

# **THE EVALUATION OF THE NATIONAL STANDARDIZED SCHOOL EXAMINATION IN VOCATIONAL SCHOOL OF ELECTRICITY ENGINEERING EXPERTISE PROGRAM IN YOGYAKARTA 2018**

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## **ABSTRACT**

The purpose of this research is to reveal the preparation, implementation and processing of the results of the National Standardized School Examination (USBN) of Vocational Electrical Engineering Expertise Program in the Special Region of Yogyakarta in 2018.

This research is an evaluation research. The evaluation in this study is to use a discrepancy evaluation model, which is an evaluation model that aims to determine the feasibility of a program, and compare what should happen with what actually happened. Respondents of this research are the Principal, teacher competency subject from the Electrical Engineering Expertise Program, and students. Determination of the sample is done by accidental sampling. This research instrument is an open and closed questionnaire that has been validated. Quantitative data analysis techniques using quantitative descriptive statistics, while qualitative data analysis using the Miles & Huberman method which includes three stages, namely data reduction, data display, and conclusions and verification.

The results showed that the preparation of the implementation of USBN in 2018 by teachers and principals or schools was good even though it was not 100% according to POS USBN 2018. Poor preparation was actually done by participants who were indicated by only 77% of students who prepared themselves specifically for facing USBN, only 31% of students who take tutorial. USBN implementation is not yet fully (100%) referring to USBN POS. As many as 72% of students stated that USBN's room and seating arrangements are in accordance with USBN. As many as 77% of teachers stated the rules for supervisors according to the USBN POS. As many as 57% of schools stated according to the USBN schedule that considered the learning completeness of students. As many as 29% of school principals stated that USBN implementation coordinated with LPMP, P4TK, Ministry of Religion Regional Office, and Provincial Disdik as regulated in USBN POS. In addition, the USBN schedule for Religion Education and Religious Education and Character Education subjects has not only been adhered to by 71% of schools and 0% of schools use USBN supervisors from other schools. In post-USBN, 56% of teachers and 57% of schools answers to multiple choice USBN questions were examined manually, 57% of teachers from 81% of schools stated that they were checking questions in the form of descriptions according to USBN POS.

*Kata Kunci: vocational high school, electricity engineering, national standard school examinations*