

Implementation of Authentic Assessment in History Learning at SMA Negeri 1 Semarang

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Abstract

The purpose research is to know the teacher's understanding of authentic assessment on the curriculum of 2013 in SMA Negeri 1 Semarang, to see the implementation of authentic assessment conducted by teachers in SMA Negeri 1 Semarang, and to know the obstacles experienced by teachers in SMA Negeri 1 Semarang in authentic assessment. The research method used is a qualitative case study. The research location is in SMA Negeri 1 Semarang. This study's data sources are information from the deputy head of school curriculum, teachers and learners, learning activities, documents, and questionnaires. Data collection techniques include the interview method, documentation study, and observation. The results of this study show that history teachers have a good understanding of authentic assessment in the 2013 curriculum; history teachers have performed a good assessment of knowledge and skills assessment, while in terms of analysis and reporting of authentic assessment results, teachers use online value processing software; obstacles experienced by history teachers is the plurality of learners with different backgrounds and characters, while the factors that support teachers in implementing authentic assessment are quality learners, the availability of facilities and learning resources and the existence of software processing value.

Keywords: Assessment, Authentic, History Learning

Introduction

Efforts to realize the ideals of the Indonesian nation are carried out by the government by continuing to innovate in the field of education. One form of education reform in Indonesia today is the implementation of the 2013 curriculum, which serves to refine the previous curriculum, namely KTSP (Kusnandi, 2019). According to Fadlillah (2014, p. 16), the 2013 curriculum represents a significant development of a competency-based education system emphasizing the balance between soft and hard skills, including essential aspects like attitude, knowledge, and abilities. Implemented in various educational institutions, especially in history learning, the curriculum aims to convey factual knowledge while cultivating critical thinking skills among students. Students engage more deeply with the material by analyzing historical contexts and drawing connections to contemporary issues, enhancing their understanding of how the past influences the present. This approach fosters responsibility and prepares them to be informed citizens who contribute thoughtfully to their communities. Ultimately, the goal is to create a generation that values history as a critical component of its identity and recognizes its vital role in societal development and cultural continuity.

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According to Gunning in Aman (2012, p. 37), history learning generally aims to form good citizens and make students aware of themselves and their environment. Specifically, the purpose of learning history is to teach concepts, teach intellectual skills, and provide information to students. Thus, history learning aims to make students and provide information to students. Therefore, history learning seeks to allow students to actualize themselves according to their potential and realize their existence to determine the future.

History education or teaching provides historical knowledge (cognitive) and introduces the nation's noble values (affective). This becomes even more important when it is associated with the opinion of Kartodirdjo (1982) in Aman (2012, p. 47) about the function of history teaching, which is to arouse interest in the history of one's homeland, get inspiration from history, give a thinking pattern in the direction of reasoning, critically, and empirically and develop an attitude of appreciating human values.

The obstacles encountered in history learning are still centered on the limitations of teachers' skills in learning variations, lack of enthusiasm of students, materials that are difficult to understand, problems in learning media, the implementation of evaluation systems, and limited facilities and resources. This causes learning activities not to run optimally and take place ineffectively (Ahmad, 2014).

For the history learning function to take place optimally, components that support the smooth teaching and learning process are needed to achieve the desired goals. The elements that affect history learning are learning objectives, materials, subject materials, learning strategies, learning tools, and media, and one of the most critical components in history learning is the teacher (Afifah et al., 2019)

History teachers have an essential role in the entire learning process. In addition to developing forms of mechanical learning aids and developing education that focuses on student progress, history teachers also play an essential role in making history lessons lively and exciting (Harahap, 2019).

Teachers are also required to be more creative in developing questions and rubrics and scoring according to the needs of students. Teachers are expected to have a record of students' attitudes or character values during the learning process. Of course, this adds to the burden on teachers in carrying out assessments because teachers, in this case, must be able to redesign the following questions and rubrics and score in authentic assessments (Abdullah, p. 2016).

Authentic assessment is an activity that assesses students and emphasizes the process and results with various assessment instruments tailored to the demands of competencies in the competency standards or core competencies and essential competencies. Authentic assessment

Refers to the achievement of learning outcomes based on the score obtained against the ideal score, not compared to other students. Teachers conduct authentic assessments of essential competencies, core competencies, and graduate competency standards (Kunandar, 2014, p. 31). The importance of evaluation in learning can be seen from the purpose and function of assessment and the learning system itself. Evaluation cannot be separated from learning; through evaluation, teachers can see the level of students' abilities. Teachers can also see various cognitive, affective, and psychomotor development in students' learning outcomes. In the end, teachers will get an overview of the effectiveness of the learning process (Arifin, 2012, p. 62).

Even so, according to the results of monitoring and evaluation on the implementation of the 2013 curriculum carried out by LPMP South Sulawesi Province in several schools in 2014, information was obtained that many teachers still need help implementing the 2013 curriculum. The problems in question include difficulties in terms of (1) the development of fundamental competency indicators that serve as a reference for determining learning materials and the preparation of assessment instruments; (2) the formulation of learning objectives that accommodate aspects of attitudes, knowledge and skills; (3) the design of activity-based learning activities which are characteristics of the 2013 curriculum; (4) the development of authentic assessment instruments and their implementation in assessing the learning process and outcomes of students which includes an assessment of attitudes, knowledge and skills (Mansur, p. 2015).

This is in line with Ruslan's (2016) research in the *Scientific Journal of Teacher Education Students of FKIP Unsyiah Elementary School* Volume 1 Number 1, August 2016, entitled *Teachers' Obstacles in Implementing Authentic Assessment in Elementary School Pidie Regency*, which stated that the many assessment formats make teachers burdened in conducting detailed assessments. In addition, the confused teacher provides an overview of attitudes, knowledge, and skills associated with students' real lives. Although training is often held on the 2013 curriculum, not all teachers understand authentic assessment. The attitude assessment aspect is challenging because teachers can only monitor some students.

Research on assessment in learning, especially authentic assessment in history learning, tends to be less than research on learning models or implementation (Prastowo, 2017). Research on evaluation is fundamental, considering that in the 2013 curriculum, authentic assessment assesses students based on the learning process, not the results because authentic assessment not only measures what students know but emphasizes what students can do by focusing on

Aspects of knowledge, skills, and attitudes that consider students having different abilities and potentials (Fasyikhah, 2020).

Some of the research on the implementation of authentic assessment is Regananta's research in 2015 entitled *Implementation of Authentic Assessment in Curriculum History Learning 2013 at SMA Negeri 1 Sayung* with a descriptive qualitative approach; in this study, it was concluded that history teachers at SMA Negeri 1 Sayung have not been able to carry out authentic assessments optimally. In addition, there is also research belonging to Fajar Ayu in 2015 with a qualitative approach of a case study entitled *Analysis of the Implementation of Authentic Assessment of Biology Subjects at SMA Negeri 1 Muntilan*, which concluded that the implementation of the assessment was not by the demands of the 2013 curriculum. Another research is Diana Puspitasari in 2015 with a qualitative approach of a case study entitled *Application of Authentic Assessment in History Learning in the 2013 Curriculum at SMK Negeri 1 Bawen in 2014/2015* concluded that the implementation the assessment of the implementation of authentic evaluation by the RPP but not all forms of evaluation are carried out by teachers.

Based on the above description, implementing authentic assessment in history subjects is very important and needs further study. More research is needed on authentic assessment, especially on implementing authentic assessment in history subjects using a qualitative approach of case studies whose data is supported through questionnaires filled out by students to assess teachers' abilities in implementing authentic assessments. Meanwhile, the primary data was obtained by observation, interviews with curriculum and teachers, and documentation or document studies. This kind of research is essential because it can produce data that tends to be more detailed and objective so that teachers can introspect and correct mistakes in carrying out authentic assessments. Teachers can determine their ability level through the questionnaire's scoring system. Through the interview results, teachers get more detailed and in-depth information (Sriyanti, 2019).

Based on an interview on January 22, 2018, with Mr. Eko Pujiono, a history teacher of class XI social studies and curriculum staff of SMA Negeri 1 Semarang, information was obtained that authentic assessment has been applied in history learning according to the demands of the 2013 curriculum covering two aspects, namely the aspect of knowledge in the form of written and oral tests and the element of skills in the form of portfolios and work performances. Authentic assessment is much more complicated in its implementation because it requires many instruments. Besides, paying more attention to each student is not easy, and only sometimes theory can be based on the situation in the field. From the above problems, it can

It can be seen that the implementation of authentic assessment in the 2013 curriculum could have been more optimal, so the researcher conducted a study entitled *Implementation of Authentic Assessment in History Learning at SMA Negeri 1 Semarang*.

Method

This study aims to describe and analyze the implementation of authentic assessment in depth. Therefore, this study uses a qualitative research method with a case study research design. The data sources are informants: the Deputy Principal for Curriculum, teachers and students, learning activities, and documents. Data collection techniques include interviews, documentation studies, questionnaires, and observations. The data validity test was carried out by triangulation of sources and methods. The data analysis technique used is interaction analysis with data collection steps, data reduction, data presentation, and drawing conclusions or verification (Yuliani, 2018). This research occurred at SMA Negeri 1 Semarang, Jalan Taman Menteri Supeno No.1, Mugasari, Semarang City. The location selection was based on SMA Negeri 1 Semarang, appointed as a Pilot Project for implementing the 2013 curriculum. So that it has implemented the 2013 curriculum since the 2013/2014 school year. The research was conducted from February 15 to May 3, the 2017/2018 academic year.

Results And Discussion

Teachers' Understanding of Authentic Assessment

In the 2013 curriculum, authentic assessment is a severe emphasis that teachers must apply in every learning process to measure the success of learning carried out by teachers in the classroom and measure students' success in mastering the specified competencies or materials. Therefore, it is appropriate for teachers to have a good understanding of authentic assessment. History teachers at SMA Negeri 1 Semarang have different opinions and need help explaining the meaning of authentic assessment theoretically perfectly because they emphasize their experience and understanding subjectively. Even so, teachers have a pretty good sense of authentic assessment because it includes elements of authentic assessment itself, such as assessments that are carried out directly and thoroughly, looking at the process and results in their entirety. This is in line with the opinion of Iskandar (2013, p. 7), who stated that authentic assessment is an assessment that is carried out comprehensively to assess starting from inputs, processes, and outputs of learning, which includes the realm of attitudes, knowledge, and skills that assess the readiness of students as well as the learning process and outcomes as a whole.

After understanding authentic assessment well enough, teachers are also expected to understand the function of authentic evaluation itself. This is very important because understanding the function of authentic teacher assessment can improve the quality of the learning process. The understanding of history teachers regarding the function of authentic assessment is in line with the opinion of Majid (2015, p. 44) regarding the function of authentic assessment, which includes describing the level of competence mastered by students, the basis for the implementation of learning outcome evaluation, finding learning difficulties for students, finding the advantages and disadvantages of the learning process carried out by educators and can be used as a control for teachers as educators.

After knowing the function of authentic assessment, teachers must clearly understand the types of authentic assessment to achieve the goal of carrying out authentic assessment. Teachers have the same understanding of the types of authentic assessments but with different levels of knowledge. Even so, teachers have a pretty good understanding of the types of authentic assessments because they can mention several: essay-written assessments, performance assessments, portfolio assessments, and project assessments. This is the opinion of Musclih (2011, pp. 70-75), who states that authentic assessments consist of performance assessments, self-assessments, essay assessments, portfolio assessments, and project assessments.

After learning the types of authentic assessments, teachers also need to know the techniques and instruments used in authentic assessments so that the methods chosen are based on the learning objectives and the character and needs of students. Selecting the proper assessment technique not only helps students obtain information about learning outcomes but also provides instructions so that from the beginning, they can know the concrete steps that must be taken in the learning process.

Therefore, the assessment technique the teacher will choose must let students know what has been achieved and what they still need to achieve. Thus, teachers must be able to choose assessment techniques that allow teachers to provide positive and meaningful feedback to students. Teachers understand assessment techniques, namely knowledge competency assessment techniques, through oral tests, written tests, and assignments. Meanwhile, skills competency assessment techniques are performed through performance assessments, projects, and portfolios.

Before carrying out the assessment, teachers first make an assessment plan by preparing a lesson plan based on essential competencies. The RPP was prepared by the demands of the 2013 curriculum in Ministerial Regulation No. 22 of 2016, which includes school identity, subject identity or theme/sub-theme, classes/semesters, primary material, and time.

Allocation; learning objectives; essential competencies and indicators of competency achievement; learning materials; learning methods; learning media; learning resources; learning steps and assessment of learning outcomes using various assessment techniques in the form of portfolios, work shows, discussions, multiple-choice questions and descriptions. In addition, in the RPP there have also been rubrics and instruments to carry out assessments, such as knowledge assessment planning that uses description questions and multiple-choice questions. There are discussion sheets to assess knowledge and skills.

Implementation of Authentic Assessment

Authentic assessments differ from traditional assessments. In conventional assessments, students' thinking skills tend to be at the level of understanding and focusing on the teacher. Meanwhile, in the authentic assessment of students' thinking skills, the assessment is at the application level and focuses on students. In carrying out authentic assessments, SMA Negeri 1 Semarang implements knowledge and skills assessments because it no longer applies aspects of attitude assessment to learning except for Religion subjects, which receive additional from BK and PPKn subjects.

The knowledge competency assessment aims to measure the extent of a student's knowledge of the subject. In the implementation in the field, some teachers do not inform about the time of the assessment because the readiness and mastery of the students' material can be observed clearly because there is no information that the evaluation will be carried out, there is no agreement between teachers and students regarding the procedures and assessment criteria that will be used. In contrast, the teacher who informs about the assessment time thinks this will make it easier for students to prepare to maximize the results. Teachers also make agreements regarding the procedures and assessment criteria to be implemented.

In implementing daily tests, all teachers agree based on essential competencies. Even so, teachers have different views in choosing assessment techniques, namely oral assessments, because they are more accurate in knowing the extent of students' understanding of the material and training students' ability to speak and express opinions directly and written assessments. After all, they can find out how much students have achieved after participating in learning, who are the students who feel they still need to enrich the material, and How many have mastered the material; in addition, the written test is also considered to be able to provide more objective results.

In implementing mid-semester and end-of-semester exams, all teachers use written assessments because it is a routine school agenda that all teachers must carry out for students.

Meanwhile, teachers rarely give assignments to students because teachers still consider assignments too burdensome for students who have received many assignments from other subjects.

A skill competency assessment is an assessment that is usually shown from a project or the result of a student's skills. Based on observations and interviews that have been conducted, the most commonly used skill competency assessment by teachers is to explore a phenomenon by playing movies, discussions, and presentations because it is the easiest and least complicated way.

Through discussions and presentations, teachers can measure the level of depth of the material that students understand, students' proficiency in expressing opinions, and students' ability to communicate something to others so that they know what they are conveying and train students to ask questions critically. In addition to discussions and presentations, the teacher measures the students' proficiency in exploring a phenomenon by playing a film, continuing to make a resume about the film's content, or students are asked to explain again according to their point of view orally.

After the score is obtained from the implementation of the authentic assessment, the last step taken is to process the score. The analysis and reporting of authentic assessment results at SMA Negeri 1 Semarang are no longer done manually by teachers but using grade processing software. In the processing of authentic assessments, some things need to be considered so that the assessment process can run well, such as making descriptions according to the KD, returning the results of student's work, and providing positive feedback and comments. In terms of giving narrative descriptions, teachers only need to input grades so that narrative descriptions of grades appear based on standards set in the system.

Another thing that needs to be considered in the processing of authentic assessments is to return the results of students' work accompanied by educational feedback and comments. The three history teachers have the same opinion that they return the students' work after checking it, but they are only sometimes given feedback and input. They are considering that too many participants are taught. Teachers usually provide general feedback and comments in class. History teachers have done an excellent job of analyzing and processing the value of authentic assessments. Teachers do not have to process, analyze, and report evaluations manually. Teachers only have to input grades, and the grade processing software, including final grades, achievement criteria, narrative descriptions, comments, and others, will complete the following process.

Constraints in Authentic Assessment

Based on the data obtained from the results of the research that has been carried out, teachers do not feel that they are experiencing significant difficulties in terms of preparing or preparing authentic assessment plans; this can be seen from the quality of the lesson plans prepared by teachers are by the 2013 curriculum standards in Ministerial Regulation No. 22 of 2016. In addition, teachers have also received much training that helps them better understand authentic assessments. In addition, factors that support or facilitate teachers in planning authentic assessments are adequate resources or materials and existing facilities.

In contrast to authentic assessment planning, at the implementation stage, it is found that teachers have different opinions about difficulties or obstacles in implementing authentic assessment. The difference is that there are teachers who find it easy. However, some teachers need help to conduct authentic evaluations because of the plurality of students with different backgrounds and characters. This plurality makes it difficult for teachers to determine the correct and appropriate assessment techniques to assess students.

Even so, based on the observations, teachers who felt they had difficulties implementing authentic assessments because of the plurality of students in practice in the classroom went well and smoothly. This is because factors support and facilitate teachers in implementing authentic assessments, namely the relatively good input of students at SMA Negeri 1 Semarang after preparing a plan and carrying out a genuine assessment in the classroom. The last step or stage that history teachers must take is to analyze, process, and report the value of authentic assessment results. All teachers agreed they could efficiently analyze and process or report grades on authentic assessments.

This is because they no longer have to do value processing, analysis, and value reporting manually. With the existence of grade processing software, teachers no longer have to process grades manually or create descriptions. The processing of grades carried out by teachers is only by inputting grades without conducting analysis. This is because the description will automatically appear according to the standards set in the system. After all, the processing has been carried out by the system online; the subject teacher does not have to provide a grade report to the homeroom teacher; the grades input by each subject teacher can be directly accessed by the homeroom teacher online.

Conclusion

Based on the research results on the implementation of authentic assessment in history learning at SMA Negeri 1 Semarang, it can be concluded that teachers understand authentic evaluation as an assessment carried out directly and thoroughly and see the process and results as a whole. This understanding includes the assessment function, types of evaluation, and techniques and instruments in authentic assessment. This is evidenced by teachers who have prepared good planning and lesson plans according to Ministerial Regulation No. 22 of 2016, using various assessment techniques, rubrics, and assessment instruments.

History teachers carry out knowledge assessments and skill assessments well. In implementing daily exams, all teachers agreed to be held based on essential competencies. Even so, teachers use different techniques. Teachers do well in analyzing and reporting the results of authentic assessments. This is because, at SMA Negeri 1 Semarang, teachers no longer do grade processing manually but use the software. Teachers must only input grades; the software will complete the following process.

The obstacle experienced by history teachers is the plurality of students with different backgrounds and characters. Even so, in practice, in the classroom, the implementation of the assessment went well and smoothly. This is because factors support teachers in implementing authentic assessments, namely quality students, the availability of learning facilities and resources, and value processing software.

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