



THE ANALYSIS OF AUTHENTIC ASSESSMENT IMPLEMENTATION USING ANEKDOT RECORD WITH DIVISION OF STUDENTS MODEL

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Abstract

Authentic assessment with anecdot note with division of students' model is an assessment model with division into several groups. The implementation of anecdot notes in the Mawar Cluster Semarang Regency is the teacher records all the activities, attitudes, and behaviors of children which are carried out by children every day or that appear suddenly. In implementing anecdot notes, the teacher sometimes only records negative things; as a consequence, the teacher skips positive behavior that can enter anecdot notes sometimes. The purposes of this study are to determine teacher understanding of the implementation of authentic assessment using anecdot notes in the Mawar Cluster Semarang Regency. Then, it is to find out the process of analyzing anecdot records with the division of students model conducted by teachers in the Mawar Cluster Semarang District. This study uses qualitative research methods with the type of descriptive research method percentage. Data are collected using questionnaires and interviews, questionnaires are filled out by each class teacher, while interviews are conducted to the vice-principal of curriculum in the institution. The respondents in the study are 26 teachers taken from the TK Negeri Pembina (Pembina State Kindergarten) Semarang Regency, TK Kartini 01 Karangjati, and Kartini 02 Kindergarten. The results of the analytical study of authentic assessment implementation variables are obtained on average = 45.85, minimum value = 39, the maximum value = 53, the middle value (median) = 45, the frequently occurring value (mode) = 44 and the standard deviation = 2.96. 92.31% of teachers carry out authentic assessments very well, 3.85% of teachers perform authentic assessments very well, and 3.85% of teachers do authentic assessments very well. The results of the interviews are obtained from the results of an authentic assessment analysis process using anecdot record with a division of students model conducted in the Mawar Cluster Semarang Regency following the stages of assessment that is daily assessments, then described in data compilation and summarized into report results of child development.

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INTRODUCTION

Early Childhood Education is conducted to see the achievements of children's development outcomes in order to optimize their development. According to Mansur (in Octavia et al., 2016: 60), "Early childhood is a child in 0-6 years old. They are in the unique growth and development phases. They have their own growth and development patterns based on their stages" to determine the development of the child, teacher carries out the assessment. Assessment is an important part of the education process in an institution. The ability to observe children mastery of the stages of child development is a requirement for PAUD (Early Childhood Education) teachers to make an assessment.

One of the emphases in the 2013 Curriculum is authentic assessment (authentic assessment). Authentic assessment asks students to do what children have understood, it can be knowledge, skills, and whatever competencies they have and understand so that the child is more active and imaginative. Majid (2009: 186) explains that authentic assessment is the process of gathering information by teachers about the development and achievement of learning done by students through various techniques that are able to uncover, prove and demonstrate precisely that learning objectives and abilities (competencies) have really been mastered and achieved.

Authentic assessment of early childhood education is a process so that it is not only carried out once or twice at a certain time, but continuously and continuously. Monika (2017: 13) explains that "the teachers are required to have competence in various fields including personal competence, professional competence, pedagogical and social competence." Assessment in early childhood education can be carried out on all activities carried out by children both at the time the child play, interact with friends or teachers and so on. Authentic assessment in early childhood is carried out to measure all aspects of child development, namely cognitive, language, physical motor, social emotional, religious-moral and moral.

Based on the results of preliminary observations in the Mawar Cluster of Semarang Regency, there are several factors in choosing this title. First, implementing anecdot notes by using the division of students model or grouping students. For example, in the TK Negeri Pembina in Semarang Regency in one study group there are 20 children, in a day the teacher only assesses and observes 4 determined children, so within 5 days all children have been assessed and observed. If in one week there are 6 days of learning then the remaining 1 day is used to review indicators and aspects of development that have not yet emerged.

Division of students model is a teacher's conscious effort to divide students into certain groups in order to achieve the expected goals. The implementation of the model division of students, teacher observes the child's development that appears on that day without ignoring the development of the child who is not observed on that day. Using the division of students model makes it easy for the teacher to make an assessment. However, it is less effective if the model is applied in the implementation of anecdot notes because anecdot notes are children's behavior and attitudes that occur suddenly. So, these behaviors and attitudes cannot be predicted when and where they occur.

Second, the teacher in carrying out anecdot notes by recording all the activities, attitudes, and behavior of children in the child. Furthermore, in carrying out anecdot notes the teacher records all the activities, attitudes, and behaviors of children that are carried out by children who are assessed on that day or activities, attitudes and behaviors that appear suddenly.

Third, the implementation of anecdot notes sometimes only records negative things, so sometimes the teacher skips positive behavior that can enter anecdot notes. For example when a child is usually lacking enthusiasm in playing in the learning area, but on that day the child is excited and wants to play in all learning areas. Then the behavior can be entered into anecdot notes.

The techniques and instruments used in the attitudes, knowledge and skills competencies are as follows: (1) Observation is an assessment technique that is carried out on an ongoing basis both directly and indirectly using the indicator guidelines to be observed (Minister of Culture and Education Regulation No. 146 of 2014). (2) Conversation is an assessment technique to get information about children's knowledge and reasoning about a matter by conducting conversations with children and parents (Zahro, 2015: 103). (3) Assignment is an assessment that aims to deepen the mastery of knowledge competencies that have been learned through the learning process (Kunandar, 2014: 231). (4) Performance is an assessment technique that requires children to show directly given the task, for example singing, dancing and others. (5) The Work, according to Hamid in Widayati (2013: 29) explains that the work is the work of children after doing an activity in the form of handwork or art. (6) Anecdote notes are an assessment technique used to record specific behaviors carried out by children whether positive or negative (Minister of Culture and Education Regulation Number 146 of 2014). (7) Portfolios are continuous assessment techniques that are based on a collection of information that shows the child's development (Jihad et al. In Setiyani, 2014: 31). From the various techniques above, the researcher limits in this study using anecdote note technique because that the assessment of anecdote notes in their use is still less efficient and there is still a lack of understanding of the teacher in the implementation process. Anecdote note is observational technique that has the purpose of gathering information and data about child development, both those listed and those not in the RPPH (Daily Lesson Plan). According to Fridani et al in Widayati (2011: 28) explains that anecdote note is records of children's attitudes and behaviors that are done suddenly by providing factual information about what, when, where, why children do it and how to solve it. Anecdote note in curriculum 2103 is used to record all facts, tell the situation that happened and what the child did and said. Anecdote note is used for daily journals that record all activities carried out by

children every day. Anecdote note can make it easier to find out whether a child's development is listed in the RPPH or not. The anecdote note examined in this study is anecdote note made or recorded by teachers in the Mawar Cluster Semarang Regency, especially records that are made every day either recording behaviors and attitudes carried out every day or behaviors and attitudes that occur suddenly and assess children using the division of students model.

The Division of Students Model means the division of students. The model itself is an object or concept that is used to present a real thing, while the Division of Students is a conscious effort of a teacher to divide students into certain groups in order to achieve the expected goals. The division of students model is often used in conducting assessment activities in early childhood. The assessment activities in their implementation recognize a number of terms to describe a method of assessment conducted by the teacher.

The division of Students Model teacher assesses by focusing on several children. So, it is not all children are assessed and observed in a day but the teacher has grouped students to be assessed and observed on that day. For example, in the number of learning groups there are 15 children, the teacher assesses and observes as many as 3 children a day by not ignoring the children who are not assessed on that day. So that in 5 days all of the children's learning has been observed. If in one week there are 6 days of learning, then the remaining one day is used to look back at the indicators of all children who have not yet appeared. There are two models for conducting an assessment, first using the division of students model or grouping students. Second, teachers can use the method of observing all children, in the implementation of assessment teachers can observe all children every day.

The purpose of this study is to determine teacher understanding of the implementation of authentic assessment using anecdote note in the Mawar Cluster Semarang Regency. And to find out the process of analyzing anecdote records with the division of students model conducted by teachers in the Mawar Cluster Semarang

Regency. The advantage of this research compared to the type of past research is that this study uses a division of students model or divides into several groups. So in a day the teacher only evaluates 4-5 children depending on the number of students in a class without ignoring the children who are not rated on that day. So, if the teacher and student ratio in a class is not balanced, then the model can assist teachers in carrying out the assessment process.

METHODS

The type of this research uses descriptive percentage research, with qualitative research method where after the data collected are classified according to a predetermined problem formulation. The obtained data are qualitative which are described in words or sentences to obtain conclusions. The population in this study are all teachers in the Mawar Cluster in Semarang Regency. The sampling is based on the three institutions assessing anecdote note record using the division of students model or evaluating by grouping students. The sample in this study is TK Negeri pembina Semarang Regency, TK Kartini I, and TK Kartini II. Data collection techniques in this study are a questionnaire (questionnaire), interviews, and documentation. While the percentage descriptive data analysis: determine the average value ($\bar{x}$), determine the standard deviation, after the data is analyzed then the data can be interpreted into a percentage, and then establishing basic criteria for decision making.

RESULT AND DISCUSSION

1. Teacher's Understanding of the Implementation of Authentic Assessment Using Anecdote Notes in the Mawar Cluster Semarang Regency

Dhiene et al. (2016: 75) states "The role of curriculum in learning is important to remember that the curriculum is a guide in the learning process as a whole. The curriculum includes lesson plans which include activities and learning materials, learning objectives, instructional methods, instructional media, and evaluation. "The implementation of authentic assessment is measured using a questionnaire of

16 questions with a score range of 4-1. The percentage of authentic assessment results obtained as follows:

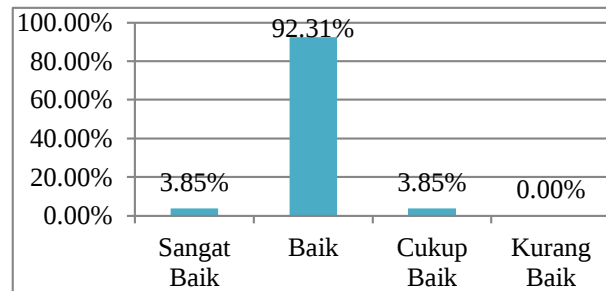


Figure 1. The category of authentic assessment which is performed by teachers in the Mawar Cluster Semarang Regency.

Based on the data above, 92.31% of teachers do authentic assessments well, and 3.85% of teachers do authentic assessments very well. In carrying out assessment, teachers must use assessment standards. Educational assessment standards are national education standards relating to the mechanisms, procedures, and instruments for assessing student learning outcomes (Khafidzoh, 2016: 13).

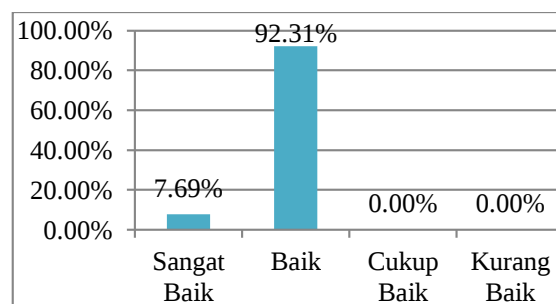


Figure 2. Implementation of anecdote note in the Mawar Cluster Semarang Regency in accordance with the 2013 Curriculum

Implementation of anecdote note in the Mawar Cluster Semarang Regency in accordance with the 2013 curriculum

Based on the results of the analysis of the implementation of anecdote notes in the 2013 Curriculum conducted in the Mawar Cluster Semarang Regency, it is obtained a percentage of 92.31% of teachers implemented anecdote notes in accordance with the 2013 curriculum well by

using a questionnaire with 5 items questions. 7.69% of teachers implement anecdot note according to the 2013 curriculum very well. Anecdot note is used to record all facts, tell situations that occur, what children do and say (Kemendikbud, 2015: 20)

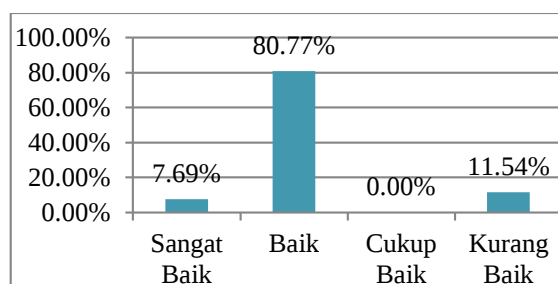


Figure 3. The performance of authentic assessment with the division of students model (focusing on several children).

The performance of authentic assessment with the division of students model (focusing on several children).

Based on the results of the authentic assessment with the division of students model conducted in the Mawar Cluster Semarang Regency which has used a questionnaire with 7 questions, it is obtained percentage of 80.77% teachers perform authentic assessment with the model of division students well. 7.69% of teachers carry out authentic assessment with the division of students model very well. Model division of students is a teacher's conscious effort to divide students into certain groups in order to achieve the expected goals.

Based on research conducted on 26 respondents with a total of 47 questions in the Mawar Cluster Semarang Regency, the research subjects are class teachers of each institution. Based on the results of calculations made using percentages seen from each of the observed aspects, the implementation of authentic assessments on the aspects of assessment techniques was mostly included in the good category with the acquisition of 84.62% percentage, while in the very good category obtained a percentage of 15.38 %, It can be

concluded that most institutions have used assessment techniques in their implementation.

Furthermore, in the aspect of carrying out authentic assessment, some respondents who have done well having a percentage of 92.31%, 3.85% doing very well, 3.85% doing quite well. From these data, it can be concluded that the majority of respondents have carried out the assessment well, although it has not done it very well, and none of the respondents carried out the authentic assessment poorly. Then it can be said that the implementation of the assessment has been implemented well.

Aspects of obstacles in the implementation of authentic assessment of early childhood there are 65.38% are not constrained in the implementation, 34.62% are quite constrained. It can be concluded that the majority of teachers in the Semarang District Cluster are not constrained in carrying out authentic assessment. And in the aspect of anecdot notes in the 2013 curriculum it can be described that 7.69% is very good in its implementation, 92.31% is already good in its implementation. Anecdot or narrative notes (anecdot or narative records) are used by the teacher writing narrative reports about what each student does during the course of action (Ayuningtyas, 2015: 15). It can be concluded that almost 100% are already good at carrying out anecdot notes in accordance with the applicable 2013 Curriculum.

Aspects of constraints in the implementation of anecdot records showed that 23.08% are very unconstrained, 30.77% are not constrained, 38.46% are sufficiently constrained and 7.69% are constrained. It can be concluded that the teacher is quite constrained in carrying out anecdot notes. For the implementation aspect of the division of students model (focusing on a few children) most have done well with a percentage of 80.77%, doing very well with a percentage of 7.69%, and 11.54% are less good in their implementation. It can be concluded that the implementation of authentic assessment with the division of students model carried out in the Semarang District Cluster more than 50% is already good in implementing it. However, there

are still 6.67% which are still not good in the implementation.

The shortcomings and excesses of the division of students model (focusing on a few children) which is conducted in the Mawar Cluster of Semarang Regency obtain 19.23% very good results, 61.54% are good, 19.23% are not good. It can be concluded that more than 50% are already good in overcoming weaknesses and strengths in implementing the division of students model. And there are still 20% of respondents who are not good in handling the shortcomings and the excess. So, from the results it can be illustrated that the implementation of authentic assessment using anecdot records with the division of students model in the Mawar Cluster Semarang is already good in its implementation.

The results of interviews conducted at TK Negeri Pembina Semarang Regency and TK Kartini 2, teachers conduct anecdot notes by recording all activities, behaviors, and attitudes carried out by children. Either, behaviors and attitudes that children do every day or behaviors and attitudes that occur suddenly. So every day the child who is assessed has anecdot note. Assessments made with the division of students model will be less effective if in implementation the teacher ignores the development of children who are not rated and observed on that day, so that the child's development cannot be recorded optimally. The implementation of anecdot note in Semarang Kindergarten State Kindergarten, if there are children who are not assessed and observed developments appear, the teacher remembers them but is not included in the anecdot notes. Dhieni et al. (2016: 75) states "The curriculum evaluation results will show how far the kindergarten curriculum that is used is in accordance with the stages of child development."

The obstacles at TK Kartini 2 are similar to the constraints faced at TK Negeri Pembina Semarang Regency, to overcome these obstacles by not ignoring children who are not assessed and observed on that day. If a child develops but on that day the child is not assessed and observed, the teacher records it in a small book so that on

the day the child is assessed the development is recorded in the anecdot note journal.

Implementation of anecdot note assessments conducted at Kartini Karangjati 1 Kindergarten using the division of students model or grouping students. The teacher divides 3-4 children to be assessed and observed on that day. The implementation of anecdot notes in Kartini Kindergarten 1 Karangjati teachers records the child's sudden development or behavior or attitudes that occur outside the child's habits, so that in one day not all students who are divided have anecdot notes.

The discussion that has been explained above, there are two institutions, namely the TK Negeri Pembina Kabupaten Semarang which conducts an assessment in accordance with the assessment guidelines in the 2013 Curriculum, by assessing and recording all activities, attitudes and behaviors that occur suddenly or the attitudes and behaviors that children normally do every day.

2. Anecdot Notes Analysis Process Using the Division of Students Model in the Mawar Cluster Semarang District

The assessment phase in the implementation of the curriculum according to Hamalik (in Malichatunniswah 2014: 107) aims to see two things, first, which is to see the ongoing implementation process as a control function, whether the assessment is in accordance with the plan, and as a repair function if during the process there are deficiencies. The second is to see the final results achieved. Based on the results of interviews with teachers in the Mawar Cluster Semarang Regency about the process of analyzing anecdot records with the division of students model. The following section are the stages of the anecdot note analysis process using the division of students model:

a. Daily Assessment

Daily assessment which is conducted by the teacher with anecdot notes by observing the child from the beginning of entering until returning home from school. In recording this anecdote, a division of students model is used. The Division of Students Model is a teacher's conscious effort to divide students into specific

groups in order to achieve the expected goals. Anecdote notes are judgments made by observation techniques.

Based on the research results discussed above, the implementation of anecdote notes is one of the daily evaluations. According to the Ministry of Education and Culture (2015: 28) daily assessment is the process of data collection using the daily assessment format instruments listed in the RPPH (daily lesson plan), anecdote notes, and children's work. The anecdote note analysis process carried out in the Mawar Cluster Semarang Regency is by using a division of student model or by dividing children, the average in one class is 20-23 children. So, the teacher can observe 3-4 children in a day, in one day remaining can be used to record the development of children who have not yet appeared.

b. Monthly Assessment

The implementation of the assessment after writing the daily assessment, teacher does the monthly assessment. One type of monthly assessment is data compilation. Compilation of assessment data contains a recap of data from all assessment results such as anecdote notes, work results and checklists. In compiling the data, the development is categorized as follows: BB (Not yet developed), MB (Starting to Develop), BSH (Developing as Expected), and BSB (Developing very Well).

Data compilation is an assessment used as a reference for the results of developments in report cards. To write the results of children's development into report the teacher takes the highest developmental results achieved by the child. Before writing the results of development achieved by children into report cards the teacher writes a developmental narrative in another book. Report is given to the guardians of students every semester for reporting on the results of development achieved by children. Assessment of learning outcomes by functioning to monitor learning progress, monitor learning outcomes, and detect the need for continuous improvement in student learning outcomes (Minister of Education and Culture Regulation No. 104 of 2014). From the explanation of the anecdote note

analysis process using the division of students in the Semarang Regency Cluster, it can be concluded through the following chart:

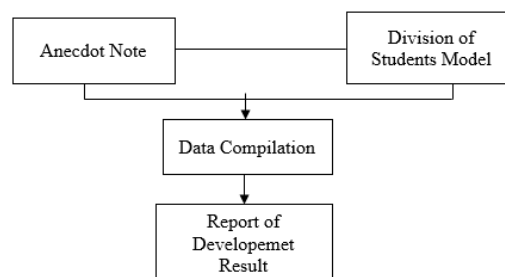


Figure 4. Anecdote Note Analysis Process with Division of Students Model

The follow-up by the teacher in the Mawar Cluster Semarang Regency after evaluating anecdote notes is to use the assessment to improve self competence. The teacher improves the quality of learning so that it can improve children's competence to the maximum.

CONCLUSION

Based on the results of the research and discussion described above, it can be concluded from this study as follows: Overall the implementation of authentic assessment using anecdote notes with the division of students model in the Mawar Cluster Semarang Regency has been well implemented. There are two institutions that assess anecdote note according to the assessment guidelines in the 2013 Curriculum; they are TK Negeri Pembina Semarang Regency and TK Kartini 2. While TK Kartini 1 Karangjati is the one who carries out anecdote note assessments by recording and observing behavior or attitudes that occur suddenly or incidentally.

The process of analyzing anecdote note with the model of division of students conducted by teachers in the Semarang Regency Cluster followed the assessment stage, which is a daily assessment, then described in data compilation and summarized into report cards of children development outcomes. The use of the division of students model in conducting authentic assessments using anecdote notes can simplify the assessment process so that all children can be

assessed without ignoring children who are not rated on that day.

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