Evaluation of the Implementation of the 2023 Computer-Based National Assessment Using the Cipp Model at SD Inpres Noelbaki

Gabriel Naros[1], Khatrin J. Taku Neno[2], Jhon Enstein[3]
Program Studi Pendidikan Informatika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Citra Bangsa Kupang
Email: gabrielnaros99@gmail.com

Abstract

This study aims to evaluate the preparation, process, and challenges of implementing the 2023 Computer-Based National Assessment (ANBK) at SD Inpres Noelbaki, Kupang Regency, by using a qualitative descriptive approach with the CIPP (Context, Input, Process, Product) evaluation model. The study involved various parties, including the Headmaster, Deputy for Facilities and Infrastructure, Deputy for Curriculum, Proctor, the 5th Grade Homeroom Teacher, and 5th-grade students. Data were collected through interviews, observations, and documentation, and their validity was tested through time, technique, and source triangulation, then data analyzed by using Miles and Huberman's interactive model. The results show that technical preparation included providing equipment such as Chromebook, Wi-Fi networks, the ANBK application, and exam simulations to ensure readiness. Non-technical preparation focused on guiding students through the questions. The challenges in preparation included students' low literacy and numeracy skills, limited guidance time, internet connectivity issues, and minimum ANBK socialization. The ANBK process was conducted as scheduled on October 18-19, 2023, with 30 students participating in two sessions. The challenges faced included internet connectivity disruptions, limited student skills in using computers, and student anxiety due to insufficient literacy and understanding of the questions. The results indicated that 63.33% of students achieved the minimum competency in literacy and 30% in numeracy.This study recommends improving numeracy, socialization, guidance time, and technical support for future ANBK implementations.

Keywords: Evaluation, ANBK, CIPP, Literacy, Numeracy.

INTRODUCTION

Rapidly developing Technology, Information and Communication (ICT) has influenced various aspects of life, including education. The use of ICT in education is not only limited to managerial aspects, but also in the learning process to improve the quality of student learning processes and outcomes (Setiyowati et al., 2022). One of the innovations developed is the Computer-Based National Assessment (ANBK) which aims to assess school quality and student learning achievements in literacy, numeracy and character, through the Minimum Competency Assessment, Character Survey and Learning Environment Survey instruments (Nurhikmah et al., 2021).

The shift in terms from National Examination to National Assessment is also followed by implementation techniques. One of the most striking is that in the past the National Examination was carried out in the final class of each level of education, but now the National Assessment is carried out in the middle of the class of each level, namely at the elementary school level it is held in class V, at the junior high school level at class VIII, and at the SMA/SMK level at class XI chosen at random. In order for the implementation of ANBK to run optimally, each educational unit must refer to the POS and Technical Guidelines which have been regulated nationally (Berlianto & Pembangunan, 2023).

The National Assessment is an assessment program for the quality of each school, madrasah, and equality program at the primary and secondary levels. The quality of the educational unit is assessed based on basic student learning outcomes (literacy, numeracy and character) as well as the quality of the teaching and learning process and the climate of the educational unit that supports learning. This information was obtained from three main instruments, namely Minimum Competency Assessment, Character Survey, and Learning Environment Survey. National assessments need to be carried out to improve the quality of education. This assessment is designed to produce accurate information to improve the quality of teaching and learning, which in turn will improve student learning outcomes (Nurhikmah et al., 2021).

The Ministry of Education and Culture's decision to replace National Examinations with National Assessments is considered the right step in accordance with the needs and conditions of the current world of work. This policy will have a significant impact on schools and students. Reforms in the education evaluation system are the key to improving the quality of learning, in line with the results of PISA (Program for International Student Assessment) research, which shows deficiencies in students' learning abilities at primary and secondary levels. Therefore, reform in the education evaluation system is very necessary to encourage improvements in the quality of learning (Priyanti, 2022).

Comprehensive mapping of the quality of education is very necessary and with the implementation of the National Assessment (AN) in 2021 by the Ministry of Education and Culture, the National Examination (UN) is no longer mandatory. This policy was taken after coordination between the Ministry of Education and Culture and various related agencies and institutions (Popita, 2020). The basis for implementing ANBK is to assess the quality of each educational unit by considering student learning outcomes and the quality of the learning process. Information obtained from ANBK will be used to monitor developments in the quality of education over time, as well as to identify gaps between parts of the education system.

Based on the results of interviews with the proctor, principal and homeroom teacher for class V SD Inpres Noelbaki, a number of problems were found related to the implementation of ANBK. These problems include students' lack of ability to operate laptops/computers, students' lack of understanding of ANBK questions, as well as an unstable internet network during the implementation of the Computer-Based National Assessment. To ensure that the implementation of ANBK in the future can run smoothly, efforts are needed to resolve these problems.

Departing from these problems, this research proposes the following problem formulation: (1) How are the preparations for implementing ANBK at SD Inpres Noelbaki? (2) What is the process of implementing ANBK at SD Inpres Noelbaki? (3) What are the results of the ANBK implementation at SD Inpres Noelbaki? To answer this problem formulation, research uses the CIPP evaluation model (*Context, Input, Process, Product*) which aims to evaluate the preparation for implementing ANBK, the process of implementing ANBK, the results of ANBK as well as the obstacles or challenges faced during the implementation of ANBK in The results of this research are expected to provide recommendations for improving the quality of implementing ANBK, both at SD Inpres Noelbaki and in other schools that experience similar challenges .

METHOD

This research uses a qualitative descriptive approach that examines the state of natural objects (Kharismawati, 2022). A descriptive approach was chosen to describe and present conditions in the field according to the facts found. The research design uses the CIPP evaluation model (*Context, Input, Process, Product*) developed by Stufflebeam, which has a formative function to provide information to improve and develop the program, as well as a summative function to provide consideration in determining the success and continuation of the program (Yeni et al., 2020).

Research subjects can be objects, things or people. Determining subjects or informants in this research used purposive sampling techniques. Purposive sampling is a technique for determining samples with certain considerations. The use of this technique is used to determine research subjects that are more focused and directed according to what will be studied. This technique takes into account the selected subjects (Fajri et al., 2022). Based on the explanation above, the subjects of this research include: proctor or operator, principal, deputy principal for school facilities and infrastructure, deputy principal for curriculum, four class V homeroom teachers, namely classes VA, VB, VC, and VD, as well as four representative students from classes VA, VB, VC, and VD. Data collection can be carried out in natural conditions (*natural setting*), primary data sources, and data collection techniques that rely more on observation play a role (*participant observation*),

in-depth interviews and documentation (Sugiyono 2018:308-309).

Data collection was carried out through structured interviews (*structured interview*) which uses questions that have been prepared previously and cannot be changed during the interview. This interview is also known as a standardized interview, patterned interview, or planned interview.

This research also uses participatory observation, where researchers interact directly with informants at the research location, systematically collecting data related to the implementation of ANBK in 2023. This observation aims to get a direct picture in the field, including the dynamics that occur during the ANBK implementation process. In addition, the documentation used in this research includes documents resulting from the implementation of ANBK (Education Report Card), POS ANBK technical instructions, facilities and infrastructure (device and network inventory), national assessment rehearsal participants' attendance list, attendance list, as well as a recap of assessment participants' responses. national on the first and second days.

The collected data was analyzed using qualitative descriptive techniques, through the stages of data reduction, data presentation, and drawing conclusions. The analysis process begins by reducing the data according to CIPP categories, then presenting it in the form of a narrative description for each aspect, and continues with drawing conclusions to answer the problem formulation and evaluate the success of implementing ANBK at SD Inpres Noelbaki.

RESULTS AND DISCUSSION
1. Evaluate preparations for implementing ANBK

Preparation for implementing ANBK at SD Inpres Noelbaki involves two main aspects that complement each other, namely technical and non-technical preparation, both of which have an important role in ensuring the smooth implementation of the assessment. From a technical aspect, the school has taken steps such as providing devices, including 22 Chromebook units, providing exam rooms, installing a Wi-Fi network, installing the ANBK application, as well as carrying out simulations to ensure technological readiness. Meanwhile, non-technical preparation focuses on providing students with guidance that is adapted to the applicable curriculum, namely the K13 Curriculum for grades six and three, and the Merdeka Curriculum for grades one, two, four and five. Apart from that, guidance and practice on literacy and numeracy questions as well as guiding them in the use of technological devices that will be used during ANBK.

However, the time allocated for this exercise is still less than optimal, especially because there are still students who are not yet able to read fluently, so that students' preparation is not fully adequate to face the assessment. Additional time allocated for practicing questions and increasing mastery of the material will really help students in facing literacy and numeracy challenges, especially for students who still feel less ready. Apart from that, during ANBK preparation, internet network connection is also an obstacle, especially when teachers search for references or additional materials via the internet, which hinders the smooth process of preparing the assessment.

Teacher competency in supporting the implementation of ANBK is also a determining factor, especially proctors and technicians who have taken part in training related to ANBK, showing good readiness in guiding students and managing the technical aspects of the assessment. However, there are still homeroom teachers who have not received adequate socialization and training, so efforts are needed to provide further training for all teachers involved. In this way, each teacher can play an optimal role in supporting students, especially in terms of academic and technical guidance during ANBK.

Support from external parties, such as the Education Department and students' parents, also contributes to preparing and implementing ANBK. The Education Department actively carries out monitoring and evaluation, while parents help in preparing students mentally and

academically. This collaboration is very important in dealing with various obstacles, especially technical ones, so that the implementation of ANBK can run well and achieve the expected goals, namely improving the quality of learning and student learning outcomes at SD Inpres Noelbaki.

2. Evaluation of the ANBK implementation process

The implementation of the Computer-Based National Assessment (ANBK) at SD Inpres Noelbaki in 2023 was carried out over two days, namely on 18 and 19 October, with the focus of the assessment on literacy, numeracy skills and student character surveys and learning environment surveys. This assessment involved 30 students as main participants and 5 reserve participants, in accordance with the rules set by the central government. Students were divided into two sessions, where each session consisted of 15 students, to ensure that each participant had the same opportunities and adequate tools during the assessment process.

On the first day of the assessment, the main focus is on students' literacy skills. They are tested on reading skills and text comprehension, with the aim of measuring the extent to which they can understand, analyze and evaluate information from various types of reading. In addition, students also take a character survey, which is designed to measure certain aspects of a student's character, such as responsibility, independence, cooperation, and other positive attitudes. This survey provides additional insight regarding student character development at school.

On the second day, the assessment turns to numeracy, where students are tested on basic math skills. This assessment assesses students' skills in applying mathematical concepts in the context of everyday life, including solving relevant problems. Apart from that, students also conducted a learning environment survey, which aimed to obtain students' views about the conditions and atmosphere of learning at school, both from physical and non-physical aspects. This survey covers factors such as school facilities,

interactions with teachers, and learning support at home.

During the implementation of the ANBK, an incident occurred where a main participant was unable to take part in the assessment due to illness. In accordance with applicable regulations, these students were immediately replaced by reserve participants, so that the number of participants was maintained at 30 people. This replacement process ran smoothly without disrupting the assessment.

To support the optimal implementation of ANBK, SD Inpres Noelbaki has prepared 16 Chromebook devices. Of these, 15 Chromebooks were used by students during the assessment, while one device was provided specifically for the proctor. The task of the proctor in ANBK is very important, including supervising the implementation of the assessment, ensuring that the entire process runs according to procedures, handling technical problems that may arise, and ensuring that each student can complete the assessment smoothly. By having proctors who play an active role, potential technical obstacles can be minimized, so that the implementation of the assessment continues to run effectively.

Apart from that, the division of sessions is carried out with the aim of maintaining a smooth assessment process. The first and second sessions were each occupied by 15 students, which allowed for more efficient use of technological devices. This also helps minimize the possibility of technical glitches due to too many users connecting at the same time.

3. Evaluate the obstacles to implementing ANBK

The implementation of ANBK at SD Inpres Noelbaki in 2023 faces various technical and non-technical obstacles that affect the smooth running of the assessment. Technical obstacles include problems such as internet network disruption, especially on the second day of ANBK implementation which focuses on numeracy, as well as the unpreparedness of some students in using computer devices. This network disruption disrupted concentration and hampered the assessment, but the school immediately

overcame it by using hotspots as a backup to ensure the assessment continued. In addition, students' lack of skills in operating computers adds to the technical challenges during the assessment process.

In terms of non-technical obstacles, several students experienced quite high levels of anxiety, especially due to a lack of understanding of the ANBK questions and lack of confidence in their literacy and numeracy skills. This anxiety can affect students' performance when working on assessment questions, so a special approach is needed to help them be calmer and more focused during implementation.

Even though there are obstacles, the implementation of ANBK continues and provides quite satisfactory results for schools. The education report card shows that 63.33% of students have achieved minimum competency in literacy, while for numeracy, only 30% of students have achieved minimum competency. Even though the numeracy results are still below expectations, these results still provide a useful initial picture for schools to improve aspects that need to be improved. The results of this assessment also show that overall, the students' character is in the good category, based on the character survey conducted simultaneously with the literacy assessment.

CONCLUSION

The implementation of ANBK at SD Inpres Noelbaki shows that preparations have been carried out quite well, especially in terms of facilities and infrastructure, such as the provision of adequate computer equipment and internet networks. However, there are several challenges that need to be overcome, including the low literacy and numeracy skills of students, limited guidance for students, lack of socialization regarding ANBK in schools, and internet network disruptions which often disrupt the learning process.

In the implementation process, ANBK ran according to schedule for two days, attended by 30 participants, and supported by 16 Chromebook devices and adequate infrastructure. Even though there were technical obstacles such as internet network disruptions and limited students' skills in using devices, the countermeasures taken, such as the use of backup hotspots and special guidance for students, were successful in overcoming these problems.

ANBK results show quite satisfactory achievement in terms of literacy, with 63.33% of students achieving the minimum competency. However, numeracy results still require special attention, because only 30% of students achieve the minimum competency. This indicates the need for improvement in learning programs that focus on numeracy.

SUGGESTION

1. For School Principals

School principals are expected to continue to actively coordinate with the Education Office in preparing ANBK facilities and infrastructure, as well as providing workshop facilities for teachers to improve professionalism.

2. For Teachers

a) Teachers should use a variety of learning methods so that students can develop logical and systematic thinking skills.
b) Providing practice questions in the ANBK format, for example through study groups or special guidance.
c) Inserting material with various problem contexts so that students can hone their literacy and numeracy competencies.
d) Attend training related to ANBK to understand the process and how to guide students effectively.

3. For Students

Students are advised to often practice working on literacy and numeracy questions and improve their skills in using computer or laptop devices.

4. For Further Researchers

This research can be a reference for future researchers, both teachers and other parties who are committed to improving the quality of education.

ACKNOWLEDGEMENT

BIBLIOGRAPHY

Berlianto, A. F., & Pembangunan, H. R. P. (2023). Evaluasi Pelaksanaan Asesmen Nasional Berstandar Komputer di Madrasah Ibtidaiyah. *Ideguru: Jurnal Karya Ilmiah Guru*, *8*(3), 739–745. https://doi.org/10.51169/ideguru.v8i3.623

Fajri, H. M., Zulkardi, Z., Putri, R. I. I., & Susanti, E. (2022). Kemampuan Literasi Numerasi Siswa Smp Pada Konteks Pembelajaran Jarak Jauh (Pjj) Pasca Covid-19. *EDU-MAT: Jurnal Pendidikan Matematika*, *10*(2), 162. https://doi.org/10.20527/edumat.v10i2.12144

Kharismawati, S. A. (2022). Evaluasi Pelaksanaan Asesmen Nasional Berbasis Komputer di Sekolah Dasar Terpencil. *Ideguru: Jurnal Karya Ilmiah Guru*, *7*(2), 229–234. https://doi.org/10.51169/ideguru.v7i2.372

Nurhikmah, N., Hidayah, I., & Kadarwati, S. (2021). Persepsi dan Kesiapan Guru dalam Menghadapi Asesmen Kompetensi Minimum. *Cokroaminoto Journal of Primary Education*, *4*(1), 78–83. https://doi.org/10.30605/cjpe.412021.1294

Popita, S. (2020). *PELAKSANAAN ASESMEN NASIONAL BERBASIS KOMPUTER (ANBK) DI SD NEGERI 156 SELUMA TAHUN AJARAN 2021*.

Priyanti, Y. R. (2022). Kebijakan Asesmen Nasional Berbasis Komputer pada Sekolah Luar Biasa. *ULIL ALBAB: Jurnal Ilmiah Multidisiplin*, *2*(1), 61–69. http://www.ulilalbabinstitute.com/index.php/JIM/article/view/1140%0Ahttp://w

ww.ulilalbabinstitute.com/index.php/JIM/article/download/1140/931

Setiyowati, H., Suryati, E., & Rina, R. (2022). Analisis Pelaksanaan Asesmen Nasional Berbasis Komputer (ANBK) Di Madrasah Ibtidayah Negeri 9 Hulu Sungai Utara. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, *6*(3), 803. https://doi.org/10.35931/am.v6i3.1086

Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatig, dan R&D*. Bandung: Alfabeta.

Yeni, D. I., Wulandari, H., & Hadiati, E. (2020). Pelaksanaan Program Pemberian Makanan Sehat Anak Usia Dini : Studi Evaluasi Program CIPP. *Murhum : Jurnal Pendidikan Anak Usia Dini*, 1–15. https://doi.org/10.37985/murhum.v1i2.9