Implementation Evaluation Authentic in Learning History Curriculum 2013 at SMA Negeri 1 Purwareja Klampok

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Abstract

The purpose of this research is to 1) to know teachers' understanding of the authentic assessment; 2) know the application of authentic assessment that the teacher has conducted; 3) know teachers' problems in implementing authentic assessment; 4) know the efforts to overcome the obstacles in the implementation of authentic assessment. The method uses a qualitative approach with descriptive methods to obtain the data using interviews, documentary studies, and observations. To test the validity of the data triangulation sources and techniques. Data analysis was performed using analytical models of interaction. The results of this study showed 1) teachers' understanding of authentic assessment of Curriculum in 2013 is still subjective based on personal knowledge; it does not line up with the theory; 2) on the authentic assessment process, teachers have prepared various assessments based on Curriculum 2013, but the implementation is not entirely by the planning on lesson plan; 3) the problems experienced were the number of techniques and instruments that should be implemented, the lack of facilities and infrastructure, and the government regulations were often capricious; 4) efforts that the teachers have conducted are trying every technique, moving classes to obtain adequate facilities and infrastructure, and also keeping in touch with other teachers and curriculum holders.

Keywords: Authentic Assessment, Historical Learning, Curriculum 2013.

Introduction

Evaluation in education is a component that is no less important than the learning process (Zarkasyi, 2016). When the learning process is seen as changing student behavior, evaluating the learning process becomes crucial (Dasopang, 2017; Miftah, 2013). Evaluation is a process for collecting, analyzing, and interpreting information to determine students' achievement of learning objectives (Gunawan, 2011; Ananda et al., 2017). A sound evaluation system will provide an overview of the quality of learning so that, in turn, it can help teachers plan learning strategies (Syafruddin, 2017). For the students themselves, a sound evaluation system will motivate them to improve their abilities. In the 2013 curriculum, assessment standards must be met. According to Permendikbud, standard evaluation and education are critical in terms of mechanisms, procedures, and instruments for assessing student learning outcomes. Reference for this assessment was updated in Permendikbud Number 104 of the year 2014, which was

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It was then updated again with Minister of Education and Culture Regulation Number 53 of 2015. The assessment uses reference criteria, which assess student progress compared to the established competency achievement criteria (Salamah, 2018). The score obtained from a student's formative and summative assessment is not compared with the scores of other students. However, it is compared with mastering the required competencies (Permendikbud Number 66 of 2013).

One of the emphases of the 2013 curriculum is authentic evaluation (Ani, 2013). Authentic evaluation is an activity of assessing students that emphasizes what should be assessed, both process and results, with various evaluation instruments that are adapted to the competency demands in the Competency Standards (SK) or Core Competencies (KI) and Basic Competencies (KD) (Kunandar, 2013, pp. 35-36). The 2013 Curriculum emphasizes this shift in conducting evaluations from evaluation through tests (measuring knowledge based on results only) to authentic evaluation (measuring competence, attitudes, skills, and knowledge based on processes and results). In authentic evaluation, apart from paying attention to aspects of attitudinal (affective) competence, knowledge (cognitive) competence, and skill (psychomotor) competence, as well as variations in the instruments or test tools used, students must pay attention to input, process, and output. Evaluation of student learning outcomes must also be carried out at the beginning of learning (input evaluation), during learning (process evaluation), and after learning (output evaluation) (Cahyono, 2017; Safitri & Oktaviana, 2017; Rufiana, 2016).

Evaluations that are not planned well will, of course, produce inaccurate information regarding student learning success (Bintari & Sutama, 2015). Therefore, teachers in evaluating the 2013 Curriculum need to pay attention to aspects of the 2013 Curriculum evaluation, which consist of attitude evaluation (practical), knowledge evaluation (cognitive), and skills evaluation (psychomotor) (Siregar, 2018). Based on the evaluation standards in implementing the 2013 Curriculum learning above, the phenomenon that occurs in teachers at SMA Negeri 1 Purwareja Klampok still finds it challenging to implement evaluation standards as determined in the 2013 Curriculum. The results of initial observations on March 28, 2016, show that teachers in teaching still find it challenging to implement the 2013 Curriculum standards, even though the 2013 Curriculum has been used by the school for more than two years, both in evaluating attitudes, knowledge, and skills competencies. Facts in the field show that the evaluations are still based on the previous curriculum, namely the 2006 Education Unit Level Curriculum (KTSP).

Changes in standard content elements in the 2013 Curriculum mean that traditional evaluation teachers must change their evaluation to become an authentic evaluation based on curriculum demands. According to Mulyasa (2013, p. 66), authentic evaluation in the 2013 Curriculum, namely from focusing on knowledge through output evaluation to ability-based through process evaluation, portfolio, and output evaluation as a whole and comprehensive (Pujiono, 2014). Although authentic evaluation is suitable for assessing students' abilities, especially skills, not all teachers understand how to conduct authentic evaluation (Hajaroh & Adawiyah, 2018). Teachers apply authentic evaluation only to the extent of their understanding. The results of the initial interview with the teacher at SMA Negeri 1 Purwareja Klampok, admitted that he still had difficulty understanding the 2013 education curriculum and was still used to the previous curriculum system, especially in terms of assessing students (interview with Drs. Slamet AY, interview on 28 March 2016).

Various phenomena regarding the 2013 curriculum assessment have confused teachers and educators in terms of assessment. Teachers are busy making lesson plans, mastering material, and applying strategies, as well as authentic assessments. Previously, in KTSP, educators only assessed knowledge; with the 2013 Curriculum, teachers also assessed students' attitudes and skills. Teachers must pay attention to the character of each student during the learning process. Based on the problems above, it can be seen that authentic assessment in the 2013 Curriculum is not yet optimal, so researchers conducted research entitled: Implementation of Authentic Assessment in History Learning in the 2013 Curriculum at SMA Negeri 1 Purwareja Klampok.

Method

This research aims to describe and analyze the implementation of authentic assessment in an educational context. Therefore, the qualitative approach uses a descriptive design method (Mulyadi, 2012). Data source samples were selected using purposive sampling, where samples were selected based on specific criteria relevant to the research objectives. The validity of the data was tested using triangulation techniques, namely by combining various data sources and data collection techniques to ensure the accuracy and consistency of the findings (Hadi, 2016). The data analysis process is inductive or qualitative, which allows researchers to identify patterns and themes from the collected data. The results of this research emphasize generalization, namely how the findings can be applied to a broader context.

Data collection techniques in this research include in-depth interviews, observation, and documentation studies (Nilamsari, 2014). Interviews were conducted to obtain direct views of the research subjects, observations to understand the context and process of carrying out

authentic assessments directly, and documentation studies to analyze documents relevant to the research topic. The data analysis technique used is an interaction analysis model, which involves several steps: data collection, data reduction, data presentation, and drawing conclusions or verification (Nainggolan et al ., 2018). In data collection, researchers collect information from various sources. Data reduction is done by filtering out relevant and essential information, while data presentation involves arranging the data in an easy-to-understand format. Finally, conclusions are drawn or verified to ensure the research findings are accurate and reliable.

Results and Discussion

SMA Negeri 1 Purwareja Klampok was established on November 9 1983. In the beginning, SMA Negeri 1 Purwareja Klampok only had 3 (three) classrooms; in 1984, it grew to 6 (six) classes; in 1985, it grew to 9 (nine) classes; in 1986, it increased to 10 (ten) classes, in 1987 it increased to 11 classes, in 1988 it increased to 12 classes, and so on and up to now there are 28 study room classes. SMANSA PERJAKA is one of 2 (two) high schools in Banjarnegara Regency, which has been using the 2013 Curriculum in its learning process since the 2013/2014 academic year. This school was also known as an RSBI (Pioneer et al. School) school when the SBI (International Standard School) school standards were still in effect. However, the RSBI status has now been revoked. However, instead, the school has become a pilot school in implementing the 2013 Curriculum with SMA Negeri 1 Banjarnegara, a former RSBI school. Based on the results of the interview, it can be seen that the understanding of history teachers at SMA Negeri 1 Purwareja Klampok regarding the authentic assessment of the 2013 Curriculum in history learning is an assessment that explores students' abilities in the aspects of knowledge, attitudes, and skills, with the characteristics of being able to assess aspects of knowledge, attitudes, and skills, as well as using many techniques and instruments, and the latter aims to explore students' abilities.

Based on research conducted by researchers on history teachers and students regarding the implementation of authentic assessment by history teachers, the teacher has designed an RPP (Learning Implementation Plan) first before carrying out learning and assessment. Assessment of teacher knowledge competency uses written test techniques, oral tests, and assignments to obtain student scores. In contrast, for the attitude aspect, teachers use direct observation of students in the classroom during the learning process and when the students are outside the classroom. To collect their skill competency scores, teachers use students' assignments to make portfolios and occasionally carry out film screenings, which students then summarize as

assignments. The documentation study also found that the implementation of authentic assessment was not entirely by the RPP, and not all forms of assessment were carried out by history teachers, even though they had been planned in the RPP.

In implementing authentic assessment, teachers experience several obstacles, including the large number of techniques and instruments that must be used, making teachers overwhelmed; in effect, they can only use a few techniques and instruments to carry out the assessment. Apart from that, government regulations also often change, which means teachers must constantly be updated to find out the latest regulations, even though not all teachers can quickly update information, especially senior teachers who are still lacking in technology compared to young teachers. It is not uncommon for them to change the RPP that was made for one semester. The third obstacle is related to facilities and infrastructure, which can be said to be lacking; apart from that, some are damaged and cannot be repaired immediately. Efforts are made to overcome these obstacles. Efforts made to overcome obstacles The first authentic assessment is to learn more deeply about the 2013 Curriculum, especially authentic assessments from various sources, such as books, the internet, and training. Second, teachers try to coordinate with the curriculum and other teachers to update the latest information regarding the 2013 Curriculum, which can be changed/revised 2 to 3 times yearly. Third, move classes or exchange classes with other classes with more supportive facilities and infrastructure.

Based on the attachment to Minister of Education and Culture Regulation No. 66 of 2013, authentic assessment is conducted comprehensively to assess learning input, process, and output. According to Kurniasih and Sani, authentic assessment is carried out comprehensively to assess the input, process, and output of learning, including the domains of attitudes, knowledge, and skills. In this research, history teachers have also been able to explain the meaning of authentic assessment itself. However, it is still based on their subjective experience, not the abovementioned theory. The history teacher explained that authentic assessment is carried out on students to improve the overall quality of learning (Slamet AY, interview on 13 May 2016). Another history teacher also said the same thing: that authentic assessment is an assessment that further explores students' abilities, skills, knowledge, and attitudes in learning (Candra et al., interview on 14 May 2016).

The characteristics of authentic assessment as assessment in the 2013 Curriculum include: 1) it must measure all aspects of learning, namely performance and results or products; 2) carried out during and after the learning process takes place; 3) using various methods and sources; 4) tests are only one data collection tool; 5) the tasks given to students must be reflected parts of students' daily lives; and 6) assessment must emphasize the depth of students' knowledge and

skills, not breadth (quantity) (Kunandar, 2013, pp. 8-39). The results of interviews with teachers can also state the characteristics of authentic assessment. However, this is still subjective to the respondent and not to the existing theory, even though it has almost the same meaning. Likewise, the teacher's knowledge regarding the techniques and instruments used, as well as the objectives of authentic assessment, are again explained by the teacher based on their subjectivity and are not by Minister of Education and Culture Regulation No. 53 of 2015 concerning assessment of learning outcomes by educators and educational units in primary education and secondary education, where authentic assessment aims to determine the level of competency mastery in students' attitudes, knowledge and skills, determine the completeness of students' mastery of learning competencies within a certain period, determine improvement or enrichment programs for students, improve the learning process at the next semester meeting. If we refer to the theory of levels of understanding as described by Daryanto, the ability to understand based on the level of sensitivity and degree of absorption of material can be described into three levels, namely: translating, interpreting, and extrapolating (extrapolation) (Daryanto, 2008, p. 106). So, the understanding of the two teachers is still at the interpreting stage because the teachers can interpret what they do every day according to their understanding.

December 2015 issued Permendikbud as a replacement for Permendikbud No. 104 of 2014, namely Minister of Education and Culture Regulation no. 53 of 2015, where Article 8 regulates the mechanism for assessing learning outcomes by educators which includes: (a) designing assessment strategies by educators carried out when preparing the Learning Implementation Plan (RPP) based on the syllabus; (b) assessment of learning outcomes by educators is carried out to monitor the process, learning progress, and improvement of learning outcomes through assignment and measurement of achievement of one or more basic competencies; (c). assessment of attitude aspects is carried out through observation as the primary source of information and reporting is the responsibility of the homeroom teacher or class teacher; (d) the results of the assessment of attitude achievement by educators are conveyed in the form of predicates or descriptions; (e) assessment of knowledge aspects is carried out through written tests, oral tests, and assignments according to the competency being assessed; (f) skills assessment is carried out through practices, products, projects, portfolios, and other techniques by the competencies being assessed; (g) the results of the assessment of knowledge and skills attainment by educators are presented in the form of numbers and descriptions; and (h) students who have not reached the KKM (Minimum et al.) must take part in remedial learning.

Based on the results of research at SMA Negeri 1 Purwareja Klampok through interviews, observation, and documentation, the history teacher has planned every lesson and assessment, which is arranged in the RPP; the lesson plans made by the history teacher according to the rules in the 2013 Curriculum because there has been training in preparing them. Various kinds of techniques and instruments have also been listed in the lesson plans that history teachers have made. History teachers have also carried out assessments in various aspects, starting from the aspects of attitudes, knowledge, and skills. However, the implementation has not been optimal because they have not been able to use all the techniques and instruments prepared in the RPP, and there are too many techniques for assessment. The average assessment results for students have also reached the KKM, namely 75; for example, test results have not been completed, only in the knowledge aspect, and remediation is immediately carried out so that the score can exceed the KKM limit.

One activity that should not be forgotten after the assessment is processing scores and value input by the teacher; in the value processing process, the teacher does not experience difficulties because the value processing format has been determined by the school based on the 2013 Curriculum, while for value input there is someone whose job is to input the values which are carried out by the curriculum sector with the help of the team at PSB (Learning Resource Center). Changing the KTSP curriculum to the 2013 Curriculum means changing old habits into new habits, so there will be obstacles to the change, including those experienced by the history teacher at SMA Negeri 1 Purwareja Klampok, who experienced several obstacles with the implementation of authentic assessment in the 2013 Curriculum which can be said to be something that new in assessing students. These obstacles are (1) the number of techniques and instruments that a teacher must use to assess their students; (2) government regulations are constantly changing; and (3) facilities and infrastructure that are incomplete and are starting to become damaged but are not immediately repaired. Efforts to overcome this, both by teachers and the school, are: 91) trying to use every technique in assessment, even if only once a semester; (2) maintaining communication with other teachers, the deputy principal for curriculum, and other parties involved, and (3) swapping classes with classes that are more capable in terms of facilities and infrastructure.

Conclusion

Based on the research that has been carried out, it can be concluded that the knowledge of history teachers at SMA Negeri 1 Purwareja Klampok regarding authentic assessment is still based on individual teachers' interpretations of the assessments they practice so when referring

to the theory of understanding according to Daryanto, the level of understanding of history teachers is at the interpretive level. The teacher's implementation of authentic assessment can be said to have been carried out, and three aspects of authentic assessment were assessed: knowledge, skills, and attitudes. However, it has not been fully implemented according to the plans stated in the RPP. The implementation of authentic assessment itself has several obstacles, both from the teacher's side and the facilities and infrastructure, including too many techniques and instruments used in assessment, government regulations that frequently change, and learning facilities that are not optimal. The existing obstacles are obstacles for teachers and schools in implementing authentic assessments, so teachers and schools are trying several solutions to overcome them, including maintaining communication between teachers and the curriculum to expedite and maximize the implementation of authentic assessments and moving classes to get classroom facilities. Adequate.

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