

TEACHERS' VIEW AND THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN SECONDARY SCHOOL IN INDONESIA

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Abstract

Implementation of the 2013 Curriculum in Indonesia has not changed only in the more effective teaching and learning process as well as the proper implementation of evaluation. The concept of students' evaluation system in Indonesia has undergone significant transformation. Evaluation of learning is expected to be better than the evaluation of learning that has been done. In this case, authentic judgments have been taken into account as an alternative way to measure students' learning processes and outcomes. However, the lack of familiarity with these judgments, followed by the influence of traditional testing and strong standards, may prevent teachers from having the best insight into authentic judgments. Therefore, qualitative research is currently underway to find out the understanding of teachers in applying authentic assessment and teacher readiness to carry out authentic assessments. Data were collected from four respondents through documents and interviews. The results clearly show that teachers understand the concept of authentic assessment well but the readiness of teachers to perform authentic assessments indicates a lack of preparedness. Teachers find it difficult to prepare a variety of authentic assessment tools cause is the lack of experience using various types of evaluation. The implementation of authentic assessment takes a lot of time that leads to less effective learning. The difficulties of carrying out judgments coincide with learning. Teacher habits implement only paper and pencil test so that the affective and psychomotor ability of students are often neglected in the implementation of assessment. Therefore, professional development programs should be undertaken to improve the ability of teachers to implement effective and authentic assessments troubleshoot now.

Keywords: Authentic assessment, alternative assessment, evaluation.

1 INTRODUCTION

Assessment is a very important part and cannot be separated from the learning activities. The main purpose of the assessment is to improve the quality of student learning, not just for determination of the score (grading). Assessment is therefore intended as a strategy in solving learning problems through various means of collecting and analyzing information for decision making (action) relating to all aspects of learning (Cole & Chan, 1994). Considering the education pillars echoed by UNESCO (1999) not only learn to know (learning to know) but also to be skilled at using what is learned (learning to do); Achieve self-actualization in the real world (learning to be) and able to become part of a harmonious society (learning to live together). The four pillars of education are then a reference of curriculum development in formal educational institutions or schools around the world. So it is conceivable that learning in schools should really be designed in the form of learning experiences that match the curriculum expectations. In *Permendikbud No.66 2013* about the educational evaluation standard, it is mentioned that the result of student evaluation based on several principal; objective, coherent, economical, transparent, accountable, and educative. Based on *Permendikbud No. 53 of 2015*, it states that the scope of the assessment of learning outcomes by educators in secondary education includes aspects of attitudes, aspects of knowledge and skills aspects. Farther the assessment objectives of learning outcomes by educators in primary and secondary education by *Permendikbud No. 53 of 2015* are: (a) determine the level of mastery of competencies; (b) establish mastery of competency; (c)

establish a program for remediation or enrichment based on the level of mastery of competencies; and (d) improve the learning process. The consequence is that there should be the development of ready-made authentic assessment instruments, which can effectively assess the learning performance (process) or the quality of learning outcomes (products) (Popham, 1995). It means Authentic assessment has a relevance toward a scientific approach in the 2013 curriculum.

O'Malley and Pierce (1996: 11-14) states that authentic assessment refers to the multiple forms of assessment that reflect student learning, achievement, motivation, attitudes on instructionally-relevant activities. The term of assessment is the synonym of scoring, measurement, testing, or evaluation; meanwhile the term of authenticity is the synonym of original, real, valid, or reliable. Authentic assessment focuses on complex assignments (contextual) that possible for students to show the student competence that include three aspects of evaluation in the 2013 curriculum, which are attitude, knowledge, and skill. Authentic assessments should resemble meaningful performances in real world contexts and should involve real life tasks with multiple solutions for the student (Khaira and Yambo, 2005). This assessment provides students with a broad opportunity to show what they have learned and what they have learned during the learning process. Further authentic assessment focuses on goals, involves learning directly, building cooperation, and instilling higher levels of thinking Johnson (2002). Through the tasks assigned, the students will show their mastery of the purpose and depth of their understanding, and at the same time is expected to improve understanding and self-improvement.

It is Further discribed on the *Permendikbud No. 104 Tahun 2013*, there are some techniques and instruments that can be used to evaluate from the three aspects, namely: (1) attitude competency. There some methods to evaluate the learner attitude, such as: (a) observation, (b) self-assessment, (c) peer-assessment, and (d) anecdote. (2) knowledge competency, this competency divided into three; (a) written test (the learners choose the answer and supplies the answer), (b) observation in discussing, and (c) giving an assignment. (3) skill competency, this skill can be done using; (a) practice or work show, (b) project, (c) product, (d) portfolio, and (e) written. It means teacher can choose the suitable techniques to assess their students ability. Teacher planning of the assessment should be in accordance with the competences to be achieved, socio-cultural contexts, principles of authentic assessment and the implementation of the assessment in a professional, open, educational, effective, and efficient condition.

Before creating authentic assessment, there are a number of matters needed to be concerned. Gulikers, Bastiaens And Kirschner (2004) Suggested a five dimensional framework for designing authentic assessment with pertinent questions to consider in relation to each dimension. Their Framework includes: (1) The task; has to be one that involves the students in carrying out activities that reflect what is done in professional practice. *What Do you have to do?* (2) A Physical context; real places of work are different from institutional learning environment, so the assessment should mirror the way knowledge, skill and attitudes are used in real contexts. (3) A social context; an authentic assessment task should involve social processes that are equivalent to those in real life situations, these may or may not include teamwork and collaboration depending on wether these characteristics are demanded in the real context. With whom do you have to do it? (4) The assessment result or form; has to involve a product or performance demonstration of competencies, array of tasks, and oral and/ or writtent presentation to others. what has to come out of it? What is the result of your efforts? (5) Criteria and standards; How does what you have done to be evaluated or judge?

Previous studies have indicated that using authentic assessment have lots of advantages. Authentic Assessment helps teachers "analyze student learning in a manner that is consistent with how our disciplines function outside of an academic environment" (Wilbert, 2013), thus enhancing learners' critical and creative thinking. Research conducted by the team of Linh Nguyen, Rizalina S. Ines., and Ruokuolhoubeinuo Dzuovichu (2015) at the two progressive high schools in Metro Manila, Philippines revealed that Authentic Assessment helps develop holistic, lifelong, and innovative learners. Authentic Assessment can greatly improve teaching and learning even in traditional settings. Teachers get to know their students more through in-class activities, interactions, and feedback (Linh, 2016). Authentic Assessment can bring personal transformation not only to those who are assessed while doing authentic tasks, but also to those who use this alternative assessment for teaching (Davis & Ohlemacher, 2013).

Despite its benefit, authentic assessment also leads to some consequences. Ewing (1998) pointed out, are that Authentic Assessment requires high cost and great efforts, but lacks public support, and it may not be appropriate in all cases. If teachers are not supported by the school, they may face challenges that may cause them to stop using authentic assessment. Based on the reflection results of the implementation Curriculum 2013 which is done by the coach directorate of High School in 2014 show that based on the

quantitative report approximately 34% teachers who had been trained were less understanding of assessment based Curriculum 2013. Related to the assessment process shows that about 22% teachers have difficulty in assessing the attitude aspect and 14% teachers have difficulty in assessing the skill aspect. Based on the qualitative report shows that the trainer's understanding toward assessment aspect was still lack. The teachers expect special training or assistance related to the particular assessment (Kemendikbud 2014). In addition, more than 50% teacher respondents state that they have not been able to design, implement, and process the results of an assessment well. The main difficulty faced, such as formulate indicators, formulate points of the instrument, and implement, the assessment attitude by various techniques (Kemendikbud 2015).

Regarding to its potential benefits to students and implementation in the current curriculum, this study is trying to answer the following questions: (1) To what extent do teachers understand the authentic assessment implemented? (3) What obstacles do teachers experience in carrying out authentic assessment?

2 METHODOLOGY

The method used in this research was descriptive qualitative research method. Moleong (2007) describes qualitative research is a research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, etc. Data were collected from four Mathematics teachers experienced in authentic assessment; two junior high school teachers and two senior high school teachers. Documents gathering was carried out in order to determine the kind of authentic assessment used. Meanwhile, an open-ended interview was performed to get the information related to each teacher's perception on the use of authentic assessment.

3 RESULT AND DISCUSSION

From the document interpretation and the transcriptions of interviews, some relevant data have been identified and analyzed. The results of analysis have been organized in terms of the questions that this study is trying to answer. Hence, each data will be presented in accordance with the questions.

Question 1: To what extent do teachers understand the authentic assessment implemented

Through the data gathered from the interview shows that the mathematics teacher at secondary school already know the concept of the authentic assessment. The teacher understands the meaning of authentic assessment that conducted in order to know the extent to which the learners achievement of the material taught and the extent to which learners are able to achieve learning objectives, good assessment should also be implemented in an integrated manner from the beginning of the middle and the end of the learning. This is in line with Arikunto (2015) opinion that evaluation is a data collection point to determine the extent to which, in what way, and which part of the educational objectives have been achieved.

Teacher doing assessment is not only on the cognitive aspect but the aspects of attitude and psychomotor also be the core aspects that must be considered and assessed by the teacher as the objectives of mathematics learning in the curriculum of 2013 summarized in 4 core competencies namely spiritual competence, social competence, knowledge competence and skill competence. This means that these four competencies determine the success of learners. In line with the opinion of Bloom and friends that the goal of education is divided into three regions (domain), namely; (1) cognitive areas, (2) affective blood, and (3) psychomoto regions. So in the making and implementation of the evaluation should measure three domains. Related to the evaluation, teachers know that a good assessment is integrated with the learning that is starting from the beginning of learning until the end of learning there is always a process of assessment conducted by the teacher or better known as Authentic Assessment, which is directed assessment on all events contained in students and environment in which the assessment should be done meaningfully, thoroughly, continuously, and simultaneously educate the subject (Arikunto, 2015).

Question 2: What obstacles do teachers experience in carrying out authentic assessment?

Through the data gathered from the interviews The teachers acknowledge that they do not fully understand the authentic assessment within the new curriculum. They also have difficulties in developing the instrument of attitude assessment. In addition, the criteria of minimum passing grade cause the teachers to have difficulties as well in performing the authentic assessment. The reasons are that the teachers have difficulties in designing the rubric for the skill assessment, there have been too many options of competencies and authentic assessment techniques.

The assessment system is the factor that the teachers complain most of the time within the process of

implementing Curriculum 2013. The implementation of assessment involves multiple instruments that urge the teachers to be able to manipulate the complex data. The teachers are reluctant to complete the administrative procedures in relation to the multiple assessment techniques. Even the teacher of senior high school consider that the authentic assessment was difficult and complicated to be implemented. In addition, these teachers also argue that the assessment system in Curriculum 2013 which is authentic assessment is consuming time and effort. The many options of assessment techniques lead to the many options of designs and, therefore, the teachers should prepare more stationery whereas not all the schools are able to meet such a demand. As a result, teachers are not able to find an appropriate, easy, effective and efficient assessment technique. These results are in line with the research results of Lumadi (2013). These problems appear due to the teachers' lack of in-depth understanding of the authentic assessment within Curriculum 2013 and the insufficient facility. Ideally, the teachers should be well prepared in developing a good and appropriate instrument. However, such ability is rarely mastered by a teacher. Even deciding the appropriate indicators might be a great problem for them, not to mention the formulation of these indicators into the multiple observation items. Then, there should be sufficient facilities as well in implementing Curriculum 2013.

Teacher habits implement only paper and pencil test so that the affective and psychomotor ability of students are often neglected in the implementation of assessment. The keywords of these problems are the lack of teachers' understanding of the assessment concept and new curriculum. These problems might be overcome by providing adequate socialization and training session which should be led by a competent instructor or resource person. The coaching process performed by the experts in implementing Curriculum 2013 is also necessary. The expert coaching will assist the teachers to solve the problems that they find in implementing the assessment. In line with the research results, similarly, in the implementation of authentic assessment or the assessment in the new curriculum, the teachers in general encounter several other difficulties. These difficulties include lack of sufficient knowledge on using alternative assessments (Eraslan, 2013); assessment planning, implementation of assessment, the use of a variety of methods in assessment and time for assessment (Lumadi, 2013); lack of teachers' competence to carry out assessment, teacher's use of summative assessment more than formative assessment, and lack of resources (Kurebwa & Nyaruwata, 2013).

In summary the finding showed that the teacher understands the meaning of authentic assessment. According to Teachers a good assessment is integrated with the learning that starting from the beginning of learning until the end of learning is always a process of assessment or known as Authentic Assessment. But in the imlementation the teacher lack of comprehensive understanding implementation of assessment, such as planning, conducting and reporting the result of students' achievements. Teachers difficult to prepare a variety of authentic assessment tools because the lack of experience using various types of evaluation. The implementation of authentic assessment takes a lot of time that leads to less effective learning. The difficulties of carrying out judgments coincide with learning. Teacher habits implement only paper and pencil test so that the affective and psychomotor ability of students are often neglected in the implementation of assessment.

Therefore, it is undeniably important that sufficient professional development program has to be managed for teachers to develop the concepts and the use of authentic assesment as best as possible. As a result, they can gain the best knowledge for implementing effective authentic assessment.

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