



The of Teacher Competency, School Climate on the Implementation of Cimputer-Based National Assessment (ANBK) Mediated by Teacher Self Efficacy in State High School in Merangin Regency

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Abstract

Study This aiming For know influence teacher competence towards implementation Computer Based National Assessment (ANBK) for all Districts Merangin . For know influence School climate to implementation Computer Based National Assessment (ANBK) for all Districts Merangin . For know The Influence of Teacher Self Efficacy to implementation Computer Based National Assessment (ANBK) for all Districts Merangin . Research This use method data collection observation , interviews and documentation . Approach study This use quantitative that focuses on Influence Teacher Competence , School Climate to Implementation Computer -Based National Assessment (ANBK) Mediated by Teacher Self-Efficacy in State Senior High Schools throughout the Regency The wind blows . Research result show Influence Teacher competencies include : aspect personality , pedagogical , social , and professional , influential significant to implementation Computer Based National Assessment (ANBK). Competence This assist teachers in give effective teaching , motivating students , and understand need student during the assessment process. The influence of a positive school climate includes aspect security , relationship student -teacher, collaboration between teachers, and availability source power , in direct influence ANBK results. Supportive environment enable learning and assessment processes in progress optimally . And the level of confidence Teacher self -efficacy becomes an important mediator between teacher competency and ANBK results .

Keywords : Teacher Competence , School Climate , Implementation Computer -Based National Assessment (ANBK) Mediated

Introduction

In all countries it is do preparation For entering the era of Society 5.0 which allows integration between all activity humans , including in field education , with development technology . In facing change this is a must for individuals who have quality as good citizen For prepare self use involved in a way active in the world of globalization and running task as responsible global citizen answer (Rusdiana, 2015) . One of the mandate in opening The 1945 Constitution of the Republic of Indonesia (UUD 1945) contains mandate that requires The Government of the Republic of Indonesia to expand horizon intellectual nation with method repair standard quality education and ensure its even distribution in each region involved in a Unitary State Republic of Indonesia (NKRI).

However , one of the the problem in the middle faced is that progress quality education in Indonesia in global scale still bring up concerns . Government it seems of course need put attention more Serious to sector education . Based on data released by Worldtop20.org the ranking Indonesian education in 2023 is in order 67th out of 203 countries in the world. Indonesia's ranking is side by side with Albania in 66th place and Serbia in 68th place . Worldtop20.org is a site that often share ranking education from various countries. One of them the program is the World Top 20 Education Poll. According to the worldtop20.org site, the World Top 20 Education Poll routinely do survey related rank 20 system education best in the world from 203 countries. Worldtop20.org collects statistical data collected originate from 6 organizations international . Organization That are OECD, PISA, UNESOC, EIU, TIMSS, PIRLS.

In an attempt overcome problem quality education in Indonesia, government has take step innovative with replace National Exam Based Paper (UNBK) with Computer -Based National Assessment

(ANBK). Regulation of the Minister of Education, Culture , Research, and Technology Republic of Indonesia Number 17 of 2021, Article 1 paragraph 1 explains that National Assessment is an evaluation process to system education carried out by the Ministry of Education, Culture , Research, and Technology Republic of Indonesia (Ministry of Education and Culture, 2021) .

The Minister of Education in Indonesia has submit A very good idea relevant in context education national , namely delete National Examination (UN) and replacing it with implementation Computer Based National Assessment (ANBK). This step in line with understanding will importance evaluation and assessment in system education . With implementing ANBK, the Indonesian government is trying For update and improve method further evaluation comprehensive and accurate , as well as use technology computer in implementation . The purpose of step This is For own more assessment comprehensive and contextual in evaluate progress students and effectiveness overall system education (Ministry of Education and Culture, 2021) .

School Senior High School (SMA) is level education secondary education in formal education in Indonesia after graduating from school intermediate First . School intermediate on taken in 3 years time , starting from grade 10 to class 12. High School in the district merangin has enforce Assessment national Computer Based (ANBK) according to with the appeal of the Minister of Education and Culture (Mendikbud) namely year final implementation exam national (UN) in 2021 which was replaced with Assessment . Of course . implementation of SMA throughout the district merangin , there is things that can influence to give maximum results among them teacher competence , climate school and teacher Self Efficacy.

Teacher competencies are a set mastery the ability that must be There is in yourself to be able to realize its performance in a

way precise and effective . In Law Republic of Indonesia Law Number 14 of 2005 Article 8, teacher competencies include: Good teacher habits and must always done is No tired Study For increase competence self , good competence pedagogic , competence personality , competence professional and competence social . The objectives of teacher competence are: use reach standard quality in operate task or work real . Therefore that , teacher competency is mandatory owned by teachers so they can carry out assignments at school .

School climate will give influence on teacher behavior in carry out his/her duties at school . School climate start studied in the 1950s, when Hapin and Croft studied impact climate school to learning and development students . However studies in a way empirical and systematic climate school grow from study industry or organization added with observation that the process at school donate Lots variation in performance students (Thapa, 2013). Since then that , research climate school has develop in a way systematic and deep a number of year final many countries show interest in the field This .

According to (Jonathan Cohen, 2009) argues that climate school refers to quality and character from life school . school climate based on pattern experience about life a school that reflects norms , goals , values , interpersonal relationships , practices Study teaching and structure organization . Positive school climate sustainable push development and learning of youth which will later required For a productive , contributive and satisfying life in democratic society . (Annisa Alfath et al., 2022) School climate This covers norms , values , and expectations that support people's feelings safe in a way social , emotional and physical . Teachers play a role important in management environment school as former climate school .

Teacher as educator nature human being who has belief self For reach results

maximum work in the environment his work . Feelings Certain or No Certain to performance in finish task often called with Self-efficacy. Self-efficacy according to Bandura is level trust self will ability individual For do task certain . The more strong self efficacy of a person then , the more active and diligent his efforts For reach what is expected . Self-efficacy beliefs determine how people feel , think , motivate self and behavior . Beliefs kind of This produce effect diverse through four major processes , namely cognitive , motivational , affective , and selection . Self efficacy is trust somebody to ability For Study or display behavior at stage Certain self-efficacy can also be defined as evaluation comprehensive from perception capability For finish A task (FA Siregar, 2020) .

Teachers who have high self-efficacy will create climate conducive school in the environment school and also environment in class . Facts show that atmosphere class part big determined by the teacher's confidence in teach . If the teacher does not believe will his ability teach , then results Study student No Can become maximum . Many factors can become reason high and low self-efficacy in each person including teachers, namely internal factors and external factors external . Internal factors cause high and low self-efficacy, namely type gender , age , and level education . While factor external factors that influence self-efficacy are: experience self themselves and the experiences of others (Luluk Masroatul Lailiyah et al., 2022) .

Apart from these things said , belief The teacher's self is also influenced by the environment Work or climate teacher school . Hoy and Miskel interpret climate school as : "The set of internal characteristics that distinguishes one school from another and influences the behavior of the people in its called the organizational climate". If the climate school support , then the teacher will optimize its performance in educate participant educate . On the other

hand , if climate teacher's work is not support , then teacher performance in educate participant will decrease (Fakhruddin et al., 2023) .

Method

For answer design study referring to the plan or framework work done For operate study in a way systematic . This design covers methods , procedures and techniques used For collect and analyze useful data answer question study or test hypothesis that has been set . The main objective from design study is ensure results obtained can reliable , valid, and appropriate with objective study problems and questions study This use approach quantitative with to study the facts that have been happen as well as all data and information realized in form numbers,with analysis in a way statistics . Information concerning variables in study This obtained from respondents who were transferred in form numbers Then analyzed .

The quantitative approach is a research method that emphasizes the collection and analysis of numerical data to test hypotheses, measure variables, and find relationships between variables. In this approach, researchers often use statistical tools to analyze data obtained from surveys, experiments, or structured observations. (Sobirin et al., 2024) .

Quantitative methods is approach research using numerical data For test hypothesis and search connection cause and effect between variables . Data in study quantitative usually collected through instrument structured research , such as questionnaire , scale measurement , or administrative data .

Characteristics typical method quantitative is use numbers and statistics in data analysis . Numerical data This Then processed use various technique statistics For test hypothesis and interesting conclusions that are generalization . Research quantitative often aiming For test the theory that has been There is or build theory new based on empirical data

obtained .

Stages in study quantitative generally includes : formulation problem research , review library , formation hypothesis , selection design research (e.g. , experiments , surveys , correlations), data collection , data analysis , and drawing conclusions . conclusion . Every stages This must done in a way systematic and follow rules scientific .

Excess method quantitative including : objectivity , reliability , validity , and generalization results . With using numerical data , researchers can measure phenomenon in a way objective and avoid subjective bias . In addition , the results study quantitative can generalized to larger population wide If sample taken representative .

However , the method quantitative also has limitations . One of its limitations is difficulty in catch complexity phenomenon social in nature subjective . In addition , research quantitative often need source sufficient power big , good from aspect time and also costs , especially If involving large samples and complex data analysis .

In general overall , method quantitative is very useful tool useful in study scientific . With use method this , researcher can test theory , find connection cause and effect , and provide contribution to development knowledge knowledge . However , it is important For remember that method quantitative No always suitable For all type research . In some case , combination between method quantitative and qualitative can give better understanding comprehensive about a phenomenon .

Then quantitative data management with statistical techniques using computer assistance *SmartPLS program* and *Microsoft Office Excel 2013 Windows 8* application on in this study as a tool to facilitate the assessment of research variables so that it is hoped that the presentation of research results will be easier for readers to understand.

Results and Discussion

The Influence of Teacher Competence (X1) on the Implementation of ANBK (Y)

Based on the coefficient of 0.030, the influence of teacher competence on the implementation of ANBK is very small. Although this influence is statistically significant (p value < 0.05), the low coefficient indicates that teacher competence has a minimal impact on the success of ANBK implementation. This means that although teacher competence is important, other factors may be more dominant in influencing the implementation of ANBK in schools. (Purnamasari & Suwena, 2019).

Teacher competence is one of the factor key influencing success implementation Computer -Based National Assessment (ANBK). Teachers who have adequate competence in various aspects, good pedagogical, personality, and professionalism, have ability For facilitate student in undergo test with fluent. Competence technical teacher in operate technology become very important, considering that ANBK is based on computer. If the teacher is skilled in use technology, they will can direct student For use device with well, avoid problem technically possible happen during implementation test. Teacher competence in management class is also very important. Teachers who have skills For manage class with Good can create a conducive and non-threatening atmosphere bother student during exam ongoing.

In addition, competence teacher pedagogy in convey materials and provide Clear directions also affect readiness student facing ANBK. Capable teacher explain material with easy way understood and provide relevant exercises will help student more Ready in face test based on computer. In addition to the aspects mastery material, teachers must also understand method Motivate students so that they feel believe self and not stressed

during implementation of ANBK. Therefore that, improvement teacher competence through training and education sustainable can repair quality implementation of ANBK overall.

Competent teacher in apply method Varied and comprehensive teaching also plays a role important in help student develop skills cognitive required For success in ANBK. Teacher competence in integrate technology in learning can prepare student more Good For face challenges that exist in ANBK. Teachers who have strong understanding about How optimize use computer in teaching will give example positive for students and equip they with skills the technology required in exam.

More Far again, training and provision competence to the teacher no only covers aspect technical and pedagogical, but also touches on aspects psychological. Teachers who are able understand condition psychological students and can give support emotional will create atmosphere learn more comfortable. This is important because ANBK often adds level stress students, and teachers who can create safe and comfortable atmosphere will help student reduce anxiety, so that they can more focus in do questions.

As conclusion, teacher competencies include knowledge, skills technical, as well as ability managerial and psychological very influential to quality implementation of ANBK. Therefore that, improvement teacher competence through training continuous and development professional is a very good investment important for improvement quality education and success implementation of ANBK in schools.

Teacher competence in various aspects, good pedagogic and also technical, have impact significant to implementation of ANBK. Competent teachers in manage material learning and adapting method teaching with need student will ensure that they Ready face test based on computer. The teacher's ability to integrate technology

in learning become very thing important considering ANBK uses device computer For evaluation . Skilled teachers in utilise technology information will give example for student about method use devices and applications with efficient , prepare they more Good in do ANBK questions .

Teacher competencies also include ability they For guide student in matter management exam time and strategy . In the implementation of ANBK, students need can manage time with Good For finish all over question in the specified time . Teachers who have skills in direct student For arrange time in a way effective will help they feel more Ready face exam . On the other hand , there are not enough teachers understand importance management time in exam can cause student feel panic or in a hurry , which can influence quality results exam .

In addition , competent teachers can create atmosphere supportive learning success implementation of ANBK. Skills in management class very required For create environment that is not bother during exam . If the teacher is able arrange room exam with good , take care tranquility , and ensure No There is disturbance technical , students can focus fully on the task given . Calm and organized environment will increase quality implementation of ANBK because student can undergo exam without distraction external .

On the other hand , teacher competencies also include ability they in give support psychological to students . Considering that ANBK can become a thrilling experience for students , teachers who can give support emotional through constructive words or give motivation before exam will help reduce anxiety . Students who feel supported in a way emotional by their teacher will more calm and more believe self in face exam .

In general Overall , teacher competence influences No only quality education everyday , but also can impact straight to success implementation of

ANBK. Therefore that , development professional teachers, including training technical and pedagogical , very important For ensure that ANBK implementation is underway smooth and effective .

The Influence of Teacher Competence (X1) on Self Efficacy (Z)

The coefficient of influence between teacher competence (X1) on Self-efficacy (Z) is 0.317 with significant results. This shows that the higher the teacher's competence, the greater their level of self-confidence in their ability to carry out educational tasks. This greater influence indicates that increasing teacher competence can increase their Self-efficacy, which in turn can have an impact on the quality of teaching and program implementation (Luluk Masroatul Lailiyah et al., 2022) .

Teacher competencies have influence direct to students' self-efficacy level . Self-efficacy referring to belief student to ability they For reach objective academic certain . When the teacher has good competence , good from side knowledge , skills teaching , as well as ability manage class , they capable create supportive environment development belief self students . Teachers who are able give clear and guiding explanations student with a way that inspires trust self will improve students' self-efficacy . Feed constructive feedback from teachers also play a role important in forming self-efficacy, where students feel appreciated and capable overcome the challenges they face face .

Competent teacher in manage interaction class and give enough attention to every student will capable identify potential and weaknesses students . With Thus , they Can give appropriate assistance For overcome existing obstacles , which in turn increase belief student to ability they . Teaching based on an inclusive and accommodating approach various style Study students can also increase confidence self they , because every student feel understood and given chance For develop

in accordance each individual's abilities .

In addition , teachers who have skills good communication can Motivate student For more believe self in do task or exam . When the teacher gives encouragement positive and giving chance for student For ask or discuss , students feel more Ready For face challenge academic . Students who feel be noticed and supported by the teacher develop a sense of trust a better self tall to ability they For finish problems and achieve objective Study .

Teacher competence in integrate technology to in learning can also affects students' self-efficacy , especially in context learning based on computer . Skilled teacher use technology can prepare student with more Good For face exam based on computer such as ANBK. Students who feel comfortable with use computer in learning will more believe self moment must do questions in ANBK, because they Already used to with the media .

As conclusion , teacher competence holds role important in forming students' self-efficacy . Competent teachers can create experience supportive learning improvement belief self students , who will affect performance academic they in a way as a whole , including in implementation of ANBK.

Teacher competence is not only influence on the implementation of ANBK, but also on the formation of students' self-efficacy . Self-efficacy , or belief self student to ability they are influenced by experience learn what they accept from the teacher. Competent teacher capable identify potential every students and provide bait constructive feedback will increase trust self student to ability they For success . Feed constructive feedback this , like to praise business or give explanation more carry on moment student failed , give encouragement positive that increases their self- efficacy .

Teachers' ability in give challenging learning However in accordance with

ability students are also important For building Self-efficacy. Students who face challenge in learn , but feel capable face it blessing teacher support , will develop a sense of trust a better self big . As For example , a teacher who gives challenging task but can solved with the right effort and strategy will help student feel more competent , which in turn improve their self-efficacy . Students will more believe self in face exam or task others , because they feel capable overcome given problem .

Beside that , teacher competence in develop connection positive with students also play a role in increase self-efficacy. Teachers who can create atmosphere an inclusive class , where everyone student feel appreciated and accepted , will push student For more believe self in express self they . When students feel that they No will judged or criticized in a way negative , they will more open For try matter new and facing challenge without Afraid failed . The teacher who paid attention development emotional and social student will give valuable support in increase confidence self they .

also important for teachers to to plant belief that every student own ability For develop , as long as they Want to trying . With teach student For see failure as part from the learning process and not as something negative , the teacher can help student change their mindset become more positive and confident self . This is will push student For Keep going try although face difficulties , which in turn increase their self-efficacy in various context , including in face exam like ANBK.

As conclusion , teacher competence in give supportive education development social , emotional , and cognitive student play role big in increase their self-efficacy . Teachers who can create experience positive and supportive learning student in face challenge will help student feel more believe self in ability they are good in implementation of ANBK and in life

academic in a way overall .

The Influence of School Climate (X2) on the Implementation of ANBK (Y)

With a coefficient of 0.185, the influence of school climate on the implementation of ANBK is also statistically significant, although the coefficient value is smaller compared to the influence of teacher competence on the implementation of ANBK. This shows that the school climate factor, although important, may not be a dominant factor in the implementation of ANBK, but still contributes to the success of the program. (Maghfirah et al., 2023) .

Positive school climate very influential to smoothness implementation Computer - Based National Assessment (ANBK). Supportive school climate create a safe , comfortable and conducive environment For learning , which is very important during implementation of ANBK. When school own an inclusive and respectful atmosphere every individual , student will feel more calm and able focus moment do questions exam . Good school climate involving harmonious relationship between students , teachers, and staff school , where all party Work The same For support success academic students , including in implementation of ANBK.

In addition , the facilities available at the school are also part from climate supportive school implementation of ANBK. Schools that have adequate infrastructure , such as device sufficient computer , stable internet connection , and space comfortable exam , will make it easier implementation of ANBK. Without adequate facilities , implementation exam based on computer Can experience obstacle technical disadvantage students , such as disturbance annoying technicalities focus them . Therefore that , climate supportive school must covers aspect physical and social For create comfortable atmosphere for student in face exam .

A good school climate also includes existence support from party management

school in provide training for teachers and students related implementation of ANBK. Management a caring school will ensure that teachers and students prepared with Good For face test This . Schools that have clear policy regarding ANBK and communicating it with Good to all party will increase readiness and confidence self students , who ultimately will support success implementation of ANBK.

In addition , the climate positive schools can also influence attitude student to implementation of ANBK. Schools that have culture strong academic , where students feel appreciated and encouraged For achieve , will Motivate student For facing ANBK with more serious and confident self . Atmosphere full school support This reduce anxiety and stress students , who often can influence results exam they . When students feel supported by the environment school , they more Possible For do your best during exam .

In general overall , climate supportive school very influential to implementation of ANBK, because create conducive conditions Good in a way social and also physical . Schools that have climate positive will increase readiness students and reduce obstacle technical that can bother implementation exam .

Positive school climate No only create supportive atmosphere learning , but also influence implementation of ANBK directly . A school with supportive climate , where all party , start from head school , teachers, to staff administration , work The same For create conducive environment , will facilitate implementation of ANBK which is more efficient . When all party organized with ok , start from preparation device until coordination moment exam , students can facing ANBK with more believe self and calm . Good school climate will ensure that all need logistics and technical For exam has prepared with Good .

A supportive school climate also plays a role in lower anxiety student during

exams . Schools that have a culture that values every individual , where students feel safe and acceptable , will reduce stress felt student approaching implementation of ANBK. When students feel appreciated and supported , they will more Ready face exam without burdened by anxiety or pressure social . On the other hand , schools with negative climate , such as existence intimidation or lack of attention to welfare students , can to worsen anxiety students , who can influence results exam they .

Support from party management schools also play a role important in prepare implementation of ANBK. Schools that have supportive climate will stage meeting coordination in a way routine between party school , teachers and students For ensure that all aspect ANBK implementation is underway with okay . Head supportive school activity This will ensure that all staff and teachers have clear understanding about ANBK objectives and procedures . This will minimize error technical and ensure that exam in progress with fluent .

Adequate facilities is one of aspect important from climate schools that support . Schools that have device sufficient computer , stable internet connection , and space comfortable exam will facilitate implementation of ANBK with more good . A school climate that pays attention to aspect physique This will allow student For focus completely on the test without disturbance from problem technical . Good infrastructure also ensures that exam No disturbed by problems device or internet connection , which can bother smoothness exam .

Positive school climate support No only readiness technical but also readiness psychological students . Schools that have culture positive , such as stage activity motivation or preparation special before ANBK, will building trust self students . Students who feel supported by the environment school will more Ready face exam with a strong mentality , who will increase quality implementation of ANBK

overall .

The Influence of School Climate (X2) on Self Efficacy (Z)

The coefficient of influence between school climate (X2) and Self-efficacy (Z) is 0.455, which is quite large and significant. This means that a positive school climate, which includes a working atmosphere, support from colleagues, and available resources, can increase teachers' self-confidence in their abilities. The influence of school climate on Self-efficacy is stronger than the influence of teacher competence on Self-efficacy, which indicates the importance of a supportive working environment. (Nur'ainah et al., 2022) .

A positive school climate has a strong influence on students' self-efficacy. When students are in a supportive environment, they feel valued and have the opportunity to grow. An inclusive school climate, where students are given space to actively participate in learning activities, will increase their self-confidence. Students who feel accepted at school and receive support from peers and teachers tend to have higher self-confidence in their academic abilities. Conversely, an unsupportive school climate, such as bullying or lack of attention to student welfare, can lower their self-efficacy levels.

A good school climate is also closely related to a positive culture among students and teachers. When teachers and students respect each other and collaborate in learning activities, students feel safer to express themselves and try new things without fear of failure. This will strengthen students' confidence in their ability to complete tasks or face academic challenges. Students who feel they have a positive relationship with their teachers and friends are more likely to feel confident in their academic abilities, including in facing exams such as ANBK.

In addition, a supportive school climate also provides opportunities for students to develop social and emotional skills that are

important for increasing Self-efficacy. For example, extracurricular activities in schools can provide opportunities for students to learn to work in teams, manage stress, and cope with failure. All of these positive experiences will build students' confidence in their ability to overcome academic and daily life challenges.

Schools with a positive climate also provide space for students to receive constructive feedback. Teachers who provide constructive feedback and appreciate students' efforts will help them see their true abilities and eliminate the fear of failure. This positive feedback strengthens students' self-efficacy, because they feel capable and ready to face greater challenges in the future.

Thus, a positive school climate not only improves students' social and emotional conditions but also plays a significant role in increasing their Self-efficacy. When students feel safe and supported, they will have greater confidence in their ability to succeed in school, including in computer-based tests such as ANBK.

Positive school climate play a role very important in development of students' self-efficacy. When students feel that they are in a safe and supportive environment, they will more tend to develop a sense of trust in their own ability academically. Schools that have a culture inclusive and respectful to every individual will create the atmosphere in which students feel appreciated, which in turn can increase their belief in their own ability. In an environment like this, students feel that they have equal opportunity to succeed, which strengthens their self-efficacy.

Involvement of students in various activities in school, such as extracurricular or group learning, also has an impact on the development of self-efficacy. A school climate that encourages students to actively participate in outdoor activities and formal learning can increase their confidence in themselves. For example, when a student is involved in an activity organization or sports, they study

to overcome challenges, work with the same team, and manage everyone's stress matters. This contributes to increasing self-efficacy.

Students who feel a positive relationship with teachers and friends will more believe in their academic ability. When the teacher gives positive and supportive feedback to develop social-emotional students, they will more believe in their self-ability. The teacher shows attention to the welfare of emotional students and supports them through positive constructive feedback, which will strengthen the student's belief in their ability to overcome various academic challenges.

Schools that have a supportive climate also provide a chance for students to face failure in a healthy way. In a supportive environment, students are taught to see failure as part of the learning process, not as detrimental things. When students feel that they can learn from their errors and that they are given a chance to repair themselves, they will develop greater self-efficacy, because they believe that they have control over the results of their study.

In general overall, a positive school climate plays a big role in the development of students' self-efficacy. When students feel supported, appreciated, and given a chance to develop, they will more believe in their ability to face academic challenges, which in turn will increase their performance in exams like ANBK.

The Influence of Self Efficacy (Z) on the Implementation of ANBK (Y)

Although the coefficient of influence between Self efficacy (Z) and the implementation of ANBK (Y) is 0.779, this value is not significant. This shows that although teacher Self efficacy may theoretically have a large influence, in this context the influence is not statistically proven in influencing the implementation of ANBK. Factors Others, such as teacher competence or school climate, may have more influence on the success of ANBK implementation, thereby reducing the role of self-efficacy in this regard. (FA Siregar,

2020).

Self-efficacy has a significant influence on the implementation of ANBK. Students who have high self-confidence in their ability to complete the exam will be more prepared and focused when working on ANBK questions. The belief that they can succeed in the exam will reduce anxiety and increase students' motivation to do their best. Conversely, students with low self-efficacy may feel doubtful or anxious, which can interfere with their performance during the exam.

Self-efficacy also affects how students face challenges during the implementation of ANBK. Students who are confident in their abilities tend to be more patient and persistent when facing difficult questions. They will try to find solutions more calmly and not give up easily. Conversely, students with low self-efficacy may feel stressed and give up quickly when faced with difficulties, which can reduce their performance on the exam.

In addition, high self-efficacy can motivate students to prepare themselves better before the exam. Students who believe in their ability to do ANBK will be more likely to study effectively, do practice questions, and follow the preparation given by the teacher. They will also be more proactive in seeking help if they feel they do not understand the material being tested. This thorough preparation will contribute to the success of the ANBK implementation.

Students with high self-efficacy will also be better able to manage stress that may arise during the implementation of ANBK. When feeling confident, students will be better able to cope with exam pressure and stay focused on the task at hand. They will not be too burdened by the fear of failure, so they can work on questions more effectively and efficiently.

Overall, high self-efficacy plays an important role in the success of ANBK implementation. Students who have high self-confidence in their abilities will be better able to overcome challenges and

undergo exams better, which will ultimately improve the overall quality of ANBK implementation.

High self-efficacy can have a direct influence on improving student performance during the implementation of ANBK. When students have strong confidence in their ability to work on exam questions, they are more likely to show maximum performance. This belief affects the way students solve the questions given. They are not only able to face challenges more calmly, but also more proactively in solving more difficult questions. With this self-confidence, students will tend to be more focused and productive during the exam, which has an impact on the quality of the answers they provide.

Self-efficacy plays an important role in reducing anxiety that students often feel before and during the implementation of ANBK. Students with high levels of self-efficacy tend not to be easily affected by feelings of fear of failure or time pressure. They believe that they can overcome every question given, even though they face difficulties. This low anxiety allows students to stay calm and think clearly when working on questions. Thus, high self-efficacy can help students reduce the effects of stress that may arise during the exam, which is very important to improve their performance.

Students who have high self-efficacy also have stronger intrinsic motivation in working on ANBK questions. They do not only work on the exam because they have to, but because they believe that they have the ability to succeed. This belief drives them to try harder and commit to every question they face. This intrinsic motivation is important to ensure that students work with full dedication, not only to complete the exam, but to achieve optimal results. With high motivation, students will be more likely to prepare better before the exam, as well as show maximum effort during the exam.

High self-efficacy also affects students'

ability to overcome challenges during the implementation of ANBK. Students who feel confident in their ability to solve problems tend to be more persistent when faced with difficult or unfamiliar problems. They do not give up easily and always look for ways to solve existing challenges. This is especially important in the context of computer-based exams such as ANBK, where students must be able to manage technical problems or questions that require in-depth analysis. With strong self-confidence, students are better able to stay focused and try to find the best solution, thereby increasing their chances of success in the exam.

Students with high self-efficacy are also better at managing their time during the ANBK. Their self-confidence allows them to set priorities and allocate time more efficiently. They tend to start the exam with confidence, completing easy questions first, and then tackling more difficult questions in a structured manner. With good time management, students can ensure that they complete the entire exam without rushing, which ultimately improves the quality of their exam results. High self-efficacy gives students greater control over the exam process, which is essential for achieving optimal results.

Overall, the variables of teacher competence and school climate were proven to significantly influence the implementation of ANBK, both directly and through self-efficacy, although the direct influence of self-efficacy on the implementation of ANBK was not significant.

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Conclusion

1. Influence Teacher Competencies : Teacher competencies include : aspect personality , pedagogical , social , and professional , influential significant to implementation Computer Based National Assessment (ANBK). Competence This assist teachers in give effective teaching , motivating students , and understand need student during the assessment process .
2. of School Climate : A positive school climate includes aspect security , relationship student -teacher, collaboration between teachers, and availability source power , in direct influence ANBK results . Supportive environment enable learning and assessment processes in progress optimally .
3. self-efficacy : Level of confidence Teacher self -efficacy becomes an important mediator between teacher competence and ANBK results . Teachers who believe in their abilities more capable Motivate students , facing challenges , and create atmosphere productive learning .
4. Implementation : Implementation of ANBK in schools Regency Merangin has show progress with use approach based on computer . Although Thus , the success of ANBK is very depends on readiness source Power human (teachers) and infrastructure school .

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