



National Examination and The Quality of Education in Indonesia

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ABSTRACT

This article aims to answer one major question: is the national examination still needed and effective as a tool of educational quality assurance in Indonesia? To answer the question, I employ historical analysis, field observation, and interview techniques. I conclude that the national examination is still needed whether as a tool of educational quality assurance, and as an instrument to maintain the unity of the country.

Keywords: National Examination, Quality, Education.

INTRODUCTION

National examination is acknowledged as the most important event in Indonesian educational system. The government of Indonesia, through the Ministry of Education (MoE), conducts this event annually. MoE allocates a huge amount of money, around five hundred billion to one trillion rupiahs in 2016 (Tribun daily December 1st 2016), and at least hundred staffs in every Province, hundred supervisors in every Districts and tens teachers in every single school from the capital city to the peripheral areas of the country, are mobilized to successfully run the examination. These staffs work as steering and organizing committee members, while supervisors and teachers are assigned as the examination overseer (BSNP : POS UN 2015/2016). In addition, the government must provide security guard to protect the examination.

However, some people oppose such event. They argue that the national examination is costly and inefficient. This opposition creates pros and cons about the importance of conducting national examination. Some of the proponents argue that it is compulsory to have the national examination, as it is a tool for measuring the quality of the national education.

The opponents of the examination established a group named the Advocacy Team of the Victim of National Examination (Team Advokasi Korban Ujian Nasional/TeKUN) in 2006. This group aims to eliminate the examination by suing the government including the president of Indonesia, the minister of education, and the head of National Education Certification Board (Badan Sertifikasi Nasional Pendidikan/BSNP) (*Pikiran Rakyat*, 23 Mei 2007/A-130/A-148). This legal process took several years from local to national court. In November 2009, the Supreme Court of Indonesia made an important decision that mandated the MoE to reform the national examination system, and pays attention to those who had been disheartened by this institution, especially students all over the country (*Kompas*, 25 November 2009).

As a response, the MoE changed its policy on the national examination system. With the new policy, named Standard Operating Procedure of the National Examination (Prosedur Operasi Standar Ujian Nasional/POS-UN) 2009-2010, the government decreases the percentage of the score of the national examination as the determinant to enter the next educational level, from 100 percent to 60 percent through. The next two POS-UN, 2014-2015 and 2016-2017, even eradicate the national examination as the main component of students' performance.

Furthermore, this new policy attracts new debate in determining the quality of education in Indonesia. If previously the debate was about whether it was necessary or not to have examination system. Today, the debate is about whether or not the country has a national standard of measuring the quality of its education system. Some stakeholders of the national education question the MoE current policy as if it neglects the quality of national education. Furthermore, they cast doubt on the seriousness of the government in improving the quality of education. They even predict that this policy will cause serious impact on teachers' performance and students' awareness on education quality. Furthermore, they believe that the quality of national education will be decreased since there is no instrument that is used to measure the quality. In 1972-1979, the similar kind of policy existed when the government replaced the national examination with the school one.

This article attempts to address the problems of the national education above by asking two main questions: Is it necessary to conduct the national examination in the current national education system? Is it possible for the national examination to play its role as an instrument to measure the quality of education even if it does no longer become the determinant to enter the next education level? In order to answer these questions, this article brings philosophical and historical perspectives that will hopefully give some insights to solve the problems above.

THE ESSENCE OF THE NATIONAL EXAMINATION

What is examination?

Before elaborating the essence of the national education, and its position in the country's education system, it is important to discuss the basic principles of education that designs current system of examination in Indonesia.

According to Kamus Besar Bahasa Indonesia Online (The Online Dictionary of Indonesian Language), the word "*ujian*" (examination) means "*media yang digunakan untuk mengetahui mutu sesuatu, seperti kepandaian, kemampuan, hasil belajar, dan lain sebagainya*" (medium that is used to measure the quality of something such as intelligence, ability, study report, and so on). In the national education system, examination is the way to measure someone's (or student's) ability. In addition, examination is also used as a tool to evaluate how far someone has mastered a particular subject, and has grasped particular skills. In turn, examination can be utilized as a tool to enhance someone's knowledge.

Grondlund and Linn (1990) argue that study evaluation is a process of accumulation, analyzing, and systematic interpretation that aims to measure the achievement of education goal. Tilaar (2006) specifically points out that "*Ujian Nasional*" (National Examination) attempts to evaluate the quality of education nationally through establishing a national education standard. Moreover, Gultom (2013) notes that Ujian Nasional is a system that portrays the basic and intermediate education as a major tool to map the quality of education system in every level of every region.

In line with the ideas above, BSNP (2015) released SK No. 0034/PBSNP/XII/2015 explaining that the evaluation process of the national education will be conducted through national

examination. Furthermore, POS UN 2015 emphasizes that the national examination becomes a tool to measure the competency and achievement of a graduate in a specific subject nationally, which refers to the standard of the graduate competency.

Based on the explanation above, I would like to make some points:

1. Examination is a tool of measuring the quality of goods, services, and someone's performance.
2. In educational context, examination is inherent with learning process. In other words, examination is inseparable from the learning process. Examination without learning process is impossible. On the other hand, learning process will lose its meaning if it is not followed by examination.
3. According to Indonesian constitution, national examination is mandated by Law No. 20/2003. For instance, chapter 57 (1 and 2) and chapter 58 (2) clearly mentions that the government is responsible for conducting evaluation for all students nationally.

Arguments of Pros and Cons of National Examination.

In this chapter I will elaborate some of the arguments from the proponents and opponents of national examination.

There are some of the arguments raised by the proponents of the national examination:

1. National examination will fasten the government's effort in enhancing the quality of education that refers to the national standard of quality.
2. National examination can become a parameter of measuring the quality of education in any educational level in the whole country, which can be utilized for improving the quality of education effectively.
3. To ensure that learning process in school will follow the national standard of education including content, competency, and others that have been regulated nationally.
4. To motivate students to reach their potentials, and to motivate teachers to educate their students effectively.
5. To motivate all stakeholders of education (national and local government, and society) to provide education infrastructure so that they will build a good education atmosphere.
6. To revive the consciousness of all stakeholders of education (parents, civil society, legislators, public, industries) to be responsible in improving the quality of education.
7. To answer the critique from the opponents of national examination saying that conducting examination breaks the law. In fact, the national examination implements the Law on National Education System, especially chapter 57 (1 and 2) and chapter 58 (2).

Here are some of arguments raised by the opponents of the national examination:

1. According to Law on National Education System (Law No. 20/2003), the evaluation of the students is a task of educators, not the national government. Therefore, conducting national examinations means breaks the law.
2. National examination is an unfair policy. This group argues that the examination is unfair because the quality of education in each province is different from another so that it seems impossible to homogenize all the differences into one single standard examination.
3. The national examination reduces all efforts done by the students for three years. It is difficult to just focus on several hours and neglect the total three years of learning process. If they fail to answer the examination questions it means that they totally fail in school.

4. The national examination only focuses on several compulsory subjects (courses), which in turn makes students just focus on certain subjects, and exclude the others. In fact, some subjects are useful for the students' life. Moreover, if students fail one compulsory subject, they fail the national examination.
5. There are some victims of the national examination. Some students get stressed, some others commit suicide by hanging.
6. The result of national examination is not credible because some of the exam questions are no longer confidential.

National Examination as a Major Determinant

After Indonesia gained its independence in 1945, the country has conducted several types of national examination such as:

Final Exam or State Exam (*Ujian Penghabisan atau Ujian Negara*) (1950-1971)

The final exam was conducted in Indonesia from 1950 to 1971. It was called final examination because it is the final phase where students finish their study. The final examination was taken after students complete elementary, junior high, and senior high school. This kind of examination was adopted from Dutch language, Final Examen. It was also called state examination because the national government took responsibility to conduct the examination at that time.

Not all subjects were examined. For elementary level for example, there were only three subjects examined including Indonesian language (Bahasa Indonesia), calculating (Berhitung), dan general science (*Ilmu Pengetahuan Umum*). The examinations questions were designed to follow essay and multiple choice forms. In general, there were about 40 - 50 percent of students who passed the examination. For those who passed the examination, they got certificate and passing sign. The certificate could be used for applying job while the passing sign was used for continuing education to the next level.

Since the passing grade was low, it was a major threat for students. Many students who were excellent in class, but they did not pass the final examination. Since many protests were directed to the government, in New Order regime, the government changed the examination policy. The final examination was then replaced by school examination.

School Examination (1972-1979)

As it has been mentioned before that in the state examination, the passing percentage was about 40-50 percent, and the national government controlled the examination. During the time, the passing percentage got worse since the government built new schools (elementary) without providing other supporting resources such as teachers, books, and curriculum. At the end, the quality of education at that time was low.

To solve the problem, the government made an unusual policy called Kenaikan Otomatis (automatic promotion). This policy was made to boost the percentage of students who could pass the national examination. Consequently, all students were passed by the government to enter the next education level. "they should not fail. All of them should pass the exam so that the new students can enter the school smoothly", said one of the experts.

This policy was directly criticized by public because it did not objectively evaluate the performance of the students. Furthermore, this was regarded as the failure of government in education sector. In 1972, the government changed its policy again. This time, they replaced

the national examination with the school one. With this new examination, all subjects taught in the latest grade were examined.

This was a progressive policy in which the government delegated its authority and responsibility to school to conduct examination. Many people believe that this policy gave school more authority to manage its institution. Moreover, this policy was regarded to increase school's dignity.

Unfortunately, the policy that gave more power to school was not supported by the improvement of the quality of education at the school level. School examination would give more opportunity for school to creatively improve their curriculum since the pass criteria (*kriteria kelulusan*) lied on the hand of the school, they did whatever they wanted to do. Thus, neither school nor student achieved the national target. Both teachers and students made their own target, and they did not seriously create qualified educational system although the percentage of students who passed the examination was 100 percent.

In turn, this "progressive policy" brought serious impact for the national education system. it failed to provide qualified educational system. Since then, there existed a huge gap between schools that had high quality and school that did not have. Thus, the school's examination scores could not be used as pass criteria, and student's academic performance.

National Final Learning Evaluation (EBTANAS 1980-2001)

EBTANAS (Evaluasi Belajar Tahap Akhir Nasional) is a different name of Final Exam. The aim of this examination was to response the critique of the previous examination, which was admitted as not improving the quality of education in Indonesia. Similar to what existed before, this new type of examination was designed to solve previous problem. EBTANAS aimed to improve what had not been achieved by the school examination. There are two main goals of EBTANAS. First, to achieve the national standard of educational quality, especially for the elementary and middle level (*dasar dan menengah*). Second, to fasten the improvement and the distribution of educational quality in the entire nation.

In EBTANAS system, not all subjects were examined. In elementary level (elementary and junior high schools) only basic subjects were examined. Meanwhile, in intermediate level (senior high and vocational schools), all basic subjects including a compulsory subject of the vocational curriculum. For example, in elementary school (*sekolah dasar/SD*), the basic subjects were Pancasila, Indonesian Language, Math, Natural and Social Sciences. In junior high school, the subjects were Pancasila, Indonesian and English, Natural and Social Sciences. In senior high school (natural science concentration), the subjects were Pancasila, Indonesian, English, Biology, Math, Physics, and Chemistry. Meanwhile, in the social science concentration, the subjects were Pancasila, English, Indonesian, Math, Geography, Economics, and Accounting. Finally, in the vocational school, the subjects were Pancasila, Indonesian, and compulsory vocational subject.

If the national examination utilized essay form, EBTANAS did no longer use essay, but objective tests. Combined three components of student's evaluation including report (*rapor*), school and national examination scores. This was the formula:

$$N = \frac{P + Q + 2R}{4}$$

Where:

N = Final score (pass criteria)

P = Report score

Q = School examination score

R = National examination/EBTANAS score

EBTANAS was actually a combination of national and school examination. The examination questions were made by the national government, MoE, while schools were given authority to make decision about students' passing criteria as long as the schools followed the rule set by the national government such as giving equal score to both school examination score (PQ) and EBTANAS score (R).

There was a problem with EBTANAS score (R). In general, it was always lower than the school examination score so that it potentially lowered the percentage of students passing the examination. To solve the problem, many schools manipulated the report (P) and increased the score of school examination (Q). As a result, EBTANAS could pass students all over the country with satisfactory scores.

However, the history of EBTANAS was not without a big problem. It was considered as costly, ineffective, inefficient, some subjects tests were leaked annually, and the scores were easily manipulated. There was a joke said "Nilai EBTANAS Murni (pure EBTANAS score/NEM) adalah Nilai EBTANAS Manipulasi (manipulates EBTANAS score/NEM).

In 1998, following Reformation era in which the authoritarian president, Suharto, stepped down from his presidency, EBTANAS was critiqued as a failed model that did not objectively represent the academic performance of the students. Therefore, another model was offered to improve EBTANAS. This new model named Ujian Nasional (National Examination/UN).

National Examination (2002 - 2009)

The National examination policy (UN) again was designed to improve previous type of examination. With this new model, not all schools were mandated to do this examination. Elementary schools for instance could conduct what is called a Nationally Standardized School Examination (Ujian Akhir Sekolah Berstandar Internasional) and the total subjects examined were relatively fewer than EBTANAS.

If the government acted as the organizer of EBTANAS, the organizer of UN was an independent organization. To anticipate the leakage of UN test, the government formed an independent monitoring and evaluation body that involved local university. Moreover, the quality of education was improved through increasing the passing criteria. Each year the government increased the standard of passing for all schools. This policy aimed to encourage all stakeholders to make a concrete plan to achieve the new standard.

In 2003, the government set the minimum standard of passing was 3,01. Next year, the standard was increased by 4,01. Each year the government decided to increase the standard by 0,25. In 2009, the standard of passing was already 5,50.

Although there were some critiques addressed to UN—such as its arbitrary position that determined the future of students (whether they pass the examination or not), and its power that was usually admitted to reduce school's authority—the government had successfully revised the UN policy each year so that it met its target and at the same time boost students' ability to pass the UN, and delegated more power to schools to manage themselves. Thus, UN policy aimed to balance the authority between the government and the schools.

Nevertheless, some critics were still disappointed with UN. Therefore, they sued the policy, and brought the case to the supreme court.

National Examination after Supreme Court Decision (2010 - now)

Supreme court mandates the government, MoE, to revise the UN policy so that it will no longer maltreats students. To respond this mandate, MoE revises the UN policy.

1. 2010/2011 - 2013/2014 academic year

During these years, the government made clear that the UN is no longer admitted as a main instrument for improving the quality of education. Rather it is designed to map the quality of education. In addition, the new UN accommodates teachers' and schools' subjects (non UN) contributions for students' passing criteria. In the POS UN 2010/2011 - 2014/2015, for example, the passing criteria was taken from three components including teacher's evaluation, school examination, and the UN.

Nonetheless, the UN score is still important, and it is used as one component in determining the passing criteria. The UN during these academic years counts at least 60 percent of the total score of passing. Students are required to get 5.5, and they must avoid to get 4.0. To achieve this goal, the government releases a National Examination Statement Letter (Surat Keterangan Hasil Ujian Nasional/SKHUN) that can be used by new students to enter the next educational level if they have not received their academic certificate (ijazah) yet.

To avoid cheating, the government designs a new UN questions using serial numbers. Each student will get different number one another.

2. 2014-2015 academic year - now

In POS UN 2014/2015 the government makes a fundamental change. The UN does not longer become a determinant for passing. With this new change, there are at least several potential problems that will come soon.

First, students will not be seriously study since they know that UN does not determine whether they pass or not. Similarly, teachers also think that the UN does not have any impact so they will not do their teaching maximally. The teachers know that they are the main evaluator of their student, not the UN.

Second, the acceleration and the distribution of educational quality will become more difficult to achieve nationally because each region (or province) and school can make its own passing criteria. On the other hand, the national standard of education does not have any power to put sanction to both parties.

Third, the academic certificate released by school does not apply nationally, and potentially rejected by all institution in Indonesia. Fourth, it is too costly for the government to finance the UN if the goal is solely to map the quality of education in the country.

As a response to these potential problems, the UN has actually highlighted some regulations that may help to solve the problem including Law No. 20/2003 about national education system, Presidential Decree No. 19/2015 on national standard of education, and Law No. 14/2005 on teacher and lecturer. Moreover, these three regulations produce 4 pillars of educational quality assurance, including standardization, accreditation, evaluation, and

certification. These are actually some efforts done by the government to provide high quality education for all Indonesian citizen.

Indonesia does not only aim to produce high quality graduate but also people with integrity. After the implementation of UN, the center for educational research has started to collect and manage the UN answer forms from all UN examinees. With these data, the government will be able to know the level of integrity of all UN organizers and examinees. Furthermore, the government creates new programs called National Examination Integrity Index (Indeks Integritas Ujian Nasional/IIUN) and National Examination Score (Nilai Ujian Nasional/NUN). Hopefully, with these new programs, the government can easily monitor the educational evaluation system. If NUN depicts the quality of education, IIUN describes the integrity of students and the examiners in school and regional level. If the quality will be focused on students, the integrity will be focused on the UN organizers.

The data analysis conducted by MoE, as described by Situmorang (2015), shows that there are 12 percent examinees from junior high school who get high UN and UUIN scores, 50 percent students get high UN score, but low IIUN score, 17 percent get low UN score but their IIUN score is high, and 22 percent students get low UN and IIUN scores.

In addition, Tempo (2015) shows how Baswedan, the Minister of Education, argues that there are about seven provinces whose cheating rate is below 20 percent and the rest of the provinces (27) still have high cheating rate, above 20 percent.

From the passages above, it is clear that there are approximately 71 percent UN examinees from junior high school in 2015 have low integrity, and about 79 percent provinces are still not transparent (cheating) in delivering UN. In turn, these data gives us an important lesson that students, teachers, education bureaucrats, and all stakeholders including the national, provincial, and regional government must be responsible for the improvement of education in Indonesia.

The Meaning of Examination that is Conducted Nationally

1. Examination is an evaluation of the student's ability

After students finish their learning process, they are required to do examination to get recognition from any party that has competency to evaluate the students. This party must be from the students' region. The region here refers to any geographical area including school, district, city, province, and even state.

Since examination means an effort to gain acknowledgement, so students who aim to get school recognition must participate in the school examination. For those who want to be recognized in the provincial level, they must participate in the provincial examination, and finally students who want to get national recognition must participate in the national examination. It is impossible for someone who wants to get a national recognition does not want to participate in the national examination.

2. National examination is an instrument for improving the quality of national education

The nationally designed examinations, such as state or final examination, and then EBTANAS, are an effort of all stakeholders of education in this country to improve its quality of education, which in turn means to improve the quality of the country's human resources. Through these examinations, the students are encouraged to learn, the teachers are stimulated to teach their students with various goals according to the national standard of passing criteria.

3. National examination is a historical phenomenon that unites Indonesia

Since the country gained its independence, all its activity is always directed to strengthen the national unity, including the unity of all societies and cultures. The national examination has therefore become an instrument of the national unity for years. The story of national examination becomes a national event where students position themselves as the future of Indonesia, who will change the country. To do so, they first must pass the examination. By passing the examination, the student will get a national recognition.

4. National examination is an adherence of Indonesian nationalism

Through national examination, some subjects like Pancasila, Indonesian, Indonesian History, Indonesian Geography, stimulate students to study and read any academic materials related to Indonesia nationalism with a hope that they will be able to situate themselves as part of Indonesia, as citizen of Indonesia, and maintain their spirit of nationalism.

5. National examination is purely pedagogical

Examination is an integral part of the whole learning process, which is aimed to improve the quality of student's learning process, learning achievement, and finally to improve the quality of human resources in a country.

As a technical and educational process, pedagogical system is the only way to measure examination justly. It is only with comprehensive understanding on the goal of education, justice can be felt. Legal process cannot understand the essence of pedagogic system. Therefore, any court that ignores pedagogical perspective in judging national examination is a sort of tyranny.

Any kind of examination will reveal the score. The score is a symbol of students' ability and competency. The score therefore must be objective, pure, transparent, and consistent. It furthermore must be based on objective and transparent academic process, and must not be blended with other nonacademic interests.

The examination score is the last defender of education system. If the score can be negotiated, bought, and even intervened by any power outside educational institution, the whole national education system is worthless. If this happens then a country should not have education system. A school does not have to manage learning process. A teacher does not have to teach, and a student does not have to go to school and study. Let the school become a grade and academic certificate seller where the buyer can pay as high as possible to get good grade. Do we want this kind of system?

CONCLUSION AND ADVICE

Theoretically, the national examination (UN) is a part of learning process. The examination is a process that must be passed by students to get recognition that they are competent. To get recognition from class, students must participate in the class examination. To get recognition from school, students must pass the school examination. Similarly, to get national recognition, students must participate in the national examination. In other words, students cannot get national recognition if they do not participate in the national examination.

Historically, since the early days of independence, the government of Indonesia, especially the educators, have realized that national examination is a strategic way to improve the quality of education and human resources in Indonesia, and to strengthen the spirit of nationalism.

The record of national examination above shows that the examination is not a new thing in Indonesian education system. In the past, the government conducted national examination to determine whether or not students deserved to pass. At that time, the government only graduated a small number of students, but the quality of education in Indonesia was internationally recognized. In 1960, for instance, Malaysia recruited teachers from Indonesia to teach their students.

On the other side, the country implemented the school examination. Although 100 percent of students passed the exam, the quality of education decreased. Furthermore, the government introduced EBTRANAS that combined school and state examination where report (P), school examination score (Q), and EBTRANAS score were used to determine the passing criteria. With this system, many parties such as schools and students manipulated the P and Q scores. In addition, there were several cases that showed how EBTRANAS questions were leaked before the day of the examination. Consequently, the effort of the MoE to improve the quality of education was unsuccessful.

Based on the empirical facts above, it is clear that the national examination system has not fulfilled the need of Indonesian citizens, especially the stakeholder of education, those who support the examination and those who oppose it. The main target is not achieved while there are so many cases of examination leaks annually, let alone the cost of the national examination is expensive, and its credibility is questioned.

Nowadays, the government chooses the new form of national examination (UN) to improve the previous examination forms even though the result of the UN does no longer become the determinant of passing criteria. On the other hand, the UN seems to be like a reincarnation of the school examination in 1970s. Nevertheless, the UN can still play its role to assure the quality of education since it has: (1) a standardization of education component, (2) accreditation, and (3) the UN index of integrity both for students and the organizers.

Finally, I conclude that first the UN is still necessary to strengthen the system of national education and at the same time to strengthen the unity of Indonesian nationalism. Specific to the latter purpose, it is not expensive to strengthen Indonesian nationalism through education. Second, the UN is still able to play its role as an instrument of distribution and improvement of the quality of education though it does not affect the passing criteria as long as its system is continuously improved. Therefore, the UN should not be removed. Rather its system and implementation that should be improved.

Here are some advices that are useful for the improvement of the UN:

1. The UN can still play some important roles such as an instrument for distributing and improving the quality of education even though the result of UN does not determine the passing criteria of students. However, the UN system of organization can be improved in the future. Hence, it is not the UN should be removed, but the way its system is organized fundamentally.
2. The UN is made as right of students, and no longer as responsibility. It means that a student is free to use his/her constitutional rights. Although the UN is positioned as rights for students, the students may use their rights or not, as long as they know the consequence of choosing either option. If the students want their academic record admitted nationally, they have to participate in the UN so that they will be admitted. In contrast, if the students do not want to be admitted nationally because they just want to work in the local arenas, they can just participate in the school examination. With this new idea, there will be no longer controversy whether the UN is rights or responsibility

since those who oppose the UN do not have to participate in the UN because the UN is not their responsibility. Similarly, for those who support the UN, they have rights to participate in the UN.

3. In line with the first point above, it is necessary to separate between “tamam sekolah” (graduate from school) and “lulus ujian nasional” (passing the UN). Graduate status from school (tamam sekolah) is given to students who have completed all program study (subjects), and have passed school examination, and has been awarded “Surat Tamam Sekolah” (Letter of School Graduation/STS/Ijazah). Meanwhile, the status of passing the UN (lulus ujian nasional) is given to students who have successfully gained relatively high grade in all subjects of the UN (for example 6.5) and therefore they deserve to get “sertifikat tanda lulus” (Graduate Certification Letter/STL). Both STS and STL can be used to continue education to the next level and apply for job. In this context, education institution or companies can set up qualification for the applicants whether the STS or STL is accepted nationally. It seems that in the future, sooner or later, people will rely solely on STL rather than STS. Therefore, I think the UN will still be more preferable than STS even though STL is not compulsory.
4. The UN is still facilitated and monitored by the MoE but must be conducted by delivered by any independent institution that cooperates with civil society. The management of the UN can replicate the TOEFL or IELTS using computer based system. In addition, the UN can be conducted twice a year (every six months). Students can use their rights to participate in the UN many times, but they must pay the application fee after the second tests. The first and the second tests are subsidized by the government.

I am optimistic that these four advices the country can improve its quality of education since it focuses on the need of students and teachers so that both are motivated to study hard and teach responsibly. Pro and cons about the UN will be ended soon since the opponents are given opportunity to skip the UN while the proponents are given the chance to participate in the UN. There are some advantages with this new system. First, teacher's rights is guaranteed because they have authority to decide and design the passing criteria of students in school. Second, the task and responsibility of stakeholders of education of both national and provincial government will become more clear, and more sensitive to the needs of all parties. All these advices aim to improve the quality of education and human resources in Indonesia with a hope that in the future the country will have more dignity as a big and educated nation.

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