Nitko, 1996: 8) gives the sense of more specific, namely: "evaluation is defined as the process of making a value judgment about the worth of a student's product or performance". Type prosuder there are two categories of assessment (Linn, 1995: 12) that "Test and other types of assessment may be placed in two categories on the basis of the board of the measurement. ... As measures of maximum performance and measures of performance typical". The first type is used to measure the ability of the student (a person's abilities, what a person can do) about the extent to which the student can do a test (usually study covers aptitude and achievement tests). The second type is used to measure the performance capabilities of students (a person's typical behavior, what a person will do, this type of are concerned with what individuals will do, and typically include performance assessments as frequently referred to as "authentic assessment").

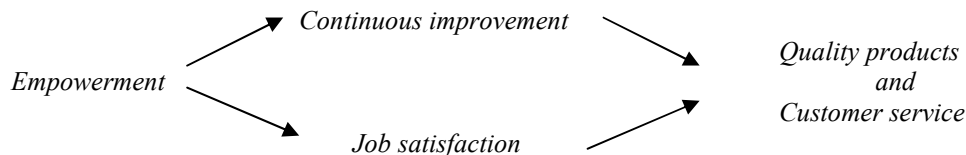
Implementation Test by Joy A. Frechtling quoted Linn (Joy A. Frechtling, 1989: 473) is a tool to: "1) Reporting to the public on student achievement, 2) Evaluating the program or curricular effectiveness, 3) Enforcing educational accountability". In this case, the implementation of the National Examination has a conceptual basis as a form of responsibility for the implementation of national education, as well as reporting responsibility to the community / public on the achievement of learning outcomes, as well as an evaluation of the implementation of curriculum-based learning apply.

Of course, the implementation of this test is conceptually instrument to use to the organization's tests were organized in a standard test. Based on the reference benchmark (Nitko, 1996: 402) test standard meets the following stages: "1) preliminary ideas, 2) Evaluate the proposal (approve / reject), 3) the make formal arrangements, 4) prepare test specifications, 5) write items, 6) conduct tryout items, 7) assemble the final test format, 8) conduct national standardization, 9) prepare final materials, 10) Attend professional meetings, 11) publish".

Differences late tar test standards with grade teacher made tests (Linn, 1995: 366) is located at: "Learning outcomes and contents and contents measured, Quality of test items, Reliability, Administration and Scoring, and Interpretation of scores". Measured learning outcomes and contents cover national curriculum (national standards). The quality of the grains testnya have undergone quality testing: different power, the level of difficulty of the grain, and the index indicating the answer by guessing. The reliability of the test has been tested empirically in abundance (through the tryout has been done). In matters related to measurement, however, reliability has a very restricted meaning. When you encounter the term reliability in any assessment content, you should draw a mental equal sign between reliability and consistency, reliability Because Refers to the consistency with the which a test measures whatever it's measuring. (Popham, 1995: 21). Implementation and scoring and interpretation of the score has a national standard signs. While the simple understanding of the assessment (Sutjipto, 2000), namely as an attempt to make estimates about the price, quality and level of importance, relevance, and performance of a subject, with a view to set prices, rating that price, doing correction, repair or make changes to the performance of the subjects.

That in a system including providing education in system should evaluate the quality of educational

products should conform to people's expectations of an increase in the quality of education. Evaluation in the form of the National Examination is empowering educational institutions as institutions that are expected to apply the principles of quality control, and the empowerment of educational institutions continuously. In accordance with the concept of James R. Evans (2005: 354) that *How Empowerment Leads to Quality* includes elements as described below.



The exam results are a reflection rather than curriculum and learning. Therefore, in addition to the test results are used in decision-making related to the status of graduation, pass or not pass, the more important is used as a basis for improvement *kuri kulum* and defense *lesson*.

Implementation of the policies of the National Exam, curriculum and instructional improvement.

We must getting used to discuss the particulars of the implementation of the national education system by referring to the legislation in force, given lately many opinions and suggestions are promoted various parties-both observers and experts did not refer to laws that uandangan apply (Fuad Hasan, 2000).

Based on Government Regulation No. 19 of 2005 on National Education Standards (Article 1, Section 18), it is the Educational Evaluation control activities, underwriting, and the determination of the quality of education is control activities, underwriting, and the determination of the quality of education against Berba gai educational component on each track, level, and type of education as a form of education. National Exam as one of the educational evaluation is an attempt to control, assurance, and the determination of the quality of education at every track, level, and jeni s education. National Exam as a liability bentul education. National Exam (UN) is kegioatan conducted **to measure the achievement of competence of learners** in recognition of academic achievement and finishing of an educational unit. Educational institutions as an educational service agency needs by the government is expected to have national standards, based on the government regulation (Article 2, paragraph 1), includes eight elements, namely satandar: a. content, b. process, c. competence of graduates, d. educators and education personnel, e. facilities and infrastructure, f. management, g. financing, and educational assessment.

Assessment of learning outcomes referred to in Article 63 paragraph (1) point (ie assessment of learning outcomes by the government) in order to assess the achievement of national competency in certain subjects in a group of subjects performed the science and technology in the form of national examinations. Exam national done objective, equitable, and accountable. Exam national was held at least one and a maximum of twice in a school year. Government commissioned BSNP to organize a national exam that followed students participant in every academic formal primary and secondary education and non-formal pathways equality. In BSNP implementation of national examinations in collaboration with the relevant agencies in the Government, Province Government, District / City Government and education units.

The use of national test results in accordance with Regulation no. 19, 2005 (Pasla 68), namely: as a consideration for: a. determination of the quality of programs and educational units, b. basis of selection into the next education level, c. Determination of the graduation of students from the program and the educational unit, d. Guidance and assistance to the education unit in effort its to improve the quality of education. As one of the considerations for determining graduation have the meaning that it takes the results of the test subjects were not tested at the UN through school examinations as described by Regulation 2 of 2006 Ministry of Education Examinations School school year 2006/2007. Pasla 14, paragraph 1, that the educational unit that will provide the predicate for students who graduate from the education unit, follow the following conditions: The average value of graduation (*NK*) is calculated using the following formula:

$$NK = \frac{A + B + C}{3}$$

Remarks:

- NK = Average value of graduation
- A = average value of the first semester report to VI
- B = Average value of school exams
- C = Average value of the national exam

And based on the graduation of students described in Article 12 paragraph (1) that the student passed the exam pesrta school if it has an average value of 6.00 menimum.

Regulation no. 19, 2005 (pasal 68), the results of national exams, especially grains d. Used as the basis for the guidance and assistance to the education unit in its efforts to improve the quality of education. Guidance and assistance in real terms given the variety of the educational unit because each school's national test results for different, both from the number or value of the achievements as well as the type of subjects. The grant relates to an increase in the competence of teachers, and the fulfillment of learning support facilities such as textbooks, libraries and laboratories and workshops, the latter particularly vocational schools.

Implementation of the UN in 2007 conducted by the Post (Standard Operating procedures) issued by the National Education Standards in January 2007. The organizers of the National Examination consists of: Organizing National Level Examination Centre, organizer of the National Provincial Exam, National Level Operator exam Regency / City, organizers of National School Level Exams. organizer Province level comprises the following elements: a) the Province Education Department, b) Regional Office Dapertemen Religion, c) Institutions of Province associated with vocational education, d) Province Education Board. Meanwhile, as the Independent Monitor is the Independent Monitoring Team (TPI) Province, Regency / City, and Level School UN organizers.

Organizers of the National Examination level province has the duty and responsibility of the record and sets the school organizers UN for SMA, MA, SMK, SMPLB, SMALB to make implementation of the UN report and submit it to the provincial level of the UN Level Operator Center. Organizers of the National Examination level of District / City has the duty and responsibility of the record and set a school UN organizer for junior secondary schools to report on the implementation of UN level of district and submit it to the UN organizers Province Level. Organizers of the National Examination school duty and responsibility and start registration of candidates for the national exam participants to submit reports to the organizers of the implementation of UN Regency / City.

II. Research Methodology

The method used was a descriptive *survey* method. The population of this research is the implementation of a test unit ansional provincial level for SMP, MTs, SMA, MA, and SMK / MAK in Indonesia. Sample will be chosen totally random as many as 13 of the 33 provinces. Each province is made up of a sample of 29 respondents, namely: 1) Head of the Provincial Department of Education (1 person), 2) Head Office of the Department of Religion (1 person), 3) to the Provincial Agencies nutmeg associated with vocational education (1person) , 4) Provincial Education Council (1 person), 5) Independent Monitoring Team (1 person), 6) Principal SMP (2 person), 7) Teachers SMP (2 person), 8) Principal High School (2 person), 9) High School Teachers (2 person), 10) Principal MTs (2 person), 11) Teacher MTs (2 person), 12) Principal MA (2 person), 13) Teacher MA (2 person), 14) Head Vocational School SMK (2), 15) Vocational Teachers (2), 16) Principal Vocational MAK (2), 17) Teacher MAK (2 people). So the overall respondents ie 377 people. Samples provinces namely: 1) in West Java, 2) Jakarta, 3) Central Java, 4) Bantam, 5) East Java, 6) Bali, 7) West Nusa Tenggara, 8) West Kalimantan, 9) Gorontalo, 10) Sulawesi South, 11) of West Sumatra, 12) South Sumatra, 13) Lampung.

Data collection instrument in this study is untuk variables questionnaire. Questionnaire instrument for data collection of variables: 1) The Provincial National Examination (data source was the Head of the Provincial Education Department, Office of the Head of the Provincial Department of Religion, the Head Office of the Provincial Vocational Education, the Provincial Council), 2) monitoring the implementation of national examination, data source is a member of TPI Province), 3) Implementation of the UN in schools as organizer UN (source of data is the Principal), 4) Monitoring the UN in schools / madrasah organizers UN (Data relationship is School teacher as organizer UN). The number of respondents for the test every 29 provinces (58 provinces for two people). To test the research instrument was conducted in three provinces, namely: South Kalimantan, Yogyakarta DIY, and Riau. The test instrument is done with the use and interpretation of the due diligence results. The trial results showed that all seven instruments collecting instruments eligible to be used as a means of collecting data of this study. Instruments that are: (1) Instruments for Head of the Provincial Education Department, (2) Instruments for the Department of Religion of Deparetemen, (3) Instruments for the Head of the Provincial Vocational Education, (4) Instruments for the Independent Monitoring Team province, (5) Instruments for Provincial Education Board, (6) Tools for Principals (junior high, high school, vocational school, Mts, MA), (7) Instrument for Teacher as Supervisor UN (junior high, high school, vocational school, junior, MA).

Data analysis using quantitative and qualitative descriptive analysis is based on data collected from the study sample. It is expected that the analytical approach can obtain a description of the implementation of the findings of the UN in accordance with applicable Provisions, with a variety of potential problems and attempt to solve it.

The study was conducted in 13 provinces in Indonesia as a sample from August 2007 to November 2007, funded by the Research and development of the Department of Education.

III. RESULTS

The results of the study can be briefly presented as follows.

1. Implementation of the National Examination Conformity with applicable regulations that include:

a. Initial preparations UN organizers

Overall preparations were optimal initial examination in accordance with applicable regulations. Includes aspects of coordination, socialization, teamwork, and direction. And on aspects of human resources aspect of preparation, funding, support facilities, the implementation of UN management techniques, and support of local governors. Early preparation UN as a whole is quite optimal. However, there is still little problems / drawbacks include aspects such as: (1) lack of *Scanner* equipment, (2) the time management script is too narrow, (3) certificate very late in coming. Solution has been done to overcome the problems include aspects: the replacement of HR, the addition facilities, proposing additional budget support, and the result is quite optimal.

b. Documenting the school in accordance with the UN organizers POS

In the data collection aspect of the school in the judgment of the organizers of the three UN agencies (official Education, Ministry of Religious Affairs, Vocational Education) include components: collection of school, refineries data set names of schools, Verification and coordination, determination of the name potential participants, showed the optimal coordination of the overall entries in accordance with applicable regulations. However, in carry out the data collection of school and prospective participants from the UN, the three agencies still have a little problem / weakness that includes aspects: human resources capabilities, data transmission, and error amount candidates for the examination. SOLUTION has been done to overcome the problems / constraints and the result is quite optimal when carrying out the data collection includes aspects: change of human resources, coordination with pengentri data.

c. Planning the implementation of the UN in the province in accordance with the UN POS

In the planning stages of the implementation of the UN at the provincial level by the three agencies in accordance with existing standards (POS UN) is already optimal. Optimal on the following aspects: Team SKL distribution, printing management team about the script and answer sheets, material distribution team, management team pengadaan materials, confidentiality keepers Tim materials, results management team, distribution team scoring results, management team SKHUN and DKHUN, monitoring team and evaluation, implementation of UN team reporting to the central level. So the overall suitability of the optimal planning of the implementation of the UN is in accordance with existing regulations.

In the planning stages of the implementation of the UN is still at some problems / weakness covering aspects: the ability, lack of support facilities, budget support, information relating to the inaction of the UN. Efforts have been made solutions to overcome the problems / constraints and the result is quite optimal yai tu include aspects: SDM replacement, addition of support facilities, and proposing budget support.

d. Organizing the implementation of UN

The management of the UN based on three related institutions have made efforts in accordance with applicable regulations optimally as follows: the management of the school, quality control material requirements for the delivery of services, the quality control process of the implementation of UN administration, quality control monitoring and evaluation of the organization UN, inter-team coordination. However, in carrying out the organizers still have little / less in the problems / drawbacks that include: weakness of human resources, facilities support, budget support, and inaction related information. Efforts have been made to carry out a solution to the problems / weaknesses and the results are optimal as mentioned above, that is by doing: the replacement of HR, the addition of communication facilities, and a proposal for budget support..

e. Rating conformity with the provisions of the implementation of existing UN as a whole

Conformity with the UN administration of existing regulations, in the judgment of the three agencies is optimal. Based on the aspects: planning, implementation, coordination anatar related elements, monitoring implementation, reporting results of operations, and overall to the management. However, implement UN organizers'm loving face little / less problems / drawbacks include aspects: human resources capacity weakness, lack of coordination , communication weakness, weakness of supporting facilities distribution, monitoring organizers weakness, the weakness of the data entry, the weakness of the process of finalizing the data, the weakness of the script prints a matter of quality control. Efforts have been made for solving / solutions to problems / weaknesses and the result is quite optimal pada statement aspect: consulting, improved internal coordination, anggaram proposal to the local government.

f. Suggestions penyel e ng consent for UN

Suggestions are most important are: (1) in other the preparation of the national examination, school teachers involved, (2) use of total examination results as one of the components to determine student

graduation (in addition to the average value of the semester, and the results UAS) , (3) in other the UN coupled with the results of the UAS into the graduation criteria, (4) organizers UN remains as it is now, (5) that the questions in the examination conducted by the level of difficulty of the items in accordance with the results of accreditation school quality.

2. Monitoring of the implementation of the national exam

a. Independent Monitoring Task Team

1) Implementation of monitoring tasks, various issues / problems and solutions that have been attempted

Implementation of monitoring the implementation of the UN conducted TPI has an optimal fit with the prevailing regulations, which includes the following aspects: to learn the duties and responsibilities, menghadiri coordination meetings, conduct monitoring of the conformity determination school organizers duty, witnessed and signed the handover of *the master* problem , monitoring the implementation of the UN procurement in printing materials, witnessing destruction of the remnants of unused material UN, to monitor distribution of UN, UN implementation monitoring in the area, and sign the witness LJUN of UN organizers Regency / City to / scanning (file results of the UN in the province) Puspendik, report immediately any irregularities to BSNP, prepare and submit reports on the implementation of UN monitoring at provincial level to BSNP

Results organizing role in the administration of the UN's ability has not shown a high level of optimal covering aspects: planning organizing, organizing Implementation, Implementation of Quality Supervision, Management of the organization, ability to hold its own Provincial UN

The findings of the monitoring weaknesses or problems that exist in the UN organizers aspects: human resources capacity, a shortage of equipment with facilities, shortage of budget support, information relating UN slowness, error data is the name of the school organizers, the slow deposit of Lemb UN Province Office.

TPI assessment of the level of conformity of the implementation of the UN in schools in monitored areas with existing regulations, the overall implementation assessment has not shown optimal high level, the aspects: planning, implementation, coordination, monitoring organizers results.

2) Organizing Suggestions upcoming UN

Suggestions are most important are: (1) that the coordination of the parties involved in the implementation of the UN at the provincial level improved, (2) that the findings of the UN administration irregularities immediately reported to the center. (3) that the texts about the UN is broken immediately destroyed, (4) that there are few cases of the parties involved in the delivery of the UN, to discuss problems and solutions, (5) that the TPI in performing their duties and obligations as monitors given duty accordance with existing prosuder and that coordination between TPI Provincial, Regency / City ditingka t right

b. The role and support of the provincial education council

1. Role and Support

Early preparation UN

The role and support of the Provincial Education Board at the beginning of the preparation of the implementation of the UN include aspects: coordination with relevant parties, identification tasks, optimally implemented in accordance with existing regulations.

Planning the implementation of UN

The role and support of the Provincial Education Board in the planning stages, namely the UN to provide input / suggestions tetntang moldy-function optimization aspects of team performance Documenting school, increasing the effectiveness of the socialization of team performance, the effectiveness of the UN and LJUN materials management, effectiveness and efficiency in the performance of the TIM Processing examination results, effectiveness and efficiency monitoring and penyelenggaraanUN.

Assessment planning efforts organizers UN overall provincial rate b e l u m optimal. In planning the implementation of UN assessed overall provincial board of education has not been a high level of optimal

Assessment of the provincial board of education little problems / weaknesses in the planning stages of the implementation of UN cover aspects of human resources capabilities, facilities, budget support, slowness. Information.

Implementation Implementation of the UN

In the phase of implementation of the UN has been doing duty in accordance with existing regulations and the results are optimal to provide input / suggestions: f itas effectiveness and efficiency of the implementation of the organization, solving problems arising in the implementation, additional support

facilities to support the implementation of UN aid, effectiveness and efficiency of monitoring quality of implementation of the UN.

There are little problems / weaknesses in the implementation phase of the implementation of the UN include the following aspects: human resources capabilities, support facilities, budget support, the slowness of the information.

Conformity assessment organization of the UN

Assessment of the suitability of the provincial education board management of the UN, including aspects: planning quite optimal, optimal implementation, coordination is optimal, optimal execution monitoring, reporting the results of the implementation of optimum, optimum management, readiness capabilities are optimal organizers

2. Suggestions for improvement of the organization of the forthcoming UN

The most important advice is: (1) The use of the UN sebagai one component to determine student graduation (in addition to the average value of the semester, and the results UAS), (2) For the preparation of the manuscript to the UN conducted its authority olehprovinsi but guided and controlled by the center, (3) The use of the UN still a student graduation criteria and graduation standards need to be improved, (4) use of the UN in order to be confirmed for the virtues of quality mapping / national student learning outcomes, (5) that in the preparation of the national examination, school teachers involved, and that matters in the UN was organized based on the level of difficulty of the items in accordance with the results of the quality accreditation of schools

3. Implementation of national examinations by school / madrasah (Principal):

a) Terms school organizers, various issues / problems and solutions that have been attempted

Implementation of the national exam based assessment principals (junior high schools, high school, vocational school, junior, MA) as a whole it can be concluded that the preparation of national data collection examinees are optimal, which includes aspects: application potential participants, provide an opportunity to participants who did not pass the examination at the UN a year earlier, and procedures for candidate registration UN participants, receive SKL and do socialisation to the teachers and candidates, socialization UN administration to UN participants and parents, doing exercises charging LJUN to prospective participants.

There was found a little / less problems / weaknesses in aspects such as: the mismatch of data between DNS with a list of candidates UN sent, slowness DNS acceptance of Kav Department / City / Affairs, delay acceptance DNT from official district / city / Affairs.

Efforts solutions that have been implemented and the results are optimal in the aspect of: coordination, check recek repeated data, coordination of sub rayon, and coordination with all teachers.

It could be argued that in this case the school (junior high, high school, vocational school, junior, MA) has the task of fulfilling the requirements indent school organizer optimally in accordance with applicable regulations, but there is still a bit of variety problems / weaknesses and attempt a solution has been attempted and the results optimal.

b) Preparation School for the implementation of the UN, the range of issues / problems and solutions that have been attempted

Preparatory school (junior high, high school, vocational school, junior, MA) for the implementation of the UN in organizing the technical preparations go round optimal overall UN cover aspects: UN participants who have already is registered, has room facilities suitable to be used, has a list of teachers who have divertifikasi supervisors, has a defined plan preparation.

Problems / weaknesses Masiha da little less at this stage of preparation for the UN include the inability to aspects of human resources, shortage of equipment with communication facilities, budget support, the slowness of the information, the data error DNS name with DNT UN participants.

Assessment of tela solutions attempted and the result is quite optimal in the aspect: the replacement of HR, the addition of facilities, budget support

c) Implementation duties and responsibilities organizers (implementation), the variety permasalahan / constraints as well as the solutions that have been attempted

The duties and responsibilities of the UN administration in school (junior high, high school, vocational school, junior, MA) optimally in accordance with the applicable provisions covering the following aspects: retrieval of materials, inspection of the envelope, the insistence on confidentiality and security of materials, implementation of the UN appropriate order, the organization's security, TPI monitoring, examination ampalop LJUN, gathering material and send it to the organizers UN Province, receive and divided SKHUN to participants, publish, sign and distribute diplomas to students who passed the pesrta, submit a report to the UN implementation

of the UN Level Operator Province, and assessment of the overall implementation of the optimal organization of the UN.

Problems / weaknesses that still there is little / less on the phase of the organizers UN (junior high, high school, vocational school, junior, MA) covers aspects: the shortage of draft UN, confidentiality and security material weakness UN, UN supervisory control implementation in schools organizers, weakness control of the Independent Monitoring Team for implementation of UN of damage to a number of / multiple envelopes LJUN, there among LJUN envelope whose seal is broken, some / many cases charging fraud in answer LJUN, weaknesses control the delivery of the UN to the UN organizers District Level, control weaknesses in publishing, sign and distribute SKHUN to the participants, the control weaknesses in publishing, sign and hand out diplomas to students who passed, late submission of the report to the Operator organizers UN Province Level.

Coordination school with the Department of District / City / Affairs, increased control, coordination with the Department of the District / Municipal / Affairs.

d) Conformity assessment organization of the UN

Assessment Principal (junior high school, vocational school, junior, MA) on the implementation of UN conformity with existing regulations is optimal covering aspects: planning, implementation, coordination anatar related elements, monitoring implementation of the UN, reporting results of operations, and the implementation of UN technical assessment in school organizers optimal overall

IV. Conclusion

1. Getting started with the UN as a whole is quite optimal. Documenting schools and candidates UN has also been optimized. In the planning stages of the implementation of the UN at the provincial level also is in conformity with existing standards (POS UN). In the management of the UN has also made efforts in accordance with applicable regulations optimally. Conformity with the UN administration of existing regulations has also been optimized.

2. Implementation of monitoring the implementation of the UN conducted TPI has an optimal fit with the prevailing regulations.

3. The role and support of the Provincial Education Board at the beginning of the preparation, execution, and monitoring of the UN has been optimally implemented in accordance with existing regulations.

Implications of Research Results

Based on the conclusions that have been described, it can be argued some of the implications of these results.

1. Organizers UN maintained as an attempt to map the quality of national education, national education quality coaching, as well as quality control of school performance nationally in organizing educational services. However, the implementation should be mem rtimbangan ability of each province. in the following aspects: The ability of each province include: the ability of human resources, budget, support facilities. HR capability in managing the implementation of the UN, from the start: the initial preparation, data collection of school and prospective candidates, planning the implementation of the UN, the implementation of UN administration, monitoring and supervision, accountability and reporting of results of operations. Budget support in the course of Un can be prioritized from the local government with a shared commitment of the parties in the area terekait (DPRD and the local governor), the perception for the improvement of education in the province. This needs to be considered carefully precise funding according to need. And support facilities such as a scanner, computer, communications, Internet, software processors butirtes quality test scores and exam results.

2. Based on the above, the choices in the implementation efforts of the UN can be considered as follows. Implementation of the UN remains as it is now held at the center, with an increase in the coordination of the related parties such as: Provincial Education Bureau, Regional Office of the Department of religion, Office of Vocational Education, Independent Monitoring Team, the Province Board of Education. With the process of quality improvement and ongoing guidance from the center. This option can be supported by the university's role is seen and judged competent to partner authorities are central to the implementation of the UN (Department of Education and Testing Center) at the province level for the provinces having competent college.

Implementation of the UN organized a group (cluster) provinces are considered capable of and have deemed worthy (based on the criteria of readiness and availability of human resources, funding, facilities to support the implementation of the national exam) with guidance and control from the center (Department of Education and Testing Centre). This option aims for the next period as a process of coordination and shared responsibility in the area of increasing quality of education through shared learning.

Implementation of the UN was held fixed as it is now, but the stages are involved from the beginning: the mapping capability and the quality of education of each province, proposal format and the lattice material UJIAN from the center to the provinces, the inclusion of a representative of a school teacher for the preparation of test items according with the level of capability at the provincial level, grain quality testing by testing or by the central provinces, the preparation of the test item bank according to the level of regional / provincial, procurement implementation nasional di provinsi exams.

The results of the implementation of the UN's decision to consider the following options.

3. Decision of the UN can download entukan graduation of students as it is now
Decision of the UN can download didik graduation of entukan but coupled with the US as a result of the graduation criteria
Decision of the UN can download entukan graduation, mapping school performance, and coaching and accountability of the quality of education in each province.
4. National Examination Result should be a source of professional development of teachers, not only administratively, but rather used as a basis for enhancing the competence of teachers, improving the quality of learning, and learning support facilities complement.

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