IDENTIFICATION OF SCHOOL EXAM RESULT AT SMPN 05 MUKO-MUKO IN THE LAST 5 YEARS ON NATURAL SCIENCE MATERIAL

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ABSTRACT

The purpose of this study was to identify the results of the science class IX school exams, which were held at SMPN 05 Muko-Muko for the last 5 years starting from 2017-2021. In this study, the researcher used a descriptive method with a qualitative approach, where the data collection technique used was observation, interviews. Data collection was carried out on November 29, 2022. Data analysis techniques were obtained from student school exams, the number of students who took the exam in the last 5 years, and the year the school exam was held. then analyzed and presented in the form of tables and graphs. The results obtained from interviews with related teachers show that the percentage of school exam results at SMPN 05 Muko-Muko has increased. Which in 2017 amounted to (42.44%), 2018 amounted to (45.05%), 2019 amounted to (70%), 2020 (70%) and in 2021 amounted to (70%).

Keywords: Identification; learning outcomes; science material

PRELIMINARY

The development of science is growing rapidly in the 21st century, especially in the fields of technology, information and communication which makes various information from various countries accessible instantly, quickly, easily, cheaply by anyone, anytime and anywhere (Rakhmawati, 2017). The Ministry of Education and Culture (Kemdikbud) of the Republic of Indonesia stated that 21st century learning is emphasized on the ability of students to find out learning from various sources, formulate problems, be able to think analytically (critically) and work together in solving problems in learning. The 21st century requires us to master various skills. Education in the 21st century aims to realize the ideals of the nation, and to have an honorable and equal position with other nations in the global world. Skills that need to be mastered in facing the 21st century are critical thinking skills, problem solving skills, creative thinking skills, communication skills, collaboration skills, and the ability to live life.

Creative thinking is a habit of thinking that is cultivated through observing intuition, creating fantasies, manifesting new possibilities, providing interesting perspectives and generating unusual and unique ideas (Ananda, 2019). The ability to think creatively can be seen from the expertise to analyze data, and combine unique ideas or ideas to solve a problem (Dewi et al., 2019). Someone who has high creativity indicates that he is able to think creatively. In creative thinking there are several indicators: (1) fluency, (2) flexibility, (3) originality, (4) collaboration skills (Nurjaman & Sari, 2019).

Identification is the process of recognition, placing objects or individuals in a class according to certain characteristics. Identification is the introduction of the characteristics of a thing based on or guided by identification (Meisari et al., 2021). Natural Sciences (IPA) is a subject that is studied by students both in basic school excerpts to high school excerpts, because IPA is directly related to the life that is around us (Rahmah et al., 2017). Natural Science is knowledge that is systematic and regularly arranged that is generally accepted, and is in the form of a collection of data from observations and experiments (Sulistiyowati et al., 2020)

Exams are one of the government's efforts to spur the improvement of education quality (Neliwati et al., 2018). School Examination is an activity to measure the achievement of student competence, which is carried out by educational units for certain subjects with reference to Graduate Competency Standards in order to gain recognition for student achievement (Endah, 2017). This is due to the rapid development and change in all aspects of life. For this reason, the government is trying to improve the quality of National education(Sulfemi & Supriyadi, 2018).

Science learning is a systematic study of nature so that science is a complete learning starting from concepts in accordance with facts and theories obtained using scientific studies along with problem solving (Baharuddin et al., 2018). Science learning aims to assist in understanding science concepts related to natural phenomena, as well as being able to develop skills, and instill a scientific attitude in students (Salim Nahdi et al., 2018). Science learning is "Integrated Science". Science learning is integrated through biology, glass, chemistry content (Rahayu et al., 2019).

The purpose of this study was to find out the results of the school exams for the last 5 years at SMPN 5 Muko-Muko on natural science material to improve students' school exam results at junior high schools. Based on the description above, we therefore raise the title Identification of National Examination Results at SMPN 5 Muko-Muko on Science Material

METHODS

In this study the method used is descriptive method with a qualitative approach. The qualitative descriptive method is a research method based on the philosophy of postpositivism which is used to examine the condition of objects naturally or according to what they were at the time the research was conducted (Hadayani et al., 2020). A qualitative approach is carried out, namely to explain a research object in detail by collecting actual data. A qualitative approach is also considered more flexible in describing an object of research. In this study, researchers took the location of SMP N 05 Mukomuko which is located on Jl. Arga Jaya Village Axis, Kec. Hemp Water, Mukomuko Regency, Province.

The data collection technique used in the research uses library research as well as conducting observations and interviews. Library research, namely collecting data or scientific papers related

to research objects that are of a literary nature (Rizal, 2020). Observations made by researchers were direct observations of schools that were used as research samples. In the data collection technique through interviews, the researcher acted as the interviewer and the science subject teacher acted as the resource person

The data analysis technique used in this study started with data collection, which is a step to collect the various data needed, either obtained through books, journal sources or interviews conducted with informants from science teachers in junior high schools. The second is data reduction or data classification, which in this process begins to simplify the raw data obtained during research, as well as to make summaries. The third is the presentation of data or data analysis, namely the preparation of the presentation of answers from informants that have been prepared in the process of the second analysis technique. Presentation of data is useful for understanding if there is an error in data preparation. The last process is making conclusions, namely conducting discussions based on references to various theories used. The purpose of this type of research is to evaluate the success, benefits, uses, and feasibility of a particular program, product or activity, which in the end can get improvements so that the results are better (Nurdiana et al., 2021).

RESULTS AND DISCUSSION

Learning is a change in student behavior through active practice and experience, learning outcomes are knowledge, behavior, attitudes or skills that students build based on what they have understood and mastered (Windiyani

et al., 2018). Meanwhile, learning is any effort made intentionally by educators that can cause students to carry out learning activities (Festiawan, 2020). So it can be concluded that learning implies a learning and teaching activity.

Learning outcomes are an appreciation given to students after they have gone through the learning process that has been carried out. Learning outcomes are interpreted as the acquisition of abilities that have been achieved by students after participating in the teaching and learning process within a certain time either in the form of changes in behavior, skills or knowledge and will then be measured and assessed which are then manifested in numbers or statementsJadi dapat disimpulkan bahwa pembelajaran mengandung arti yaitu suatu kegiatan belajar dan mengajar. (Ayuwulandari et al., 2019.). Learning outcomes are the abilities possessed by students after receiving their learning experience (Sulfemi & Supriyadi, 2018). These abilities include cognitive, affective, and psychomotor aspects. Because learning itself is a process of someone trying to obtain a form of behavior change that is relatively permanent. The learning outcomes are score data or numbers obtained through evaluation sheets at the end of learning to see student achievement in science subjects(Endah, 2017).

There are factors that affect learning outcomes, namely internal factors and external factors(Kurniawan et al., 2018). Internal factors are factors that come from within a person while external factors are factors that come from outside the individual. Both of these factors can be an obstacle or support for student learning.

Student learning outcomes can be seen from the results of daily tests, UTS (Middle Semester Examination) and UAS (Final School Examination) (Kurniawan et al., 2018). Especially for students in grades 6, 9 and 12 in every educational institution, they are required to take the US (School Examination) and the National Examination (UN), where these two scores are a requirement for graduation or for continuing to the next stage of education. The success of other students in participating in the learning process can be seen from the results of the UTS and UAS, where these two values are a requirement for grade promotion.

Student learning outcomes can be seen from the absorption of National Examination and school examinations which are the ability of students to absorb or master a material that has been studied while participating in learning (Nurdiana et al., 2021). In addition, the results of school and national exams can be used as a measure of the success of an educational institution in a region.

In this study, the researcher took samples regarding the school exam results that had been obtained through direct observation at the school on November 29, 2022. The researcher obtained data on the results of the school exam on science material at SMPN 05 Muko-Muko for the last 5 years from 2017-2021. Observation is one of the empirical scientific activities that bases field and text facts, through sensory experience without using any manipulation (Hasanah, 2017). And the percentage of school exam results that have been obtained is presented in the form of tables and graphs below.

Table Of 2017-2021 School Exam Result

No	Year	Score	Total Students
1	2021	70	78
2	2020	70	96
3	2019	70	107
4	2018	45,05	120
5	2017	47,44	120

Tabel 1.1 Percentage of school exam results on material
Science 2017-2021 at SMPN 05 MukoMuko
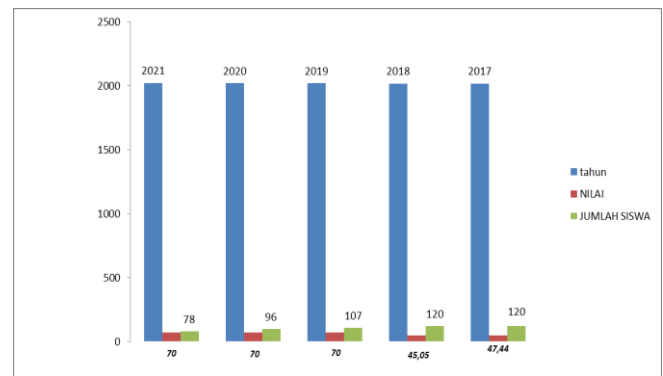
Grafik 1.2 Percentage of school exam results on material
Science 2017-2021 at SMPN 05 MukoMuko

Based on the graph above, it can be seen that the school exam results for the last 5 years starting from 2017-2021, it can be said that the school exam results at SMPN 05 Muko-Muko in 2017 were low at 47.44%, then in 2018 the results exams decreased by 45.05% and in 2019-2021 it was classified as increasing and stable, for 3 consecutive years (2019-2021) the percentage of school exam results was obtained at 70% which could be said to be increasing and stable.

No	Percentage Of School Exam Result	Criteria
1	47,44%	No Enough

2	45,05%	Very Less
3	70%	Good
4	70%	Good
5	70%	Good

Tabel 1.3 results of the 2017-2021 science material student school exams.

To make it easier to analyze it, the percentages are made into 70% (good), 46-60% (poor) and 0-45% (very bad). If you look at the results of the percentage table above, the results are found in the very less category of 45.05% and the less category is 47.44%, while the highest percentage in 2019-2021 is 70%, and is in the good category.

The percentage of school exam results at SMPN 05 Muko-Muko in the last 5 years, starting from 2017-2021 is restated in detail using table 1.3 by including indicators that cause the increase and decrease in the percentage of school exam scores every year.

Year	Indicator	Percentage	Category
2017	UN Matter	47,44%	No Enough
2018	UN Matter	45,05%	Very Less
2019	Question Made at School	70%	Good
2020	Question Made at School	70%	Good
2021	Question Made at School	70%	Good

Tabel 1.4 Indicators of rise and fall in the percentage of testscores

Based on the table of indicators for the rise and fall of test scores above, the percentage of exam results in 2017-2018 falls into the less category. In 2017, the percentage of the test score was 47.44%, then in 2018 the percentage of the test score decreased, namely

only 45.05%. This is due to the fact that in 2017-2018 the test questions came from the National Examination center. Whereas in 2019-2021 the system used is a school exam. So the questions are made directly at each school by the teacher concerned, so as to minimize the low test results obtained by students because previously the teacher has prepared students by providing evaluations in the form of tests or exams with questions that are in accordance withthe Graduation Competency Standards (SKL).

Graduate Competency Standards (SKL) are criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills and are used as the main reference for the development of content standards (SI), process standards, educational assessment standards, educator and education staff standards, facilities and infrastructure standards, management standards, and financing standards. SKL consists of qualifying criteria for student abilities that are expected to be achieved after completing their study period in educational units at the primary and secondary education levels (Rachmawati, 2020).

The learning outcomes test is called a mastery test, because this test functions to measure students' mastery of the material taught by the teacher. The test is tested after the students have obtained a number of previous material and the test is carried out to find out the students' mastery of the material (Purwanto, 2009). The tests were made by groups of teachers, both at the district and provincial levels.

CONCLUSION

Based on the results of the discussion of the research that the researchers have done, it can be concluded that the results of school exams, especially science material at SMPN 05 Muko-Muko in the last 5 years, namely in 2017-2021,

can be said to be good. This can be seen from the development of the proportion of test scores which has increased and stabilized every year. The increase and decrease in exam results was influenced by 2 factors, the first factor regarding the decrease in exam results was due to the fact that in 2017-2018 national schools carried out based exams. Which is because it was made directly by the central government. For factor 2, the increase in exam results will occur in 2019-2021 because schools no longer apply national exams, but school-specific exams. The questions are made by the teacher concerned so that the questions made can be adapted to the learning that has been done.

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