

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **A. Conclusion**

Based on the findings and discussions, then it can be inferred several things as follows:

1. Alignment index between Indonesia National Examination and Cambridge International Examination three years by knowledge dimension was laid on high level (0.7) and cognitive process dimension was laid on moderate level (0.6).
2. There are discrepancies by content between Indonesia National Examination and Cambridge International Examination. Ecosystem over-represented in national Examination three years, while matter over-represented in Cambridge International Examination three years.
3. The discrepancies by cognitive process dimension. Cognitive process dimension of remembering, understanding, and analyzing for almost all years were over-presented in Cambridge International Examination. While applying was over-represented in Indonesia National Examinations. Cognitive process dimension of evaluating and creating were not involved in both national Examination as well as Cambridge International Examination.
4. The discrepancies by knowledge dimension of factual at 2012 and 2013, conceptual at 2011, and procedural at 2011 and 2013 for national Examinations observed which indicate that there are discrepancies every year positive and negative, there are no over-emphasized in knowledge dimension. While knowledge dimension of conceptual although at 2011 is negative discrepancies which indicate that conceptual was over-represented in national Examinations than Cambridge International Examination questions. Knowledge dimension of metacognitive was not

involved in both national Examination as well as Cambridge International Examination.

## **B. Recommendation**

Based on conclusion above, then the researcher give several recommendation are:

1. Alignment index between national Examination and Cambridge International Examination can use for evaluate education in Indonesia special for assessment. For future National Examination can be benchmark international.
2. National Examination can adapt questions of Cambridge International Examination like as procedural knowledge and others.
3. Need to be consistent from year to year in contents, cognitive process dimension, and knowledge dimension.
4. For other researchers can continue analyze alignment between national Examination and Cambridge International Examination. And this research wish useful to education in Indonesia.