

Efektivitas Implementasi Ujian Nasional Berbasis Komputer SMA 2016-2019 = Effectivity of 2016-2019 High School Computer Based National Exams Implementations

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Abstrak

Skripsi ini membahas efektivitas implementasi Ujian Nasional Berbasis Komputer SMA tahun 2016-2019. Peneliti menggunakan konsep efektivitas dan implementasi untuk menggambarkan faktor komunikasi, sumber daya, komitmen, koordinasi serta struktur birokrasi dari pelaksanaan UN SMA tahun 2016-2019. Peneliti menggunakan pendekatan post positivist, serta metode pencarian data campuran kualitatif dan kuantitatif; yaitu wawancara mendalam, studi literatur, dan survei. Analisis dipaparkan dalam bentuk deskriptif. Faktor-faktor yang mempengaruhi efektivitas implementasi Ujian Nasional Berbasis Komputer SMA tahun 2016-2019 adalah sebagai berikut, komunikasi berperan penting, di mana para penyelenggara memiliki pemahaman yang sama dan menyampaikan tujuan dari Ujian Nasional kepada target kebijakan dengan cukup baik, kemudian strategi pencapaian tujuan telah disusun dengan cukup baik. Lalu faktor sumber daya, ditemukan terdapat sejumlah kendala dan keterbatasan sarana prasarana komputer dan sinyal internet, sedangkan sumber daya manusia di BSNP dianggap memadai secara kuantitas dan kualitas dan Pusmenjar Kemendikbud memiliki skema pengembangan potensi pegawai yang baik. Kemudian faktor komitmen pemerintah berpengaruh dengan meningkatnya jumlah SMA yang berhasil menyelenggarakan ujian berbasis komputer, serta inovasi pengembangan ujian bagi peserta bagi peserta difabel. Lalu faktor koordinasi telah berjalan dengan cukup baik dengan adanya lokakarya, wadah pemerintah pusat mensosialisasikan tata cara pelaksanaan kepada dinas pendidikan di daerah, akan tetapi faktor ini masih perlu ditingkatkan, terlebih koordinasi dengan stakeholder spesifik seperti PLN dan Telkom selaku penyedia jaringan listrik dan juga internet. Faktor terakhir yaitu struktur birokrasi, mempengaruhi implementasi ujian dengan adanya pembagian tugas yang telah disusun dengan cukup mendetil di dalam Prosedur Operasional Standar Ujian Nasional.

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This thesis discusses the effectiveness of the implementation of the 2016-2019 High School Computer-Based National Examination. Researchers used the concept of effectiveness and implementation to describe the factors of communication, resources, commitment, coordination and the bureaucratic structure of the implementation of the 2016-2019 High School National Examination. Researchers used a post positivist approach, as well as a mixed method of searching for qualitative and quantitative data; namely in-depth interviews, literature studies, and surveys. The analysis is presented in descriptive form. The factors that influence the effectiveness of the implementation of the 2016-2019 High School Computer-Based National Examination are as follows, communication plays an important role, where the organizers have the same understanding and convey the objectives of the National Examination to policy targets quite well, then the strategy for achieving the goals has been pretty well laid out. Then the resource factor, it was found that there were a number of constraints and limitations of computer infrastructure and internet signals, while the human resources in BSNP were deemed adequate in quantity and quality and Pusmenjar Kemendikbud had a good potential development scheme for employees. Then the government commitment factor has an effect

on the increasing number of SMA that have successfully held computer-based exams, as well as test development innovations for participants for participants with disabilities. Then the coordination factor has run quite well with the existence of workshops, the central government forum to socialize implementation procedures to the education offices in the regions, but this factor still needs to be improved, especially coordination with specific stakeholders such as PLN and Telkom as providers of electricity networks and also the internet. The last factor, namely the bureaucratic structure, affects the implementation of the exam by the division of tasks that have been arranged in sufficient detail in the National Examination Standard Operational Procedure.