

PARADOX OF FINAL ASSESSMENT IN INDONESIAN SCHOOLS REPRESENTED IN TIKTOK CONTENT CREATORS' PERSPECTIVE

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ABSTRACT

This study examines how TikTok material reflects the paradox of final assessments in Indonesian schools. The phenomenon, known as "abracadabra grades," draws attention to the practice of teachers manipulating test results in order to achieve the K-12 Minimum Passing Grade (KKM) requirements. This study explores how these approaches affect student motivation, instructor responsibility, and educational integrity. The study aims to comprehend the elements causing this contradiction and how it is portrayed on social media by examining TikTok videos from content creators like @afniwahyuni24, @gracemangontan, and @ammaleeya_. The results point to a complicated interaction in cultural norms, educational regulations, and the demands placed on educators through content creators' perspective.

Key Words: Paradox, Final Assessment, TikTok Content Creators, Indonesian Schools, Representation Theory, Social Media Analysis

INTRODUCTION

Indonesian schools have a summative test, is an evaluation that typically occurs at the end of a learning period, such as a course, semester, or school year. Its purpose is to measure a student's overall understanding and mastery of the material covered during that period. Rinawati said that the test is included in the category of summative tests which are carried out after the completion of a teaching program, with the aim of determining grades that indicate student achievement after following the learning process within a specified time period (Castillo 2023).

The test itself has a standard of minimum completeness (KKM) which students, if they want to be declared passed, must have a score that exceeds the standard score that has been determined in each subject. In this case, the discussion of the KKM will always be interesting and has recently been busy on social media TikTok with content entitled "Abracadabra" where the content presents that the grades obtained by students are the grades that teachers help them to pass the KKM grades, so this content is an aspiration from the community, especially for teachers who want to state that in fact many students cannot graduate because their grades are less than the KKM, but because of demands from the school and the self-esteem of a teacher, they help the students' grades so they can graduate. a teacher has a big responsibility for his own quality as a teacher and the reputation of the school because the better quality of teachers will encourage parents' tendency to choose state schools rather than private schools (Septhevian and Tjiptono 2019).

The teachers take the responsibility for the results of their students' grades, where if a student has poor results, the teacher will be blamed or considered incompetent in their way of teaching. Furthermore, grade manipulation in schools is a controversial issue that affects teachers' integrity as well as the validity of students' academic accomplishments. So, this can be a factor in the occurrence of a paradox where teachers do everything and nowadays teachers use TikTok as social media to express the opinions or voices of teachers, then the content was appeared is called abracadabra grades where teachers can change students' grades to be better like a magician due to maintaining their own quality as a teacher and the school's reputation in the eyes of society, this content is taken from several TikTok content

creators, one of which is @afniwahyuni24, @gracemangontan, and @ammaleeya_. The videos were analyzed through the lens of Hall's representation theory and the encoding/decoding, according to Stuart Hall cited in (Hutasuhut 2009) he argued that representation is a system by which language works by using 'sign' and 'symbols' to stand for or to represents ideas, thought, feeling, expression and emotion. However, the term is not limited to spoken or written language only.

METHOD

The writer was used qualitative method as the research design and based on that theory this research will conduct by using netnography approach that is an adaption from ethnography for the online word and pioneered by Robert Kozinet. This is in accordance with the definition of netnography by Robert Kozinet that Netnography is a method to study social media and other online or mobile app-based data in a way that maintains the cultural complexities of its interactants' experiences (Kozinets and Gretzel 2022). The research utilizes a qualitative content analysis method to examine four TikTok videos from three accounts: @afniwahyuni24, @gracemangontan, and @ammaleeya_. The videos were selected based on their relevance to the topic and their popularity on the platform. Data was analyzed through the lens of Hall's representation theory and the encoding/decoding model to identify the different ways grade manipulation is portrayed in content creators' perspective. The writer will use content analysis for the method. According to (Miles and Huberman 1994) Analysis techniques consist of three important steps to strengthen qualitative data in a research: data reduction, data display, and conclusion drawing and verification.

FINDINGS AND DISCUSSIONS

Based on the result, there are 4 TikTok videos from 3 accounts, there are from @afniwahyuni24 2 videos, @gracemangontan 1 video, and @ammaleeya_ 1 video. Obtain the list of paradox that contain in videos as below:

1. Statements form
 - Ms Afni said "Tapi negara menyalahkan saya, karena nilai kalian rendah maka guru yang salah" its means that the state blamed the teacher, because of students' marks were poor, so the teacher was at fault. This leads a paradox where the teacher is blamed even though it is the students who should be blamed because they have poor grades. This cannot be the teacher's fault or the teacher is not good at teaching, because basically teachers should not be stupid and have gone through education to know how to teach properly.
2. Symbols
 - In the video @ammaleeya_ and @gracemangontan show a symbol in the form of a number where the number is the student's grade. This leads a paradox where a value should have objective and measurable characteristics, but the video shows that a value is a number that is obtained suddenly and is not a guarantee if smart students will get good grades while less intelligent students will get bad grades, because this number or students' grades is given by the teacher and is not a value obtained objectively in measurement.
 - Use of the word abracadabra in the video is a paradox, the word "abracadabra" itself has a background in history and is frequently connected to magic or other supernatural phenomena. The ancient Aramaic word "avra kehndabra," which means "I will create as I speak," is its source.

Historically, this phrase was used as an incantation to request for protection or healing. In modern usage, the term "abracadabra" is frequently connected to illusions and magic tricks, so this is contradictory with teachers where grades are not an illusion or a trick, but rather a number that is obtained objectively from a measurement and can be proven.

3. Visual

- in visual form can see it from the facial filters or gimmicks used by content creators in their videos, where she uses a facial filter or gimmick on TikTok called "Celong". He wanted to represent a famous Indonesian magic figure named Deddy Corbuzier, where when he used to perform magic acts, he always used black make-up around his eyes. So, this gives rise to the fact that the Indonesian people, by looking at the "Celong" filter, the audience accepts the perception that this is related to magic because of the character Deddy Corbuzier as a magician and leads a paradox where teaching is a profession that is related to real things, while magic is something unrealistic and mythical.
- from the @gracemangontan video, where the video uses a facial filter or gimmick like a witch, it can be seen from the long and big nose and long, frowning eyebrows, this is the perception or characteristic of a witch. This creates a paradox where, like magicians, witch are something that is unreal and mythical, so this is in conflict with teachers who are real and objective.

4. Audio

- The use of the song Abracadabra which was popularized by Mulan Jameela as a background song is a song which tells the story that she asked a genie for help to make her boyfriend loyal, so this creates a paradox where the genie and the teacher are very different things, the teacher is a real thing while the genie is something that is not. real and only exists in mythical stories.

5. Situation

- For the situation shows a teacher inputting grades in the teacher's office using a laptop, this creates a paradox where a laptop is a sophisticated or modern object, but the video shows an abracadabra practice where it is an ancient thing, very contrary to the modern situation.

Content Creators' Perspective

In the videos created by @gracemangontan and @ammaleeya_, humor and the "Abracadabra" song are employed to normalize grade manipulation, presenting it as a whimsical solution to systemic academic problems. This representation aligns with the hegemonic-dominant position, suggesting that such practices are typical and accepted within the academic context.

Conversely, @afniwahyuni24's videos reflect a negotiated position, acknowledging the discomfort and ethical dilemmas faced by teachers who manipulate grades. The creator's statements highlight the systemic pressures that compel educators to engage in such practices, portraying it as a reluctant necessity rather than a preferred solution.

The oppositional position is also evident in some videos, particularly in the critique of the institutionalization of grade manipulation. This viewpoint emphasizes the ethical conflicts and professional dissatisfaction experienced by educators, advocating for systemic changes to address the root causes of these practices.

CONCLUSION

The study concludes that TikTok videos offer a multifaceted representation of grade manipulation, reflecting the complex ethical and professional dilemmas faced by educators. These representations underscore the need for systemic changes in the educational assessment system to address the underlying issues that lead to such practices. Future research could further explore the impact of these representations on public perceptions and policy development.

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