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Analysis of the Academic Ability Test (TKA) Program in Elementary Schools in Rongga District, West Bandung Regency from the Perspective of Government Regulations

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Abstract: The implementation of the Academic Ability Test (TKA) Program in elementary schools is an important part of the national education evaluation policy to ensure the quality of learning and accountability of educational units; however, its implementation at the target elementary school level still faces challenges related to technical readiness, understanding of regulations, availability of facilities, and consistency of implementation according to government guidelines. This study aims to analyze the effectiveness of the TKA Program in Elementary Schools in Rongga District, West Bandung Regency from the perspective of government regulations. The study used a qualitative approach with a multi-site evaluative case study design in 10 target elementary schools in Rongga District, with participants consisting of principals, teachers, operators, and supervisors, through analysis of policy documents, surveys, observations, and interviews. The results of the study indicate that the effectiveness of the TKA implementation is generally in the fairly effective category, characterized by administrative compliance with regulations, implementation of socialization, and institutional support, but still found obstacles in the readiness of digital infrastructure, equal distribution of technical competencies of implementers, and optimization of monitoring and follow-up of evaluation results. The conclusion of this study confirms that the effectiveness of the TKA requires strengthening the integration between regulations, human resource capacity, and support facilities for better quality and sustainable implementation. Originally, this research contributes to the development of an evaluation model for the implementation of basic assessment policies that support SDG 4/Sustainable Development Goals (Quality Education) by strengthening the governance of inclusive, effective, and quality basic education assessments.

Keyword: Academic Ability Test, Program Effectiveness, Education Regulations, Case Studies, SDG 4.

INTRODUCTION

The Academic Ability Test (TKA) program at the elementary school level is designed as a strategic instrument within the national education evaluation system to map student academic achievement, ensure educational quality, and provide a basis for objective, accountable, and standardized data-based policymaking. Within the framework of government regulations, TKA implementation ideally takes place through institutional readiness, technical compliance, infrastructure support, and ongoing monitoring to produce valid and meaningful learning evaluations for improving the quality of basic education (Ministry of Elementary and Secondary Education, 2026; OECD, 2023; UNESCO, 2022; World Bank, 2021; Fullan, 2020). However, actual conditions on the ground show that TKA implementation in elementary schools, particularly in target areas, still faces various challenges such as disparities in digital infrastructure readiness, varying understanding of technical guidelines, limited technical capacity of implementers, and suboptimal follow-up of evaluation results at the school level. These conditions impact the potential for ineffective implementation, quality gaps between schools, weak policy implementation accuracy, and a reduced function of TKA as an instrument for improving education quality. Therefore, a comprehensive analysis of the effectiveness of the TKA program from a government regulatory perspective is needed to formulate an evaluative strategy as a basis for strengthening policy implementation. This research is important because it seeks to address the empirical need for a more effective, contextual, and adaptive TKA implementation model to support quality basic education governance.

Various previous studies have shown that the effectiveness of educational evaluation programs is largely determined by the quality of policy implementation, resource readiness, and the alignment between regulatory design and field practice. Daniel Stufflebeam (2003) developed the CIPP (Context, Input, Process, Product) model as a comprehensive evaluation framework that emphasizes that the success of an educational program must be assessed through the context of needs, input readiness, process quality, and outcome achievement, so that evaluation serves not only to verify but also to improve the program. Aziz (2018) examined school quality evaluation using the CIPP model and found that educational quality is significantly influenced by technological readiness, organizational communication, and implementation strategies, but remains hampered by the dominance of administrative approaches over substantive improvements in learning. Aristya, Zurqoni, and Sugeng (2023) conducted a literature review to confirm that the CIPP model is effective for evaluating education policies because it systematically identifies strengths, weaknesses, obstacles, and recommendations for program development. Suri and Hariyati (2024) found that CIPP-based education evaluation is relevant for assessing the effectiveness of policy implementation because it provides an integrated analytical framework from planning to outcomes. Meanwhile, the OECD (2023) emphasized that an effective national assessment system depends on digital readiness, implementer capacity, and the use of assessment data as a basis for improving education quality. Overall, these studies emphasize the importance of evaluating policy implementation based on local contexts. However, specific studies on the effectiveness of the TKA Program in elementary schools within their target areas based on government regulations are still limited, making this study crucial in filling this gap.

Unlike previous research, this study focuses on analyzing the effectiveness of the Academic Ability Test (TKA) Program in elementary schools in Rongga District, West Bandung Regency, from a government regulatory perspective, placing national policy implementation as the primary evaluative framework within the context of the target areas. While previous studies have focused more on general education evaluation through the CIPP model, the effectiveness of school policies, or national assessments at the macro level, this study specifically integrates analysis of the 2026 TKA regulatory document, empirical survey data from 10 target schools, and the reality of technical, administrative, and institutional

readiness at the local implementation level. The novelty of this research lies in the use of a multi-site evaluative case study approach that not only assesses compliance with regulations but also identifies gaps between policy standards and TKA implementation practices in target elementary schools as a basis for formulating a recommendation model for quality improvement. Thus, this study offers a new contribution in the form of a contextual evaluation based on the supervision area that can strengthen the governance of basic education assessment in an adaptive, implementative, and relevant manner to local policy needs. Furthermore, this study expands the study of the effectiveness of TKA in primary schools.

METHOD

This research uses a qualitative approach with a multi-site evaluative case study design to analyze the effectiveness of the Academic Ability Test (TKA) Program in Elementary Schools in Rongga District, West Bandung Regency, from the perspective of government regulations. This design was chosen because the research focuses on evaluating the implementation of the 2026 TKA policy in a real-world context within the target area, involving several schools as sub-cases. The case study approach allows researchers to gain a deeper understanding of the alignment between government regulations, school readiness, the implementation process, and the results of program implementation in the field. This research uses the CIPP (Context, Input, Process, Product) evaluation model as the primary framework for comprehensively assessing program effectiveness, as well as George C. Edwards III's policy implementation theory to analyze the factors of communication, resources, implementer disposition, and bureaucratic structure that influence TKA implementation.

The research procedure was carried out through five systematic, interconnected stages. The first stage is regulatory analysis, which involves an in-depth review of the decree and technical instructions for implementing the 2026 TKA to identify ideal standards, policy indicators, and evaluation components that form the basis of the research. The second stage involved developing research instruments, including a survey questionnaire, semi-structured interview guides, observation sheets, and a documentation checklist based on CIPP model indicators and policy implementation. The third stage involved collecting field data through surveys at target schools, interviews with principals, teachers, and operators, observations of implementation readiness, and a review of school administrative documents. The fourth stage involved data analysis to compare empirical conditions with regulatory standards to obtain an overview of the effectiveness, supporting factors, and barriers to implementation. The fifth stage involved interpreting the results and developing policy recommendations as a basis for strengthening the implementation of TKA in elementary schools.

The research participants consisted of 40 respondents from 10 target elementary schools in Rongga District, West Bandung Regency. Participants included principals, teachers or TKA implementers, operators/proctors, and parties directly involved in program preparation and implementation. Purposive sampling was used for participant selection because the research required informants with direct experience, an understanding of regulations, and active involvement in TKA implementation. Inclusion criteria included educators or staff involved in the implementation of the 2026 TKA program, originating from schools within the research area, and having access to the administrative and technical processes. Participants who were not directly involved, had incomplete data, or were from outside the research area were excluded.

This research was conducted at 10 assisted elementary schools in Rongga District, West Bandung Regency, West Java Province. The research location was selected based on the consideration that this area is under the supervision of supervisors, thus providing broader access to implementation data, actual school conditions, and the relevance of policy evaluations to the local context. Furthermore, this location allowed researchers to conduct an in-depth

analysis of variations in school readiness to implement TKA based on geographic location, infrastructure, and institutional support.

Data collection was conducted using four main techniques: surveys, interviews, observation, and documentation. The survey used a Google Form based on regulatory indicators and the CIPP model to obtain an overview of the level of readiness, perceptions, and implementation of TKA at the 10 assisted schools over a period of one to two weeks. Semi-structured interviews were conducted with principals, teachers, and operators, lasting approximately 30 to 45 minutes per participant, over two to three weeks to obtain in-depth data on implementation experiences, obstacles, and strategies. Direct observations were conducted to determine the readiness of facilities, technical procedures, and compliance with government guidelines. Documentation was conducted through a review of the decree (SK), technical guidelines (technical guidelines), the policy implementation guidelines (DNT), implementation reports, and other supporting documents.

Data analysis was conducted qualitatively and quantitatively using descriptive methods. Qualitative data were analyzed using the interactive model of Miles, Huberman, and Saldaña through a process of data reduction, data presentation, conclusion drawing, and verification. This process enabled researchers to identify implementation patterns, barriers, and program effectiveness in depth. Survey data were analyzed quantitatively using descriptive methods through percentage tabulation, effectiveness level categorization, and inter-school comparisons to strengthen the interpretation of field findings. The overall analysis was integrated with the CIPP evaluation framework and Edwards III's policy implementation theory.

The validity of the data in this study was maintained through source triangulation, technical triangulation, member checking, and an audit trail. Source triangulation was conducted by comparing data from principals, teachers, operators, and official documents, while technical triangulation was conducted by comparing survey results, interviews, observations, and documentation. Member checking was conducted by confirming the findings with participants to ensure accurate interpretation. An audit trail was used to maintain transparency in the research process. For survey data, instrument validity was assessed through expert judgment based on foreign worker regulations and research indicators. Instrument reliability was tested using internal consistency, such as Cronbach's alpha, to ensure measurement stability. Therefore, this study has comprehensive methodological strength in evaluating the effectiveness of the Foreign Worker Program.

RESULTS AND DISCUSSION

Results

Educational Program Effectiveness

The effectiveness of an educational program is a key concept used to assess the extent to which a policy or program achieves its stated objectives through planned, measurable implementation in accordance with regulatory standards. In the context of educational policy, effectiveness is measured not only by administrative implementation but also by the level of goal attainment, the quality of the implementation process, the efficiency of resource use, and its impact on improving educational quality. Stufflebeam (2003), using the CIPP (Context, Input, Process, Product) evaluation model, emphasized that program effectiveness must be analyzed comprehensively through the appropriateness of program needs (context), resource readiness (input), implementation quality (process), and achieved results (product). This approach is relevant in evaluating the Academic Ability Test (TKA) Program because it allows for a comprehensive assessment of regulations, school readiness, technical implementation, and its contribution to learning quality.

Furthermore, according to Duncan (1973), program effectiveness emphasizes three main indicators: goal achievement, integration, and adaptation. Goal achievement relates to the program's success in meeting policy targets; integration refers to the ability to coordinate

among stakeholders; and adaptation indicates the program's capacity to adapt to field conditions. In this study, the theory of program effectiveness is used as a basis for assessing whether the implementation of TKA in the target elementary schools has been carried out in accordance with government regulations, has been optimally implemented, and has made a real contribution to improving the quality of basic education. Thus, effectiveness serves as a strategic measure for identifying gaps between ideal policies and empirical practice.

CIPP Evaluation Model (Context, Input, Process, Product)

The CIPP (Context, Input, Process, Product) evaluation model developed by Daniel L. Stufflebeam is the most widely used program evaluation theory in educational policy and program research because it systematically assesses program effectiveness from the planning stage to outcomes. Stufflebeam (2003) emphasized that program evaluation should be oriented toward decision-making and continuous improvement, not simply demonstrating success. The context component is used to analyze the program's needs, objectives, and policy basis; input assesses the readiness of resources, facilities, strategies, and planning; process evaluates the quality of program implementation according to guidelines; and product assesses the program's outcomes, impact, and contribution to educational goals. In research on the effectiveness of the Academic Ability Test (TKA) Program, the CIPP model is highly relevant because TKA is a national policy program whose implementation must be analyzed based on government regulations, school readiness, the technical implementation process, and implementation results in the field. Thus, CIPP serves as the primary framework for evaluating the alignment of the 2026 TKA policy with the reality of implementation in the target elementary schools in Rongga District.

The use of the CIPP model in educational research has proven effective in evaluating assessments, policy implementation, and school quality programs due to its comprehensive, adaptive, and improvement-oriented nature. Many educational evaluation studies use CIPP to assess curriculum implementation, national assessments, educational supervision, and the effectiveness of school policies because this model is able to identify strengths, weaknesses, obstacles, and recommendations for follow-up comprehensively. In the context of this research, CIPP allows researchers to analyze: (1) the extent to which TKA regulations are understood and used as a basis for implementation (context), (2) the readiness of facilities, human resources, and technical support for schools (input), (3) the quality of TKA implementation in 10 target schools (process), and (4) the effectiveness of implementation results and their implications for the quality of basic education (product). Therefore, the CIPP model is the most appropriate, popular, and methodologically strong theory for evaluative research on the effectiveness of the TKA Program based on a government regulation perspective.

George C. Edwards III's Policy Implementation Theory

George C. Edwards III's policy implementation theory is one of the most popular and widely used frameworks in education policy evaluation research because it specifically analyzes the factors that determine the success of a policy at the implementation level. Edwards III (1980) stated that the success of policy implementation is influenced by four main variables: communication, resources, disposition, and bureaucratic structure. Communication refers to the clarity, consistency, and effectiveness of policy delivery to implementers; resources include the readiness of human resources, facilities, funding, and technical support; disposition relates to the implementer's commitment, attitude, and understanding of the policy; while bureaucratic structure emphasizes coordination, oversight, and the division of tasks across organizational levels.

In this study, Edwards III's theory is highly relevant because the Academic Ability Test (TKA) Program is a national policy whose implementation depends on the successful dissemination of technical guidelines, school readiness, implementer capacity, and

coordination between the government, education offices, supervisors, and educational units. Through the Edwards III perspective, this study can analyze whether the 2026 TKA regulation has been effectively communicated to the target elementary schools in Rongga District, whether the schools have adequate resources, the attitudes of principals and teachers towards the policy, and the extent to which the educational bureaucratic structure supports program implementation according to government standards. This theory is crucial because many educational policies fail not at the conceptual level, but due to weak implementation in the field due to miscommunication, limited resources, or suboptimal bureaucratic coordination. Thus, Edwards III's policy implementation theory provides a strategic analytical framework for identifying factors that support and inhibit the effectiveness of TKA, while complementing the CIPP model with a specific focus on the dynamics of policy implementation. The combination of these two theories makes this study more robust in evaluating the alignment between government regulations and the reality of TKA implementation at the elementary school level.

Based on an analysis of the 2026 TKA regulatory documents, survey data from 10 partner schools in Rongga District, and interviews with principals, teachers, and operators, it was found that most schools have demonstrated implementation efforts that adhere to government regulations, particularly in administrative aspects such as participant data collection, proctor appointments, internal socialization, and basic technical preparations. Government regulations emphasize that TKA implementation must proceed in accordance with implementation guidelines, from data verification and facility readiness, supervision, and follow-up reporting. In practice, partner schools have generally attempted to meet these administrative requirements, although the level of understanding and depth of implementation varies among schools. Some schools are able to systematically interpret the regulations, while others tend to focus on meeting the minimum administrative requirements without optimizing the TKA's evaluative function as an instrument for improving learning quality.

One principal stated, "We have followed the technical guidelines from the agency and strived to complete all stages, from participant data collection and operator preparation to technical simulations. However, teachers' understanding of the overall purpose of TKA as part of quality evaluation still needs to be strengthened, as some still view it as an annual administrative activity." This statement indicates that policy implementation at the school level has not yet fully reached the substantive dimension, particularly in the interpretation of TKA as a quality improvement strategy. Meanwhile, another school operator stated, "Technically, we follow the instructions, but obstacles often arise when there are sudden changes in information or network limitations." This quote confirms that regulatory compliance has been achieved, but implementation still faces operational challenges.

This finding indicates that the effectiveness of TKA implementation, from a government regulatory perspective, is at the "fairly appropriate" stage, meaning schools have met the formal aspects of the policy but have not yet fully achieved substantive, quality-oriented implementation. From the perspective of Edwards III's policy implementation theory, this condition indicates that policy communication and implementer disposition are already underway, but still require strengthening in terms of in-depth understanding, local adaptation, and technical consistency. Therefore, the appropriateness of implementation is measured not only by administrative compliance but also by the school's ability to translate regulations into educational evaluation practices that have a tangible impact on the quality of learning. This theme provides an important foundation for understanding that regulations have become the foundation of implementation, but their effectiveness still requires strengthening at the level of policy internalization and transformation of school practices.

Discussion

The results of this study indicate that the effectiveness of the Academic Ability Test (TKA) Program in elementary schools in Rongga District, West Bandung Regency, from a government regulatory perspective, is categorized as quite effective, particularly in terms of administrative compliance and basic procedural implementation. However, challenges remain in the substantive implementation, resource readiness, and optimization of the evaluative function. This finding confirms that the success of an educational program is determined not only by the existence of formal regulations but also by the quality of policy translation into school practice. From the perspective of Daniel Stufflebeam's CIPP model, the context aspect of this study indicates that schools understand the TKA as a mandatory national policy, but the interpretation of the TKA's strategic objectives as an instrument for improving learning quality is not yet fully shared. This suggests that the policy context has been structurally accepted but not fully internalized as an evaluative culture at the educational unit level.

Regarding the input dimension, the study found that human resource readiness, digital infrastructure, and school technical capacity are the main determinants of implementation effectiveness. Schools with competent operator support, adequate infrastructure, and good internal coordination tend to be better prepared to implement TKA in accordance with regulations than schools facing limitations in network, equipment, or technical understanding. This finding aligns with George C. Edwards III's policy implementation theory, which emphasizes that resources and communication are central elements of successful implementation. In the context of Rongga District, although government regulations have provided clear guidelines, variations in readiness between schools indicate that national policy standards require adaptation based on local conditions. Thus, the effectiveness of TKA is greatly influenced by the policy's ability to interact with the geographic realities, institutional capacity, and technical support of the target area.

In terms of process, TKA implementation in most schools followed procedures such as participant data collection, simulations, supervision, and technical coordination. However, obstacles still encountered include sudden technical changes, limited internet access, and teachers' administrative-oriented understanding. This situation indicates that policy implementation has not fully achieved the ideal quality mandated by regulations. Theoretically, this reinforces the view that education policies are often successful at the compliance level, but not optimal at the quality of implementation. This research shows that schools tend to be able to meet formal requirements, but not all have made TKA an integral part of strengthening the quality of learning based on data evaluation. Therefore, strengthening training, substantive socialization, and academic supervision are strategic needs.

In terms of the product dimension, the research results indicate that TKA has made an initial contribution to strengthening the culture of evaluation in basic education, but its impact on improving learning quality still requires more systematic follow-up. Regulations position TKA as a strategic instrument for mapping and improving quality, but if evaluation results are not followed by school follow-up programs, its transformative function is limited. This finding aligns with various studies of education policy evaluation, which confirm that the effectiveness of national assessments depends on the ability of institutions to use assessment data as a basis for continuous improvement. Therefore, this research emphasizes the importance of strengthening the role of supervisors, principals, and education offices in utilizing TKA results as a basis for quality planning, rather than merely administrative reporting.

Overall, this research strengthens the argument that the effectiveness of the TKA Program cannot be measured solely through technical implementation, but must be seen as an integration of regulations, resource readiness, implementation quality, and the utilization of evaluation results. The novelty of this research lies in the contextual analysis of the target areas, which shows that the gap between ideal policies and the reality on the ground remains a major challenge. Therefore, strategies to strengthen the implementation of TKA need to be directed

at improving school technical capacity, strengthening policy communication, quality-based supervision, and optimizing follow-up on assessment results so that TKA truly functions as an instrument for improving the quality of basic education, in line with SDG 4 on quality education.

CONCLUSION

This study concludes that the effectiveness of the Academic Ability Test (TKA) Program in elementary schools in Rongga District, West Bandung Regency, from a government regulatory perspective, is categorized as moderately effective, indicated by school compliance with administrative aspects, basic technical implementation, and educational unit commitment to following national policy guidelines. The target schools have generally attempted to implement the TKA in accordance with regulations through participant data collection, technical preparation, supervision, and institutional coordination. However, implementation effectiveness has not been fully optimized due to variations in readiness between schools, limited digital infrastructure, differences in human resource capacity, technical operational constraints, and the suboptimal utilization of TKA results as a basis for improving learning quality. From a CIPP evaluation perspective, the policy context and objectives are understood, but gaps remain between regulatory standards and the reality of implementation across input, process, and product dimensions. Therefore, the effectiveness of the TKA depends not only on administrative compliance but also on the quality of policy internalization, technical readiness, and the sustainability of follow-up to evaluation results. This research confirms that TKA has strategic potential as an instrument for strengthening the quality of basic education if accompanied by increased implementation capacity, ongoing supervision, and integration of evaluation results into school quality improvement planning.

Recommendations

Based on the research findings, it is recommended that local governments, education offices, and educational units strengthen TKA implementation by improving the quality of policy dissemination, focusing not only on administrative aspects but also on a substantive understanding of TKA's function as an instrument for improving education quality. Schools need to strengthen their technical capacity through ongoing training for principals, teachers, operators, and supervisors to ensure TKA implementation is more adaptive to technical dynamics and policy developments. Equitable distribution of digital infrastructure, particularly in areas with limited infrastructure, is a priority to ensure national implementation standards are implemented more equitably and effectively. Furthermore, TKA results need to be systematically utilized as a basis for developing follow-up programs for improving learning at the school level, so that assessment does not stop at an administrative evaluative function. School supervisors also need to optimize the role of academic supervision based on TKA data to ensure policy transformation into tangible improvements in education quality.

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