

ACTUALIZATION OF NATIONAL EDUCATION STANDARDS ON GRADUATE COMPETENCIES IN JUNIOR HIGH SCHOOL

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Abstract: The purpose of this study was to determine the actualization of National Education Standards on the competence of graduates at the junior high school level. This research uses a qualitative approach, with a case study research design. The principal was a key informant in this study, meanwhile teachers, staff and students were additional informants. The results showed that there were several indicators that were successfully implemented, but there were also some that were not 100% successful. The indicators that are successful to be applied are regarding the assessment of spiritual attitudes that must be achieved by students and the achievement of increasing knowledge in non-academic fields. While the indicators that have not been fully implemented are the assessment of social attitudes that must be achieved by students, the achievement of increased knowledge in the academic field and the assessment of student competency skills.

Keywords: national education standards, actualization, graduate competence

INTRODUCTION

The essence of national education in Indonesia has a very important role, because in Indonesia, various problems arise that originate from the era of rapidly changing times (Sukmayadi & Yahya, 2020). These problems are related to Human Resources, where the quality of Indonesian Human Resources is still not at the desired quality level. On the other hand, if education in Indonesia gets full attention from various points of view, it will have high-quality Human Resources. This means that education can also be interpreted as a useful system for students (Juharyanto et al., 2021; Sumarsono et al., 2019). Where with proper education a person will be broad and can find something new. Regulations on National Education Standards, these regulations have a function as a basis for planning, implementing, and supervising within the scope of education (Faisal & Martin, 2019; Noviah & Rahayu, 2020). Education is the spearhead for developing countries to be able to compete with other countries,

including Indonesia. Ikhwan (2015), revealed that National Education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which adheres to religious, cultural values and is responsive to the demands of rapid changing times. At this time there are many problems faced by the Indonesian nation due to the demands of the very rapid changing times, one of which is regarding the level of human resources that are less qualified, due to relatively low education in Indonesia (Mataputun, 2020; Riswanto, 2016). Therefore, a quality education is needed so that Human Resources can be highly competitive, because education is something that has a very principal role to improve the quality of Indonesian Human Resources.

Mulyasa (in Mahbub et al., 2019), states that education is essentially a process of quality of life maturity. From this process, it is hoped that a human being can know the meaning and nature of life, as well as its benefits and how to carry out tasks in a life. Education as a system aims to change students from being unable to being able and not knowing to knowing. To realize these ideals, a National Education Standard is needed as a reference for achieving quality education (Cahyono et al., 2015; Damanik, 2015). Ratmawati and Tolla (2019), revealed that the fulfillment of the eight National Education Standards is a set of processes for meeting the quality demands of national education which is the reference point at every level of the education unit.

Graduate competency standards according to Wula (2019), are a basis for schools in carrying out the vision, mission and goals of education. Competency standards for graduates of subject groups and competency standards for subject graduates are described in competency standards and basic competencies in content standards which have the purpose and function of showing direction for schools in carrying out effective learning, so that they are able to manifest competent graduates.

The actualization of the implementation of the National Education Standards is regulated in a systematic, conceptual, directed and sustainable manner according to the needs of schools, nationally and globally (Adha et al., 2019; Faisal & Martin, 2019). The function of the National Education Standards according to Mataputun (2020), is as a basis for planning, implementing and supervising education as a design to manifest quality national education. In addition, the National Education Standards also aim to ensure the quality of national education in the intellectual life of the nation. There are 8 National Education Standards, but research specifically identifies the actualization of the implementation of national education standards on graduate competency standards.

METHOD

This research was conducted at a private junior high school located in the Kediri City, namely SMP Pawyatan Daha 1 Kediri. The study was conducted in April 2022. To measure the competency quality of the graduates of SMP Pawyatan Daha 1 Kediri, the instrument is developed based on graduate competency standards in accordance with the Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards. Competency standards for graduates of education units are qualifications of graduates' abilities consisting of attitudes, knowledge and skills

as an assessment guide in determining graduate students in an education. Collecting data in this study using interview techniques, observation and documentation studies. Key informants in this study were the principal, while teachers, staff and students were additional informants. Data analysis techniques were carried out according to recommendations Miles et al. (2014) namely data reduction, data presentation and drawing conclusions.

RESULT

The results of the study indicate that there are several statements that are not in accordance with the National Education Standards regarding Graduate Competence or in other words have not been fully implemented in the school. The first indicator is regarding the assessment of spiritual attitudes that must be achieved by students. The first statement related to the first indicator is about students having behavior that reflects an attitude of faith and piety to God. At SMP Pawyatan Daha 1 Kediri for the first statement is appropriate, the reason that supports that the statement has been applied in schools is that the school often conducts an assessment that includes behavior reflecting an attitude of faith and piety to God and training to respect others when worshiping, praying before and after doing something. This has also been carried out well, for example, the Ramadhan cottage activities are held which can increase the faith and piety of students to God.

The second statement is about students being able to respect others in carrying out worship. This statement is in accordance with that applied in SMP Pawyatan Daha 1 Kediri because at this school students are not only Muslim but also Christians and Catholics. So that students must accept differences well and teachers also teach students to accept differences well, by respecting and respecting them. The third statement is that students pray before and after doing something. This statement is in accordance with the reality that occurs in this school because students always pray before and after doing something. At the time the lesson was led and taught to remember that before learning to pray first and if you want to go home from school also read a prayer. The fourth statement is about students giving thanks after successfully doing something. This statement is appropriate because students are taught by the teacher when learning takes place to always give thanks when they have done assignments, finished learning and others.

The second indicator is regarding the assessment of social attitudes that must be achieved by students. To see the success of these indicators, there are several statements to support that these indicators have been successfully implemented in schools, especially at SMP Pawyatan Daha 1 Kediri. The first statement is that students have behavior that reflects an honest attitude. This statement is not fully in accordance with the reality that occurs at the school because the school is still trying to provide understanding to students to always be honest and emphasize to students that they are obliged to do each assignment and exam themselves.

The second statement is that students have behavior that reflects a responsible attitude. In this statement, it is still not fully in accordance with the reality that occurred at SMP Pawyatan Daha 1

Kediri because at the age of Junior High School he still has an unstable nature and is looking for his identity. There are some students who already understand their responsibilities, but there are also those who still have to be reminded many times, for example, about the responsibility of disposing of trash in its place and also carrying out class pickets.

The third statement is that students have behaviors that reflect self-confidence. This statement is in accordance with the reality that occurred because through observations made by the waka of the curriculum, students were brave and confident, for example being asked to become a priest during the activities of the Ramadhan cottage and Friday prayers, although not 100% of the confidence of the students because of their low background. so that it affects the level of self-confidence. The fourth statement is that students have behavior that reflects a caring attitude. This statement is appropriate because the caring attitude is manifested through the school program, namely foster friends where on certain days students are asked to volunteer to help their friends who are in need, for example by working together to ease the burden of paying tuition fees.

The third indicator is regarding the achievement of increased knowledge in the academic field. The first statement is that students understand the concept of learning. This statement is appropriate because students from grades 7-9 have the basic concept of learning from those who don't know to know. However, it is not possible to 100% of students understand the concept of learning because there are some students when they come to school already understand some of the material and also a lot of material that is not understood by students. The second statement is that students master various learning theories. This statement is appropriate because the learning theory of students depends on the teacher who teaches according to the theory and then the students follow.

The third statement is that students have factual knowledge. This statement is appropriate because for example in grade 9 in the craft subject there is a cooking practice. Cooking is a real activity and cooking does not look at gender, especially since a woman must be able to cook and they can learn through this activity. The fourth statement is that students have conceptual knowledge. The statement is appropriate but students still need the process and guidance to go towards having conceptual knowledge. The fifth statement is that students have a high curiosity. This statement is not in accordance with the reality because in reality there are only a few active students and that's all and maybe there are those who want to know but are embarrassed so they don't ask and are only represented by their friends who are brave.

The fourth indicator is the achievement of increased knowledge in non-academic fields. There are several supporting statements to assess whether the indicator has been successfully realized or not. The first statement is that students have procedural knowledge. This statement is appropriate because at SMP Pawyatan Daha 1 Kediri there are extracurricular activities, namely education and development of traditional arts, sports, scouts, and reading and writing the Koran so that students know how to do things. An example is dance, students can find out step by step dance not only from beginning to end but also the process. The second statement is that students have metacognitive

knowledge. This statement is appropriate because schools are trying to help students have this knowledge, especially if students at home do not get help and support from parents. So that students are still in the process of being assisted and given support, but in students there must be a basis.

The third statement is that students have knowledge of their own strengths and weaknesses. This statement is appropriate because it is proven from not all students taking the same extracurricular unless required. Students have extracurricular which according to him is more suitable for him. The fourth statement is that students are able to develop their own potential optimally. This statement is appropriate because in fact the school has many trophies which prove that students are able to develop their potential which also gets support from the teachers and also trains so that students have achievements and are able to bring the good name of the school.

The last indicator is the assessment of the competence of students' skills. The first statement is that students are able to use information about the surrounding environment logically. This statement is appropriate because the last 2 years the learning media is online, so students learn and receive a lot of information from the internet. However, students are also always reminded in every learning process to use the internet wisely. The second statement is that students are able to use environmental information critically. This statement is appropriate because critical thinking still has a logical relationship, students are critical to utilize information even though lately most of the answers and knowledge information come from the internet.

The third statement is that students are able to use information about the environment creatively. This statement is appropriate because with the sophistication of existing technology it can be used to utilize information. For example, students are asked to make assignments related to videos and others which require a student's creativity to produce maximum results. The fourth statement is that students are able to apply the learning obtained in everyday life. This statement is not fully in accordance with reality because for example in English subjects in the application of material in everyday life it is impossible to do with parents. If other subjects may still be applied in everyday life, especially at home, for example, science subjects and crafts. The fifth statement is that students are able to complete school assignments or work. The statement is in accordance with the reality, but it is still not 100% because there are still 1-2 students who do not do the assignments on the grounds of forgetting, cannot and are left behind. However, if for students who have not been able to understand have an effort to do even though doing what is according to their abilities.

DISCUSSION

National education standards are the minimum criteria regarding the education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia, while students are members of the community who seek to develop potential through the learning process available at certain paths, levels, and types of education as well as minimum criteria regarding the education system throughout The Unitary State of the Republic of Indonesia is basic in planning, implementing, and supervising

education in the context of realizing quality national education. National education standards consist of 8 components, one of which is graduation competence.

As explained in Government Regulation Number 19 of 2005 National education standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation and state.

Regulation of the Minister of Education and Culture Number 20 of 2016 concerning Competency Standards for Primary and Secondary Education Graduates explains that Graduate Competency Standards are criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills and can be used as the main reference for developing content standards, process standards, standards. assessment of education, standards of educators and education personnel, standards of facilities and infrastructure, standards of management, and standards of financing. Graduate Competency Standards consist of qualification criteria for students' abilities that are expected to be achieved after completing their study period in educational units at the primary and secondary education levels.

As we know that schools must meet and even exceed the National Education Standards, schools must make various efforts to ensure quality with the right strategy according to school conditions (Ratmawati & Tolla, 2019; Santika et al., 2022). In general, in education, only the level of achievement of results is measured, and it is rare to measure the extent or process of the effectiveness of the chosen strategy. According to Lie (2014) good schools can realize the importance of the right strategy and action plans that are prepared based on data and facts. Schools need to set targets for achieving standards that are used as guidelines in the action plans to be taken. The standard used is the National Education Standard as described previously. With the standard as a reference, schools can assess how far the school has met the standards, and whether the strategies and efforts made are appropriate or need to be refined again (Ikhwan, 2015; Wula, 2019).

Efforts made by teachers include: (1) conducting learning in accordance with the demands of Graduate Competency Standards, (2) utilizing exam results or assessments to improve learning, (3) building competitive and sportsmanship attitudes in achieving learning achievement, (4) increasing student involvement in learning, especially in skills training, (5) conducting field study visits and environmental observations, and (6) conducting intensive guidance for students to be ready to work. Of course, this also needs to be supported by the commitment of teachers to optimize the achievement of graduate competency standards (Helda & Syahrani, 2022; Mustaghfiroh et al., 2020).

Efforts to achieve the fulfillment of graduate competency standards also require an important role from the principal (Arifin et al., 2022; Ariyanti et al., 2020). Efforts made by the principal are: (1) working with various parties to support the quality of learning, (2) providing awards for students who

excel, (3) increasing student activities in the social, cultural, and religious fields, (4) conducting research alumni and alumni data archiving, and (5) providing facilities and functioning of all learning resources effectively. In addition, there are several efforts that need to be made by schools, including training teachers to be able to teach creatively, problem-solving-based and project-based, then collaborating with the Industrial World Business World to increase student competence and distribution of graduates, and archive activities and supporting files. all activities (Maisyaroh et al., 2021; Sumarsono et al., 2016). Complete documentation from schools will facilitate regular monitoring and evaluation (Harris et al., 2013; Ulfatin et al., 2020).

Implementation of the National Standards for Graduate Competency Education at SMP Pawyatan Daha 1 Kediri is not yet fully appropriate, there are still several statements that have not been implemented properly. There are five indicators in the National Graduate Competency Education Standards, namely (1) Assessment of spiritual attitudes that must be achieved by students, (2) Assessment of social attitudes that must be achieved by students, (3) Achievement of increased knowledge in the academic field, (4) Achievement of increased knowledge in non-academic fields, and (5) Assessment of student competency skills. Success in realizing conformity between indicators and student achievement is not solely due to the school's side (Nurabadi et al., 2021; Sumarsono et al., 2021). But also from the teacher and the students themselves. Students have a sense of curiosity and improve their quality, especially in the religious field. Also the teacher's efforts to provide support and teach students wrong and right. However, on the other hand, there is also a discrepancy between some statements and the daily lives of students, especially regarding the students' lack of honesty. In this case, of course, it must be from the students themselves to start the honesty, the teacher also tries to always give an example of honesty from small things and what impact it has if they often lie and cheat (Maisyaroh et al., 2022; Nangoli et al., 2020). Of course, behind this success, there needs to be cooperation from all parties and the intentions of students who must be familiarized in everyday life.

CONCLUSION

In general, the purpose of the National Education Standards refers to ensuring the quality of national education in the life of the nation and state. The results of the study show that the implementation of the National Education Standards in graduate competence has not been fully implemented. Because of the several National Education Standards instruments regarding graduation, there are several sections that are adapted to students' abilities. As such, it is possible that the statements contained in the National Education Standards can be applied in everyday life, especially with regard to the creative use of environmental information. From these instruments, the speakers explained that creativity and creativity can be carried out in social and daily life. For example, operating gadgets and cooking activities. So that this school is more adapted to the conditions of its students, both cognitively and psychomotorically. Educators provide opportunities for students to learn according to their talents and interests. For the successful implementation of the strategy and implementation of the National

Education Standards, this school must make various efforts as improvements in ensuring quality. But teachers also have an indispensable role when carrying out the process of teaching and learning activities based on the National Education Standards. This research certainly has limitations, such as research using a qualitative approach with a case study research design, further research can be carried out using a multi-case design, it can also use a mix research approach, in order to obtain more comprehensive findings.

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