

# Low Educational Quality, Reflected From Low Average of Learning Achievement (Research Study on UNBK and UNKP Result of Academic Year 2016/2017)

Antonius Gultom

Doctoral Program of University of Medan Jl. Willem Iskandar Medan, Sumatera Utara – Indonesia

**Abstract:** This study aims to determine the cause of the low quality of education as reflected by the low achievement of learning which is proven by the results of UNBK and UNKP TA. 2016 / 2017. The background of this research is the emergence of problems due to the less assessment approach implemented by the educators in determining the characteristics of the learning process. This research is descriptive research conducted with main purpose to describe objectively the education quality and learning achievement. This research design is used to accurately solve or answer the problems that are being faced in the present situation. With the type of Case Study, this study was conducted by examining the low quality of education as reflected by the low average student achievement. This research resulted in the form of necessary assessment steps to be undertaken: 1) Information gathering stage; 2) Gap identification stages; 3) Performance analysis; 4) Identifying barriers and sources; 5) Identification of student characteristics; 6) Identification of objectives; 7) Determining the problem. This analysis is a constructive and positive tool for making changes which are based on rational logic, the functional changes that can meet the needs of groups and individuals. This changes show a systematic formal effort to determine and bring closer the gap between "what is" and "how it should be".

**Keywords:** *Quality of Education and Financing Economy.*

## I. INTRODUCTION

Our current struggle for education is the poor quality of education, reflected in the low average of learning achievement. In general, the results of the National Examination 2017 have decreased, in accordance with the Table 1 listed average of UNBK and UNKP year 2017 declined from the previous year of 2016. Total average of all UNBK and UNKP year 2016 = 58.61 whereas the year 2017 = 54.25. There is a total average decline as much as 4.36.

This is the totality of the average UNBK which decreased in 2016 = 64.66 while the year 2017 = 54.75. In this case there is a decline of 9.91, and the average totality of UNKP which decreased in 2016 = 58.37 whereas the year 2017 = 54.01 which decrease as much as 4.36 which described into Table 2.

This problem is due to the fact that our need assessment approach is not sufficiently implemented by educators in determining the characteristics of learning process on learners in developing holistic, creative, objective, and logical thinking ability, for an individually complete learning.

The learning process of our school system generally has not yet carried out the efforts of need assessment which include: authority of material development, learning approach, content arrangement, and socialization model which are

adjusted to the development of situation and condition and current era towards the learners. As a result, many learners have not yet mastered the learning materials due to nonoptimal implementation of assessment needs even though they have been declared graduated from the school.

In order to improve and develop the learning process, the implementation of need assessment should be directed at developing the ability of learners in managing learning competence that best suits their own condition. Thus, the learning process refers more to how the learners learn and no longer to what is being learned.

In accordance with the ideals of national education goals, teachers need to have some teaching principles that refer to improving the internal ability of learners when designing or planning strategies and implementing learning programs and activities. The improving of internal potential is for example by implementing need assessment in learning strategies that enable learners to achieve full, intact and contextual competence.

The approach to need assessment is an effort in education that aims that learners can achieve mastery level to certain competencies. Thus implementing need assessment as one of the main objectives in supporting the learning process means that the existence of need assessment is something that must be understood and implemented as well as possible by all of school community, especially by the educators.

The learning process is an important part in education, in which the result of education is determined. The better this process goes, the better the education results are and vice versa. However, the learning process in Indonesia often goes less than the maximum. This lack of maximization is due to many things which one of them is the lack of planning in the learning process so that learning takes place not as it should be.

To maximize the learning process to be able to get the expected results hence of learning plan is required. Before making the learning plan, it is necessary to do the analysis of the students' needs. This is a necessary step to be done so that the material/lessons received by students are really meaningful to them. Due to the importance of this needs analysis, hence we discuss about the needs analysis which is also known as need assessment.

## Problem Formulation

To avoid the confusion and to focus on the discussion, it is very important to formulate the problem first. The formulation of the problem in this paper is: "How to analyze the needs in planning, program and teaching and learning activities"?

Table 1.Result of UNBK and UNKP Academic Year 2016

|       | Number of |              | Subjects |       |       |       | Average |
|-------|-----------|--------------|----------|-------|-------|-------|---------|
|       | School    | Participants | BIN      | ING   | MAT   | IPA   |         |
| Total | 54.771    | 4.157.035    | 70.75    | 57.17 | 50.24 | 56.26 | 58.61   |
| UNBK  | 11.047    | 1.339.469    | 73.30    | 65.96 | 53.39 | 60.98 | 64.66   |
| UNKP  | 43.724    | 2.817.566    | 70.45    | 56.83 | 50.12 | 56.08 | 58.37   |

Source : Web Kemdikbud (2017)

Table 2. Result of UNBK and UNKP Academic Year 2017

|       | Number of |              | Subjects |       |       |       | Average |
|-------|-----------|--------------|----------|-------|-------|-------|---------|
|       | School    | Participants | BIN      | ING   | MAT   | IPA   |         |
| Total | 54.771    | 4.157.035    | 64.32    | 50.18 | 50.31 | 52.19 | 54.25   |
| UNBK  | 11.047    | 1.339.469    | 70.20    | 49.08 | 47.75 | 51.97 | 54.75   |
| UNKP  | 43.724    | 2.817.566    | 61.52    | 50.71 | 51.53 | 52.29 | 54.01   |

Source : Web Kemdikbud (2017)

## II. SUPPORTING THEORIES

### A. Definitions

In the context of curriculum development, according to [1] defines need assessment as: "the process by which one defines educational needs and decides what their priorities are." In line with McNeil's opinion, [2] describe the notion of need assessment: "it means a plan for gathering Information about discrepancies and for using information to make decisions about priorities".

Meanwhile, according to Anderson needs analysis is defined as a process of needs as well as determining priorities. Need Assessment is a method or method to know the difference between the desired condition (should be/ought to be) or expected with the existing condition (what is). The desired conditions are often referred to as ideal conditions, while existing conditions, often called real conditions.

There are several things that are attached to the notion of need assessment. First; need assessment is a process, which means there is a series of activities in the implementation of need assessment. Need assessment is not a result, but a certain activity in order to make a certain decisions. Second; the need itself is essentially a gap between hope and reality. Thus, the need assessment is an activity to gather information about the gaps that each student should have with what has been owned of [3].

### B. Function

The Need Assessment Method is designed to measure the gaps that occur in student learning from what is expected and what has been obtained. In measuring the gap of someone, an analysis must be able to know how big the problem faced is. Some functions of Need Assessment according to Morisson are as follows:

- 1) Identifying needs that are relevant to the current job or task, ie. what issues affect the learning outcomes.
- 2) Identifying urgent needs related to financial, security or other problems that interfere with work or the educational environment.
- 3) Presenting priorities for choosing action.
- 4) Providing data base to analyze the effectiveness of learning

There are six commonly used needs for planning and performing needs analysis [4,5].

- 1) Normative needs, comparing students with national standards, eg, UAN, SNMPTN, and so on.
- 2) Comparative needs, comparing learners to one group with other groups of the same level. For example, the result of

Ebtanas SLTP A with SLTP B.

- 3) The perceived need, namely the desire of each learner that needs to be improved. This need shows the gap between the level of skill / reality that appears with the one that is perceived. The best way to identify this need is by doing interview.
- 4) The expressed need, namely the perceived need of a person which is capable of being expressed in action. For example, a student who enrolls a course.
- 5) Future needs, that is identifying the changes that will occur in the future. For example, the application of new learning techniques, etc.
- 6) Urgent incidental needs, ie, negative factors that arise beyond a very influential notion. For example, nuclear disaster, medical errors, natural disasters, etc.

## III. STEPS THAT NEED TO BE DONE

The better the education of a nation, the better the quality of the nation is. This is the general assumption to the education program of a nation. In fact the education describes the activities of a group of people such as teachers and other education personnel carrying out education for young people working with the people with interest. Then prescriptively, it is to provide clues that education is the content, direction, choice set as a vehicle for future development of students which cannot be separated from the necessity of human control as educators [4].

Glasgow describes the need assessment in the form of activities that start from the stage of gathering information to formulating the problem, while Morrison describes the need assessment in the form of activities starting from the planning of programs and activities to making a final report.

The need assessment steps that will be done are as follows

- 1) Information gathering stages; in this stage, planners must be able to understand and collect information from students. The scope of information collection can vary as student characteristics, personal abilities, and problematic in learning.
- 2) Gap identification steps; identifying gaps using the Organizational Element Model method which explains the existence of five interrelated elements. It starts from input-process-product-output-outcome.
- 3) Performance analysis; it is done after the planner has understood the various information and identified the gaps. In this case, when finding a gap, it is identified which one can be solved through learning planning and which one requires other solutions.
- 4) Identifying obstacles and sources; in this stage the

implementation of a program of various constraints can arise so that it can affect the efficiency of a program. Various constraints may include time, facilities, materials, etc. The sources can also be from organizing, facilities, and funding.

- 5) Identification of student characteristics; this stage is the process of identifying students' problems because the main objective in the design of learning is to solve various problems faced by students.
- 6) Identification of objectives; this is one of the important stages in the need assessment because identifying the objectives is the process of determining the needs that are considered urgent to be solved in accordance with the conditions. It is due to not all needs become the goals.
- 7) Determining the problem; this is the final stage in the analysis process, which is to write a statement as a guide in the preparation of the instructional design process.

This analysis is a constructive and positive tool for making a change based on rational logic, a functional change that can meet the needs of groups and individuals. This change shows a systematic formal effort to determine and bring the gap between "what is" and "how it should be".

The activities or steps that we will suggest in preparing the lesson plans by including the elements of needs analysis that are attached among the selection of materials with the selection of learning strategies are: What will be taught ?, Why should we teach it ?, and How to teach it?

#### IV. ANALYSIS

- 1) When the teacher is assigned to teach and will begin to perform the task, she should focus on achieving the objectives, pay attention to the materials that support the objectives and determine how to do them.
- 2) After the teaching materials are selected, she reviews them to be matched with the needs of the students. This is the core difference between traditional teaching planning and planning that takes students' needs into account. In innovative education, learners are the focus of the entire process of the activities.
- 3) Teachers should be confident about the material, determine appropriate strategies for the delivery of the material, including: selection of methods or ways,

classroom management and media used to support the delivery.

- 4) To be able to carry out the task of education the teacher must understand about "tools" and "goals". By understanding the purpose, it will be appropriate in choosing alternative tools to achieve it. To fail in identifying "what" to achieve before determining "how" to achieve it with the least risk possible, at the lowest cost possible, will mean also to fail to achieve optimum success.

#### CONCLUSIONS

Need Assessment (an analysis on needs) is a way or method to understand the difference between the desired condition (which should be or ought to be) or expected with the existing condition (what is). The Need Assessment Method is designed to measure the gaps that occur in student learning from what is expected and what has been obtained. The steps of needs analysis is in the form of activities starting from planning until making final reports.

The way to apply the needs analysis in teaching learning is by requiring the teacher to focus on the achievement of the goals and then seeking the right material to achieve the purposes. After the objectives and materials are mastered then he only needs to apply the appropriate strategies and methods.

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