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Foreword of the Chairman

Assalamualaikum wr. wb.

Good morning ladies and gentlemen.

Praise be to Allah who has given abundant blessings so that we can hold this international conference.

This conference is aimed at improving the quality of assessment implemented in schools and other institutions. The quality of assessment determines students' ways of learning, so that it is hoped that the quality of education improves. Besides, this conference is a means of information exchanges in the forms of seminars dealing with results of research in educational assessment and evaluation. The expectation is that there is always improvement in educational assessment and evaluation methods, including in it is the instrument – both cognitive and noncognitive instruments.

The participants of this conference are the lecturers and teachers who teach educational assessment and evaluation, practitioners of assessment and evaluation, and researchers of assessment and evaluation. This conference can be held in cooperation with the Graduate School, Yogyakarta State University, Association of Educational Evaluation of Indonesia (HEPI), and Centre for Educational Research, Ministry of Education and Culture of Indonesia, supported by the Australian Council for Educational Research (ACER), Intel, Intan Pariwara Publisher, and many other institutions. For this reason, on behalf of the Organizing Committee, I would like to thank the Rector of Yogyakarta State University, Prof. Dr. Rochmat Wahab, M.Pd., M.A., and the Director of Graduate School, Yogyakarta State University, Prof. Dr. Zuhdan Kun Prasetyo, M.Ed., and all other institutions for their assistance and contribution that have made this conference possible. I would like to thank HEPI's Local Coordination Unit and all sponsors for supporting this conference and also all the audience for participating in this conference.

To the committee members, both in Jakarta and Yogyakarta, I would like to thank them for the hard work they have performed and for the togetherness so that this conference can be held.

Last but not least, we apologize for all the incoveniences you might encounter during this conference. Please enjoy the conference.

Wassalamu'alaikum wr. wb.

Prof. Djemari Mardapi, Ph.D.

Foreword of the Chairman of Himpunan Evaluasi Pendidikan Indonesia (HEPI)

Assalamu'alaikum Wr. Wb.

Indonesian Association for Educational Evaluation (HEPI) is a professional organization in education holding in the high esteem the principles of professionalism and knowledge development in the field of educational and psychological measurement, assessment, and evaluation. HEPI was established in November 19, 2000 in Yogyakarta, with a vision to become a professional organization that excels in the field of evaluation and measurement in education and psychology in Indonesia. Its mission is to develop up-to-date methodologies of evaluation, assessment, measurement, and data analysis in education and psychology, as well as studies of policies and technical implementation of the field for improving Indonesian education quality.

As a professional organization, HEPI brings together experts, practitioners and interested persons in the field of evaluation, assessment, and measurement of education, psychology and other social sciences. HEPI is open to anyone who has the interest the field with no restriction in terms of educational background and working experiences. Hopefully, through HEPI, members of the association can sustainably develop themselves as professionals. The existence of HEPI is also expected to contribute to the improvement of the quality of national education through research, consultancy, seminar, conference, publication, and training for members of the organization and for public audiences.

HEPI organizes annual workshop and conference in cooperation with the Regional Chapter of HEPI and universities. In 2016, for the first time HEPI organized **International Conference on Educational Research and Evaluation: Assessment for Improving Student's Performance** in May 29-30 2016 in Yogyakarta. This conference is jointly organized by HEPI and Yogyakarta State University and supported by the Center for Educational Assessment the Ministry of Education and Culture, Australian Council for Educational Research (ACER), INTEL Indonesia, and Intan Pariwara Publisher.

It is important to note that the choice of the HEPI 2016 conference theme is driven by the fact that the quality of our national education is still under expectation as shown by the results from School National Exam and international surveys conducted by some international agencies. HEPI believes that a number of factors contribute to the low quality of national education, including low teacher's knowledge and skills in classroom and school assessment. Therefore, improving the competence of teachers in classroom and school assessment is urgently required. In this context HEPI as a professional organization and individual members of the organization have to play an active role in improving teachers' competence in quality learning assessment.

In line with 2016 conference theme, HEPI invited two respected guest speakers , namely, Professor Geofferey Masters, Ph.D., Director of the Australian Council for Educational Research (ACER), who presented a paper on Assessment to Improve Student Competency and Professor Frederick Leung, Ph.D., from the University of Hong Kong, who delivered a paper on the International Assessment for Improving Classroom Assessment.

As a tradition, in 2016 conference HEPI organized two pre-conference workshops. The first workshop is on the conceptual introduction of Rasch model by Jahja Umar, Ph.D., senior lecturer at the Faculty of Psychology, State Islamic University Jakarta and the second workshop was delivered by Heru Widiatmo, Ph.D., researcher at American College Testing (ACT) Iowa, United States on Measuring Higher Order Thinking Skills (HOTS).

On behalf of HEPI, I would like to express my heartfelt gratitude to Rector of the Yogyakarta State University, invited speakers, resource persons, HEPI regional chapters, sponsors, speakers, participants, invited guests, and organizing committee who have worked hard in making this international coneference a success. Thank you very much for your participation and support and we are looking forward to seeing you in the next conference.

Last but not least, we hope that all of us get much benefit from this conference for enhancing Indonesian quality education through quality assessment.

Wassalamualaikum wr. wb.

Chairman,
BAHRUL HAYAT, Ph.D.

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THE NATIONALISM ATTITUDE ASSESSMENT OF STUDENTS OF STATE SENIOR HIGH SCHOOL 1 PAKEM SLEMAN

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ABSTRACT- The objective of this research is to find out nationalism attitudes of students of State Senior High School I Pakem Sleman, Yogyakarta Special Region. Te research utilizes quantitative research method with evaluation research strategy. Senior High School students who become the sample of this research are 100 students of Grade XI who are considered as the representatives of students of grade X, XI, and XII. The research subjects are taken as proportional random sampling of all students of grade XI. The data collection utilizes questionnaire to assess students' nationalism attitudes. The data analysis technique utilizes quantitative descriptive data analysis technique with evaluation criteria. As a whole, the result of research indicaes that nationalism attitudes of State Senior High School I Pakem Sleman which is based on the valuation of 100 students are 3.8 with good category. Male and female students' nationalism attitudes are 3.6 for males and 4.0 for females. Meanwhile, the valuation result of each aspect indicates that the aspects: proud of being Indonesian citizens 4.2, patriotism 4.1, sacrificing for the nation 3.6, proud of diverse cultures 3.8, respecting heroes' service 3.7 and prioritizing public interest 3.8. Thus, the result of this research indicates that students' nationalism attitudes of State Senior High School I Pakem Sleman are included in good category.

Keywords: *assessment, attitudes, and nationalism.*

I. INTRODUCTION

A social phenomenon that cannot be denied at the present time is the erosion of national and moral values among the younger generation. This phenomenon can be completely understandable given the complexity of variables that affect the integrity of the national existence of such negative effects of globalization and westernization penetrated into the joints of people who are still very fragile. At the time of shocks to the integrity of the nation was struck, components of the nation, including the younger generation is more preoccupied by the things that are practical and has been temporary. The noble values of the nation's culture bequeathed by the founding fathers have been uprooted. The younger generation will forget the identity and existence as a successor to the ideals of independence. In fact, indicators of independence needs to be built with strong national values, the spirit of nationalism, patriotism, religious prowess, collectivism, and the foundation of ultimate cultural values. However, the phenomenon says differently that our nation is dominated by schools individualism that ignores the principles of collectivism. Consequently, social issues and cultures are emerging everywhere. National identity "is traded" for the benefit of individuals or groups. No matter if the country loses or not, the important thing is that he/she is lucky and their group wins.

Regarding that, social science learning as the true means of national values and moral is often regarded as "additional" lesson. They are more obsessed with the hard sciences, and social sciences are considered less important. As a result, moral degradation among teenagers is great enough and undermines social values, which in essence is built. Loyalty to the identity and existence of the nation uprooted so that it is necessary to rethinking them in the form of building national values such as nationalism, national knowledge, and insight to the humanities and national awareness with a solid foundation of cultural values. Social learning requires a new paradigm in the context of character and national building, thus the national identity with noble values and dignity is rediscovered. A change in the mind set of learning social science is absolutely necessary because the importance of the socio-culture problems. It seems necessary

to build moral-scientific paradigm coherently-integrated, so that the meaningful learning in social science can take place in our education system.

At the time of the Indonesian faced a pile of problems caused by the various crises, the challenges in facing a globalization era characterized by openness and free competition is increasingly urgent. Inevitably, Indonesia must strive to improve the capabilities and competitiveness of human resources in the international arena. Within a relatively urgent situation, Indonesia should be able to prepare human resources that are professional, tough and ready to work. To implement these conditions, human resources of Indonesia need to have a stock of intellectual ability and the power of thought and the power of high innovation, also have knowledge, and the habit of applying good moral attitude. New ways of thinking and new breakthroughs should be introduced and created to overcome the problems of education in the present and in the future. To support it all, the quality of national education must be improved, so that the overall national educational goals can be achieved. Education reform with a variety of the segments is an imperative action (Zamroni, 2001: 158).

Hans Kohn, a historian who is very well known and most of his writings are on nationalism, provides terminology which is until today still relevantly used in the school learning, that is: *"nationalism is a state of mind in which the supreme loyalty of individual is felt to be due the nation state"*. That nationalism is an ideology which holds that the highest loyality of the individuals must be submitted to the nation state (Hans Kohn, dalam A. Daliman, 2006). The concept of nationalism suggest that during centuries ago, the loyalty of individuals was not addressed to the nation state, but to the various forms of social power, political organizations, feodal kings, tribes, city state, the royal dynasty, a religious group or churches.

Similarly, the Indonesian republic founded together in the form of nation state according to the theories and principles of modern nationalism is very similar to that adopted by the United States. Construction of national unity was built on the concept of Bhinneka Tunggal Ika (pluralism) according to the pattern and its requirement is a product of history. Similarly, to build a strong determination of unity, our nation requires more than a quarter century by declaring three milestones, namely national revival with the founding of Boedi Oetomo in My 20th 1908, political manifesto by the Association of Indonesia (1925) and the declaration of proclamation of independence show that Indonesia has been released from the shackles of other countries (A. Daliman, 2006: 62).

Djoko Suryo (2005: 4) formulates rebuilding efforts of national attitudes those are: (1) nationhood attitude rooted in knowledge, understanding and experience of the concept of nation and nation state, (2) the concept of nation owned by the community today is basically a continuation of the concept of the nation according to the nationalism of the founders of the nation, (3) the vision of Indonesian nationalism during the national movement and the struggle for independence to be clearly formulated by the founder of the nation as the orientation of thought to realize the struggle for Indonesian independence from Dutch colonialism by establishing a unified state both the unity of the homeland as well as the language and culture, (4) characteristics and spirit of nationalism during the anti-colonial movements is the nature and spirit to build the unity of the people of the colonies from diversities into a united nation, where the motto Bhinneka Tunggal Ika from the Majapahit era was appointed as a slogan in an effort to realize the creation of building a nation that aspired, (5) the establishment of the Republic of Indonesia (the Declaration of Independence in 1945) as a manifestation of the success of nationalist movements in the period before independence and (6) independence revolution (1945-1950), became part of the embodiment of the ideals of nationalism maintains the nation state proclamation, and the journey of the country and the nation from the 1950s to the 2000s basically took place dynamically.

The spirit of nationalism in a nation-state nationalism inspired by five principles, namely: 1) unity, in a territory, nation, language, ideology, and doctrine of the state, political system or government, economic systems, security and defense systems, and culture policy; 2) freedom (liberty, freedom, independence), in religion, speech and oral and written, grouping and organizing; 3) equality, in the legal position, rights and obligations; 4) personality and identity, which has a self-esteem pride and compassion on the personality and identity of the nation that grew from and in accordance with the historical and cultural; 5) achievement is a dream for the welfare as well as the greatness and glorification of the nation (Sartono Kartodirdjo, 1999: 7-8).

Based on the Law of the Republic of Indonesia Number 20 of 2003 Article 3, explained that the national education serves to develop skills and character building and civilization of the

nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible. Thus, national education has a very broad goal, not only related to academic prowess, but also other abilities such as religious, personal, and social. In the conception of history teaching objectives specifically realized it was more like a sense of history, nationalism, patriotism, insight humanities, in addition to academic skills. The problem of this study is as follows: how the nationalism attitudes of SMA N I Pakem Sleman.

II. RESEARCH METHOD

The method used is the evaluation of research or survey research evaluation strategy (Fernandes, 1984; Suharsimi Arikunto, 2004). The sample of the SMA students is about 100 students of Grade XI which are considered representing the students of Grade X, XI and XII. The subject of this study was collected through proportional random sampling from all of students of Grade XI. The data collection techniques used was questionnaire to assess nationalism attitude of the students. The indicators of nationalism attitude that are evaluated are: proud to be Indonesian, compassion for the homeland and the nation, willing to sacrifice for the sake of the nation, accept pluralism, proud of its diverse culture, appreciate the service of the heroes, and give priority to the public interest. Data analysis technique used is data descriptive analysis technique and using the evaluation criteria of Nana Sudjana (2005) with scale 1-5.

Table 1. Data Conversion Quantitative to Qualitative

Mean	Classification
> 4.2	Very Good
> 3.5 – 4.2	Good
>2.5 – 3.4	Fair
> 1.5 – 2.4	Poor
≤ 1.4	Very Poor

III. RESULT AND DISCUSSION

SMA Negeri 1 Pakem is a school under the auspices of the Ministry of Education and Culture. Since it was established in 1965, SMA Negeri 1 Pakem had undergone many changes, ranging from the name of the school to the existing infrastructure. As for the history and development of SMA Negeri 1 Pakem past until now is as follows: 1) in 1964 until 1965 named SMA III FIP IKIP Yogyakarta; 2) in 1966 until 1970 named SMA III IKIP Yogyakarta; 3) in 1971 until 1972 named SMA Percobaan III IKIP Yogyakarta; 4) in 1973 until 1974 named SM Pembangunan Yogyakarta; 5) in 1975 until 1986 named SMA Negeri III IKIP Yogyakarta; 6) in 1987 until 1999 named SMA Negeri Pakem Yogyakarta; 7) in 1996 until 2003 named SMU Negeri 1 Pakem Yogya, and started from 2003 until now named SMA Negeri 1 Pakem (Profil SMA N 1 Pakem 2015). SMA Negeri 1 Pakem commemorate the anniversary every year on August 13. The school is ideally located, as it is easy to reach by students and is located close to the highway. This is the physical potential to support the learning process. Location of SMA Negeri 1 Pakem precisely on Jl. Kaliurang Km. 17,5 Pakem, Sleman, Yogyakarta.

Profile of SMA Negeri 1 Pakem has the vision, mission, and goals that are clear and measurable. The vision of SMA Negeri 1 Pakem is superior in achievement, noble to have a global perspective that is based on the nation's cultural roots. Missions of SMA Negeri 1 Pakem are: 1) creating a learning culture for all member schools, 2) create a culture of achievement and pride for the entire school community, 3) creating efficiency and effectiveness of teaching and learning process, 4) improve achievement and school rankings at national level, 5) building disciplines of the students, dedicated, honest, and uphold human dignity, 6) building human that orderly practice her/his faith to always devoted to God Almighty, 7) create a culture of competing on a global level for the entire school community, 8) developing human that is creative, innovative, and competitive for the whole school community in a dignified and respectful in manner, 9) strengthen invention of the nation's cultural values to shape the character of the nation as well as building and respect for local knowledge, and 10) creating a harmonious atmosphere of school life, harmonious, and balanced (Profil SMA N I Pakem Sleman 2015).

The purpose of SMA Negeri 1 Pakem are: 1) prepare learners devoted to God Almighty and noble ; 2) create the learners to achieve high academic achievement; 3) prepares students to become human that have personality, smart, qualified, and good in the field of sports and arts; 4)

to equip students to have the skills of information technology and communication and is able to develop themselves independently; 5) instill learners tenacious attitude and persistent in compete, adapt to the environment, and develop an attitude sportively; and 6) provide students with science and technology in order to compete and continue to pursue higher education.

SMA Negeri 1 Pakem is one of the flagship high school whose existence was already quite old and proved to be able to contribute to the intellectual life of the nation, it is located on Jl. Kaliurang Km. 17,5, Pakem, Sleman, Yogyakarta. The condition is strategic and conducive school as a place of learning. It can be seen from the location that it is located near the highway so it is easy to reach by public transport. In addition, the atmosphere was not too crowded so as to enable the implementation of teaching and learning to run smoothly and quietly. SMA Negeri 1 Pakem already equipped with some supporting infrastructure of teaching and learning process, including school building consisting of classrooms or study hall, office space, support and field space which is used for ceremonial activities, sports and extracurricular for implementation.

SMA Negeri 1 Pakem has teachers about 36 people, who are mostly qualified S1 (Bachelor) and few teachers hold Master Degree (S2). Most teachers are civil servants, and some teachers are still non-civil servants. Each of these teachers teaches based on their expertise. In addition, there are also some teachers to guide the students. While the employees at SMA Negeri 1 Pakem are nine members, five people of Administrative Affairs, one person of librarian, 2 people of public servants (janitor, parking, school kitchens) and one person of night guard.

Based on the results of this evaluation, the results of research regarding the attitude of nationalism is as follow. The overall student's nationalism attitude of SMA N I Pakem Sleman according to the assessment of 100 students is 3.8 which fall in Good category. There are differences of the students' nationalism between the male students and female students, the male one is 3.6 and the female one is 4.0. Whereas the assessment results of nationalism attitude in each aspect shows that aspects of: proud to be Indonesians is 4.2, love of the homeland and the nation is 4.1, willing to sacrifice for the nations is 3.6, accept pluralism is 3.6, proud of the diverse cultures is 3.8, appreciate the services of the heroes is 3.7, and prioritizing public interest is 3.8. Therefore, educators must develop strategic programs to provide students with a cross-cultural skills including embedded code nationalism. The education should be developed to accommodate the values of the local community (Hannerz, 2009). Thus, effective school management must involve all components in school together to achieve the school's vision in leading a school that has a sense of history and nationalism students (Nunuk Suryani, 2013). The results are ratings nationalism SMA N I Pakem Sleman is as follows.

Table 2. The Result of Students' Nationalism Attitude

No.	Assessment Aspects	Mean	Classification				
			VP	P	F	G	VG
1	Proud to be Indonesians	4.20					√
2	Love of the homeland and the nation	4.10				√	
3	Willing to sacrifice for the nations	3.60				√	
4	Accept pluralism	3.60				√	
5	Proud of the diverse cultures ragam	3.80				√	
6	Appreciate the services of the heroes	3.70				√	
7	Prioritizing public interest	3.80				√	
Total		26.6					
Mean		3.80					

N=100

VP=Very Poor; P=Poor; F=Fair; G=Good; VG=Very Good

Based on the results of students assessment of the implementation of components and outcome indicators of teaching history in SMAN 1 Pakem, Sleman indicates that the attitude of the students included in the classification of nationalism either. Nationalism had a mean score of 3.80. This indicates that students are already good nationalism. There is one indicator that received a score of 4.20 with very good categories, the name of the indicator is proud to be Indonesian, while six other indicators ranged from 3.60-4.10 with good category.

Table 3. The Result of Nationalism Attitude Assessment of Female Students

No.	Assessmen Aspects	Mean	Classification				
			VP	P	F	G	VG
1	Proud to be Indonesians	4.38					√
2	Love of the homeland and the nation	4.20					√
3	Willing to sacrifice for the nations	3.72				√	
4	Accept pluralism	3.74				√	
5	Proud of the diverse cultures ragam	4.16				√	
6	Appreciate the services of the heroes	3.70				√	
7	Prioritizing public interest	4.18				√	
Total		28.08					
Mean		4.00					

N=50

VP=Very Poor; P=Poor; F=Fair; G=Good; VG=Very Good

Based on the results of student assessment of the implementation of components and indicators of learning outcomes in the history of SMA N I Pakem Sleman, it shows that nationalism of female students included in good classification. Nationalism had a mean score of 4.00. This indicates that the nationalism of female students has been good. There are two indicators that obtained a score of 4.38 and 4:20 with very good categories, they are proud to be Indonesian and love of the homeland and the nation, while the other five indicators ranged 3.70-4.18 with good category.

Table 4. The Result of Nationalism Attitude Assessment of Male Students

No.	Assessment Aspects	Mean	Classification				
			VP	P	F	G	VG
1	Proud to be Indonesians	4.02				√	
2	Love of the homeland and the nation	4.00				√	
3	Willing to sacrifice for the nations	3.48				√	
4	Accept pluralism	3.46				√	
5	Proud of the diverse cultures ragam	3.44				√	
6	Appreciate the services of the heroes	3.70				√	
7	Prioritizing public interest	3.42				√	
Total		25.2					
Mean		3.60					

N=50

VP=Very Poor; P=Poor; F=Fair; G=Good; VG=Very Good

Based on the results of student assessment of the implementation of components and outcome indicators of teaching history in SMA N 1 Pakem, Sleman indicates that the nationalism attitude of male students fall in good classification. Nationalism had a mean score of 3.60. This indicates that the nationalism attitude of male students had been good. All indicators are in a good category which ranging from 3.70-4.02.

IV. CONCLUSION

Based on the results and discussion in this study, it can be concluded as follows. The overall student's nationalism attitude of SMA N I Pakem Sleman according to the assessment of 100 students is 3.8 which fall in good category. There are differences of the students' nationalism between the male students and female students, the male one is 3.6 and the female one is 4.0. Whereas the assessment results of nationalism attitude in each aspect shows that aspects of: proud to be Indonesians is 4.2, love of the homeland and the nation is 4.1, willing to sacrifice for the nations is 3.6, accept pluralism is 3.6, proud of the diverse cultures is 3.8, appreciate the services of the heroes is 3.7, and prioritizing public interest is 3.8. Therefore, the results of this study indicate that nationalism attitude of SMA N 1 Pakem, Sleman students included in good category. This result shows that nationalism attitude of female students is higher than the nationalism attitude of male students. Thus it can be justified that the nationalism attitudes of SMA N 1 Pakem, Sleman included in a good category. This good result is the basis for school

improvement related to both academic and school quality and other sectors, especially with regard to the teaching of history that emphasizes the efforts of investing national values.

V. SUGGESTIONS

Based on the evaluation above, the suggestions are formulated as follows.

1. Giving suggestions to the school supervisors to utilize the result of this study in assessing managerial ability of the headmasters in improving the quality of school functions both in academic sector as well as in non-academic sector, especially related to substantive character education.
2. Giving suggestions to the History teachers to continue improving their ability especially in teaching History so that the goal of the learning which substantively related to attitude can be well-achieved.
3. To the other researchers, the result of this study focuses on nationalism area, and it still can be develop with a broader research area, for example regarding to the attitude of defending the country, knowledge of history, a sense of history and other relevant attitudes to the purpose of history learning.

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