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Contribution Of Computer-Based National Assessment Implementation In Improving Education Quality In Mtsn 2 Palembang

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Abstract

Education in Indonesia faces significant challenges along with technological developments. The implementation of the Computer-Based National Assessment in MTsN 2 Palembang, as an important step to improve evaluation efficiency, is still faced with obstacles. Limited technology infrastructure, teacher and student readiness, and inequality of access in some regions are issues that need to be evaluated. This study aims to analyze the level of readiness for the implementation of ANBK in MTsN 2 Palembang, the efforts of madrasah in improving the quality of education through ANBK, and the contribution of ANBK to improving the quality of learning. A qualitative approach with analytical descriptive design was used in this study. Data was collected through interviews, observation, and document analysis. The subject of the study involved teachers, students, and management. Data analysis techniques are carried out through data reduction, data presentation, data verification, and conclusions. The results showed that 1) the constraints of ANBK implementation can be overcome with organized management and effective coordination; 2) Madrasah's efforts in improving the quality of education through ANBK have a positive impact; 3) The recommendations of this study are a) involving technical preparation, b) adequate facilities and technological support, and c) intensive training for teachers and students. By implementing these recommendations, the implementation of ANBK in MTsN 2 Palembang can be more optimal, contribute significantly to improving the quality of education, and become a model for other schools in facing the era of digital education.

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Keywords: ***Computer-Based National Assessment; Education Contribution; Education Quality Improvement.***

INTRODUCTION

Education in Indonesia has experienced significant development in recent decades (Nurman et al., 2022; Rusdiman et al., 2023). One important change in the education system is the use of information and communication technology to improve the quality of learning and evaluation (A'la et al., 2023). The computer-based National Assessment is one of the innovations that aims to increase efficiency and effectiveness in evaluating student abilities and the quality of teaching within the National (Nurhadi et al., 2023).

The final evaluation system for primary and secondary education in Indonesia is regulated in Law Number 20 of 2003 concerning the National Learning System article XVI Articles 57, 58, and 59 which explain the final evaluation of education (Ministry of Education and Culture, 2020). In order to control the quality of education nationally, an evaluation is carried out as a form of accountability of education providers to interested parties. Assessments are carried out by independent institutions periodically, equitably, transparently, and systematically to take into account the achievement of national standards of learning (Novita et al., 2021).

According to Kizlik (Kholis, 2022), Assessment is a process where information is obtained related to learning objectives. This assessment is a broad term that includes tests (testing). A test is a special form of assessment. Tests are also a form of assessment. In other words, all of these tests are assessments, but not all assessments are tests. According to Overtun (Kholis, 2022), Assessment is a process of gathering information to monitor progress and if mentioned in my definition of a test, an assessment may consist of tests, or it can also consist of various methods such as observation, interviews, behavioral monitoring, and so on.

Based on the opinions of Kizlik and Overtun above, it can be concluded that assessment is a process of collecting information to understand the extent to which a learning goal or target has been achieved. In this context, tests are one of the specific forms of assessment that are implemented under deliberately created conditions, especially for administrative purposes, both opinions highlight the diversity of methods in carrying out assessment. While tests are part of assessment, they also include broader approaches, including methods of observation, interviewing, and behavior monitoring, which provide a more comprehensive picture of learning achievement.

According to Kharismawati's research, the implementation of ANBK experienced a number

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of obstacles faced by teachers and students, namely trips along forest roads to neighboring villages to get internet signals, students' abilities, and skills in operating laptops, laptop facilities in schools have not been able to meet students' needs, and students' level of understanding of ANBK material which is considered difficult and complicated (Kharismawati, 2022).

Teachers in remote areas far from internet signal networks and students' knowledge of IT (Information and Technology) is still very lacking. It is a challenge that must be pursued with all its might and effort. In order for the implementation of ANBK to run smoothly with limited conditions, it is recommended that the school coordinate with the Education Office to prepare all needs such as the procurement of hardware facilities, providing facilities in the form of free quotas, equipping students to take part in technical deepening and ANBK materials. All school residents and the Education Office are expected to work together to make the quality of primary and secondary education in Indonesia more advanced.

Computer-based national assessment is important because it can provide many benefits. First, this assessment can provide more accurate and objective results because it is carried out by computers and is not affected by human subjectivity. Second, computer-based national assessments can be carried out quickly and efficiently, thus saving time and effort. Third, computer-based National assessments can provide more comprehensive results because they can cover many aspects, such as students' academic abilities, skills, and attitudes. Fourth, computer-based National assessment can provide faster feedback to students, teachers, and parents, so as to improve student performance and motivation in learning (Afandi et al., 2022).

Therefore, it is necessary to develop a more effective and efficient assessment system. One solution is to adopt information and communication technology, such as the implementation of computer-based assessments in the National. However, the implementation of computer-based assessment in the National is still relatively new, and needs to be evaluated to determine the extent of its effectiveness in improving the quality of assessment and student learning outcomes.

Based on the results of interviews and observations with ANBK proctors and technicians at MTsN 2 Palembang, they argue that in the implementation of ANBK there are minimal obstacles, especially in the coordination system between the committee in the implementation of ANBK, besides that readiness in computers and networks has been fulfilled properly, which is an obstacle in the implementation of ANBK in MTsN 2 Palembang City more on the follow-up of ANBK results to improve the quality of education in accordance with the objectives of implementing the national assessment computer-based.

In this context, research on the implementation of computer-based national assessment

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in MTsN 2 Palembang becomes relevant to be carried out. This study aims to evaluate the effectiveness of computer-based national assessment implementation in the National and analyze its impact on improving the quality of assessment and student learning outcomes. Thus, it is hoped that the results of this research can contribute to the development of the assessment system in the National, as well as provide input for relevant stakeholders in improving the quality of education in Indonesia.

Based on the above background, education in Indonesia has undergone a significant transformation with the integration of information and communication technology, one of which is through the Computer-Based National Assessment (ANBK). ANBK is an efficient and effective evaluation tool in assessing student ability and teaching quality nationally. However, its implementation is not without challenges. Uneven technology infrastructure, teacher readiness, and inequality of access in some regions are obstacles that need to be overcome.

National assessments, especially computer-based ones, provide significant benefits with accurate, fast, and comprehensive results. However, continuous evaluation needs to be carried out to ensure its effectiveness in improving the quality of education in Indonesia. Therefore, research in MTsN 2 Palembang is expected to make a valuable contribution to a deeper understanding of the implementation of ANBK and its impact on the quality of education at the national level. So that in writing this research took the title of the contribution of computer-based national assessment in improving the quality of education in MTsN 2 Palembang.

This research uses qualitative methods, namely research that produces findings that cannot be achieved using statistical procedures or by means of quantification (Sugiyono, 2016). Researchers choose qualitative research with the consideration that the focus of research on the implementation of the National Assessment is computer-based. This research took place at MTsN 2 Palembang as one of the nationals that carried out computer-based national assessments in the 2023-2024 academic year. Data collection techniques use interviews, observation, and documentation. Data agility can be achieved by using data collection processes by triangulating data techniques.

RESULTS

The Computer-Based National Assessment Planning (ANBK) in MTsN 2 Palembang City is a rigorous and organized process with the aim of improving the quality of Islamic education in the institution. This planning stage involves collaboration from various parties including leadership, educators, administrative staff, and other stakeholders. The first step in ANBK planning is the

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establishment of clear and measurable goals and objectives. The visionary leadership of the headmaster and school management was the cornerstone in setting the direction and focus of this plan. The stated goals must be in line with the vision and mission of MTsN 2 Palembang City and national policies in the field of education.

Once the goals and objectives are set, the next step is the collection of the necessary resources. This involves determining the technical, financial, and human resource needs needed for the implementation of ANBK. In this context, cooperation with related parties such as local governments, professional organizations, and educational support institutions is crucial. Technical readiness planning is the next stage in the ANBK planning process. Here, an evaluation of the existing technology infrastructure in MTsN 2 Palembang City was carried out, including internet networks, computer laboratories, and the necessary software. Efforts to improve and improve infrastructure are carried out to ensure the smooth implementation of ANBK.

Training and debriefing of personnel is an important step in preparing all school staff to adopt ANBK technology. In this stage, training was conducted for teachers and administrative officers on the use of ANBK systems and applications, as well as computer-based evaluation techniques. The motivation and support of school leadership became the decisive factor in the success of this training. After all technical and personnel preparations are made, a schedule for the implementation of ANBK is carried out that takes into account all aspects that have been prepared beforehand. This schedule must take into account the optimal time for assessment, including system and application trial time before actual implementation.

System and application trials are conducted to ensure that all technical and operational components of ANBK run smoothly. In this stage, a simulation of assessment and evaluation of the system is carried out to detect and correct potential problems that may arise. After all stages of preparation are carried out, the implementation of the Computer-Based National Assessment is carried out in accordance with the predetermined schedule. This implementation requires good coordination between all stakeholders involved to ensure the process runs smoothly and efficiently.

After the implementation is complete, an evaluation and analysis of the assessment results is carried out. The results of this evaluation become the basis for preparing a follow-up and improvement plan (RTLP) to improve the effectiveness and efficiency of ANBK in the future. The implementation of RTLP is carried out by involving all parties involved in the implementation of ANBK. The improvement and improvement measures that have been prepared must be carried out consistently and continuously to ensure the success of ANBK in MTsN 2 Palembang City.

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Furthermore, a continuity evaluation was carried out to ensure that all improvements and improvements that have been made have a positive impact on the quality of education in MTsN 2 Palembang City as a whole. Thus, ANBK planning in MTsN 2 Palembang City becomes a collaborative effort involving various parties to improve the quality of learning and measuring student achievement through the application of appropriate and effective information technology.

1. Implementation of computer-based Madrasah Assessment in MTs N 2 Palembang City

The implementation of computer-based assessment in MTsN 2 Palembang City requires harmonization of leadership, communication, motivation, and supervision roles. Visionary and proactive leadership provides strategic support, while effective communication becomes the foundation for shared understanding (Alfiyanto et al., 2021). Motivation, both from leadership and educators, encourages active participation in adopting technology (Gruzina et al., 2019). Careful supervision ensures continuity and continuous improvement. The synergy of this role is the key to the success and improvement of the quality of education in MTsN 2 Palembang City, in research related to the implementation of computer-based madrasah assessment in MTsN 2 Palembang City, researchers divided into several roles that support the implementation of AMBK including:

a. The Role of Leadership in Implementation

Leadership Role in the Implementation of Computer-Based National Assessment in MTsN 2 Palembang City. Leadership is considered as the main pillar capable of shaping direction, providing strategic support, and motivating all stakeholders to adopt and complete this significant change. Resource Persons I and Resource Persons II play a key role in carrying out their respective duties, and the leadership role of the Head of Madrasah provides a solid foundation for the successful implementation of computer-based assessment in MTsN 2 Palembang City.

b. The Role of Communication in Implementation

In the context of implementing the Computer-Based National Assessment in MTsN 2 Palembang City, the role of communication is an important focus in understanding the dynamics of the evaluation process. Communication is considered an essential foundation that is able to ensure mutual understanding between all stakeholders, including teachers, students, and other related parties. In its implementation, effective communication can help convey the objectives, benefits, and stages of computer-based assessment clearly to all parties involved. Correspondingly, solid understanding through good communication can overcome potential barriers and increase active participation in the application of this technology. Therefore, the role

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of communication in this context is not only as an information tool but also as a critical element in achieving success and wide acceptance of significant changes in the implementation of the Computer-Based National Assessment in MTsN 2 Palembang City.

c. The Role of Motivation in Implementation

The role of motivation is a key element in the implementation of the Computer-Based National Assessment in MTsN 2 Palembang City. Motivation, as an extension of leadership, has a significant impact in stimulating the participation and optimal performance of all stakeholders. In this context, the motivation provided by the leadership, especially the head of the madrasah, became a catalyst to encourage teachers and students to enthusiastically adopt this technology. Motivation also helps overcome potential obstacles and increases morale to complete the change towards computer-based assessment.

d. The Role of Surveillance in Execution

The supervisory role has a central role in the smooth implementation of the Computer-Based National Assessment (ANBK) in MTsN 2 Palembang City. Supervision is not only focused on technical aspects, but also includes assessment of resources, support to stakeholders, and handling potential obstacles. The success of ANBK in MTsN 2 Palembang City depends largely on the effectiveness of the supervisory role in ensuring the integrity and reliability of computer-based assessment results.

2. Madrasah Quality Improvement through Computer-based Madrasah Assessment in MTsN 2 Palembang City

The implementation of the Computer-Based National Assessment (ANBK) has great potential to improve the quality of education by providing a more accurate picture of student understanding, ensuring equity in assessment standards, and providing a basis for the development of a more appropriate and effective curriculum. ANBK results can also increase school and teacher accountability, encourage performance improvement, and overall, provide a more holistic perspective to prepare students for global challenges. With these aspects, ANBK is not only an evaluation tool, but also an important instrument in improving the quality of education throughout the country. The following is the increase in ANBK scores in recent years as a reference for improving the quality of madrasah in MTsN 2 Palembang City:

Table 1. ANBK Results in recent years

Field	Year		
	2021	2022	2023
Ability	40,23%	46,52%	52,98%

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Number			
Reading Literacy	46,82%	51,33%	59,00%

Judging from these data, it is very visible that the improvement in the quality of education in MTs N 2 Palembang City in terms of the quality report card issued by the Ministry of Education and Culture, this is in line with several programs developed by madrasah in quality improvement based on ANBK data such as the formation of literacy ambassadors, reading corners and the formation of mading.

3. Contribution to the Implementation of Madrasah Assessment and Improving the Quality of Education in MTsN 2 Palembang City

Madrasah assessment is an integral part of improving the quality of education, potentially a driver of positive change in learning strategies and curriculum development. By focusing on MTsN 2 Palembang City, this study will explore the extent to which the implementation of Madrasah Assessment affects the quality of education in the school. This introduction aims to detail the background, urgency, and relevance of the research, as well as provide a basis for understanding for readers about the significance of this research in the context of improving education at the madrasah level.

DISCUSSION

1. Implementation of Computer-based National Assessment in MTs N 2 Palembang City

The role of leadership in the implementation (actuating) is very significant because leadership not only directs, but also motivates, leads and supervises members of the organization to achieve the goals that have been set. Leadership is responsible for providing clear direction to members, understanding and meeting individual needs, setting a good example and supervising the implementation of tasks to ensure alignment with established plans and standards. Through these roles, a leader can ensure that organizational activities are carried out effectively, efficiently and in accordance with the vision and mission that has been set.

The implementation of the Computer-Based National Assessment (ANBK) in MTsN 2 Palembang City has succeeded in utilizing the synergy of leadership, communication, motivation, and supervision roles to improve the quality of education. The role of leadership, especially the head of the madrasah, stands out as the main pillar that provides direction, strategic support, and motivation to all stakeholders to adopt significant changes in the assessment system. In line with Faizi's opinion that the leadership of madrasah heads plays a key role in creating an inspiring work environment through deliberative policies, monthly discussions, teacher training and

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communication enforcement (Faizi et al., 2024). The results of the interview with Resource Person II, Computer Lab Officer, showed that the leadership of the head of the madrasah strongly supported the implementation of ANBK by providing complete initiatives and resources.

In the context of communication, this role is an important key in understanding the dynamics of the ANBK evaluation process. Effective communication among the committee, teachers, students, and madrasah heads helps to clearly convey the objectives, benefits, and stages of computer-based assessment. Resource person III, Computer Lab Officer, emphasized that communication between the committee and students was the main key, while the Deputy Head of Madrasah, Mr. Purwanto, stated that communication between the committee and participants went well, creating a supportive environment. Communication has an important role in the world of education (Akib &; Perkasa, 2022).

The role of motivation has also proven significant in the implementation of ANBK. The motivation provided by the leadership, especially the head of the madrasah, became a catalyst to encourage active participation from teachers and students. Speaker II and Resource Person I agreed that the synergy of motivation of students, teachers, and madrasah heads creates an environment that supports the implementation of ANBK. Observations of the assessment on January 17, 2024, also show that students' motivation is reflected in their active participation and enthusiasm.

In terms of supervision, this role is central to the smooth implementation of ANBK. Supervision is not only focused on technical aspects, but also includes assessment of resources, support to stakeholders, and handling potential obstacles. Resource Person III and Resource Person I emphasized that supervision was carried out through clear communication between the committee and students, as well as involving the head of the madrasah in organizing coordination meetings and ensuring the availability of facilities and infrastructure.

The implementation of the Computer-Based National Assessment (ANBK) in MTsN 2 Palembang City has succeeded in proving that the synergy of leadership roles, communication, motivation, and supervision is the main key in improving the quality of education. Visionary and proactive leadership has provided clear direction, while effective communication ensures mutual understanding among all stakeholders. The motivation provided by leadership encourages active participation and enthusiasm in adopting new technologies, and the supervisory role ensures the smooth and integrity of the entire process. Expert opinions in the field of education and motivation also validate these findings, in line with this, research by Ulum et al. shows that high and low motivation will be determined by the ability of leaders to carry out their leadership

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functions (Ulum et al., 2020). This research provides a holistic view regarding the successful implementation of ANBK in MTsN 2 Palembang City, and hopefully will be an inspiration for other educational institutions in improving the quality of education through the application of computer-based assessment.

2. Quality Improvement through Computer-based National Assessment Results at MTs N 2 Palembang City

It is important to recognize that the implementation of the Computer-Based National Assessment (ANBK) in MTsN 2 Palembang City has a significant positive impact on improving the quality of education. In line with that opinion, research by Umam et al. shows that the ANBK program has a positive impact on student preparation, improved reading literacy and overall school development. This program provides a strong foundation to improve the quality of education and help students achieve better results in computer-based national assessments (Umam et al., 2023).

The results of interviews with resource person IV, the school's education officer, and the statement of Mr. Purwanto, Deputy Head of Madrasah for curriculum, highlight the important role of ANBK in helping the school understand deeply the abilities of students. ANBK is also considered a tool that reduces assessment disparities between regions, providing a fairer picture of the quality of education nationally. An educational institution is a place to build a quality generation. With that, it is expected to be able to create quality education in order to produce that generation. To meet the need for quality education, educational institutions must try and strive to manage education as well as possible so that the desired quality can be achieved (Suranto et al., 2022).

3. Contribution of Computer-Based National Assessment in Improving Education Quality in MTs N 2 Palembang City

The Computer-Based National Assessment (ANBK) made a real contribution to quality improvement in MTsN 2 Palembang City. By providing a holistic picture of student achievement nationally, ANBK becomes a key foothold in evaluating student performance, helping schools objectively identify strengths and weaknesses. The Computer-Based National Assessment (ANBK) is transformed as a critical instrument in providing a comprehensive picture of student achievement at the national level. The data generated by ANBK is the main pillar in evaluating student performance in MTsN 2 Palembang, opening a wide window to a deep understanding of student achievement. By having this comprehensive picture, schools can accurately assess students' strengths and weaknesses objectively. ANBK does not just provide scores, but opens a

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layer of in-depth information about understanding concepts, analytical skills, and applying students' knowledge. As the main reference, the results of ANBK allow MTsN 2 Palembang to design a more focused learning strategy, in accordance with student needs and national standards, making it an evaluation tool that is not only informative, but also encouraging in improving the quality of education.

The results of the Computer-Based National Assessment (ANBK) reflect the effectiveness of the curriculum in MTsN 2 Palembang in delivering learning materials. This evaluation is not just an assessment, but rather a mirror that reflects the extent to which the curriculum can facilitate student understanding. By analyzing the results of ANBK, schools can identify successes and challenges in the delivery of learning materials. If there is a consistent pattern of difficulty on a topic, this is an indicator for MTsN 2 Palembang to adjust its curriculum. In this context, ANBK is not only an evaluation tool, but also a valuable guide that helps schools adjust the curriculum to be more relevant and responsive to student needs. Thus, ANBK is not only an evaluation, but also an important instrument in improving and developing the curriculum at MTsN 2 Palembang.

The Computer-Based National Assessment (ANBK) has a crucial role in leveling assessment standards between regions throughout Indonesia, including in MTsN 2 Palembang. Through its implementation, ANBK creates fairness and consistency in the evaluation process, ensuring that schools in Palembang are assessed with parameters that are on par with schools in other regions. This reduces assessment disparities that may arise if each region has different standards. With the mapping of national assessment standards conducted by ANBK, school performance evaluation becomes more objective and fair. ANBK is not only an evaluation tool, but also an important instrument in creating a balanced evaluation foundation for schools in various regions, including in MTsN 2 Palembang. Thus, ANBK makes a real contribution in creating inter-regional evaluation fairness and increasing consistency in assessment at the national level.

Data generated by the Computer-Based National Assessment (ANBK) is the basis for evaluating school and teacher performance in MTsN 2 Palembang. By relying on information obtained from ANBK, schools can assess student achievement, curriculum effectiveness, and educator performance more objectively. Teacher performance evaluations become more detailed and accurate thanks to data generated by ANBK, allowing the identification of specific areas that require improvement and development. This provides a deep understanding for MTsN 2 Palembang to detail corrective measures that can be directed at improving the overall quality of education. Thus, ANBK is not only an evaluation tool, but also a vital instrument in increasing school and teacher accountability and focusing on targeted improvement efforts.

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In each of these aspects, ANBK not only acts as a national exam, but as a tool that provides in-depth and relevant information for decision making. By utilizing the results of ANBK effectively, MTsN 2 Palembang can continue to improve the quality of education, making it more adaptive to student needs and meeting national standards.

CONCLUSION

Based on data analysis from existing research results, researchers can convey conclusions, namely 1) The implementation of ANBK in MTsN 2 Palembang City was successful thanks to visionary leadership, effective communication, student motivation, and strict supervision. Clear leadership, good communication, and integrated motivation and supervision have brought active participation and enthusiasm of students in adopting new technologies; 2) The implementation of ANBK in MTsN 2 Palembang has a major positive impact in improving the quality of education. ANBK not only evaluates student performance, but also helps assess curriculum effectiveness, maps national assessment standards, and provides a foundation for evaluation of madrasah and teacher performance; 3) ANBK in MTsN 2 Palembang makes a major contribution in improving the quality of education. With student performance evaluation, curriculum effectiveness measurement, and mapping of national assessment standards, ANBK provides in-depth data for the identification of strengths and weaknesses of students and educators. This enables the right decision making for overall improvement of education quality, making ANBK not only an evaluation tool, but also a trigger for positive change and increased accountability in the delivery of education in MTsN 2 Palembang. Although technological challenges need to be overcome, the benefits and contributions of ANBK are very important in improving the standard of education in this madrasah.

FUTURE DIRECTIONS

While this qualitative case study provides foundational insights into the spiritual and moral impacts of *Dzikir Nailu Al-Khairat* at a single Islamic high school, future research should expand its methodological and demographic scope to enhance generalizability. Subsequent studies could employ quantitative or mixed-methods designs to empirically measure the correlation between this structured dzikir practice and specific psychological or academic outcomes, such as stress reduction and learning achievement, across a broader student population. Furthermore, longitudinal research is highly recommended to assess the long-term retention and practical application of the cultivated virtues—such as *tawhid*, *ikhlas*, *husnudzon*, and *tawakal*—as

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students transition into higher education or the professional workforce. Finally, comparative studies evaluating the efficacy of *Dzikir Nailu Al-Khairat* against other spiritual interventions in diverse educational settings, including public schools and universities, would significantly advance the development of scalable, spirituality-based character education frameworks.

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