



## Increasing Skills in Writing Literature Study on Research-Based Learning Through Authentical Assessment Lecturing in Innovation Class of Social Science Learning

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### Abstract

The purpose of this study is to determine whether the improvement of literature review skills on research-based learning can be pursued through the authentic assessment of the lectures of the Innovation of Learning IPS of PGSD students. This type of research is a classroom action research, using a spiral model of C. Kemmis and Robin Mc. Taggart. The research procedure uses 2 cycles, each cycle consists of 3 stages namely, 1) action planning 2) implementation of action and observation, 3) reflection. The subjects of the study were all students of PGSD Class 2014 E of the subjects of Innovation of IPS Learning as much as 27 students consisting of 7 male students and 20 female students. Data collection techniques use observation and product assessment. Data analysis technique is a percentage technique that compares literacy review writing skills through authentic assessment in IPS lectures between cycles. The result of the research shows that there is an improvement of writing skill of study lecture study of IPS learning innovation, which is pursued through authentic assessment. This is evident from the improvement of writing skills worthy of achievement from cycle 1 to cycle 2 ie from 62.14% of 27 students increased to 72.60% of all students in cycle 2. Writing skills in research-based learning is a skill to express the idea of the problem, Organizing facts, concepts and principles, use of EYD grammar and grammar. Authentic assessment is an assessment consisting of connection aspects, reflection aspects, and feedback aspects

### How to Cite

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## INTRODUCTION

Both contain rational and empirical data. Based on that, it is necessary to develop the activity of writing a scientific report that begins by writing a literature review first, before the students plunge into the field. Both contain rational and empirical data. Based on this, it is necessary to develop the activity of writing a scientific report that begins by writing a literature review first, before the students plunge into the field.

Student of Primary School Teacher Education (PGSD) FKIP SWCU Salatiga is a prospective teacher who will become a teacher, must do research. In addition, in KKNI, emphasizing research-based learning. Therefore, it is necessary to encourage the 3rd year students in the learning innovation course of IPS SD to carry out simple research by conducting field study. Ongoing learning-based research and product lectures in the form of research reports. In order for the research report to succeed well, it is necessary to improve writing literature review skills. To know the amount of skills students have to write, need measurement. Measurements used for writing skills are authentic judgments.

Authentic assessment is expressed by Gulikers, Bastiaens, and Kirschner, (2004: 69) which defines that; An assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life. The forms of assessment concern students' learning reflections, behaviors, motivations and relevant learning attitudes. Authentic assessment as an effort to assign tasks to learners such as researching, writing, revising and discussing articles, providing oral analysis of events, collaborating with each other through debate, etc..

Scott (2003) in Afifah et al. (2016: 451) explains that, in authentic judgments there are three main aspects, namely connecting, reflecting, and feedback. Connection aspect serves to encourage students to relate facts, concepts, and principles together in solving problems. The reflection aspect serves to assist the student in developing self-awareness and reflective skills of what has been learned. Feedback aspect serves to give feedback to the results of student reflection. Through feedback, students will receive feedback from lecturers in the form of inputs that can be used to improve the work of students, through intensive faculty lecturing. Authentic assessment encourages learners to construct, analyze, synthesize, interpret, explain, and evaluate information and then turn it into new knowledge. So an authentic assessment is an assessment that covers all aspects of learning competence, consisting of connections (connecting between concepts, facts and generalizations), reflections (developing reflections from those already learned) and feedback from lecturers. Through authentic assessment encourages learners to improve their writing skills. Writing skills in research-based learning are skills in listening to readings to express the idea of finding a problem, speaking to organizing facts, concepts and principles (reading the problem), reading to revise or researching the use of language and writing by using the correct grammar in solving problems. Concept of IPS. Thus, improving student writing skills related to the quality of prospective elementary teachers needs to be improved. This is supported by the opinion of Mozes Kurniawan (2016: 33) which explains that teachers in Indonesia still need to develop their professionalism. Explained by Mawardi (2014: 44), that the focus of teacher professionalism development is essentially development of competence teacher itself.

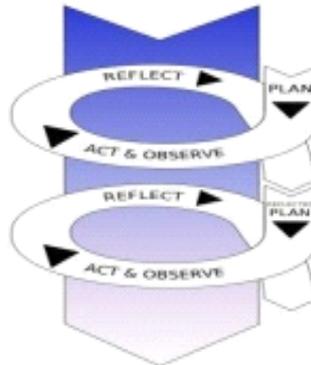
Based on the above issues, it is necessary to improve the writing skill of IPS research-based innovative learning literature study through authentic assessment. The research problem formulated is whether the improvement of writing skills study literature learning innovation based IPS research can be pursued through authentic assessment. The purpose of the expected study is to find out whether the improvement of writing skills study literature learning innovation based IPS research can be pursued through authentic assessment.

## METHODS

This research was conducted in PGSD Faculty of Teacher Training Faculty of Satya Wacana Christian University of Salatiga in the first semester of academic year 2016/2017. The subjects of the study

were 14 class of E students, consisting of 27 students, consisting of 7 male students and 20 female students. In this study there are two variables of writing skills in research-based learning and authentic assessment. Writing skills in research-based learning are skills to express problem ideas, organize facts, concepts and principles, use of EYD grammar and grammar. The dependent variable of the authentic assessment is an assessment consisting of connection aspects, reflection aspects, and feedback aspects.

The type of this research is classroom action research (PTK) with PTK procedure using at least two cycles. Each cycle consists of three stages namely, planning, implementation of action and observation, and reflection. PTK model like this is a spiral model proposed by Stephen Kemmis and Robin Mc. Taggart. Stages of activity in each cycle are described in detail in the following figure.



**Figure 1.** Spiral-Based Action Research by Stephen Kemmis and Robin Mc. Taggart

Type of research data in the form of primary data. Techniques of data collection using observation with the form of an instrument of observation guidance in the form of rating scale (rating scale) which is accompanied by rubric. Data analysis technique is a percentage technique that compares between literacy writing skills between cycles.

Test of research instrument using validity test and reliability test. This research is said to be successful, if the number of students who achieve high writing skills reaches 80% of all students

The data analysis technique uses a percentage technique that compares the writing skills between cycles. The researcher is the lecturer of the course concerned.

## RESULTS AND DISCUSSION

Student's writing skill is done in learning activity of IPS SD learning innovative learning-based learning. Research-based learning in the IPS SD Learning Innovation lecture is conducted within one semester, ie in semester 1 academic year 2016/2017. Implementation of student-centered learning that students are active and involved in learning and faculty as a facilitator. In the study of IPS SD innovation based on research, it is designed by giving topics of lecture for each group in this case the students listen to the basic concept concept of IPS discipline, the formulation of the basic concept concept of IPS discipline, reasoning (in this activity arrange the literature review based on problem formulation) , Collecting data in the field (in this case outdoor in Parangtritis DIY), analyzing the results of data collection, drawing conclusions, presentations and making reports. The literature review is one of the earliest activities in research that will determine the next steps, becomes important.

In preparing the literature review requires writing skills. Writing skills in research-based learning are skills to express problem ideas, organize facts, concepts and principles, use of EYD grammar and grammar. Activity in this research-based learning consists of writing, reading and communicating activities through activities that have dynamics and changes quickly and then respond widely (Risya Pramana Situmorang, 2016: 52). Furthermore, the ability of the learners is the ability to write, read and communicate by Tang (2015: 307) called literacy.

The skills to express the idea of the problem in question is the skill in expressing the choice of ideas to reveal the essential concepts in IPS to answer the issues raised. The skills of organizing facts, concepts and principles are skills in connecting facts related to social issues with the IPS concept of each IPS discipline and the use of IPS principles. Skill of grammatical use in question is in submission of literature review idea, need to use good Indonesian grammar, so that reader can understand every sentence written. While the intended in EYD's writing is the literature review following EYD. By paying attention to the four skills mentioned above, the writing skills of literature review to be good, and easy to understand.

The result of the study of literature review skill based on percentage of students, in detail presented in table 1 below.

**Table 1.** Distribution Percentage Number of Undergraduate Students Writing Skills Literature Skills

Cycle	Idea	Organization	Grammar	EYD	Score
Pre	17,40	12,80	10,25	4,91	45,46
I	24,33	16,54	14,45	6,82	62,14
II	29,30	21,60	14,80	6,90	72,60

Source: Primary Data

From table 1 it appears that the result of students' writing skill is improved from before there is an authentic assessment action on the pre cycle of 45,46% from all students, increase in cycle 1 reaches 62,14% and increase again in cycle 2 that is 72,6% from All students. In pre cycles, before any authentic assessment, the number of students who literature review worthy of reaching 45.46%. The low percentage of writing skills, caused by the absence of feedback from lecturers. At that time, after students accepted the topic and formulated the problem, the students immediately made a literature review. At this time, there has been no intensive guidance from lecturers, so the literature review that students have not yet directed. This means that disclosure of ideas has not been focused, organizing concepts have not been clearly composed, have not paid attention to good grammar in writing and many writings that do not use a good EYD.

Basing on the results of research obtained from pre cycles, it is necessary to do an authentic assessment. Authentic assessment is an assessment consisting of connection aspects, reflection aspects, and feedback aspects. This assessment of authentic assessment assesses all aspects of learning competence, namely knowledge competence, attitude competence and skill competence. The knowledge competence is related to the substance of the IPS learning innovation course. Competence attitude related to the activities undertaken in learning IPS Innovation is listening, formulating problems, reasoning contained in the literature review. Skill competence is related to writing literature review skills. Thus, in authentic judgments consisting of connections (connecting between concepts, facts and generalizations) in this case is the substance of the literature review, the reflection of reviewing and developing reflections from what has been learned to write the literature review is even better, in other words revising Literature review. Dismissed from the lecturers in the form of inputs for improvements of literature review, so that students can improve the study of libraries that have been made. Through authentic assessment, students benefit more and encourage students to improve the writing that has been made for the better.

Student literature writing skill, after authentic assessment, shows the result that increase from the previous that is in cycle 1 reaches 62,14% from 27 skilled student write worthy, and in cycle 2 reach 72,60%. Although the percentage of student writing skills has increased, but the improvement achieved is not optimal. Therefore. The improvement of writing skills still needs to be improved again.

Based on the results of the authentic assessment, the distribution of the acquisition of writing skill scores with scores A, B, C and D, in detail presented in table 2 below.

**Table 2.** Distribution of Authentic Student Rating Scores According to Writing Skills Literature Skills

Cycle	Pre-Cycle		I		II	
	Fre	%	Fre	%	Fre	%
B (70-84)	1	3,70	10	37,04	18	66,67
C (55-69)	15	55,56	14	51,85	9	33,33
D (40-54)	11	40,74	3	11,11	0	0,00
Jumlah	27	100,00	27	100,00	27	100,00

Source: Primary Data

Table 2 scores obtained by the students using an authentic assessment. Authentic assessment is an assessment consisting of connection aspects, reflection aspects, and feedback aspects. It appears from table 2, from cycle 1 and cycle 2, none of the students get the value of A. But the student score for B has increased from pre cycle, cycle 1 and cycle 2 that is from the students score increase, ie in pre cycle 3 , 70, increased to 37.04 on cycle 1 and up again in cycle 2 to 66,67%. Increase in the number of students who get the B value, is a natural thing because the students have obtained an action in the authentic assessment that has experienced lecturer and feedback.

The value of C and D between cycles decreased, ie for the C value of 55.56% pre cycle, down to 51.85% cycles 1 and down again to 33.33% in cycle 2. This is reasonable, because it has received assessment action Authentic, students are increasingly skilled in writing literature review. Likewise, the value of D, also decreased from 40.74% pre cycle, decreased to 11.11% cycle 1 and decreased again to 0% in cycle 2. Decrease in scores to non-skilled students wrote this literature review in accordance with the fading Delivered by Jacob S. Blumner (2008: 21-25), that the lack of writing is in the linguistic aspects and writing techniques, especially the inconsistent vocabulary and writing of the presentation. Aspects of language and writing techniques in this study are indicated by writing following EYD. This is reinforced by the results of research Isah Cahyani (2005: 14), which found that students find it difficult to write a paper, which is caused less able to develop paragraphs, organize the language effectively, especially to compose the sentence, memakepkan appropriate vocabulary, and using writing mechanism, Writing techniques. For that, Bloom in Wasitohadi, (2014: 69) explained that the important factor in learning is the environment in the classroom.

## CONCLUSION

Based on the results and discussion, the conclusion obtained is that there is an increase in writing skills study literature learning innovation based IPS research pursued through authentic assessment. Based on these two things, new ideas are developed which are the essence of the research findings.

Based on the results of research and findings obtained, the recommendation given is the improvement of writing skills for students is necessary, therefore the lecturers in learning need to use research-based learning using authentic assessment.

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