

The Role of the Education Office in Implementing Computer-Based National Assessments for Education Quality Assurance in Mojokerto District

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ABSTRACT

This article discusses the role of the Education Office in the implementation of the Computer-Based National Assessment (ANBK) as an effort to guarantee the quality of education in Mojokerto Regency. The Mojokerto Regency Education Office as a government institution that focuses on the implementation of some affairs in the field of education. This study aims to see how much the role of the Education Office in the implementation of the Computer-Based National Assessment towards ensuring the quality of education in Mojokerto Regency. The research method uses qualitative descriptive, using the case study method. The results of the study indicate that the Mojokerto Regency Education Office has played an active role in the implementation of this ANBK, where the Mojokerto Regency Education Office acts as a mediator, as a supervisor and companion, as well as a data processor. The Mojokerto Regency Education Office continues to strive to improve the quality of education in the Mojokerto area. This study is expected to produce applicable input to support the improvement of the quality of education in Mojokerto Regency.

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INTRODUCTION

Quality education does not happen by itself, but will be the result of a quality education process. When the educational process is carried out properly, effectively and efficiently, quality education is a necessity for the school that organizes the education according to Munjin in the journal excerpt by Damianus Budi Prasetya et al (Budi, Radiana, Tulus, 2022). The importance of a quality assurance system in the world of education is to ensure that the entire process of organizing education is in accordance with the quality standards set by the education quality assurance agency. This includes the fulfillment of the concept of quality assurance with clear, measurable criteria, and can be used as a guide for each educational unit to determine the extent of quality achievement that has been achieved. Improving the quality of education is one of the main priorities in realizing the vision of quality national education. To support this effort, the government implemented the Computer-Based National Assessment (ANBK). This program is designed to measure student learning outcomes in literacy, numeracy and character more thoroughly and objectively. Through ANBK, the government can obtain an accurate picture of the quality of learning in various education units and the results of the assessment can be used as evaluation material to improve the quality of education continuously (Rahwati, 2019).

The role of the Education Office has a very significant influence in determining the success of the implementation of the Computer-Based National Assessment (ANBK), both in terms of planning, providing facilities, providing assistance to schools, and ensuring the smooth running of all stages of its implementation so that the assessment objectives can be achieved optimally. Where the role of the Education Office is as a mediator, which functions as a bridge between various interests including the central government, schools, teachers, parents, and other related parties, with the aim of creating a harmonious synergy in the implementation of education programs so that they can run effectively and in accordance with predetermined targets. The education office collaborates with various stakeholders, including central government, schools and communities, to ensure thorough ANBK preparation. Through this collaboration, the education office can identify needs, share resources and ensure synchronization in the implementation of ANBK across the region. The education office seeks to ensure smooth and effective ANBK implementation (Mahayoni, Yudharta, & Wirantari, 2021).

Assessment is an evaluation process that aims to measure student learning abilities, which can provide continuous feedback for the improvement of student learning. This assessment not only functions as a measurement tool, but also as a means of reflection for students, teachers and educational institutions in understanding the strengths and weaknesses of the ongoing learning process. The National Assessment is an evaluation designed for mapping the quality of education at the primary and secondary education unit level using minimum competency assessment instruments, character surveys, and learning environment surveys. The National Assessment also aims to develop competence and character in students. Computer-based National Assessment is a form of evaluation organized by the Ministry of Education to measure the quality of education at the primary and secondary education unit level (Nisa, Humaira, & Efendi, 2023).

ANBK activities have the same objectives as the National Examination activities from previous years, namely to encourage improvement in the quality of student learning and to improve education quality assurance which is used as a basis for quality improvement in education that has been implemented. ANBK activities are new to evaluation activities in Indonesia today, so they require readiness from all parties so that ANBK activities can run smoothly. In this case, ANBK cannot be denied from the obstacles that exist during its implementation, along with the many schools that do not fully have complete and supportive facilities for the implementation of ANBK, such as the internet network, electronic equipment, and proctors or also the human resources that greatly affect the success of this ANBK activity (Fadilah & Hayati, 2022). The purpose of implementing ANBK is to measure cognitive, non-cognitive learning outcomes and the quality of the learning environment in educational units. Cognitive learning outcomes are measured through the assessment of minimum competencies (AKM) and also to determine the quality of the primary and secondary education system using the instrument (Amanda & Nurjannah, 2022).

The Mojokerto District Education Office pays close attention to education quality assurance for all schools in the region. One of the efforts made is by organizing the Computer-Based National Assessment (ANBK). Through ANBK, the education office can obtain accurate data and information on improving the quality of education in schools across Mojokerto district. By focusing on education quality assurance through ANBK and various other programs, the Mojokerto district education office hopes to realize this vision of quality, equitable and relevant education. In addition, these efforts also aim to produce graduates who not only have academic competence, but also life skills, build good character, and high competitiveness are also needed to face future challenges. The Mojokerto District Education Office continues to strive so that the implementation of ANBK runs optimally and can achieve the predetermined goal of improving education quality assurance in the Mojokerto area.

METHOD

The method used is using qualitative research with a case study approach, to analyze trend issues or research topics that have been previously determined and analyzed in accordance with relevant scientific developments (Wildan, 2022). Based on facts in the field using a case study approach. used to identify the role of the Education Office in the implementation of ANBK at the Mojokerto District Education Office, and analyze the successful implementation of ANBK to improve education quality assurance. In this study, entitled "The role of the education office in the implementation of computer-based national assessments in education quality assurance in Mojokerto district" a case study approach was chosen to understand in depth how the role of the education office in the implementation of ANBK can contribute to improving education quality assurance in the area (Kharismawati, 2022).

This research focuses on a specific context, the Mojokerto district education office, and how ANBK is implemented as an education quality assurance tool. Data collection methods are the means used to collect information or facts in the field (Ramadhan, 2021). Qualitative data refers to data in the form of words that relate to characteristics in the form of properties (not numbers). This type of data is usually obtained through

activities such as interviews, observations, discussions, content analysis and so on. This type of data is generally conveyed through descriptive word descriptions (Nasution, 2023). Data collection techniques can also be obtained in the form of interviews to respondents. The data collected in this study will be analyzed descriptively to provide a clearer and more detailed picture of the phenomena that are occurring, as well as identify various patterns or trends that emerge from the data (Rukhmana & Dkk, 2024).

The results of this analysis are expected to provide a deeper insight into the strategic role of the Education Office in the implementation of the Computer-Based National Assessment (ANBK), especially in efforts to improve education quality assurance in Mojokerto district. Using a case study approach, this research aims to provide a thorough and comprehensive understanding of how the education office plays its role in implementing ANBK, including its influence on the overall quality of education. It is hoped that this research will not only be a useful source of reference for policy makers and education practitioners, but also a significant contribution in encouraging the continuous improvement of the quality of education in Indonesia.

RESULTS

1. The Role Of Mojokerto District Education Office In Computer-Based National Assessments

Assessment is an activity to reveal the quality of learning processes and outcomes. Assessment is different from evaluation that is only oriented towards cognitive abilities related to grades, assessment is not only evaluating the achievements of individual students but rather evaluating and mapping the education system, namely input, process, and results. It can be interpreted that Computer-Based National Assessment is an assessment or assessment carried out at every school level, starting from reflecting on various types of written texts to develop individual capacity as Indonesian citizens to be able to contribute productively to society (Rahmawati et al., 2021).

The role of the Mojokerto District Education Office in Computer-Based National Assessment is that the Mojokerto District Education Office acts as a mediator, where the Mojokerto District Education Office bridges communication between the central government, schools, and other related parties. The education office is in charge of conveying policies, technical guidelines, and ANBK objectives to all stakeholders so that implementation runs according to predetermined standards. The Mojokerto district education office also acts as a supervisor and mentor, ensuring that each school understands the ANBK implementation procedures and providing support if there are any obstacles encountered during ANBK. After the ANBK implementation, the education office uses the assessment results to analyze and evaluate the quality of education in Mojokerto district. These results can be used as a reference for improving the quality of education in the future.

By playing these roles, the Mojokerto district education office is committed to ensuring that the ANBK implementation is not only technically and administratively successful but also has a significant positive impact on improving the quality of education in the district. This commitment is realized through close supervision, intensive assistance to schools, and utilization of ANBK results in improving the quality of learning, increasing student competencies, and developing student character. In addition, the Mojokerto district education office is also working to ensure that all stakeholders, including principals, teachers, students and parents, understand the purpose and benefits of ANBK as part of the effort to create higher quality education. Thus, the implementation of ANBK is not only an annual routine, but also an important momentum to encourage positive changes that continue throughout the education sector in Mojokerto district, so as to produce a generation that is superior, competitive, and contributes significantly to education in the future.

2. Implementation Of Computer-Based National Assessments In Education Quality Assurance At The Mojokerto District Education Office

Implementation can be described as the process of carrying out a thoroughly planned and carefully structured action aimed at fulfilling specific predetermined objectives (Nur Hayati, Primarni, & Tholkah, 2024). In the context of education, the implementation of the Computer-Based National Assessment represents a significant initiative undertaken by the Ministry of Education with the primary goal of elevating the quality of education at various levels, including schools, madrasahs, and equivalency programs. This program has been specifically designed to replace the National Examination (UN), marking a shift toward a more holistic and inclusive evaluation framework. The Computer-Based National Assessment seeks to provide a more nuanced and comprehensive depiction of the overall educational standards in the country. By moving beyond the limitations of traditional examination methods, this initiative aspires to address broader dimensions of learning outcomes. It emphasizes the importance of assessing core competencies, such as literacy and numeracy skills, which are fundamental for academic and real-life problem-solving. Furthermore, this approach underscores a broader effort to ensure that the education system meets contemporary demands by focusing not only on knowledge acquisition but also on the application and integration of that knowledge. As a transformative step, it reflects the Ministry's commitment to fostering a robust and adaptive education system that aligns with the evolving needs of students and the wider society. Through this innovative assessment framework, the Ministry

aims to create a well-rounded portrait of educational quality, ensuring that institutions are equipped to cultivate learners who are not only academically proficient but also capable of thriving in diverse and dynamic environments (Salsabila, Fatah, & Jaenudin, 2023).

The Computer-Based National Assessment incorporates three distinct instruments to comprehensively evaluate various aspects of the educational experience. The first instrument, the Minimum Competency Assessment (AKM), is designed to assess students' proficiency in reading literacy and mathematical literacy, also referred to as numeracy. This instrument focuses on evaluating the fundamental cognitive skills required for understanding and solving problems effectively. The second instrument, the character survey, plays a crucial role in assessing the attitudes, values, beliefs, and habitual behaviors that collectively represent the character of students (Yuliani Fitri, Ambiyar, & Aziz, 2023). This survey aims to provide insights into the moral and ethical dimensions of student development, ensuring that education also fosters well-rounded individuals with strong personal values (Wildan, 2022).

The third instrument, the learning environment survey, is employed to evaluate the quality of various factors influencing the educational process. This includes assessing the inputs, such as resources and facilities, as well as the dynamics of teaching and learning activities within classrooms and across the broader educational unit. The survey seeks to identify strengths and areas for improvement in the overall learning environment, thereby supporting efforts to enhance the educational experience. The implementation of this Computer-Based National Assessment (ANBK) has had several significant impacts. It has contributed to improving the technological proficiency of both students and educators, equipping them with essential skills to navigate and utilize information and communication technology effectively. Moreover, the structured nature of the assessment process has promoted more efficient time management among participants, enabling them to allocate their efforts more productively. This multifaceted approach not only evaluates educational outcomes but also fosters skill development, thereby contributing to the overarching goal of enhancing the quality of education on multiple levels (Ahmad, 2022).

In terms of implementation, the Ministry of Education and Culture introduced Regulation No. 28 of 2016, which establishes the Quality Assurance System for Primary and Secondary Education. This regulatory framework serves as a comprehensive guideline for all stakeholders, including educational institutions, to ensure the effective execution of quality assurance practices. The regulation emphasizes the importance of aligning efforts across various levels of the educational system to uphold and enhance quality standards. The Quality Assurance System outlined in this regulation encompasses a wide range of indicators related to the implementation of education (Alfani et al., 2024). It leverages diverse resources and applies a holistic approach to ensure that every phase of the quality assurance cycle is executed with independence, active participation, and adherence to established standards. This system is designed to operate with integrity, systematically addressing educational quality issues while maintaining sustainability and a comprehensive perspective.

Furthermore, the regulation promotes a transparent and accountable process, ensuring that all actions taken within the quality assurance framework can be clearly understood and evaluated by relevant parties. By fostering such practices, the system aims to instill a culture of quality within the education sector. This culture is characterized by continuous improvement, where stakeholders actively collaborate to enhance educational outcomes, create better learning environments, and meet the evolving needs of students and society. Through its detailed provisions and structured methodology, this regulation not only guides the practical application of quality assurance but also underscores the commitment of the Ministry to maintaining high standards in education across the nation.

The implementation of the Computer-Based National Assessment has had a very significant impact on improving the quality of education, especially in Mojokerto district. The implementation of the ANBK is not only intended as a tool to measure student learning outcomes, but also serves as a strategic step to map the quality of education in various schools using instruments such as the Minimum Competency Assessment (MCA), Character Survey, and Learning Environment Survey (Nur Hayati et al., 2024). In Mojokerto district, the ANBK results are one of the main bases for the education office to evaluate and improve various aspects of education, ranging from teaching quality to learning facilities. With a strong commitment from various parties in supporting the implementation of ANBK, it is expected that education in Mojokerto district will not only be of higher quality but also able to produce graduates who are competent, have character, and are ready to compete at the national and global levels.

The Computer-Based National Assessment is a development process that targets students in the middle grades, if elementary school is grade 5, if junior high school is grade 8, and if high school is grade 11, not all students participate so there must be a sampling of participants. It must be sampled because the purpose of the Computer-Based National Assessment is to assess the selection of institutions, there must be facilities, infrastructure, learning methods and the capacity of students, therefore the participants are not asked based on school submissions but are randomized by the center. For ANBK, the collection procedure is: if you use the online method, it goes directly to the central server, but if you use the semi-online method, after the student

declares that they are finished, the data will enter the local server after which the proctor has the obligation to upload student answers and must be on schedule, after being uploaded it is given directly to the central server (Yuliani Fitri et al., 2023).

As for the achievements known from the ongoing education quality assurance, the education office already knows the level of literacy quality per school institution, the education office knows that supervisors have provided assistance related to the preparation of the RKS, the education office knows that the red and orange report cards must be corrected through supervisors can also be through K3S (principals' working group), the education office always conducts monitoring and evaluation after each activity. The education office knows that the preparation can only be 80, 13 and at least in 2025 1 digit. The Mojokerto district education office makes development plans such as interest in learning by consistently reading every day, even if it is only storybooks and conducting socialization related to literacy, holding socialization related to the preparation of RKS for school institutions, conducting socialization by gathering in one place and supervisors and principals per institution are present there to provide assistance.

CONCLUSION

The active role of the Mojokerto district education office in the computer-based national assessment is that the Mojokerto district education office acts as a mediator, as a supervisor and companion, as well as a data processor. The Mojokerto district education office continues to strive to improve the quality assurance of education in the Mojokerto area. The education office can encourage the creation of a better and more equitable education system. The Computer-Based National Assessment is an effort to improve the quality of education in schools. The implementation of the Computer-Based National Assessment has a very significant impact on improving the quality of education. The implementation of ANBK is not only intended as a tool to measure the achievement of student learning outcomes, but also serves as a strategic step to map the quality of education in various schools. With a strong commitment from various parties in supporting the implementation of ANBK, it is hoped that education in Mojokerto district will not only be of higher quality but also able to produce graduates who are competent, characterized, and ready to compete to face the challenges that exist.

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