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## Implementation of Student Responsibility Character in Strengthening National Assessment of Education Report Cards at SMAN 1 Pringgabaya

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### Abstract

This study aims to determine the nature of student responsibility in improving the Education Report Card at SMAN 1 Pringgabaya through national assessment. This research uses a qualitative approach with a descriptive type. This research uses purposive sampling technique, which involves interview, observation, and documentation to collect data. In addition, the data analysis technique used in this research is the interactive model, which consists of several parts, such as data reduction, data presentation, and conclusion drawing. The observation guideline sheet, interview guideline sheet, and documentation sheet explain the data collection process. The interview and observation guideline sheets are used as a reference to find out the various activities of implementing the character of responsibility of students in strengthening the results of the national assessment on the education report card. The results of data acquisition will then be reduced according to the information needed, then data display will be carried out and the last is to draw conclusions from the results of the data that has been analysed. The research results obtained after conducting several appropriate research procedures, namely the strengthening of national assessments based on the character of responsibility at SMAN 1 Pringgabaya showed a significant increase with an average achievement of 8.02%. This can be seen from the results of the school report card and various ordinary activities carried out every day, both during learning and extracurricular activities.

## INTRODUCTION

Education is an important part of efforts to build student character. According to Article 1 Paragraph 1 of Law Number 20 of 2003 concerning the National Education System (Sisdiknas), education is a conscious and planned effort to create a learning atmosphere and learning process in which 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 (Zubair et al., 2021). In achieving certain goals in education, a curriculum is needed so that there is an improvement in a better direction for the progress of the Indonesian state (Siregar, 2020).

Currently, in Indonesia, the curriculum implemented is the Merdeka Belajar Curriculum. One of the important innovations introduced through the Merdeka Curriculum is the Education Report Card. The Education Report Card is a tool for measuring and assessing student development, covering both cognitive and non-cognitive aspects. The results of the Education Report Card are supported by various credible data sources and can be used as the main reference for planning analysis and follow-up in improving the quality of education. National assessment is the process of measuring and assessing the performance of students, teachers, schools and the education system as a whole. The data generated from the national assessment is 60%, consisting of 3 factors namely Literacy Skills, Numeracy Skills and Character Survey Results. This data is used to improve education policy, curriculum planning, and build educational foundations with independent learning (Asbari et al., 2024). Character as one of the factors in the national assessment should be a top priority in the learning process in schools to ensure that schools not only require students to have academic intelligence but also be able to demonstrate good character. (Basariah & Sulaimi, 2021).

Responsibility character development is an important personality component that must be considered because it can affect the success rate of learners in their lives (Putri and Ramli, 2016). Responsible refers to a person's attitude and behaviour to carry out his responsibilities and obligations as he should towards himself, society, the environment (natural, social, and cultural), the state, and God Almighty (Mustari, 2014). Character cultivation must be done directly and repeatedly (Celin, 2022). So education not only

provides knowledge, but also builds student character. This is done to increase the dignity and degree of the Indonesian nation through character education (Sumardi et al., 2023). Character education must increase the shared responsibility between educators, society, and family (Yuliatin et al., 2023). Student character development through the Merdeka Curriculum provides space through project-based learning, namely the Pancasila Student Profile Strengthening Project (Nina et al., 2023).

There are several types of responsibilities, such as moral responsibility, legal responsibility, family responsibility, community responsibility, responsibility for customs, beliefs, and rules, and personal responsibility (Hamidah & Palupi, 2012). Each of these types of responsibility significantly shapes individual integrity and personality, as well as in maintaining the harmony and sustainability of society. Indicators of the achievement of responsibility values include: 1) Making oral and written reports on all tasks performed; 2) Performing tasks without orders; 3) Showing initiative to solve problems within the immediate scope; and 4) Preventing fraud (Wibowo, 2015).

However, in reality in the current state of education there is a lot of violence among teenagers, the use of bad language and words by students, the low respect for parents and teachers, the culture of lies or dishonesty, and the lack of a sense of responsibility by individuals and groups, so that it can affect the learning environment of students, making them unfocused and the process of implementing learning does not go well. This shows that character education is a top priority and must be prioritised consistently (Yandri, 2022).

Based on the results of a preliminary study conducted in June 2024, SMAN 1 Pringgabaya has implemented the independent curriculum starting from 2021/2022. In the implementation of the Merdeka curriculum, students have carried out P5 activities (Projek Penguatan Profil Pelajar Pancasila) with various themes including local wisdom, plant maintenance, archipelago food festivals, and *bhinneka tunggal ika* projects. In this P5 they work together and are responsible for their respective parts as a group. In addition to the P5 programme, there are also social activities and community service. This curriculum makes students more caring and responsible for the environment by always keeping the environment clean and throwing garbage in its place, carrying out mutual cooperation activities, being responsible for maintaining school facilities, and having a

strong attitude of tolerance. This is supported by the education report card which shows that the character of students is GOOD with an achievement score of 55.27. In contrast to the implementation of Curriculum 13, as explained by one of the teachers with the initials T during the interview, that in Curriculum 13 students only focus on completing the material. Making teachers more chasing material because there are already demands from the curriculum. After the implementation of the independent curriculum, students are given the opportunity to explore themselves, teachers are also no longer burdened by strict material, teachers have more space to pay attention to important aspects such as strengthening student character and a deeper understanding of the needs and potential of each student.

## **RESEARCH METHOD**

This research was conducted at SMAN 1 Pringgabaya, East Lombok Regency. The approach used was qualitative with descriptive type. The research informants were obtained through purposive sampling technique, which means that the sampling was done with various considerations according to the desired criteria. The informants collected for this study were the vice principal for curriculum, the driving teacher, the Civics teacher and the homeroom teacher. The data obtained were collected using several techniques, including interviews, observation and documentation.

The interview, observation and documentation guideline sheets explain how the data was collected. The interview and observation guideline sheets are used as a reference to find out the various activities in implementing the character of responsibility of students in strengthening the results of the national assessment on the education report card. The results of data acquisition will then be reduced according to the information needed, and data display will be carried out and the last is to draw conclusions from the data that has been analysed.

## **RESULTS AND DISCUSSION**

### **4.1. Implementation of Student Responsibility Character at SMAN 1 Pringgabaya**

Based on the results of the research conducted, there are indicators of the implementation of the character of responsibility of students at SMAN 1 Pringgabaya, among others:

- a. Making Reports of Every Activity Performed in Oral and Written Forms

Reports, both oral and written, are a means for students to develop their responsibility. Through making reports, students are trained to organise information in a systematic, accurate, and logical way. Making this report is very important because it can provide an overview of the achievements, obstacles and benefits of an activity. In addition, students also learn how to make scientific papers. Report writing also allows students to learn to be responsible for their work. In preparing the report, students are required to process their own information based on their experience or understanding without relying on the work of others (Wahyuni, 2023). Cheating not only undermines the learning process, but also deprives students of the opportunity to acquire critical and creative thinking skills. At SMAN 1 Pringgabaya the teacher provides guidance, then students are responsible for the process and results of the activities undertaken. Task completion is done in groups, with students working together and helping each other to complete it. All students play an active role and have their own roles in the process of completing group tasks.

This attitude is important because it balances collaboration and personal responsibility, in accordance with the opinion of Palupi (2012) which explains that all students have personal responsibility for learning. The existence of personal responsibility makes students actively involved in group discussions and continue to process the information obtained independently. In accordance with the principles in independent learning, students are able to take the initiative in learning, process information and be responsible for the results of their own work. In line with the opinion of Safitri (2017), that as the most noble creature of God, humans are always ready to take responsibility for what has been done and said.

b. Doing Tasks Without Being Told

Being able to do one's own tasks is the individual's ability to identify and solve tasks or problems without instruction or encouragement from other parties. These students are able to perform learning tasks on their own (Anggereni et al., 2021). Someone who has this trait is able to take the initiative and act independently without the need to wait for orders or help from others. This reflects the level of independence and creativity of a person in facing the

challenges and tasks they face. This is in accordance with the characteristics of responsibility according to Yaumi (2014), that those who are responsible can show several traits, such as a) always looking for tasks and jobs that must be completed immediately b) completing tasks without being asked or told to do so c) understanding and accepting the consequences of every action taken d) thinking before acting e) doing the best possible job with maximum results and f) cleaning or cleaning everything used after use.

At SMAN 1 Pringgabaya there is Social Emotional Learning (PSE). According to the Collaborative for Academic, Social, and Emotional Learning (CASEL) it is a technique that helps students learn how to manage emotions, build healthy relationships, set goals, and make decisions. There are five core competencies in social emotional learning (Widiastuti, 2022, p.92) namely Self Awareness, Self Management, Social Awareness, Social Relationships and Responsible Decision Making.

c. Showing Initiative to Solve Problems in the Nearest Scope

To solve problems at SMAN 1 Pringgabaya, teachers act as facilitators who help students recognise, analyse and overcome the challenges they face. Teachers provide clear directions and support throughout the problem solving process. They assist students in identifying the root of the problem and provide examples of effective approaches. So, teachers must be truly present in the classroom, both physically and emotionally. Presence not only includes the physical aspect, but also involves the soul, attention, feelings, and thoughts that must be present with students.

Guidance and Counselling (BK) is very important to support students when they are facing difficulties. This is in line with Maliki's (2022) opinion, which states that guidance and counselling is a way for teachers to help students solve their problems. Guidance is given to help students understand themselves, make decisions, understand their potential, and know how to develop this potential. Students are also given the opportunity to take responsibility for the decisions they make (Syaikha, 2022).

d. Avoiding Cheating in Carrying out Tasks

Teachers at SMAN 1 Pringgabaya play an important role by giving assignments that are appropriate to the students' level of understanding. Customising assignments based on each student's ability and understanding, teachers help create a learning environment that encourages honesty and integrity.

When assignments are given according to their level of understanding, they are more likely to work on them independently without feeling the need to cheat. This happens because students feel that the task can be completed with their own abilities. In addition, teachers can also provide a variety of tasks that allow students to use methods they are good at, such as written assignments, presentations, or creative projects, so that each student feels confident to complete the task in their own way. Tasks that match students' abilities not only minimise opportunities for cheating, but also increase students' sense of responsibility and independence. Wibowo (2012), said that school culture-based design can be used because it aims to build a school culture or culture that is able to shape the character of students with the help of school social administrators to foster positive values in students. The values and characters instilled in students will be very strong and have a major impact on their own lives, society, the country, and even humanity as a whole (Kusningsih, 2016).

#### **4.2. Improving Education Report Card Results Through the Implementation of Student Responsibility Characters**

The Education Report Card is one of the important instruments for measuring school achievements. Through this report card, schools can evaluate and analyse various aspects of educational performance, both in terms of academics and non-academics (Kemendikbudristek, 2022). The steps taken to improve the scores in the education report card include:

a. Planning for Improving Education Report Card Results

After the implementation of the Computer-Based National Assessment (ANBK), the results are visualised in the Education Report Card platform. This platform enhances the previous quality report card by providing data on the

evaluation results of the education system (Kurniawan & Asbari, 2022). At SMAN 1 Pringgabaya, the planning for strengthening the education report card is carried out in four ways, including:

- Analysing the Education Report Card.

This analysis is important to understand the school's achievements and the aspects that still need improvement. The analysis can be done through the Education Report Card platform and look at a list of root causes that require special attention, such as the quality of learning, student engagement in school activities or results from the National Assessment (MoEC, 2024). This information is then used as the basis for planning for improvements in the following school year.

- Socialisation to Learners

Conveying to students that they play an important role in evaluating the success of the school each year through the education report card. The school instils the understanding that every student contributes to this process. Therefore, they need to actively take part and prepare well through ANBK. Students are responsible for the achievement of the education report card at SMAN 1 Pringgabaya.

- Preparing Learners for ANBK

In ANBK (Computer-Based National Assessment), there are various types of questions related to literacy, numeracy, character survey, and sulingjar. The school introduces learners to the preparation they need to do for the ANBK questions. The follow-up is that the school will collaborate with the teachers in the classroom. In addition, the school will also discuss positive characters that need to be developed in the students' learning environment.

- Improving Teacher Quality

Related to the character building of student responsibility. Teachers play a very important role in instilling the values of responsibility to students, not only in terms of academics but also in terms of their attitudes and behaviour in everyday life. Therefore, a teacher must have traits such



as commitment, ability, hard work, consistency, simplicity, ability to interact, and serve well (Hidayatullah, 2010).

b. Implementation Mechanism for Improving Education Report Card Results

Based on the results of the interview with informant AA as the driving teacher, he explained that there are two main ways to improve the Education Report Card at SMAN 1 Pringgabaya, including:

- Through Activity Programmes Funded by Regular BOS

The school organises various character strengthening and negative behaviour prevention activities, such as socialisation on drug abuse prevention, which are funded by the regular BOS to provide support for the non-personal operational costs of the Education Unit (Beni, 2024). This process begins with designing appropriate activities, calculating the budget needed, and determining the parties that will be involved. One of the ways the government monitors school progress is through the Sulingjar (Learning Environment Survey), which is conducted among students and teachers to measure the effectiveness of the programmes implemented. The Sulingjar includes two parts: the Sulingjar for students and the Sulingjar for teachers. So this survey is conducted in an effort to evaluate and identify elements that support the quality of learning in the school environment (Centre for Educational Assessment [Pusmendik], 2021).

- Through National Assessment (AN) and Learning Quality Improvement

In addition to surveys, the National Assessment (AN) is also used to measure the improvement of students' knowledge. If the AN results show a decline, it is a signal that the quality of learning must be improved. One solution to improving AN results is to improve the quality of teachers through training, workshops or technical guidance (BIMTEK). In short, whether the learning environment in the school is qualified (Asbari et al., 2024).

c. Results of the Implementation of the Improvement of the Education Report Card

The results of the implementation of improving the Education Report Card are expected to show improvements in various aspects of education. In the education report

card, there are 6 priority indicators that schools can intervene to make improvements (Arifin, 2023), including Literacy, Numeracy, Character, School Safety Climate, Diversity Climate and Learning Quality. The results of the Education Report Card at SMAN 1 Pringgabaya show significant improvement, especially in the holistic Pancasila Student character aspect.

Figure 1.1 Achievement of Education Report Card Results

Year	Result
2022	55,76
2023	55,27
2024	63,29

The table above shows that the results of the education report card show an increase in achievement from 2023 to 2024 with an increase score of 8.02%. The way to measure the achievement of this indicator is based on the average student character scores assessed from the aspects of morals towards humans, nature, and various other moral and social elements. A GOOD achievement means that students have become accustomed to applying characters such as noble character, working together (gotong royong), independence, and creativity. Some of the factors that influence these character outcomes are the quality of learning, instructional leadership, and reflection on learning improvement. Each factor also improved, with an increase in achievement of 4.5 points in learning quality, 7.7 points in instructional leadership, and 12.25 points in learning reflection.

The government also provides inspiration and suggestions to improve the aspects that are still lacking. Schools are given the freedom to choose whether or not to use these suggestions, depending on the results of the Education Report Card analysis. Schools must ensure quality learning services for students. Schools are also invited to make data-based improvements according to the school conditions captured in the Education Report Card (Napitupulu, 2023).

#### d. Evaluation of Education Report Card Improvement

Periodically conducted to measure the effectiveness of programmes that have been implemented. It involves a review of the achievements on the report card after programme implementation. Teachers and school management collect

data from various sources, including the results of the National Assessment, students' performance in class and feedback from students. Through this evaluation, the school can see whether the plan implemented has been successful in improving the quality of education or whether there are obstacles that need to be corrected. According to Kemendikbudristek (2022), in the primary and secondary education report cards, there are several main dimensions that form the basis for assessing and evaluating school performance, including:

Dimension A: Shows the quality and relevance of student learning outcomes,

Dimension B: Indicates educational equality,

Dimension C: Demonstrates the ability and performance of teachers and education personnel

Dimension D: Indicates the quality and relevance of learning

Dimension E: Demonstrates clear, engaged and accountable management of the educational institution.

Evaluation also allows schools to adjust learning and development strategies for teachers. Important elements in the evaluation of the Education Report Card are Sulingjar (Learning Environment Survey), National Assessment (AN), Use of BOS Funds and Platform Merdeka Mengajar (PMM). From this data, the government can assess school performance and determine which areas need improvement, such as school safety climate, learning quality and character development. If a school's achievement, for example, is still at 68.11 points on a scale of 100, it means there is room for improvement. To improve the achievement, the school can arrange a syllabus development programme model suggested by the government, hold technical guidance, or improve teacher competence by inviting external resource persons.

e. Expectations for Improving the Education Report Card

After seeing the results of the education report card, education units can reflect and evaluate the quality of their education. The report card results can also be used as the basis for appropriate and accurate data-based planning. Ultimately, the process and quality improvement of teaching and learning in education units

can be achieved through the utilisation of the Education Report Card results (MoEC, 2022).

Building nationhood in the arena of democracy in pluralistic societies is complex because if not managed properly it can disrupt national integration and Indonesia has proven to have lessons about crimes against humanity regarding horizontal conflicts that have sacrificed the lives of people in various regions. The lesson of social unrest must end with the need for a politics of multiculturalism that fits the Indonesian model, which reflects the idea of recognising diversity through tolerance, non-discrimination and mutual respect.

The government must have the *political will* through policies to reinforce *nation-building* through the spirit of citizenship by opening up opportunities for all elements of heterogeneous community groups to participate in managing the country. This requires national solidarity from all communities to participate without differentiating social backgrounds. An understanding of the multiculturalism perspective is considered capable of overcoming the phenomenon of ego ethnicity among community groups, where there is an agreement between people from various social groups that is fair, mutually recognising and respecting without marginalising ethnic minority groups who live together with ethnic majority groups.

#### **4.3 Factors Influencing the Implementation of Student Responsibility Character towards Improving the Education Report Card at SMAN 1 Pringgabaya**

In the character-based improvement of the Education Report Card at SMAN 1 Pringgabaya, there are several factors that influence its implementation, including:

##### **a. Supporting Factors**

Supporting factors for the implementation of student responsibility character towards improving the Education Report Card at SMAN 1 Pringgabaya

a) Human resources at SMAN 1 Pringgabaya have a high sense of cohesiveness and kinship. This is the main asset in building effective cooperation and collaboration in carrying out school programmes, b) The conducive learning environment is a very important condition. A conducive learning environment is a very important condition to create a positive atmosphere for the learning process, c) P5 as a

supporter of character development is a programme designed to shape student character based on Pancasila values, which include mutual respect, honesty, responsibility, and social care, d) Student self-development is a positive supporting factor for the school. Through the 35 extracurricular programmes offered, students are encouraged to develop themselves beyond academics. Requests for more extracurricular activities indicate high student participation and interest, and e) To encourage students and teachers, the leadership of the principal is very important. The principal not only talks, but also instils the belief that everyone in the school has the potential to progress and develop.

b. Inhibiting Factors

The inhibiting factors affecting the implementation of students' responsibility character towards improving the Education Report Card at SMAN 1 Pringgabaya include a) Limited IT skills among senior teachers can hinder them from implementing IT-based learning and assessment which is increasingly needed in the digital era. This difficulty also results in the inability to fill in the required reports. b) The unstable internet connection at SMAN 1 Pringgabaya is a major obstacle in the implementation of online learning and examinations, especially in filling in sulungjar and the implementation of ANBK, c) The P5 programme is not running as expected.

## CONCLUSION

The improvement of the education report card results based on the character of responsibility in the national assessment at SMAN 1 Pringgabaya begins with 1) Planning with analysis of the education report card and socialisation of the importance of students' role in improving grades. 2) Implementation through the P5 programme with various themes at each grade level. 3) Results showed a significant increase with an average achievement of 8.02% from the previous year. 4) Evaluation was conducted in meetings to review the programme and plan improvements. 5) Follow-up in the form of implementing improvements based on evaluation. The supporting and inhibiting factors for the implementation of the character of responsibility in strengthening the national assessment of the results of the Education Report Card at SMAN 1 Pringgabaya consist of several factors, namely 1) Human resources, 2) Conducive learning environment, 3) P5

being a character development programme based on Pancasila values, 4) Student self-development and 5) Principal leadership. Meanwhile, the inhibiting factors at SMAN 1 Pringgabaya are 1) Limited IT skills among senior teachers, 2) Unstable internet connection and 3) Some programmes did not run as planned.

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