

Teacher Problematics in Applying Authentic Assessment in Curriculum 2013 of Class IV State Elementary School in Serang Subdistrict

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Abstract

This study aims to analyze the teacher's understanding of authentic assessment, analyze the process of applying authentic assessment, identify teacher problems in applying authentic assessments and the efforts of teachers and principals to address teacher problems in applying authentic judgments. The type of research is qualitative research and phenomenological research design. The subject from this study were grade IV teachers and the elementary school principals in Serang Subdistrict. Data collection techniques used are structured interview methods, observation, and documentation. The technique of checking the validity of the data uses source and method triangulation techniques. Data analysis techniques carried out during the study include data reduction, data presentation, and conclusions. The results showed that the teacher understanding of authentic assessment was good but not maximal, the teacher used the assessment instrument in accordance with the guidelines in Curriculum 2013, the application of authentic Public Elementary School in Serang Subdistrict had gone well, but some things were still constrained, teacher problems in applying authentic assessment, teacher efforts are questioned and answer with colleagues, seeking information from other sources, following the data update and workshops, training and training using computer. The principal's efforts are as follows: understanding the difficulties of the teacher, finding examples of appraisal applications, finding friends to explain, giving the assessment manual giving supervision to the teacher and giving evaluations to the teacher.

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INTRODUCTION

Education is a necessary thing for printing the next generation of the nation and state of Indonesia, which has high dignity. According to Merta, Suarjana, and Mahadewi (2015), the existence of education is expected to grow and develop the potential, talents, and personality that exist in a person so that the goals of education in Indonesia can be said to be achieved. Educational goals can be said to be made if it can develop human beings to be fully human, or it can be said that the purpose of education is to humanize humans, which means that humans are free to develop themselves according to their potential. To achieve a predetermined educational goal, a curriculum is needed to carry out this education. The quality of education is a problem that has always been strived for improvement by the government. The quality of Education control is the quality control of human resources (human resources) in the system. To understand of this control, information about the condition of the students is needed, whether there are changes, whether the teacher functions, whether the school supports the implementation of educational programs so that the results can be achieved optimally.

One of the methods to be able to control quality in education is by conducting an assessment. According to Clements, and Cord (2016) revealed that assessment is an essential component in learning and the learning environment and has a role in knowing learning outcomes. The assessment process in education is done to obtain data on the development of student learning outcomes. The assessment carried out is expected to be an instrument of quality assurance, quality control, and quality improvement in the education system both in class and school.

According to Alfianto, Florentinus, and Utomo (2015), the curriculum is a system, which means that between components with each other are mutually assembled. Elements in the curriculum include curriculum objectives, curriculum content, strategies, learning methods, and curriculum implementation strategies and

curriculum organizations. With the existence of this curriculum, it is expected that education in Indonesia can run as expected. Curriculum 2013 is an improvement from Curriculum 1996 (KTSP). Curriculum 2013 emphasizes improving the ability of skills and soft skills, which includes aspects of competency, attitudes, skills, and knowledge. One emphasis in Curriculum 2013 is authentic assessment.

This authentic assessment is considered to have its advantages compared to previous assessments. Authentic assessment tends to pay attention to sharing aspects that exist in students such as knowledge, attitudes, and skills, while assessment in the last curriculum tends only to pay attention to issues of students' knowledge. Therefore, authentic assessment is considered as an appropriate assessment to measure the extent of student learning abilities and results. According to Amanaturrahmah, Kardoyo, and Rifai (2016) explained that authentic assessment, of course, the teacher has a very important role because planning and implementation of assessment is one of the main tasks of the teacher. No matter how good the concept and purpose of authentic assessment is, if the planner and executor cannot implement it properly, then the goal of authentic assessment in Curriculum 2013 will not be achieved.

Curriculum 2013 for learning assessment refers to the Minister of Education and Culture Regulation No. 23 of 2015 concerning educational assessment standards. According to Cintang, Setyowati, and Handayani (2017), authentic means, the actual situation is the ability or skill possessed by students. The use of authentic assessment in this assessment can provide a solution in describing the improvement in student learning outcomes, both in observing, reasoning, trying, and building networks.

The three-year PISA study organized by the Organization for Economic Cooperation and Development (OECD), UN agency based in Paris in 2012, states that the students focus on identifying and understanding and using the basics of mathematics needed in everyday life, placing Indonesia in 64th position from 65 countries, Almond, Winter, Cameto, Russell,

Sato, Clarke-Midura, Torres, Haertel, Dolan, Beddow, and Lazarus (2010).

Based on data obtained from PISA in Earl, and Giles (2011), it can be concluded that the learning that is being done now is not maximal and does not encourage students to be actively independent. One solution to solve this problem is by evaluating or evaluating the learning process. Therefore, in Curriculum 2013, the authentic assessment was applied, which would be a serious emphasis on the teacher in evaluating student learning outcomes by really paying attention to all interests, potential, and achievements as well as comprehensively.

The elementary school in Serang subdistrict which is selected is an elementary school in the Serang subdistrict that has implemented Curriculum 2013 which was directly appointed by the government as a pilot school for the implementation of Curriculum 2013 and had been running for the past three years. But in the implementation of Curriculum 2013 there were problems encountered by the teacher is on authentic assessment itself, in this authentic assessment the teacher was required to be able to use IT (Technology Science) in carrying out the assessment, while the teacher was still confused in using IT (Technology Science), because in the previous curriculum (KTSP) in evaluating teachers only used a manual system.

METHODS

This type of research is qualitative research and phenomenological research design. Qualitative research is a study aimed to understand social phenomena from the participant perspective (making theory); this is obtained through participatory observation in the lives of the participants (Sutama, 2015). The speakers from this study were fourth-grade elementary school teachers and elementary school principals in Serang District. This research was conducted to describe the facts and characteristics of the object/subject being examined is in the management of the authentic assessment of Curriculum 2013.

Retnawati (2016) data collection techniques are carried out by interview, observation, and documentation techniques. The interview is a technique of gathering information through question and answer to the resource person. Observations are observations made related to phenomena that occur. Documentation is a record of events that have occurred.

The validity of the data used in this study is source triangulation and methodological triangulation. Triangulation techniques use different data collection techniques with the same data source. Triangulation of sources uses different sources with the same technique.

The data analysis technique in this study uses the model of Miles and Huberman, arguing that the activities in qualitative data analysis are carried out interactively and take place continuously until complete so that the data is saturated (Sugiyono, 2015). Data analysis activities, namely data reduction, data display, and conclusion drawing/verification.

RESULTS AND DISCUSSION

Teacher's Understanding of Authentic Assessment

Based on the observations of the researchers, after the teacher applied the concept of authentic assessment so far, the teacher explained that the authentic assessment process was an assessment based on the actual conditions or reality of the students. Teachers do authentic evaluations when the learning process takes place in the classroom. Authentic assessment has three aspects are attitude divided into two: spiritual and social, knowledge, and skills. Authentic assessment has its own advantages as more detailed and clearer because all students' abilities are measured and assessed as well as the advantages and disadvantages of students and more diverse also in the assessment because it measures three aspects in students so that the assessment is more complete and becomes a guideline for the teacher in evaluating all aspects.

Based on the above findings, there is a conformity with Yulastuti research (2017) "Authentic assessment is an assessment approach

and instrument that provides broad opportunities for students to apply the knowledge, skills, and attitudes that they already have in the form of tasks: reading and summarizing, experiments, observing, surveys, projects, papers, writing essays and class discussions.

Conformity is also found in the Curriculum Center in Yunus, and Retnowati (2014) entitled Evaluation of the Implementation of Class Assessment in Mathematics Subjects of Public Middle Schools in Central Lombok Regency. Explain that authentic assessment is a process of collecting, reporting, and using information about student learning outcomes by applying the principles of assessment, ongoing implementation, authentic, accurate, and consistent evidence of public accountability.

The teacher's record in Public Elementary School in Serang Subdistrict is about the attitudes and behavior of students in daily activities inside or outside the classroom. That suitability is also found in Uryawan (2015) Authentic assessment is an assessment of tasks that resemble reading and write as well as in the real world and at school. The purpose of the assessment is to measure various skills in a variety of contexts that reflect real-world situations where these skills are used.

The instrument in the authentic assessment used by teachers in Public Elementary Schools in Serang Subdistrict to assess aspects of attitude assessment was observation, self-assessment, and evaluation among friends. As for the assessment instrument, the assessment of knowledge is written tests, oral tests, and assignments. Whereas for assessment instruments, the skills aspects used are: work assessment, product assessment, and portfolio assessment.

Based on the findings above, there is conformity with the Technical Guidance for Assessment in Primary Schools (2013). The assessment techniques and instruments are as follows:

Attitude competency assessment

Observation is an assessment technique that is carried out continuously using the senses, both directly and indirectly, by using an

observation format that contains several observed behavioral indicators.

Self-assessment is an assessment technique by asking students to express their strengths and weaknesses in the context of achieving competence.

Inter-student assessment is an assessment technique by asking students to assess each other related to students' daily attitudes and behavior.

Journal is a record of educators inside and outside the class that contains information on the results of observations about students' strengths and weaknesses related to attitudes and behavior.

Skills competency assessment

A job assessment is an assessment that asks students to do a task in the real situation that applies the knowledge and skills needed. Product is an assessment of students' ability to make technology and art products (three dimensions).

Projects are assessments of tasks that contain investigations and must be completed within a certain period/time. Portfolio Assessment is an assessment through a group of student works arranged systematically and organized, which is carried out over some time.

Assessment of knowledge competence

The written test is a test in which the questions and answers are written in the form of multiple choices, stuffing, true-false, matchmaking, and description. Oral tests in the form of questions given by the teacher in a verbal (oral) manner so that students respond to these questions in a manner also, giving rise to courage.

The assignment is an assessment carried out by educator, which can be in the form of homework and projects either individually or groups according to the characteristics of their duties.

All aspects of student assessment that have been assessed will be included in the assessment app containing student input data and output data. In the input data contains a column assessing spiritual attitudes, social attitudes, knowledge, skills, local content, Islamic Education, Midterm test (UTS), Final Exams (UAS). It is shown in the output section of the

data: insert report cards, skill portfolios, quantitative report cards, descriptive report cards, and Cumulative Register Value (DKN). The researcher saw that the teacher assessed all components by the instructions for use; there were no additions or deductions. So far, teachers in Public Elementary School Serang District have understood the concept of authentic Curriculum 2013 according to applicable assessment standards.

Process for Application of Authentic Assessment

The application of authentic assessments in Public Elementary Schools in Serang Subdistrict has gone well because it has implemented Curriculum 2013, which is almost four years. At the beginning of the application of Curriculum 2013, especially this authentic assessment, the teacher did feel confused because it was not explained in detail and details about this authentic assessment, but the more here the teacher in the elementary school became more understanding and clearer about authentic assessment. But some teachers are still constrained in authentic assessment.

Teacher Problems in Applying Authentic Assessment

Teacher Problems in Applying Authentic Assessment to Elementary School Curriculum 2013 in Serang District.

Time, authentic assessment takes a long time for the teacher because of the many aspects that must be assessed by the teacher, as well as the number of guidelines and manuscripts of the answer key that must be prepared by the teacher because in this Curriculum 2013 teachers feel burdened with administration, while the teacher has been burdened with the amount of teaching material.

Complicated, in the assessment of Curriculum 2013 teachers were assisted with applications made by teachers in Public Elementary School in Serang Subdistrict but because of the large amount of data archiving and assessment aspects that must be processed by teachers caused overwhelming and confusion for

teachers such as senior teachers still feeling confused because too complex data assessment and processing.

The situation of students who are less supportive, for some classes students have difficulty in understanding the material because the amount of material must be absorbed in one theme and the difficulty of students in collecting assignments, so the teacher must collect student assignments so that the student scores are not under the Minimum completeness criteria (KKM).

Computer Use, this Curriculum 2013 is indeed required for teachers to work using computers, but this creates problems, especially for senior teachers who are less proficient and fluent in using computers, so they must ask for help from colleagues and family to do filing and processing data.

Conformity, Nurhayati, Jayusman, and Ahmad research (2018) which explains the implementation of authentic assessments in history learning, that teachers have difficulty implementing authentic assessments because teachers' understanding of authentic assessment is still lacking, teacher creativity, characteristics of non-supportive students, lack of authentic assessment training, and insufficient time.

Conformity is also found in Purwanti research (2014) which shows that the obstacles faced by teachers include: training activities and opportunities to attend seminars on the implementation of Curriculum 2013 have not been evenly distributed, not able to manage time to conduct assessments according to curriculum requirements, incomplete the type of assessment used, is not used to compiling assessment rubrics.

In addition, there is also conformity from Munawati research (2017), explaining that the results of applying authentic assessments on thematic learning in elementary school are known from the teacher assessment process, namely, assessment planning, implementation of assessment and analysis and reporting of assessments. There are several contributing factors such as a lack of teacher understanding, many aspects of assessment, a number of students who are not small, frequent changes in

government regulations, lack of time, lack of a companion book for teachers and students following Curriculum 2013 and a lack of training provided to teachers.

As well as from the Pusparani, Samsudi, and Haryadi research (2017) explained that in his study there were several obstacles, namely: complicated planning, the number of components that the teacher observed simultaneously in the implementation of the assessment, the attitude assessment that must pay attention in detail with the number of students a lot.

Teacher Problems in Applying Authentic Assessment Based on Types of Authentic Assessment

Project appraisal

The teacher's problem in evaluating this project is that the assessment of the project requires a long time in the process so that it reduces the students' time to study and the teacher cannot monitor the work on this project. In the execution of the project, there is a possibility that there are students who do not take part in participating, so the results are not objective in carrying out the project.

Performance assessment

Teachers' problems in performance appraisal, namely in the performance appraisal, take a long time so that it cannot be comprehensive for all students in one class because of the large number of students, besides that the teacher cannot convey the material thoroughly.

Journal

Teacher problems in journals, namely in journal assessments, require precision for the teacher, so that if they are not careful, the results of the journal assessment may not be valid, because the teacher sometimes fills out journal entries only the teacher remembers.

Written assessment

The teacher's problems in the written assessment are the difficulty of students in

understanding the subject matter because too much material must be absorbed in one theme, besides the teacher also has difficulty in analyzing basic competencies scattered in the theme due to the many different basic competencies and basic competency sounds.

Efforts of Teachers and Principals in Overcoming Authentic Assessment Problems

The aims of teachers and principals in overcoming teacher problems in applying authentic assessments in the Serang District Elementary School are as follows:

The aims of the teacher in overcoming the issues of applying authentic assessments to public elementary schools in Serang District are as follows:

Question and answer with colleagues who are more skilled and understand authentic assessment to exchange opinions about the problems faced so as not to confuse the teacher.

Search for information from other sources such as from the internet and the accompanying assessment book. Following the development and workshops held by the Office, there are also training conducted from Gramedia.

Exercise using computers; senior teachers practice their ability to use computers, both with the help of peers and with their families at home, to be more skilled in using computers.

Efforts of principals to address teacher problems in applying authentic assessment. The efforts of the principal in overcoming teacher problems in applying authentic assessments to public elementary schools in Serang District are as follows:

Understanding the difficulties of the teacher, after that the principal with the teacher discusses the most problematic solutions to the problem, namely, authentic assessment.

Find examples of assessment applications, for the application of this assessment the principal asks directly to Educational Quality Assurance Agency (LPMP). After getting the application the principal appoints a number of friends to help explain the application and helps to do archiving and value processing.

Provide the latest assessment manual from the 2013 Technical Curriculum Guide to Primary Schools. In this guide, there are examples of assessments that must be used by the teacher and how to process grades in report cards.

Provide supervision to the teacher. Supervision is carried out by the principal before the learning process, the learning process, and after the learning process. Provide an evaluation to the teacher about the assessment that has been done and provides motivation using good judgment.

CONCLUSION

The conclusions of this study that teachers' understanding of authentic assessment is good; teachers have used authentic assessment instruments that are following the guidelines for the authentic evaluation of Curriculum 2013 assessment standards. The application of authentic assessments in Public Elementary Schools in Serang Subdistrict has gone well; only teachers still experience difficulty in applying it. The problems that arise in authentic evaluations include the problem of time allocation, incomplete assessment instruments, readiness of teachers in conducting assessments, students' unpreparedness in conducting self-assessments, and the use of authentic assessment applications. The efforts made by teachers and principals in overcoming the problem of authentic evaluation of Curriculum 2013 are to make improvements to authentic assessments that are still problematic so that problems so far can be resolved.

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