



Analysis of No-Repeat-Grade Policy in Schools: A Theoretical Review and Implications for Students' Learning Motivation

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Abstract

The no-repeat-grade policy in Indonesia aims to enhance accessibility and equality regarding education for students in primary schools, by offering opportunities for students to continue to move up even if their academic grades do not meet the set standards. This study aims to analyze the impact of the policy on student learning motivation through literature review. Using the library research method, this study collects and analyzes literature related to policies without leaving the classroom and learning motivation theory. The results of the study show that this policy has double implications for student learning motivation. On the one hand, students feel safer and less stressed by the threat of failure, which can increase their intrinsic motivation. However, on the other hand, this policy has the potential to reduce extrinsic motivation, as students no longer feel threatened by exams or failures that affect their graduation. This decrease in external motivation can have an impact on the quality of long-term learning. Therefore, to maintain students' motivation to learn, there needs to be adjustments in teaching methods and the role and support of parents and teachers in creating challenges that remain relevant. This research contributes to understanding the impact of the policy without leaving the classroom on students' learning motivation, as well as recommendations for more effective policy implementation.

Keywords: No-Repeat-Grade Policy, Learning Motivation, Elementary School

Abstrak

Kebijakan tanpa tinggal kelas di Indonesia bertujuan untuk meningkatkan akses dan kesetaraan pendidikan bagi siswa di sekolah dasar, dengan memberikan kesempatan bagi siswa untuk tetap naik kelas meskipun nilai akademiknya tidak memenuhi standar yang ditetapkan. Studi ini bertujuan untuk menganalisis dampak kebijakan tersebut terhadap motivasi belajar siswa melalui tinjauan pustaka. Penelitian ini mengumpulkan dan menganalisis literatur melalui penelitian perpustakaan, terkait kebijakan tanpa tinggal kelas dan teori motivasi belajar. Hasil penelitian menunjukkan bahwa kebijakan ini memiliki implikasi ganda terhadap motivasi belajar siswa. Di satu sisi, siswa merasa lebih aman dan tidak tertekan oleh ancaman kegagalan, yang dapat meningkatkan motivasi intrinsik mereka. Namun, di sisi lain, kebijakan ini berpotensi mengurangi motivasi ekstrinsik, karena siswa tidak lagi merasa terancam dengan ujian atau kegagalan yang mempengaruhi kelulusan mereka. Penurunan motivasi eksternal ini dapat berdampak pada kualitas pembelajaran jangka panjang. Oleh karena itu, untuk menjaga motivasi belajar siswa, perlu ada penyesuaian dalam metode pengajaran dan peran serta dukungan orang tua dan guru dalam menciptakan tantangan yang tetap relevan. Penelitian ini berkontribusi pada pemahaman mengenai dampak kebijakan

tanpa tinggal kelas terhadap motivasi belajar siswa, serta rekomendasi untuk implementasi kebijakan yang lebih efektif.

Kata Kunci: Kebijakan Tanpa Tinggal Kelas, Motivasi Belajar, Sekolah Dasar

Introduction

Indonesia introduced the no-grade-repeat policy to reduce the number of students failing in elementary school. Previously, the education system in Indonesia implemented a grade-repeat policy that required students to repeat a year if they did not achieve the specified grade standards.¹ This policy often causes stress for students, affects their self-confidence, and sometimes leads to a lack of interest in learning. For this reason, the government, through the Ministry of Education and Culture (Kemendikbud), issued a policy that allows students to move up a grade even if they have inadequate grades as long as they show development in other aspects, such as social and emotional competence.²

The government's efforts to create a more inclusive education, where every student has an equal opportunity to develop according to their abilities and potential, strongly influence the decision to eliminate the policy of repeating a class. However, this policy has raised various pros and cons, particularly in relation to its impact on students' learning motivation.³ Given that motivation is one of the primary determinants of educational success, it is crucial to further analyze learning motivation in this context. If this policy is not properly managed, it can actually reduce students' enthusiasm for learning, as they may not perceive a challenge that requires them to work harder to advance in their class.⁴

Many parties still question this policy's effectiveness in maintaining the quality of education, particularly in terms of student learning motivation, despite expectations that it will increase inclusivity and reduce inequality. Several studies have shown that the no-repeat policy can affect motivational dynamics, both positively and negatively.⁵ Therefore, it is important to further evaluate how this policy has implications for student learning motivation in elementary schools, as well as the challenges faced by educators in implementing it.

¹ Iis Margiyanti and Siti Tiara Maulia, "Kebijakan Pendidikan Implementasi Program Wajib Belajar 12 Tahun," *Jurnal Pendidikan Dan Sastra Inggris* 3, no. 1 (2023): 199–208, <https://doi.org/10.55606/jupensi.v3i1.1509>.

² Siswantari, Darmawan Sumantri, and Dyah Suryawati, *SOLUSI KONTEKSTUAL UNTUK MENGURANGI MENGULANG KELAS DAN PUTUS SEKOLAH* (Jakarta: Siswantari, Sumantri, D., & Suryawati, D. (2020). SOLUSI KONTEKSTUAL UNTUK MENGURANGI MENGULANG KELAS DAN PUTUS SEKOLAH., 2020).

³ Ahmad Sannan and Tri Wibowo, "Arah Baru Kebijakan Kurikulum Merdeka Belajar Di Sekolah Dasar," *SITTAH: Journal of Primary Education* 4, no. 1 (2023): 29–43, <https://doi.org/10.30762/sittah.v4i1.783>.

⁴ Iffah Zulva Rahmah, Burhan Burhan, and Tismi Dipalaya, "Pengaruh Kurikulum Merdeka Terhadap Motivasi Belajar Siswa Di UPT SPF SD Negeri Bontoramba Kota Makassar," *Embrio Pendidikan: Jurnal Pendidikan Dasar* 8, no. 1 (2023): 363–74, <https://doi.org/10.52208/embrio.v8i1.690>.

⁵ Rahmah, Burhan, and Dipalaya.

Research on policies without staying in class or those related to class promotion has been conducted by Herli et al.,⁶ Siswantari et al.,⁷ Margiyanti and Maulia,⁸ and Anisa et al.,⁹ However, there has been a lack of concrete research on the impact of the no-repeat-grade policy on students' learning motivation. This gap has piqued the interest of researchers who aim to investigate this issue. This study will review various literature and case studies to highlight how this policy affects students' intrinsic and extrinsic motivation, as well as its impact on the learning atmosphere in elementary schools.

Research Method

This study employs a library research approach, collecting data through the analysis of relevant literature on the policy of non-repetition and student learning motivation. Books, academic journals, articles, and government reports related to the topic comprise the used literature. The study follows these steps: (1) Collecting Literature: We search for various sources related to the policy of not repeating, learning motivation, and relevant educational theories. (2) Theme and Concept Analysis: Compiling the main themes that emerge in the literature, including the impact of the policy on student psychology and learning motivation. (3) Theoretical Synthesis: Combining findings from the literature to compile arguments about how this policy affects student learning motivation, both positively and negatively.

Results and Discussion

The introduction of the no-repeat policy in Indonesia's basic education context aims to provide students a fair opportunity to advance to the next grade, despite their inadequate academic results. This policy seeks to alleviate students' stress and eradicate their fear of failure.¹⁰ This is based on the idea that the stress caused by the threat of being held back can disrupt students' psychological and social development. However, on the other hand, this policy raises questions about its impact on students' learning motivation, which is a crucial factor in their academic success.¹¹

This discussion will examine in depth the implications of the no-repeat policy on students' learning motivation by referring to various relevant educational studies and theories. We will discuss changes in students' intrinsic and extrinsic motivation dynamics, the crucial role of teachers and parents in supporting the learning process, and the policy's impact on the quality of education in elementary schools. This study employs theoretical approaches such as educational psychology and motivational theory analysis, aiming to offer

⁶ Herli, Muhlis Madani, and Fatmawati, "IMPLEMENTASI KEBIJAKAN SISTEM KELAS TUNTAS" 3 (2021): 122–26.

⁷ Siswantari, Sumantri, and Suryawati, *SOLUSI KONTEKSTUAL UNTUK MENGURANGI MENGULANG KELAS DAN PUTUS SEKOLAH*.

⁸ Iis Margiyanti and Siti Tiara Maulia, "Kebijakan Pendidikan Implementasi Program Wajib Belajar 12 Tahun."

⁹ Anisa Anisa and Aat Royhatudin, "Analisis Dampak Siswa Yang Naik Kelas Bersyarat Terhadap Kualitas Pembelajaran Kelas XI Di Madrasah Aliyah Darul Huda Pusat Mandalawangi," *Ta'dibiya* 3, no. 2 (October 1, 2023): 1–13, <https://doi.org/10.61624/japi.v3i2.55>.

¹⁰ Siswantari, Sumantri, and Suryawati, *SOLUSI KONTEKSTUAL UNTUK MENGURANGI MENGULANG KELAS DAN PUTUS SEKOLAH*.

¹¹ Yusri M. Daud, "Dinamika Pendidikan Islam Di Indonesia (Suatu Kajian Historis)," *Jurnal Intelektualita Prodi MPI FTK UIN Ar-Raniry* 10, no. 2 (2021): 1–9.

a more comprehensive understanding of how this policy affects students' learning motivation in Indonesia.¹²

No-Leave-A-Grade Policy: Goals and Implementation

Indonesia implemented the no-repeat policy to decrease academic failure rates, allowing students who fail to meet certain academic standards to advance to the next grade. This policy aims to foster a more inclusive education and alleviate the stress associated with the possibility of failure or re-grading.¹³ This policy aims to provide students wider opportunities to develop, but its impact on students' learning motivation is still under debate.

According to Fauzi & Salim (in Sahnun and Wibowo), this policy can increase students' sense of security because they no longer feel pressured by exams or failures that can hinder their continued education.¹⁴ Students who feel more secure tend to have higher intrinsic motivation because they can enjoy the learning process without excessive pressure. In this case, the no-repeat policy can increase engagement and satisfaction in learning, which can contribute to better learning achievement.

However, Setiawan (in Musab and Witri 2019) stated that this policy can also lower overall educational standards. Without the threat of failure or a class promotion exam, some students may lose the drive to try harder, leading to reduced extrinsic motivation.¹⁵ Extrinsic motivation frequently stems from the desire to accomplish specific goals, like passing an exam or earning an academic award, which this policy may undermine.

Impact on Intrinsic and Extrinsic Motivation

The no-repeat policy can affect students' intrinsic and extrinsic motivation in conflicting ways. This is in line with what Rismayanti et al. explained, who explained that the no-repeat policy can affect students' intrinsic and extrinsic motivation in conflicting ways.¹⁶ Intrinsic motivation refers to the drive to learn that comes from personal interest and satisfaction with the process itself, while extrinsic motivation comes from external factors such as rewards or the threat of failure.

This policy tends to strengthen intrinsic motivation, because students do not feel too pressured by the threat of being re-registered and can focus on more meaningful learning. Students can explore their interests in learning and feel more confident to try new things without fear of failure. However, a decrease in extrinsic motivation can lead to a lack of drive to achieve high academic standards, because they no longer feel threatened by exams or failure. Several studies have shown that although intrinsic motivation can increase, extrinsic motivation, which usually comes from grade promotion exams or the threat of failure, is very important in creating a competitive environment and stimulating students to

¹² Sama' et al., *Psikologi Pendidikan, Yayasan Penerbit Muhammad Zaini*, vol. 58, 2021.

¹³ Herli, Muhlis Madani, and Fatmawati, "IMPLEMENTASI KEBIJAKAN SISTEM KELAS TUNTAS."

¹⁴ Sahnun and Wibowo, "Arah Baru Kebijakan Kurikulum Merdeka Belajar Di Sekolah Dasar."

¹⁵ Ibrahim Musab and Gustimal Witri, "FAKTOR EKSTRINSIK YANG MEMPENGARUHI MOTIVASI BELAJAR SISWA KELAS IV SEKOLAH DASAR SE-GUGUS 2 KECAMATAN SAIL PEKANBARU Ibrahim Musab, Gustimal Witri Program Studi Pendidikan Guru S" 8, no. April (2019): 7–12.

¹⁶ Rena Rismayanti et al., "Pengaruh Motivasi Instrinsik Dan Motivasi Ekstrinsik Terhadap Proses Pembelajaran Mahasiswa Universitas Pendidikan Indonesia," *Jurnal Pendidikan, Sains Dan Teknologi* 2, no. 2 (May 30, 2023): 251–61, <https://doi.org/10.47233/jpst.v2i2.742>.

perform better.¹⁷ This is a challenge in the no-repeat policy, which can reduce the motivation to compete healthily among students.

The Role of Teachers and Parents in Managing Motivation

The no-repeat policy also requires changes in teaching approaches and the roles of teachers and parents. Teachers must develop more comprehensive and adaptive learning methods to maintain student motivation, especially for those who may lose their enthusiasm due to the lack of external threats such as class promotion exams.¹⁸ Teachers are expected to provide constructive feedback and support students' personal achievements without relying on a strict graduation system. Parents also play a very crucial role in supporting students' learning motivation. According to research by Yulia & Permata (in Muslikh 2022), parental participation in accompanying children's learning processes can help maintain students' intrinsic motivation by creating a positive and supportive environment at home.¹⁹ Parents can provide encouragement and appreciation for children's efforts in learning without relying on threats or the lure of grades or graduation.

Policy Implications for Education Quality

The no-repeat policy has a complex impact on the quality of education in elementary schools. On the one hand, this policy provides students with greater opportunities to further their development, free from the weight of academic failure.²⁰ Students who may be struggling in certain subjects won't have to worry about falling behind or having to repeat a grade. This can create a more inclusive environment, which supports students' social and emotional development without compromising their self-confidence.²¹ In this context, the quality of education can be improved because students feel safer to learn and explore knowledge without fear of failure.

However, on the other hand, this policy also has the potential to lower educational standards if it is not accompanied by adjustments in teaching and evaluation methods. Without the pressure to meet certain standards in final exams or evaluations, some students may lose their motivation to try harder.²² This can have an impact on the overall quality of learning outcomes, especially if students are not encouraged to reach their full academic potential. Teachers may face challenges in creating challenging classes and maintaining the

¹⁷ Aulia Dini Hanipah, Titan Nurul Amalia, and Dede Indra Setiabudi, "Urgensi Lingkungan Belajar Yang Kondusif Dalam Mendorong Siswa Belajar Aktif," *Education : Jurnal Sosial Humaniora Dan Pendidikan* 2, no. 1 (2022): 41–51, <https://doi.org/10.51903/education.v2i1.148>.

¹⁸ Rizal Dzul Fadly et al., "Perbedaan Motivasi Belajar Siswa Antara Sekolah Yang Menerapkan Sistem Kelas Tuntas Berkelanjutan (Sktb) Dengan Sekolah Yang Tidak Menerapkan Sistem Kelas Tuntas Berkelanjutan (Sktb) the Differences of Student'S Motivation Between Schools That Implement S," *Jurnal Nalar Pendidikan* 5, no. 1 (2017).

¹⁹ Muslikh, *PENDIDIKAN ISLAM Di Era Merdeka Belajar Perspektif Pemikiran Paulo Freire Dan Ki Hadjar Dewantara*, PT RAJAGRAFINDO PERSADA, vol. 11, 2022.

²⁰ Hayyu Aliya Prayitno and Budi Andayani, "The Relationship Between Peer Social Support and Academic Stress Among University Students During the COVID-19 Pandemic [Hubungan Antara Dukungan Sosial Teman Sebaya Dan Stres Akademik Mahasiswa Selama Pandemi COVID-19]," *ANIMA Indonesian Psychological Journal* 38, no. 1 (2023): 038106, <https://doi.org/10.24123/aipj.v38i1.4711>.

²¹ Diajeng Tyas Pinru Phytanza et al., *Pendidikan Inklusif: Konsep, Implementasi, Dan Tujuan*, EduHumaniora Jurnal Pendidikan Dasar Kampus Cibiru, 2023.

²² Herli, Muhlis Madani, and Fatmawati, "IMPLEMENTASI KEBIJAKAN SISTEM KELAS TUNTAS."

quality of learning, as this policy may leave some students feeling less motivated to achieve their best.²³

To ensure that the no-repeat policy does not reduce the quality of education, there needs to be more intensive mentoring and an individualized approach to the learning process. Teachers must adapt their teaching methods to maintain challenge, despite the absence of failure risk for students. This includes the use of more comprehensive competency-based assessments, which measure students' development not only in terms of academics but also their social and emotional aspects.²⁴ Additionally, parental support is crucial to maintain students' motivation to learn and develop in both academic and non-academic domains. Thus, even with the implementation of the no-repeat policy, we can still maintain the quality of education.

The results of the literature review in this study revealed that the no-repeat policy at the elementary school level has very significant implications for students' learning motivation, both positively and negatively. On the one hand, this policy can directly increase students' intrinsic motivation, especially for those who previously felt pressured by the threat of failure. Eliminating the pressure to repeat the school year allows students to concentrate more on their self-development and their interest in the lessons they are studying, free from the fear of failure. This condition creates a safer and more supportive learning atmosphere for students' psychological development. This tends to increase students' engagement and satisfaction in their learning process, which ultimately has a positive impact on their academic achievement.

However, on the other hand, despite the increase in intrinsic motivation, the no-repeat policy also has the potential to decrease students' extrinsic motivation. The removal of the threat of possible failure and promotion exams may cause some students to lose their external drive to strive hard in their studies. This decrease in extrinsic motivation can reduce students' enthusiasm in achieving higher academic standards. Without the pressure of failing an exam, students may no longer strive to achieve maximum results, which could negatively impact their academic development.

In this context, the role of teachers and parents is crucial in maintaining the balance of students' motivation. Teachers need to design challenging and relevant learning and continue to encourage students to give their best even though there are no exams as a measure of success. Furthermore, teachers must foster an environment that inspires students to persist in their learning and growth. Parents, on the other hand, have a responsibility to be more actively involved in supporting the development of their children's motivation at home. They must create an atmosphere that is conducive to learning so that children feel supported without external pressure that can cause stress or anxiety.²⁵

²³ Fadly et al., "Perbedaan Motivasi Belajar Siswa Antara Sekolah Yang Menerapkan Sistem Kelas Tuntas Berkelanjutan (Sktb) Dengan Sekolah Yang Tidak Menerapkan Sistem Kelas Tuntas Berkelanjutan (Sktb) the Differences of Student'S Motivation Between Schools That Implement S."

²⁴ Raida Namira Aulia, Risma Rahmawati, and Dede Permana, "Peranan Penting Evaluasi Pembelajaran Bahasa Di Sekolah Dasar [The Important Role of Language Learning Evaluation in Primary Schools]," *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)* 2, no. 1 (2020): 1–9.

²⁵ Rofiqi Rofiqi, Iksan, and M. Mansyur, "Melangkah Menuju Kesehatan Mental Yang Optimal: Program Inovatif Di Lembaga Pendidikan Islam," *Edu Consilium : Jurnal Bimbingan Dan Konseling Pendidikan Islam* 4, no. 2 (September 4, 2023): 76–99, <https://doi.org/10.19105/ec.v4i2.9237>.

Overall, while the no-repeat policy aims to foster a more inclusive education system and alleviate academic pressure on students, its implementation necessitates a suitable pedagogical approach. Continuous evaluation and supervision are necessary to maximize the impact of this policy on students' learning motivation. The success of this policy depends not only on eliminating the threat of failure but also on how teachers and parents collaborate to build sustainable and holistic learning motivation for students.

The conclusions above suggest several ways to enhance the effectiveness of this policy. First, schools should prioritize enhancing competency-based learning to assess students not only on academic grades but also on their practical and social abilities. Second, teachers need to develop a more individual learning approach, adapting to the needs and pace of each student so that each child can learn according to their potential. Finally, parents need to be more involved in their children's learning process at home, including creating a supportive environment without pressure to achieve certain academic targets so that students can feel freer to learn and explore. We hope that by implementing these suggestions, the no-repeat policy can function effectively and provide optimal benefits for students' academic and psychological development.

Conclusion

The no-repeat policy in Indonesia aims to reduce academic failure rates and create a more inclusive education system in elementary schools. Although this policy has increased students' intrinsic motivation by removing the threat of failure, there is a risk of decreasing extrinsic motivation due to the loss of pressure to strive hard in learning. The role of teachers and parents is crucial in maintaining the balance of motivation, where teachers must provide challenging and constructive learning, and parents must provide support at home. Implementing appropriate pedagogical approaches and competency-based assessments, along with further research to evaluate the policy's impact on students' overall development, is necessary to ensure the effectiveness of this policy without sacrificing the quality of education.

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