

CHAPTER I

INTRODUCTION

1.1 Background

Education is one of the main pillars in the running of a nation. The better education of a nation will produce higher quality of Human Resources (HR). Human resources will be a valuable asset in developing the nation's progress. The quality of character of human resources can be built and set up in schools that have a high quality. Therefore every country has identified improving education quality as one of its highest national priorities. Education quality progressing is respond to the demand for increased school access, developing more effective school planning, and implementing massive training programs for teachers and administrators which each component has a standardization.

In Undang-Undang No.20 Tahun 2003 Chapter 1, Subsection 17 about National Education System as stipulated in PP. 19 Tahun 2005 Chapter 1, Subsection 1 stated that the scope of the National Education Standards include 8 standards, they are: (i) *Contents Standard*, (ii) *Process Standard*, (iii) *Competency Standards*, (iv) *Teaching staff and educational Administrator Standards*, (v) *Facilities and Infrastructure Standards*, (vi) *Management Standards*, (vii) *Financial Standards*, and (viii) *Assessment Standards*. National Education Standards serve as the basis for the planning, implementation, and supervision of education in order to realize the quality of national education.

Assessment standard is one of the important standards in National Education Standard because it is needed to improve the quality of education. Assessment standard is one part of the National Educational Standards, are intimately associated with the mechanisms, procedures, and assessment instruments learners learning outcomes. Based on Permendiknas No.20 Tahun 2007, government regulations mandated on three types of assessment, namely: (a) *Assessment by educators conducted on an ongoing basis to monitor the process, progress, and improvement of learning outcomes*, (b) *Assessment by the education unit aims to assess the achievement of competency standards for all subjects*

according to the program as a form of transparency, professional, and accountable institutions, (c) Assessment by the government aims to assess the competency of national achievement in specific subjects. Implementation assessment by government in is submitted to National Education Standards Agency (BSNP).

Curriculum of the unit level of education (KTSP) also gives school facility to expand, creative and innovative. With this facility expected happened a competition in concurrence to compete to reach educator quality in accordance with National Education Standards Agency (BSNP) according to PP No.19 Tahun 2005. Paradigm in KTSP that base on this interest emphasizes that teacher is not just a duty conveyor to participant information to educate, however also must become facilitator, undertake amenities learns to give the whole participant to educate.

To know student achievement, government was seriously in national assessment conducted by the national pass test (UN). The UN result is used as one consideration in determining the graduation of students in the selection into the next education level and become one of the considerations in the development and provision of assistance to the education unit in an effort to improve the quality of education (BSNP). Schools also perform final testing (UAS) to find out the students achievement in all subjects. However, this result has not yet depicted study quality and accurate process for all levels of education in each area. For that must conducted circumstantial study relation between UN result and process, quality, and mastery study matching with national standard education.

As the most significant resource in schools, teachers are critical to raise educational standards. Increasing efficiency and equity of school is depending on teacher skills, teacher's human resources, and motivation to give the best performance. In addition, teacher should know how to conduct a valid assessment of student's learning outcomes. If teacher know how to conduct a valid assessment, so teacher know the degree of student material's attainment, arrange the report of student's learning progression, and improve of their teaching and learning process.

In conducting a valid assessment teacher should develop any instrument containing any dimension of competency will be measured. Assessment of learning outcomes by educators conducted continuously, aims to monitor the process and learning progress of students as well as to enhance the effectiveness of learning activities. In conducting of assessment student's learning outcomes, teachers should adhere to and follow the foundation and standard of assessment. Assessment base and assessment standards have been set forth in Permendiknas No.20 Tahun 2007.

From preliminary research, researchers get information by observe and interview several teachers especially **Physics Teacher** from several schools in Medan that teachers do not know the *Education Act*. They are tending to ignore it. In addition, in carrying out an assessment of students learning outcomes, they do not know and do not understand the assessment standards that have been set up by the government in the Permendiknas No.20 Tahun 2007. Of course this is a problem that must be solved by conducting a research. This research is important because if teacher do not conducting a valid assessment, so teacher do not know the degree of student material's attainment, then teacher can't arrange the report of student's learning progression, and finally the most apprehensive teacher can't improve of their teaching and learning process.

1.2 Problem's Identification

Based on the background of the issues outlined above, some problems can be identified are matters relating to the conduct of the evaluation in the field / in school by teachers in the study of physics. These problems can be identified include physics teachers at several senior high school in Medan do not know the *education act*. They do not know and do not understand the assessment standard that set up by government in Permendiknas No.20 Tahun 2007.

1.3 Limitations of the Study

Based on the background problems described above and the identification of problems that have been described, considering the factors involved in the

assessment standards is very complex, as well as to research more focused, then the problem will be limited based on the information in the search and the places or schools that will be investigated. This study will be limited as follows:

1. The teacher is Physics teacher.
2. The data will be gathering from the target school.

1.4 Problem Statement

Based on the background of the issues, identifying problems, and limitation issues, the problems in this study can be formulated as follows:

1. Is the assessment that conducted by physics teacher in senior high schools in Medan accordance with national education standards?
2. Are physics teacher already arrange and concerting the assessment using a valid mechanism?
3. What are the factors abandoning the physics teachers not yet implementing of assessment based on assessment standard?
4. Is there any school in Medan already evolving own assessment standard?

1.5 Objectives

Based on the background of the issues, identifying problems, limitation issues, and the problems in this study, the objectives of this research can be formulated as follows:

1. Knowing the conformity of assessment by physics teacher at several senior high schools in Medan with the assessment standard that set up by government.
2. Knowing the mechanism of arrange and concerting the assessment by physics teacher.
3. Knowing the factors are inhibiting the physics teachers in implementing standardized assessment.
4. Knowing the school in Medan is already has and evolving own assessment standard.

1.6 Advantages of Research

The researchers are expected to be useful for:

1. Providing information about the uniformity of implementation of assessment that conducted by physics teacher with assessment standards and curriculum set up by the government at several senior high schools in Medan.
2. Providing information about the school is already evolving own assessment standard.
3. Helping and encouraging the government in Medan to provide guidance and counseling for teachers especially physics teachers about the importance of understanding of Education Act in teaching and learning process so that the national education goals achieved.