

The Problem Analysis in Applying Instrument of Authentic Assessment in 2013 Curriculum

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Abstract: *Authentic assessment which is applied in 2013 curriculum meets some obstacles. Based on observation in the field, it shows that one of those obstacles is a large number of assessment instruments which has to be conducted so it can emerge difficulty for teachers. This scrutiny aims to analyze problems faced by teachers in implementing authentic assessment in 2013 curriculum. The research method is quantitative approach, by analyzing questionnaire. The population of this study is entire teacher at school in Padang city which is applying 2013 curriculum with taking purposive sample is specifically school for pilot project in implementing 2013 curriculum around 120 teachers. The results indicates the assessment of affective aspect corresponds with indicator that teacher is less optimal in undertaking self assessment and peer assessment so that this appraisal category needs to be increased. Meanwhile, the assessment of cognitive aspect is in good category. The teachers have conducted various kinds of assessment particularly essay test and oral test. The assessment of psychomotor aspect to rate the process is still less optimal so it needs to be intensified. Based on the results above, it is suggested to teachers to much more optimise that assessment of three domains of learning. The headmaster is expected to facilitate training for teachers to do authentic assessment.*

Keywords: Assessment, Authentic, 2013 curriculum

1. Introduction

Since it has been enacted in the early 2013, the implementation of this kind of curriculum has obtained many obstacles and barriers in the field. One of the main obstacles is the lack of teacher's capability in applying that curriculum so that its application at school is not sufficient optimum yet. In addition, a number of teachers have various thought toward the implementation of this curriculum make variably assembling as well. Based on observation and interview, the common problem is relating to implementation of learning approach, student learning outcomes assessment system, and the development of teacher resources to apply curriculum.

The development of student learning outcome assessment is in line with the development of curriculum used. Regarding to this, the assessment is one of the component relating to curriculum directly. Curriculum itself is a set of planning and arrangement about goal, content, learning material, and the means used to guide the implementation of learning activities to achieve specific goals (PP. No. 19, 2005:3). To measure the level of curriculum achievement at school, particularly in goal and content, it has to be conducted an assessment to learning outcomes.

The changing of curriculum into KTSP has also altered the paradigm of learning activities and assessment process, regarding to the system, principle, approach, and also technique and assessment form (Arifin, 2009:178). KTSP demands that implementation of assessment must refer to the Education Assessment Standard. One of the assessment principles listed in Regulation of National Education Minister Republic of Indonesia No. 20 year 2007 about Education Assessment Standard is comprehensive and incessant. Comprehensive means teacher's assessment covers the whole aspect of competency (cognitive, psychomotor, and affective aspect) by using various appropriate assessment technique. Meanwhile, incessant is

an assessment conducted to monitor the blooming of student's ability.

Relating to this, formative assessment which is planned assessment is necessary to be done to observe the development of learning outcome along learning process so that it appears a proof of student status used by teacher to adjust with ongoing learning procedure and nowadays student tactics. It is also purposed to obtain information regarding to the strength and the weakness of learning process done and apply that information for repairing and modifying it to be more effective. In other words, with the information obtained, teachers will improve certain things, and maintain the essential things.

Hamid (2008:36) found the fact that learning assessment system in some schools is still dominated by paper and pencil test. Meanwhile, activity and student self-assessment never be done by teachers. Based on the objective of the courses, it proposed that psychomotor and affective aspects are truly important to be assessed instead. Without that, the data will be not complete and meaningful (Arifin, 2009:179). Hamid (2008:40) also affirms that un-comprehensive assessment will effect to teachers having difficulties in deciding at the end of semester especially in student school report.

Psychomotor learning outcome cannot be ignored because basically knowledge is not only about a bundle of fact but also a sequence of scientific process which needs hands on. The measurement of psychomotor aspect can be done toward the learning result such as performance. The ways to appraise this competency are through direct observation and behavioral assessment during learning activity which is needed observation instrument held by teacher as long as learning process.

A phenomenon shows complexity of learning outcome assessment conducted by teacher to grade student learning is caused by large quantities of assessor. Then, the domination

of affective integration in learning also makes difficulties to teachers in their teaching activity. Based on interview with the number of teachers in Padang City in the early April 2015, indicated that the implementation of assessment was complicated for teachers so that it would be personal burden in doing their assessment. The teachers are no longer focus on learning process, but they are busy with those instruments.

Relating to this, the assessment problems in 2013 curriculum needs the appropriate solution. Yet, in the first instance, it is necessary to analyze the teacher's problems in applying authentic assessment due to the issue found in the field shows that not all of teachers understand about the concept of authentic assessment. There are many teachers deem the model of authentic assessment is quite difficult to be implemented so it needs to be explained in more simple ways. By virtue of the background proposed above, so the title of this research is "The Problem Analysis in Applying Instrument of Authentic Assessment in 2013 curriculum".

Authentic Assessment and the demand of 2013 curriculum

One of the accentuations in 2013 curriculum is authentic assessment. Basically, Educational Unit Level Curriculum (KTSP) had given adequate space to authentic assessment, yet the implementation in the field was not optimal. Through 2013 curriculum, authentic assessment has been being a serious interest, in this case, teachers truly pay attention to it when they do a student learning outcome assessment. Before defining the notion of authentic assessment, it is better to define the term of assessment. Assessment is the process of collecting a variety of data that can provide a snapshot of student learning progress. Teachers must be aware of the development of pupils so they can assure that students undergo the learning process correctly.

Kunandar (2015:35) states:

Authentic assessment is the activity of assessing learners emphasis on what should have been assessed, both process and results in a variety of assessment instruments adapted to the demands of existing competencies in the Competency Standards (Standar Kompetensi/ SK) or Core Competency (Kompetensi Inti/ KI), and Basic Competency (Kompetensi Dasar/ KD).

2013 curriculum underlines that there is a shift in the assessment, from assessment through test (measuring the competence of knowledge based on the course), to authentic assessment (measuring the competence of attitudes, skills and knowledge based on the process and results). In authentic assessment, students were asked to apply the concept or theory in the real world. Authentic means the actual circumstances, namely the ability or skills possessed by learners. The example is in applying the knowledge of learners in daily life or the real world.

Authentic assessment refers to the Reference Rate Benchmark (Penilaian Acuan Patokan/ PAP), which is based on the achievement of learning outcomes gained a scoring position against an ideal score (maximum). Thus, the attainment of learners is not in the context compared to the standards or criteria, i.e Criteria Complete Minimal (Kriteria Ketuntasan Minimal/ KKM). In authentic assessment, the teacher undertakes an assessment is not only in Basic Competency (Kompetensi Dasar/ KD), but also Core Competency (Kompetensi Inti/ KI) and graduate competence standard (Standar Kompetensi Lulusan/ SKL). (Kunandar, 2015:36).

2. Research Method

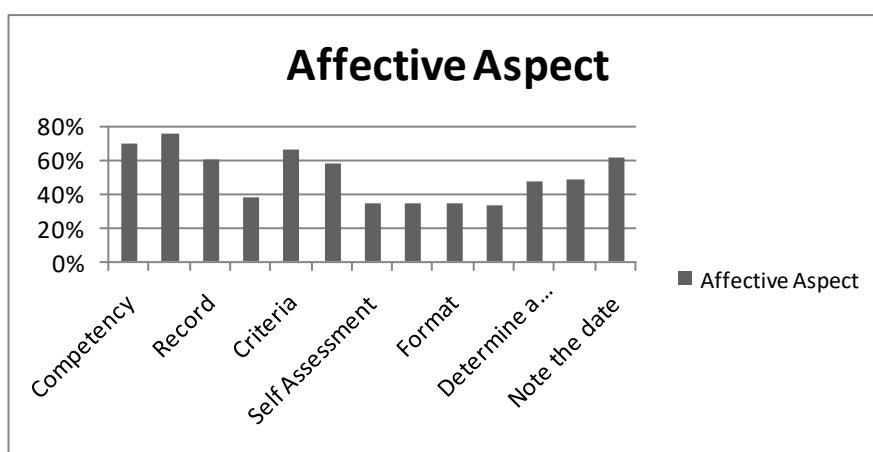
The method of this study is conducted by quantitative approach with descriptive analysis. The population is teachers in elementary schools held 2013 curriculum with sample around 120 teachers. The sampling technique is purposive sampling. The study was conducted by distributing questionnaires to teachers and subsequent questionnaires were analyzed by using percentage.

3. Results and Discussion

In this study, a questionnaire distributed to teachers to find out how the teachers use authentic assessment instruments in particular to assess three domains of learning namely cognitive, affective and psychomotor. The results are as following:

a) Affective aspect

Based on questionnaires that were distributed to a number of teachers showed the following data:



Picture 1: The use of affective instrument for the assessment of 2013 curriculum

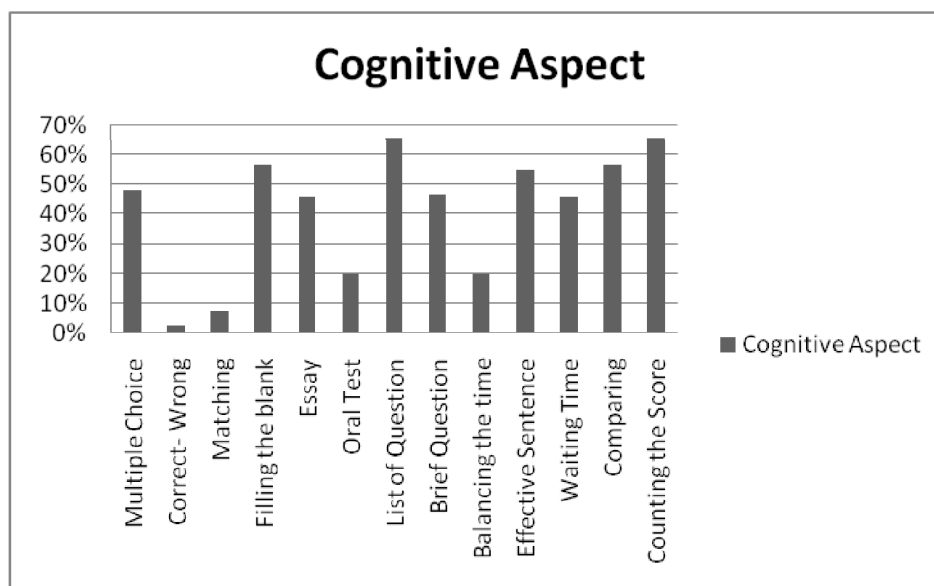
According to the questionnaire, it is obtained data about 69.17% for teachers who always convey affective assessment indicator that has to be reached by students. It is around 75%, teachers take note student affective appearance and about 57.5% teachers compare between student affective appearance and assessment indicator. Furthermore, to student assessment category, around 65.83% teachers draw a conclusion from the achievement of student affective competency. It is about 57.5% teachers deliver self assessment criteria to students. In addition, it is about 34.17% teachers give self assessment form to students.

For peer assessment, 34.17% teachers communicated the criteria of peer assessment to students. Meanwhile, 32.5%

teachers distributed the form of peer assessment to the students. 47.5% teacher equalized the perception of students about every indicators assessed. 48.33% teachers decided the amount of students assessed. 61.67% teachers noted the students' performances which suitable with the indicator assessed. 61.67% teachers stated that always noted the date of students' appearance. Then, 60% teachers identified the students' strength and weakness.

b) Cognitive aspect

Based on the questionnaire, the result of research showed this research for cognitive aspect as follows:



Picture 2: The use of cognitive instrument for the assessment of 2013 curriculum

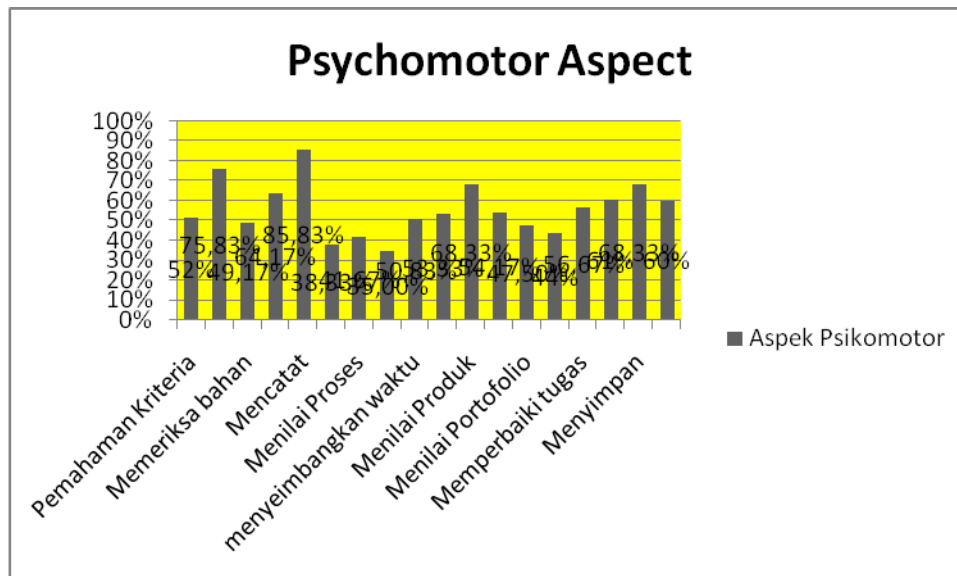
According the chart above, it can be informed that 48.3% teachers gave the questions in form of multiple choices. 2.5% teachers gave the questions in form of true-false. 7.5% teachers gave the questions in form of making match / pair. 56.67% teachers gave the questions in form of filling the blank. 45.83% teachers gave the questions in form of explanation. 20% teachers accomplished oral test to each students.

Moreover, 65.8% teachers used questions list which was prepared as hint in oral test. 65.8% teachers communicated the questions briefly with clear speech. 46.67% teachers made proportional allocated time for one student to another. 20% teachers avoided to use particular sentences that help the students.

55% teachers gave enough waiting time for the students to think their answers. 45.83% teachers compared the students' answers with rubric of score. 56.67% teachers immediately calculated the score after a student finished his or her test. 65.83% teachers communicated the assignment that the students must did. 55% teachers stated the basic competency (*kompetensi dasar*) that would be achieved through the assignment. 73.33% teachers told the deadline of the assignment. 70% teachers assessed the suitability between the assignment and the criteria that had been settled. 68.33% teachers gave feed back to the students.

c) Psychomotor aspect

Based on the research result, the psychomotor aspect as follows:



Picture 3: The use of psychomotor instrument for the assessment of 2013 curriculum

According to the above chart, it can be informed that 51.67% teachers gave the students information to make same understanding about the criteria of assessment. 75.83% teachers always communicated assignment to the students. 49.17% teachers checked the available tool and material that were used to performance test. 64.17% teachers did assessment during the preparation time. 85.83% teachers noted the result of assessment. 38.33% teachers did evaluation during the project execution. Then, 35% teachers did judgment during the reporting of project.

Moreover, 50.83% teachers did assessment in product preparation phase. 53.33% teachers did assessment in product production phase. 68.33% teachers did assessment to products that student produced. 54.17% teachers answered that always did portfolio evaluation. 47.5% teachers documented the portfolio assessment result suitable with the form settled. 44.17% teachers gave the students chance to improve their work. 56.67% teachers showed the documentation of best portfolio work. 60.83% teachers saved the entire portfolio into folder that had been given identity of students. 60% teachers gave final mark with feed-back to each student.

4. Discussion

According to data that were obtained from above descriptive analysis, it can be discussed about the implementation of authentic assessment in 2013 curriculum for entire elementary schools in Padang, as follow:

1) Assessment of Attitude/Affective Competency

Based on the research analysis result toward attitude competency assessment, including: observation, self-assessment, peer-assessment, or journal evaluation.

The teachers always did monitoring about the students' performance during the learning process. They asked the students to do self-assessment together with peer-assessment and decided the amount of students whom assessed. They noted the dates of every student's performances and compared the performance to the assessment indicator. In

order to the indicators of attitude assessment were able to implement well, from the respond of questionnaire to the teachers, it can be seen that the percentage of teachers in doing assessment indicator of affective aspect was less than 70%. It means in this context the teachers were not effective yet in doing assessment for affective aspect (attitude competency). In indicator of particularly self-assessment and peer-assessment, the percentage did not reach 50%. In general, it was considered that affective aspect was in high category. According to Wilson and Wing (1998), the technique in self-assessment was able to use to measure the cognitive, affective, and psychomotor competency.

Self-assessment is defined as "monitoring of one's own levels of knowledge, performance, abilities, thinking, behavior and/or strategy" (Wilson and Wing, 1998:2). The quotation above indicated that self-assessment is action to monitor the level of performance, ability, behavior, and strategy that someone did in facing a task given. Besides, self-assessment consists of three domains, namely knowledge, ability, and attitude. Based on the data above, it can be informed that self-assessment and peer-assessment were used not optimal. The result of interview and observation also showed that the assessment of affective aspect did not numerously by the teachers in implementing 2013 curriculum.

2) Assessment of Knowledge/Cognitive Competency

According to the result of research analysis toward the assessment of attitude competency, these include: written test, oral test, and assigning task. The teachers gave the questions more often in form of multiple choices, filling the blank or explanation than making match (pairs) and true-false format. In doing oral test, they made questions list that was settled to become a reference to test one by one student by giving brief questions and clear speeches.

The teachers avoided in giving particular sentences that able helping the students. In process of oral test, they provided sufficient waiting time to students thinking their answers, and compared the students' answer with score rubric together with giving the feed-back to the students. Based on

the data explanation above, it informs that most of teachers assessed cognitive aspects by using written test which was explanation format or long answer. Moreover some teachers did oral test to the students by using direct question-answer format. According to Sudijono (2009), oral question was a variation test of explanation format. The oral test assessment was used frequently in final examination of religion and social subjects. There were some advantages of this kind assessment, such as: giving chance to the teachers and students to determine how well the teachers or the students able to infer or express their selves, the students were not so dependent to choose answers but to give the correct answer, and the students able to respond freely. Oral assessment aimed to disclose as much as possible the students' knowledge and understanding about the materials tested. In general, from the information of questionnaire analysis result about knowledge competency, it can be summarized that the implementing knowledge competence assessment in entire elementary schools in Padang was in enough high level.

3) Assessment of Ability/Psychomotor Competency

Based on the result of research analysis toward attitude competency, these include: performance-show, project, product and portfolio. From the questionnaire data, it informed that the teachers continuously communicated what assignments the students would do, checked the availability of tools and materials that would be used to the show, decided how long allocated time to work and noted the result of assessment. Whereas in assessing project, the teachers did assessment while the time of planning, executing, and project reporting. Besides, to assess product, the teachers did the assessment from preparation, production until the product done. The percentage of these project and product assessment was less than 60% for the teacher assessed its process. For authentic assessment in assessing the students' psychomotor, it was so important to assess the process since the teachers need to know how the process in producing that product.

The teachers did portfolio assessment. They frequently documented the portfolio output, showed the documentation of best portfolio work, and kept the entire portfolio into folder that had been labeled with identity of each student together with giving the final mark and feed-back to the students. Based on the questionnaire analysis, it can be summarized that the implementation of psychomotor assessment for entire elementary schools in Padang was in enough high level.

5. Conclusions and Suggestions

Based on the result and discussion above, it can be concluded as follows, the assessment of affective aspect according to the above indicator stated that the teachers still were not optimal in doing self-assessment and peer-assessment so that this kind assessment need to be increased. The assessment of cognitive aspect in authentic evaluation of 2013 curriculum was in good level. The teachers had varied the format of assessment, especially explanation and oral test. The assessment of psychomotor aspect to assess its process was less optimal and still need improved.

According to the conclusion above, it suggests the teachers to more optimize the assessment of three areas in learning. The headmaster is also hoped to facilitate training for the teachers to do authentic evaluation.

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