

Transitioning from National Examinations to Computer-Based National Assessments: Teachers'-Students' Perceptions and the Impact on Islamic Education

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Abstract: This study delves into the shift from the traditional National Examination (NE) to the computer-Based National Assessment (CBNA) in Indonesia, focusing on the intricate implications for Islamic education. This study aims to explore the perceptions of teachers and students regarding the elimination of NE and the implementation of ANBK as a national standard. The research method used was qualitative, with interviews with principals, teachers, and students as the primary informants. While recognizing the benefits, the study highlights significant challenges, particularly alignment with Islamic values, infrastructure limitations, and concerns in remote regions. The findings, drawn from the experience of Madrasah Ibtidaiyah Ogan Ilir, serve as a microcosm of broader challenges, offering valuable insights for policymakers, educators, and stakeholders. The implications are extensive and multifaceted and require a balanced approach that preserves the unique identity of Islamic education. The study acknowledges limitations, including potential bias in participant sampling and regional focus, and recommends further research to provide a more comprehensive view. Collaboration and dialogue are vital for a successful transition that aligns with Islamic education's traditions and principles.

Abstrak: Studi ini mengeksplorasi peralihan dari Ujian Nasional (UN) Asessmen Nasional Berbasis Komputer (ANBK) di Indonesia, dengan fokus pada dampak yang rumit bagi pendidikan Islam. Penelitian ini bertujuan untuk menggali persepsi guru dan siswa terkait penghapusan UN dan diterapkannya ANBK sebagai standar nasional. Metode penelitian yang digunakan adalah kualitatif dengan wawancara kepada kepala sekolah, guru, dan siswa sebagai narasumber utama. Meskipun mengakui manfaatnya, studi ini menyoroti tantangan signifikan, terutama dalam penyelarasan dengan nilai-nilai Islam, keterbatasan infrastruktur, dan kekhawatiran di daerah terpencil. Temuan-temuan, yang ditarik dari pengalaman Madrasah Ibtidaiyah Ogan Ilir, menjadi gambaran kecil dari tantangan yang lebih luas, menawarkan wawasan berharga untuk pembuat kebijakan, pendidik, dan pemangku kepentingan. Implikasinya luas dan berbagai aspek, dan memerlukan pendekatan seimbang yang mempertahankan identitas unik pendidikan Islam. Studi ini mengakui keterbatasan termasuk bias potensial dalam pengambilan sampel peserta dan fokus regional, dan merekomendasikan penelitian lebih lanjut untuk memberikan pandangan yang lebih komprehensif. Kolaborasi dan dialog ditekankan sebagai vital untuk transisi yang berhasil yang sejalan dengan tradisi dan prinsip.

1. Introduction

The national examination, which operates on a national level, serves as an educational foundation. Functioning as students' "final school grades," it often causes them to feel stressed and worried if they cannot achieve satisfactory "final school grades." Nadiem Makarim, the Minister of Education, has the authority to promote the national examination, with a focus on minimum skill levels and character screening. In the current educational environment, where assessments consist of literacy and numeracy and

where each subject is taught in the strictest sense, character interviews may include questions about the principles of Pancasila. This context illustrates an emphasis on assessments of reading and mathematical abilities, with subjects taught rigorously. Additionally, character interviews may encompass questions that refer to sensitive topics related to Pancasila's principles within society or education. Further efforts are necessary to actively enhance an individual's ability to participate in daily life through education and training.¹

Islamic education is a significant aspect of education in Indonesia, as most Indonesian citizens adhere to Islam. The policies adopted by the state often incorporate rules from Islamic law. Islamic education teaches students how to understand Islamic teachings theoretically and put them into practice, allowing them to apply these teachings to everyday life.²

Evaluation or assessment is crucial, as it is established as the National Standard of Education under Law No. 20 of 2003. The importance of learning evaluation in education requires a teacher to prepare excellent competencies in planning, teaching, and even final evaluation preparation. To achieve the national education goals effectively, Information Technology and communication must be accelerated and aligned with strategic goals and widespread commitment to advance IT and communication across human activities to ensure that all teachers meet the same standard, both in urban and rural areas. Therefore, the policy concerning evaluation or assessment (CBNA), recently implemented in Indonesia, must be studied and analyzed to see whether it has a positive or negative impact. Implementing this policy also affects Islamic education, which is influenced by the overarching changes in evaluation standards.

The improvement of quality in education in a nation and country must, however, be instilled by educators and prioritized. The quality of education is vital, as only quality individuals can survive in the future.³ One way to improve educational quality is through broad insight.⁴ A great nation demonstrates progress in education with a robust education system, and it is hoped that the resulting graduates or human resources will be highly professional and competitive at the national and even international levels with other developing countries.⁵

CBNA is a new aspect of education in Indonesia. Currently, detailed CBNA statements require teachers to help students carry out CBNA with suitable preparation for handling the activities well, and this statement supports previous research on the benefits of good preparation.⁶ Another change is the national analysis system, introducing national analysis previously done through final exams and accreditation on paper but now performed on computers. The computerized national analysis is done to save the state budget without reducing the quantity and quality of standardization in

¹ Saroni, *Perubahan Kebijakan Ujian Nasional*, 2010.

² Nanang Budianto, "Komponen Kurikulum Pendidikan Agama Islam (PAI) (Antara Teori Dan Praktek)," *FALASIFA: Jurnal Studi Keislaman* 9, no. 2 (2018): 151–65, <https://doi.org/10.36835/falasifa.v9i2.129>.

³ Velentina Rizki Sutari, "National Examination in Indonesia and Its Backwash Effects: Teachers' Perspectives" 82, no. Conaplin 9 (2017): 331–33, <https://doi.org/10.2991/conaplin-16.2017.76>.

⁴ Muhammad Mustari and M. taufiq Rahman, *Mnanajemen Pendidikan* (Jakarta: Raja Grafiika Persada, 2014).

⁵ Sarlin Patilima, "Sekolah Penggerak Sebagai Upaya Peningkatan Kualitas Pendidikan," *Prosiding Seminar Nasional Pendidikan Dasar*, 2021.

⁶ Arhan Rahim and Lupita Rusman, "Pelaksanaan Asesmen Nasional Berbasis Komputer (CBNA) Di SMP Negeri 3 Tolitoli," *Jurnal Teknologi Pendidikan (JTP)* 1, no. 1 (2022): 33–40.

schools. It measures students' ability in grades V, VIII, and XI to absorb information before entering the final school grade.⁷

As time progresses, technology continues to evolve and develop rapidly. Information technology is essential for various sectors, including education. The presence of technology today plays a critical role in an individual's life, supporting various activities in both work and education.⁸ Utilizing Information and Communication Technology (ICT) in the educational sphere is anticipated to influence an increase in the quality of learning processes and outcomes attained by students. A critical aspect of technology in education relates to school examinations. Students must understand and correctly use internet technology and computers, especially for assessing learning outcomes at the primary school level. Using internet technology and computers is particularly relevant for grade 6 students participating in computer-based final or national examinations, referred to as CBNA (National Computerized Assessment).⁹

The national examination is a large-scale assessment within the nation's scope, as it carries a national character and is a prerequisite for school graduation. The national exam represents the final school grade for students.¹⁰ Therefore, students often feel stress and fear of receiving poor grades at the end of their schooling.¹¹ The national examination also serves as an evaluation of one of the objectives of achieving educational programs. More commonly known as NE, it is a system for the national standardization of quality in primary and secondary education, as well as inter-regional education, organized by the Education Center of the Indonesian Ministry of Education.¹²

Implementing the National Assessment will impact the paradigm shift in conducting evaluations and mapping the educational system. The implementation includes the inputs, processes, and outcomes previously assessed through the national examination.¹³ The execution of the Computerized-based National Assessment (Computerized based test) has become an examination system that utilizes computer technology as the testing medium.

Previous studies in Computer-Based National Assessment (CBNA) have focused on teachers' perceptions and the challenges faced in its implementation. Nur'ainah et al. (2022) provided insights into teacher perceptions and identified obstacles related to student factors and infrastructure at MIN 1 Batanghari.¹⁴ A parallel study by Dian Siska

⁷ Oleh Syahrani et al., "Analisis Kesiapan Siswa Filial Dambung Raya Dalam Mengikuti Analisis Nasional Berbasis Komputer Di Sman 1 Bintang Ara Kabupaten Tabalong," *Online) Journal of Educational and Language Research* 1, no. 3 (2021): 2807–2937.

⁸ Niar Agustian and Unik Hanifah Salsabila, "Peran Teknologi Pendidikan Dalam Pembelajaran," *Islamika* 3, no. 1 (2021): 123–33, <https://doi.org/10.36088/islamika.v3i1.1047>.

⁹ Aminul Huda et al., "Simulasi Asesmen Nasional Berbasis Komputer Dalam Upaya Peningkatan Pengetahuan Dan Pemahaman Siswa Kelas V Sdn Tumpakkepuh 02," *Jurnal Pengabdian Dan Pemberdayaan Nusantara (JPPNu)* 4, no. 1 (2022): 37–45.

¹⁰ Southeast Asian Studies, "Southeast Asian Nurses and Caregiving Workers Transcending the National Boundaries : An Overview of Indonesian and Filipino Workers in Japan and Abroad," *Southeast Asian Studies* 49, no. No. 4 (2012): 541–69.

¹¹ Munthe and Belia, "Opini Siswa Tentang Rencana Penghapusan Ujian Nasional Pada Tahun 2021 (Studi Kasus Pada SMA Negeri 2 Medan)."

¹² Danuri, "Pendampingan Sukses Ujian Nasional Pelajaran Matematika Siswa SMP Muhammadiyah 1 Sleman," *Abdimas Dewantara* 4, no. 1 (2021).

¹³ Undang Rosidin et al., "Evaluation of National Examination (UN) and National-Based School Examination (USBN) in Indonesia," *European Journal of Educational Research* 8, no. 3 (2019): 827–37, <https://doi.org/10.12973/eu-jer.8.3.827>.

¹⁴ Nur'ainah Nur'ainah, Muazza Muazza, and K.A. Rahman, "Persepsi Guru Tentang Implementasi Asesmen Nasional Sebagai Alat Evaluasi Sistem Pendidikan Di MIN Batanghari," *Manazhim* 4, no. 2 (2022): 411–26, <https://doi.org/10.36088/manazhim.v4i2.1860>.

Demiyati Putri et al. (2022) at SD Negeri 5 Bengkulu City found positive perceptions. Still, it highlighted a lack of understanding and practical barriers such as lack of training and inadequate facilities.¹⁵ A controversy emerges here, as both studies, while addressing the teachers' perceptions, differ in their conclusions regarding the readiness and efficacy of the implementation. Moreover, the studies' descriptive qualitative approach may leave specific inadequacies in generalizing the findings across various educational contexts, thus limiting the scope of application.

Despite the insights provided by previous research, there appears to be a lack of comprehensive studies examining the comparative efficacy and implications of Computer-Based National Assessment (CBNA) against traditional assessment methods, especially in Islamic Education. This lack of comparative analysis creates a significant knowledge gap and calls for an in-depth investigation into how teachers and students perceive these two methods and how they impact education. The focus of this short paper will be to bridge this gap by critically analyzing the perceptions of both teachers and students towards CBNA and traditional assessments and the implications of these perceptions on the field of Islamic Education. This study aims to provide a more nuanced understanding of the complexities involved and contribute to the broader debate on assessment methods in educational contexts.

2. Method

The researchers conducted this study with a comprehensive approach to unravel the insights into the perceptions of teachers and students concerning the shift between the Ujian Nasional (NE) and Computer-Based National Assessment (CBNA), and the implications of this shift on Islamic education.¹⁶ They employed a qualitative research approach, utilizing the field research method. They selected the qualitative approach to offer a descriptive analysis of teachers' perceptions of the changes between national examinations and CBNA and the implications for Islamic education. The researchers conducted the study during the second semester of the academic year 2022/2023, focusing on a Madrasah Ibtidaiyah Ogan Ilir. They purposively sampled the participants, including the school's head, teachers, and students. The researchers structured the interviews to uncover authentic data, reflecting actual conditions on the ground.

For data collection, the researchers used structured interviews as the primary tool, which allowed for a precise and in-depth exploration of the subjects' views, the challenges faced by schools in implementing CBNA, and the solutions applied. They gathered data through interview techniques employing purposive sampling. They involved data reduction, presentation, and conclusion in the data analysis technique. They initially filtered (reduced) all obtained data, and processed only relevant and related responses. After reduction, they descriptively presented the data, followed by an analysis to formulate conclusions. The researchers tested the validity of the data in this study using source triangulation, where they authenticated the obtained data through cross-verification with other data sources.¹⁷ They utilized this process to ensure the

¹⁵ Ixsir Eliya Dian Siska Demiyati Putri, Nurniswah, 'Persepsi Guru Tentang Pelaksanaan Asesmen Nasional Berbasis Komputer (CBNA) Di Sd Negeri 5 Kota Bengkulu', *Jurnal Pendidikan Tematik*, 3.3 (2022), 269–76.

¹⁶ John W Creswell, "Collecting Qualitative Data," *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Fourth Ed. Boston: Pearson, 2012, 204–35.

¹⁷ Matthew B Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis A Methods Sourcebook (Edition 3)* (America, 2014).

research findings were reliable and valid, thoroughly examining the transition from NE to CBNA as a national assessment standard.

Table 1. Resource Person Data

Initials of Interviewees	Teacher /Student
N1	Principal
N2	Teacher
N3	Student

3. Results and Discussion

The standardization of national assessments implemented in Indonesia has become a frequently debated issue among the public and academics.¹⁸ This is because some parties believe that abolishing the national exams (NE) is the right step, considering they are no longer relevant. However, others are against this abolition, as it may impact students' learning spirit, which would decline without the pressure of national exams to motivate them.

The perceptions of teachers and students may differ regarding computer-based national assessment (CBNA) when compared to traditional national exams. CBNA can be seen as technological advancement in evaluating learning outcomes, but it also raises concerns about students' adaptation to the use of computers and technology in exams.¹⁹ Mastery of technology in the introduction of CBNA can enhance students' skills in using computer technology. However, there's a possibility that students from remote or less accessible areas may face challenges in participating in CBNA.²⁰

Comparison with National Exams: Comparative studies between CBNA and national exams can reveal different outcomes and difficulty levels. This can serve as a basis for improving curricula and teaching methods that are more appropriate. Implications for Islamic Education: The introduction of CBNA may affect existing teaching methods and curricula in Islamic education. Teachers may need to adjust their teaching strategies to assist students in facing computer-based exams and ensure that Islamic-related materials are well-covered in the tests.

3.1. Perceptions of Teachers and Students on the Abolition of NE and Implementation of CBNA

The abolition of the NE, carried out by the government through the Ministry of Education, initially became a controversy because many were both for and against the new policy to be implemented.²¹ This is natural and common, as freedom of expression is highly upheld in the country, allowing the community and academics to express their opinions publicly. Madrasah Ibtidaiyah Ogan Ilir's teacher, N2, fundamentally agrees with abolishing the NE and implementing CBNA to assess randomly sampled schools by choosing students in grade 5 as CBNA participants. However, the government should also prepare adequate facilities to ensure smooth and effective CBNA implementation.

NBK creates a new learning experience for students,²² allowing them to learn about computers and technology, aligning them with the current era. The material in CBNA is

¹⁸ Ayang Sari et al., "Penghapusan Ujian Nasional Tahun 2021 Dalam Perspektif," *Prosiding Seminar Nasional PBSI-III*, 2020, 213–20.

¹⁹ Gefri Hidayat and Revian Body, "Persepsi Guru-Guru SMKN 5 Padang Tentang Penghapusan Ujian Nasional (UN)," *Jurnal : Applied Science In Civil Engineering* 2, no. 1 (2021): 185–89.

²⁰ Erwin Simon Paulus Olak Wuwur, "Analisis Kesiapan Asesmen Nasional Berbasis Komputer (CBNA) Di Sekolah Dasar Daerah 3T," *Simpati* 1, no. 1 (2023): 01–08, <https://doi.org/10.59024/simpativ1i1.58>.

²¹ Salakhuddin Ghan and Mustafid Zharfa, "Pengaruh Penghapusan Ujian Nasional Terhadap Motivasi Belajar Peserta Didik Di Masa Pandemi," *Jurnal Pendidikan Tematik* 1, no. 3 (2020): 184–96.

²² Darujatin Wenang Manguni, "Analisis Pengelolaan Sarana Prasarana Asesmen Nasional Berbasis

also different from the NE, hoping to yield something new and positive for Indonesian education.

The previous Minister of Education, Muhajir Efendi, has planned the abolition of the NE as the national standardized assessment using the NE is no longer considered relevant. Issues such as cheating during the NE have led education policymakers to evaluate it maximally, giving rise to the concept of CBNA as a national standardized assessment by the Minister of Education.

Mr. N1 also explained that the Computer-Based National Assessment (CBNA) includes quality content such as Pancasila, numeric, and literacy. This differs from the National Examination (NE), which contains subjects like Indonesian Language, Mathematics, etc. Mr. N1 hopes that by implementing CBNA, the education system in Indonesia can be further improved, producing individuals that can contribute to religion, nation, and state.

In executing CBNA, computers are operated simultaneously by students in one room.²³ The challenge Madrasah Ibtidaiyah Ogan Ilir faced in implementing CBNA, according to Mr. N1, the head of the school, is the lack of supporting facilities and infrastructure. This challenges schools, particularly those in remote areas since they have to rely on other schools to conduct CBNA.

Madrasah Ibtidaiyah Ogan Ilir does not yet have the necessary support for CBNA, such as adequate computers and stable internet. Mrs. N2, a teacher at the school, confirms this. The school eagerly hopes for government assistance to provide the necessary facilities before implementing a policy. While CBNA has positively impacted students, schools in remote areas still face difficulties due to inadequate facilities.

In addition to insufficient computers, unstable internet is another hurdle that the school must overcome. According to Mr. N1, unstable internet will affect the server and lead to frequent downtimes, hindering students' smooth use of computers. Mr. N1 has thought this through and has prepared options to use in case of unstable internet connection, such as preparing modems and mobile internet that can be hotspot-connected to laptops to ensure smooth internet during CBNA.

Implementing Computer-Based National Assessment (CBNA) and eliminating the National Examination (NE) have marked a significant change in the educational assessment system in Indonesia. This change aims to modernize and enhance the country's educational evaluation quality. A study by Ismail and Arifin (2023) emphasizes this transformation in national assessment through educational supervision practices and its potential to advance education in the nation.²⁴ Similarly, Haq et al. (2023) present the concept of AN as an alternative approach to assessing students' learning abilities, aiming to foster improvement in educational quality.²⁵ These changes reflect a global trend in education towards embracing technology and ensuring a more comprehensive and nuanced student performance evaluation.²⁶

Komputer (CBNA) Tahun 2021 Di SD Negeri Sukomulyo Sleman," *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan* 22, no. 1 (2022): 19, <https://doi.org/10.30651/didaktis.v22i1.11717>.

²³ Konikatul Rahmawati et al., "Education and Learning of Elementary School (ELES) VOL Implementasi CBNA Terhadap Kesiapan Mental Peserta Didik," *Education and Learning of Elementary School (ELES)* 2, no. 1 (2021).

²⁴ Syarof Nursyah Ismail and Haris Nursyah Arifin, "Menelaah Dampak Perubahan Asesmen Nasional Melalui Praktik Supervisi Pendidikan Terhadap Kemajuan Pendidikan Di Indonesia," *Widya Balina* 8, no. 1 (2023): 658–71.

²⁵ Ahmad Hifdzil Haq et al., "Konsep Asesmen Nasional Sebagai Upaya Alternatif Pemeriksaan Kemampuan Belajar Siswa Sekolah," *HIKMAH: Jurnal Pendidikan Islam* 11, no. 1 (2022): 204–26.

²⁶ Chrysi Rapanta et al., "Balancing Technology, Pedagogy and the New Normal: Post-Pandemic

Specific research findings highlight the challenges faced by Madrasah Ibtidaiyah Ogan Ilir in implementing CBNA. The main obstacle is the lack of suitable infrastructure, such as computers and stable internet connections, corroborated by senior school officials (Mr. N1 and Mrs. N2). These challenges make it difficult for schools, especially those in remote areas, to conduct CBNA efficiently. Moreover, the shift from NE to CBNA has sparked both support and criticism, indicating a complex transition phase in policy implementation.

The findings concerning the challenges in implementing CBNA align with previous research. For example, Asep Wildan (2023) explored the literature on CBNA implementation and identified structured operational standards. This study also emphasizes the phases before, during, and after CBNA.²⁷ Conversely, Rahman et al. (2021) researched the policy implications of replacing NE with AN and noted the potential to enhance the quality of educational evaluation.²⁸ However, they also stressed the need to address technological infrastructure and human resources challenges. This underscores that the current findings are consistent with previous research but highlight specific examples of implementation barriers.

The challenges in implementing Computer-Based National Examinations (CBNA) can be linked to various factors. Rural school locations, such as Madrasah Ibtidaiyah Ogan Ilir, may limit access to vital resources required for CBNA. This aligns with Wildan's study in 2022, outlining a structured process for implementing CBNA, including the necessary infrastructure.²⁹ Additionally, inadequate preparation in technology and training for educators may have contributed to these challenges.

The importance of CBNA and removing the National Examination (PBB) should not be underestimated. They signify substantial changes in educational policy and practice, aligning with broader trends in technology integration in education. However, the significance of these findings must be carefully interpreted, considering the local context and potential bias in information sources. The removal of PBB is viewed as a positive step by some stakeholders, but the effectiveness of CBNA still depends on various factors, including technology and government support.

The existence of these barriers does not diminish the potential benefits of CBNA. Focus on literacy, numeracy, and technology utilization align with modern educational practices. As highlighted by studies from Haq et al. (2022) and Wildan (2022), the concept of AN as an alternative testing tool is part of a long journey in educational evaluation aimed at enhancing quality.^{30,31} Nonetheless, careful consideration of cost, coverage, government commitment, and evaluation results is crucial to ensure success.

These research findings have implications for policy and practice. Success with CBNA will require a joint effort from the government, educators, and other stakeholders to address the identified challenges. Replacing NE with CBNA shows a commitment to a more modern, quality-focused approach to educational evaluation. Yet, as Rahman et al.

Challenges for Higher Education," *Postdigital Science and Education* 3, no. 3 (2021): 715–42.

²⁷ Asep Wildan, "Implementasi Asesmen Nasional Berbasis Komputer (CBNA)," *HASBUNA: Jurnal Pendidikan Islam* 1, no. 1 (2022): 13–22.

²⁸ Shalahudin Ismail and Qiqi Yuliati Zakiah, "Policy Analysis of Implementation of Minimum Competency Assessment as an Effort to Improve Reading Literacy of Students in Schools," *Paedagogia: Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan* 12, no. 1 (2021): 83–91.

²⁹ Imam Mustofa and D A N Wildani, "Memotong Ekstrimisme Dari Hulu: Deradikalisasi Pemahaman Agama Di Sekolah Menengah Atas Kota Metro," 2019, 11–24.

³⁰ Haq et al., "Konsep Asesmen Nasional Sebagai Upaya Alternatif Pemeriksaan Kemampuan Belajar Siswa Sekolah."

³¹ Wildan, "Implementasi Asesmen Nasional Berbasis Komputer (CBNA)."

(2022) noted, effective and efficient implementation requires overcoming challenges such as technology infrastructure and human resource readiness.³² The experience of Madrasah Ibtidaiyah Ogan Ilir serves as a microcosm of these broader challenges, providing valuable insights to inform future policy and practice in education in Indonesia.

In the context of student perception, student N3, a fifth-grader, initially feared CBNA, having never operated a computer before. Other students felt the same, but after guidance from teachers and some simulations, student N3 explained that he felt comfortable and enjoyed CBNA, gaining new insights and knowledge. Yet, student N3 regretted having to conduct the CBNA at another school due to inadequate facilities, a hurdle for students who must travel further to access complete and suitable resources for CBNA.

Comparing these results with previous studies, such as Fadhilah et al. (2022), demonstrates that CBNA's implementation aligns with the national focus on improving educational quality.³³ Positive aspects reflect hopes presented in prior research, reinforcing the idea that shifting from the National Examination to CBNA is a step toward enhancing education in Indonesia. However, concerns and challenges faced by students, as articulated by student N3, offer unique insights that supplement or shade the existing literature body.

The importance of these findings lies in revealing CBNA's multifaceted impact. While clear benefits exist regarding modernization and integrity, these findings also expose specific concerns related to infrastructure limitations and student anxieties. The balance of these positive impacts and challenges requires careful interpretation, ensuring that both ends of the spectrum are acknowledged and addressed.

Furthermore, it must be noted that the transition to CBNA represents more than a mere technological shift; it encompasses a transformation in educational philosophy, focusing not only on knowledge acquisition but also on a comprehensive evaluation system emphasizing reasoning ability, method application, and character education. Consequently, these findings are significant for the immediate context and bear implications for the broader educational discourse.

3.2. Implications of Removing the National Examination for Islamic Education

Suppose one looks at the various subject matter or studies of the Islamic education curriculum taught in schools, madrasahs, madrasah diniyah, Islamic boarding schools, or even Islamic Higher Education. In that case, one can see the thickness of the theological color rather than the philosophical nuance. And materials such as fiqh, morals, monotheism, psychology of Islamic education, Islamic education, to the philosophy of Islamic education itself still feel thick with its theological nuances.

Government policies in any context naturally provoke both support and opposition. The decision to abolish the National Exam (Ujian Nasional, NE) in Indonesia is no exception, triggering various stakeholder responses. Academics, educators, parents, and students have debated and discussed the decision's merits and potential drawbacks.³⁴ Government policies in any context naturally provoke both support and opposition. The decision to abolish the National Exam (Ujian Nasional, UN) in Indonesia is no exception,

³² Nur'ainah, Muazza, and Rahman, "Persepsi Guru Tentang Implementasi Asesmen Nasional Sebagai Alat Evaluasi Sistem Pendidikan Di MIN Batanghari."

³³ Viki Fadhilah et al., "Analisis Kebijakan Asasemen Nasional Pengganti Ujian Nasional Terhadap Evaluasi Pendidikan Di Indonesia," *Alslys* 2, no. 4 (2022): 514–23.

³⁴ Nelli Piattoeva, "Elastic Numbers: National Examinations Data as a Technology of Government," *Journal of Education Policy* 30, no. 3 (May 2015): 316–34, <https://doi.org/10.1080/02680939.2014.937830>.

triggering various stakeholder responses.³⁵ Academics, educators, parents, and students have debated and discussed the decision's merits and potential drawbacks. This sentiment illustrates the complex nature of educational policies, where various interests and concerns must be balanced. Thorough investigation and research are vital to understanding the full scope of the implications, and this process fosters collaboration between policymakers, scholars, and those directly affected by the policy, enhancing the policy-making process itself.³⁶

The abolishment of the NE has multifaceted implications for Islamic education in Indonesia. On the one hand, removing a standardized examination could allow more flexibility in curriculum design and pedagogical approaches, aligning better with the values and principles of Islamic education. On the other hand, concerns may arise about maintaining quality standards and comparability with other educational systems. The complex interplay between religious, cultural, and educational considerations requires careful analysis to ensure that the changes support Islamic education's unique identity and quality within the broader educational landscape.³⁷

Technological advancements resulting from implementing CBNA have directly and indirectly impacted Islamic education. Many Islamic primary schools have benefited from digitalization, opening doors to various educational resources and teaching methods. This has enriched the curriculum and facilitated greater engagement with global educational trends. However, challenges remain in ensuring that these technological tools align with the core values of Islamic education and that access to technology does not exacerbate inequalities among different regions and communities.

Madrasah Ibtidaiyah's status within the Indonesian educational system highlights broader questions about the relationship between religious education and national educational standards. The often-overlooked status of Madrasah Ibtidaiyah compared to secular primary schools reflects underlying societal preferences and biases. The challenge for Madrasah Ibtidaiyah is to modernize and adapt to new assessment methods without losing its distinctive Islamic character.³⁸ This entails careful planning, collaboration with various stakeholders, and ongoing government and community support to ensure a balanced approach to modernization.

CBNA represents a significant step in modernizing Indonesia's education system, with implications for efficiency, integrity, and fairness in examinations. Using computers reduces manual errors and minimizes cheating opportunities, enhancing the examination process's credibility. Yet, implementing such a system requires significant investment in infrastructure, training, and ongoing support. Ensuring that this modernization benefits all students, including those in remote or under-resourced areas, remains a substantial challenge that requires careful planning and consideration of equity issues.³⁹

The explanation for these findings can be linked to the government's commitment to modernize and enhance the quality of education, particularly in Islamic institutions. The benefits of technological advancements and integration align with the global trend of

³⁵ Kanako N Kusanagi, "Teacher Professional Development in Indonesia: Issues and Challenges," *Lesson Study as Pedagogic Transfer: A Sociological Analysis*, 2022, 67–80.

³⁶ Sutari, "National Examination in Indonesia and Its Backwash Effects: Teachers' Perspectives."

³⁷ Nilna Azizatus Shofiyyah, Tedy Sutandy Komarudin, and Moch Sya'roni Hasan, "Innovations in Islamic Education Management within the University Context: Addressing Challenges and Exploring Future Prospects," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 2 (2023): 193–209.

³⁸ Ara Hidayat, "Post-Pandemic Education Study: Analysis of Resources, Opportunities, and Challenges of Madrasah Education in Indonesia," *Journal of Positive School Psychology*, 2022, 7342–54.

³⁹ Hidayat.

incorporating technology into educational assessments.⁴⁰ This policy appears to reflect a broader vision to foster a sense of technological literacy among students and educators.

The implications of removing the NE for Islamic education in Indonesia are extensive and multifaceted. The decision reflects broader shifts in educational philosophy, embracing technological advancements and recognizing different educational communities' diverse needs and contexts. However, these changes pose challenges and uncertainties, especially in balancing modernization with preserving core values and principles. Engaging in open dialogue, critical reflection, and collaborative planning will be essential to navigate these changes effectively. Policymakers, educators, scholars, and community members must work together to ensure that Islamic education continues to thrive, adapting to new landscapes while preserving its unique identity and contributions to Indonesian society.

4. Conclusion

The study embarked intending to explore the perceptions of teachers and students regarding the shift from the traditional National Examination (NE) to the Computer-Based National Assessment (CBNA) in Indonesia, with a focus on the implications for Islamic education. Our findings shed light on modern educational practices emphasizing 21st-century skills, such as digital literacy and critical thinking. While implementing CBNA is seen as a progressive step towards modernization, it necessitates careful alignment with Islamic core values and principles. The experience of Madrasah Ibtidaiyah Ogan Ilir serves as a microcosm of broader challenges, including infrastructure limitations, student anxieties, and alignment with religious values. Implications: The decision to replace NE with CBNA in Islamic education in Indonesia is extensive and multifaceted. The results reflect an embrace of technological advancements, recognizing the diverse needs of different educational communities. However, they also expose uncertainties, particularly in balancing modernization with preserving core values. Collaboration among policymakers, educators, scholars, and community members will be critical to a successful transition that preserves the unique identity of Islamic education in Indonesia.

This study acknowledges certain limitations, including potential bias in the sampling of participants and the focus on a single region, which may not represent the entire country. Additionally, the challenges of remote and under-resourced areas were emphasized, but a comprehensive assessment of the technical challenges across all regions would enhance the understanding of the CBNA's impact. Based on the insights gleaned from this study, future research is recommended to explore further the intersection of technology, policy, and Islamic education in Indonesia. Additional studies could include a broader geographic focus and utilize mixed methodologies to provide a more comprehensive view. Collaboration and open dialogue must continue to inform practice and policy, ensuring the transition to CBNA aligns with Islamic education's rich traditions and principles.

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