

NATIONAL EXAMINATION: POSITIVISM LOGIC

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National Examination is education government policy to determine the standard of the quality of education in Indonesia that always gets the attention from the people as if they are all also involved in it. National Examination can be seen as the way to standardize the students' intellectual competence. National Examination releases the science's alignment and claims itself as the measuring standard by choosing some subjects; for example Mathematic, Natural Science, and Bahasa; even though the student's interest and competence are various and differs from one another. As the consequence, the students who do not pass these subjects are recognized as the fool students. This study aims to find the way the disciplinary works towards the people as the power internalization. This study will use the theory of archeology and genealogy by Michel Foucault to answer the problem above. This study uses qualitative method that supported with the data of some electronic news that discuss about the phenomena as the effect of National Examination discourse. The result of this study shows that the disciplinary works through the regulations from the government and the reproduction of some discourses about National Examination that can be seen by the people through the media. All of them are internalized by the people and aim to shape them to discipline towards Positivism Logic. In other words, the regulations and the discourse of National Examination aim to maintain and perpetuate Positivism Logic.

Keywords: National Examination, discourse, the power internalization.

INTRODUCTION

National Examination is education government policy to determine the standard of the quality of education in Indonesia that always gets the attention from the people as if they are all also involved in it. Pros and cons always happen in implementation of National Examination that becomes a debatable thing among the school, parents, people and even media. The failure in doing National Examination always frightens the people that involved, especially the students. As the consequence, all of the educational institutions do some efforts in preparing their students for being ready to face National Examination.

The graduation requirement has been determined by the government through the regulations which applies to all of the schools in Indonesia. In other words, National Examination is the effort to standardize or measure the intellectual competence of the students.

The subjects examined in National Examination are Bahasa, English, Mathematics, Natural or Social Science which must be understood or mastered by the students. These are considered as the basic subjects that can shape the students' logic when they continue their study to higher education level, especially Natural science and Mathematics that are still considered as more prestige and useful subjects than the other subjects. These subjects are also believed by the people until now as the provision for the students to continue their study in University without considering their interest and talent are diverse from one another and even the major they choose has no relation with the subjects examined in National Examination like theatre, painting art and literature.

After passing National Examination, the students will get the recognition through the graduation certificate that will be used to continue the study and even to apply the job if they do not continue their study. The students who fail in National Examination still have the chance to join equivalency examination, still some people believe that the students who cannot pass National Examination considered as the fool students. It can be seen that National Examination has the important rule to shape the people's view. This study aims to find the way disciplinary works through National Examination as the power internalization.

Episteme can be understood as the ground of knowledge that believed as the truth in a particular time. As Foucault said in his book, This episteme may be suspected of being something like a world view, a slice of history common to all branches of knowledge, which imposes on each one the same norms and postulates, a general stage of reason, a certain structure of thought that the men of a particular period cannot escape — a great body of legislation written once and for all by some anonymous hand. By episteme, we mean in fact, the total set of relations that unite, at a given period, the discursive practices that give rise to epistemological figures, sciences, and possibly formalized systems (Foucault, 1980)

From the quotation above, it can be said that the episteme consists of some discursive structures as the result of interaction of some discourses that appear in particular times. Mills (1997) adds that it includes the range of methodologies which a culture draws on self-evident in order to

be able to think about certain subjects. Episteme itself consists some of statements. Here, the statements are not just the utterance without any tendency in it. The statements have some institutional force and which are thus validated by some of authority—those utterances and texts which make some form of truth-claim and which are ratified as knowledge can be classified as statements (Foucault, 1972). From the statements, it can turn to discourse if it has influence individual's way of thinking and acting. It can be inserted ideological thing and shaped by the rulers. When discourse has been translated to the people as something natural or common sense, it will be internalized by the people. As the result, the discourse disciplines the people to be as what discourse asks them. People will be treated as something that always supervised like they were in panoptic prison.

Panopticism makes every individual feels wholly supervised. Every individual is entered in particular moving space, and every movement is supervised and recorded, power is done to monitor the individual as a whole. Power is done as a relation control between individuals (Foucault in Sunu, 1997). In this case, the discursive formation gives the effect in social interactions. Getting the meaning of discursive formation will need the key concepts to bring it into estuary discursive. It needs to use linguistic analysis to see which one is included and which one is excluded in National Examination phenomenon. These efforts aim to uncover the discursive and find out the episteme behind it as the quotation above,

“We may define the procedures of intervention that may be legitimately applied to statements. These procedures are not in fact the same for all discursive formations; those that are used (to the exclusion of all others), the relations that link them and the unity thus created make it possible to specify each one. These procedures may appear: in techniques of rewriting.”(Foucault, 1972).

Punishment imposed on anything concerning in accuracy. Punishment is given to those who cannot do the job that has been targeted as their something natural demand. In discipline regime, punishment refers to both juridical and natural terms. Discipline system prefers to punish something aimed to drill. Punishment is associated with reward and penalties. A child have to be pushed to do something by offering them the gift than frighten them to get the punishment (Foucault in Sunu, 1997). First, discipline punishment conducts the individual action to the whole of comparison area and the space which is differentiated. Second, discipline punishment differentiates from one individual to another. The regulation is only made as the minimum

threshold and level that must be considered or as the direction aimed by individual. Third, punishment measures qualitatively and hierarchically individual “natures”. Forth, punishment inserts compulsion to turn it something considered as natural. Finally, discipline becomes the limit of the abnormality. Discipline punishment, in another word, is ‘normalization’ (Foucault in Sunu, 1997)

Materials and Methods

The primary data of this study are some electronic news from many media discussed about National Examination. The secondary data of this study are articles and books that supported this study. This study is qualitative study that uses discourses analysis by Michele Foucault that used to find out the episteme behind the discursive formation of National Examination phenomenon. After finding it out, it is continued to find the way disciplinary works through National Examination as the power internalization.

DISCUSSION

National Examination becomes a phenomenon surrounded by many discourses that shows some efforts to maintain Positivism logic. Foucault defined the discourse not as the text or the language, but the specific structure of statements, terms, categories and beliefs which are historically, socially and institutionally constructed (Foucault, 1980). Discourse is the statements related to particular topics that happen in particular time social condition supported by discursive formation and practice. Discourse about National Examination has never been stable that makes it becomes the political vehicle. Establishing the power that shaping through National Examination as the test for measuring and standardizing the students’ competence in Indonesia is the episteme of positivism logic that tries to be raised continuously. Looking the intelligence or the competence of the students by something measureable is the typical of positivism that can more replace and marginalize the other aspects in knowing the level of intelligence of the students. Foucault saw this as the episteme which is a group of statements shaped by discursive patterns as the activator of the power. The statements that contain the power shape the discursive formation which makes them as a tool to maintain the “truth” within a period of time. It can be seen from the statement of the minister of education and culture in different period of time.

Muhammad Nuh, Menteri Pendidikan dan Kebudayaan (Mendikbud) tetap menganggap bahwa UN sangat penting. Tujuan UN pada dasarnya adalah untuk pemetaan, untuk

melanjutkan pendidikan ke jenjang yang lebih tinggi dan untuk pembinaan. Sedangkan bila melihat hasil data dari UN murni, rentangnya sangat jauh dari yang terkecil hingga yang tertinggi. Dengan begitu, sangat mudah mengukur sejauh mana kemampuan rata-rata anak-anak sekolah di Indonesia. “itu jugalah yang dipegang oleh beberapa universitas, dimana mereka masih menggunakan nilai UN murni sebagai salah satu tolak ukur penilaian mereka untuk menerima mahasiswa baru,” imbuhnya (Triananda, 2014).

Berbagai persiapan telah dilakukan meski kali ini unas tidak lagi menjadi penentu kelulusan... Tahun ini unas tidak digunakan sebagai penentu kelulusan. Nilainya juga belum tentu dipertimbangkan dalam Seleksi Nasional Masuk Perguruan Tinggi Negeri (SNMPTN). Meski begitu, semua sekolah menghimbau siswanya agar tidak meremehkan ujian akhir ini. Alasannya, nilai unas akan dipakai untuk pemetaan sekolah. Nilai siswa jeblok berimbas pada penilaian sekolah. Dengan begitu, masing-masing sekolah mempersiapkan diri dengan mantap (Ayi, 2015).

From the quotation above, the statements from the minister of education and culture, Muhammad Nuh, become the discursive pattern to legitimize that National Examination was the only effective medium to be the benchmark of academic competence of the students in Indonesia. He inserts the discourse of National Examination with the power which then narrated in such a way to be internalized by the students who prepare for National examination. National Examination was narrated as the most important thing for the students' future considering that the certificate of graduation and National Examination scores were the assessment's benchmark in enrollment for higher education and as the justification done for normalization. Then, the changing which the new minister of education and culture, Anies Baswedan, has made by deciding National Examination was not the only determinant for graduation looks lighten the burden of the students that they must bear but the effort of maintaining positivism logic still appears in this discourse. It can be seen by the new regulation that said the score of National Examination of the students will become the school ranking for mapping which school has the 'smart' students, based on the high score that the students got in National Examination, and which school has the 'fool' students because of their low score. In this case, National Examination sees the students as the numbers that can be measured and standardized.

Ini karena pihak sekolah telah melakukan berbagai upaya untuk melatih kesiapan siswa-siswa. Diantaranya melalui try out mandiri dari para guru di sekolah masing-masing, penambahan jam belajar khusus untuk persiapan Unas, bimbingan belajar bersama per wilayah, doa bersama persiapan Unas, serta koordinasi dengan wali murid bersama-sama memotivasi siswa dalam Persiapan Unas. Dinas Pendidikan (Dispendik) Kota Surabaya juga telah melakukan berbagai upaya seperti mempersiapkan try out online mulai SD, SMP, SMA, SMK, mengumpulkan semua guru mata pelajaran Unas guna memotivasi guru untuk menanamkan percaya diri siswa, sosialisasi ke semua lembaga penyelenggara Unas hingga penandatanganan pakta integritas Unas pada Minggu (6/6/2014) yang dilakukan dihadapan Menteri Pendidikan, M.Nuh...(Anto, 2014)

Minat sejumlah pelajar di Kota Padang, Sumatera Barat (Sumbar), untuk mengikuti bimbingan belajar (bimbel) cukup tinggi. Salah seorang pelajar Sekolah Menengah Atas (SMA), Cintya di Padang, Rabu (4/3) mengatakan alasannya mengikuti bimbingan belajar adalah untuk memantapkan pelajaran yang didapat di sekolah. "Terkadang ada pelajaran yang tidak dimengerti di sekolah dan sudah berusaha belajar sendiri tetapi tidak bisa, hal ini bisa ditanyakan di tempat bimbingan belajar," ujarnya. Selain itu, ujarnya, di tempat bimbingan belajar juga ada guru-guru untuk konsultasi mengenai pelajaran yang tidak mengerti dan bisa membantu mengajarkan Pekerjaan Rumah (PR) yang tidak dimengerti...hingga saat ini jumlah peserta bimbingan belajar yang ada ditempatnya adalah sebanyak 1.300 orang dengan 21 kelas yang ada. Untuk peserta bimbingan belajar Sekolah Menengah Pertama ada sekitar 300 sampai 400 orang, sedangkan untuk SMA sekitar 700 sampai 800 orang (Murdaningsih, 2015).

Para siswa memang sedang berjuang menyiapkan diri untuk pelaksanaan UN. Selain mengikuti materi di bimbingan belajar, mereka juga mendapatkan pelajaran tambahan di sekolah, kemudian belajar lagi di rumah, baik secara berkelompok maupun sendiri. "Setidaknya butuh enam jam sehari untuk belajar di luar sekolah," ujar Rahmaan Innash (18), siswa kelas XII SMAN 4 Kota Semarang. Titis Putri (18), siswa kelas XII IPA SMAN 3 Semarang, bahkan mengikuti les privat di rumahnya agar bisa belajar dengan efektif (Purnomo, 2009).

Discourse is the statements that discuss about something indicating there are discursive formations within it. Discourse about National Examination as the benchmark and standardization of academic competence of the students in Indonesia always dynamically moves (there are the changes in National Examination which become the only determinant for graduation and enrollment for higher education turn to become the determinant of the school ranking) that makes those discourses as a political medium for particular groups, in this case, as a tool to get, even to settle the power. In other words, the people's action can be controlled through the discourses until give them an effect to discipline themselves, in this case the students, like they were in panopticon prison. It can be seen from the efforts that the school, the parents, the private course teachers, tutoring agency and the government who always give the students additional course and try outs at school for many times. It can be said as the efforts in practice dimension that can be accepted by the people to settle the positivism logic. It is strengthened by the social interactions as below:

(Social Interactions)

Bupati Kutai Kartanegara (Kukar) Rita Widyasari, kembali menjanjikan hadiah bagi pelajar tingkat SMP/MTs dan SMA/SMK/MA yang berprestasi pada Ujian Nasional (UN) tahun ajaran 2013/2014. "Iya benar, selalu ada" kata Rita, singkat. Di tahun sebelumnya, Rita memberikan hadiah kepada pelajar peraih UN tertinggi. Di mana masing-masing pelajar mendapatkan hadiah laptop dan sepeda motor. Selain hadiah, Rita juga menjanjikan akan memberikan kesempatan para pelajar yang meraih nilai UN tertinggi untuk jalan-jalan dan sekaligus belajar di Universitas Utara Malaysia....(Irwan, 2015).

Siswa peserta Ujian Nasional 2014 (UN) tingkat SMA sederajat di Kabupaten Kendal, Jawa Tengah, akan mendapatkan hadiah uang seratus ribu kalau bisa meraih nilai 10 dari sekolahnya masing-masing. Hadiah itu, diberikan untuk memotivasi siswa supaya giat belajar dan berlomba-lomba untuk mendapatkan nilai terbaik. Kepala Dinas Pendidikan Kabupaten Kendal Mulyono mengatakan, hadiah untuk siswa yangmendapat nilai 10 sudah menjadi tradisi bagi sekolah yang ada di Kabupaten Kendal..."ada juga sekolah yang memberi seekor ayam kepada siswa yang mendapat nilai 10. Sekolah itu SMAN 1 Boja," katanya Senin (14/4/2014)...Sementara itu, Kepala SMAN 1 Kendal Sunarto mengaku pihaknya selalu memberi bonus kepada siswa peserta UN yang mendapat nilai 10. Bonus ini ialah untuk

motivasi biar siswa rajin belajar dan mempunyai keinginan besar untuk mendapat nilai 10.... (Priyatin, 2014).

Wali kota Bekasi Rahmat Effendi berjanji akan memberikan beasiswa pada lulusan terbaik Ujian Nasional (UN) tingkat Sekolah Menengah Atas (SMA) di kota Bekasi. Hal itu disampaikan Rahmat Effendi pada hari kedua pelaksanaan UN di kota Bekasi Selasa (15/4). Beasiswa dalam bentuk biaya kuliah yang akan ditanggung hingga selesai itu diharapkan memberikan semangat positif pada murid-murid yang melaksanakan UN agar bisa menjadi yang terbaik di Kota Bekasi. "Dengan adanya beasiswa ini, murid-murid akan semangat berlomba menjadi yang terbaik dan membawa nama baik kota Bekasi," ujar Rahmat Effendi.... (Hazliansyah, 2014).

From the quotation above, it means that the students feel like they are always supervised to do their best for National Examination—called as panopticism. The people then believe it as something natural without any suspicion in their mind about the power inserted in National Examination phenomenon. There are power relations internalized by the students, the teachers and the parents that certificate graduation is important for the students' future, especially for enrollment to higher education and getting the good occupation, getting the high score in National Examination will be considered as the smart students, mastering the science related with the numbers shows the intellectual of the students and Natural science is the most useful science for the life. As the consequence, they use almost their time to study hard at the school, at home and even at tutorial agency. Disciplinary done by the people that hold the power aims to 'discipline' the students and all the institutions related to through the regulations of the education Minister and reproduce the discourses about National Examination. In other words, power, in this case, does not work through the suppression or violence but it works through the regulation and normalization to shape the discipline people.

The discourses shaped by the rules as stated above can be suspected as the ideological discourse considering that those discourses take sides. The things which in the discursive formation affect the social interaction scope, in this case there are some efforts shown by the local government that give the prize for those who can get the perfect score in National Examination. This discourse takes side for particular groups that dominate but takes no side for the marginal groups considered as the other. It can be seen in the quotations below that show National Examination takes no side to the marginal groups:

Ketiadaan naskah soal Ujian Nasional (UN) dalam huruf Braille menyulitkan para peserta ujian penyandang tunanetra. Sebagian siswa berkebutuhan khusus juga mengeluhkan panjangnya soal-soal ujian... Untuk menjawab soal-soal ujian, mereka dibantu pengawas, seperti membacakan soal. Hal ini merepotkan dan menyita waktu. Tapi apa boleh buat, hanya itu yang bisa dilakukan karena naskah soal dalam huruf Braille tidak disediakan. “Ketiadaan soal ujian berhuruf Braille sebenarnya sudah dilaorkan sejak Senin lalu, namun tak ada tanggapan,” kata Kepala Sekolah SMP MIS Muhammad Ardaloka...Di Sekolah Luar Biasa (SLB) Darul Ulum, Jogoroto misalnya. 3 Siswa tunarungu mengeluhkan soal yang harus mereka jawab terlalu panjang “Idealnya khusus untuk murid berkebutuhan khusus, soal ujian mestinya disederhanakan,” ujar Kepala Sekolah SLB Darul Ulum, Zaenal Arifin....(Nda, 2015)

Kondisi itu diungkapkan murid dengan low vision di SMP Negeri 3 Sentolo, Rahmadi Ikrom Iszudim. Menurut dia, ukuran huruf yang standar dengan murid non-berkebutuhan khusus cukup menyulitkan dirinya menggarap soal. “Saat melingkari jawaban, saya takut keluar dari lingkaran,” paparnya, Selasa (5/5/2015). Praptinah memaparkan, selain ruang ujian khusus, sekolah juga menyediakan alat bantu berupa lampu penernagan tambahan. Lampu tersebut diletakkan di atas meja masing-masing siswa....(Sekarani, 2015).

Table 1. This is the summary table to understand easier this study:

Abstract Dimension	Panoptic Positivism: Standardized/Measured		Power Internalization:
Practice Dimension	Discursive Formation: <ul style="list-style-type: none"> • School • Teachers • Tutoring Agency • Try Out • Private Course Teacher 	Interaksi Sosial: <ul style="list-style-type: none"> • Who gets the highest score in National Examination • Which tutoring agency that you take for preparing National Examination • Government gives the rewards for those who get the highest score in National Examination 	<ul style="list-style-type: none"> • Graduation certificate is important for enrollment to higher education and getting the good occupation • Number=intellectuality • good score=smart • Natural Science, mathematic= science that gives the contribution for life

CONCLUSION

Positivism logic always tries to be settled by National Examination with its regulations and discourses as a form of disciplinary to shape the discipline people towards it. Discourses about National Examination will always be reproduced in many forms through the media, still in order to settle positivism logic. All of them are internalized by the people and aim to shape them to discipline towards Positivism Logic It can be done by the people who are advantaged with National Examination considering that discourse is not neutral or takes side to particular groups of the people.

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