



DEVELOPING MODEL AUTHENTIC ASSESSMENT IN ELEMENTARY SCHOOL

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Abstrak

Tujuan dari penelitian ini adalah untuk: (1) menganalisis kondisi model faktual, (2) merancang model penilaian autentik, (3) menentukan validitas model penilaian autentik dan (4) menilai praktik model akhir penilaian otentik proses pembelajaran di sekolah dasar Margasari, Tegal. Metode yang digunakan adalah Research and Development (R & D), yang terdiri dari tahap studi pendahuluan, tahap pengembangan dan fase evaluasi. Responden adalah guru. Model ini divalidasi oleh para ahli dan praktisi dengan teknik Delphi. Teknik deskriptif kuantitatif diterapkan untuk menguji kepraktisan model yang mengukur aspek kemudahan penggunaan model dan manfaat dengan memberikan kuesioner kepada responden kepada guru sebagai pengguna produk. Hasil penelitian menunjukkan bahwa: (1) kondisi faktual model penilaian autentik masih memprioritaskan aspek pengetahuan sebagai dasar penilaian, (2) desain model penilaian menggunakan penilaian autentik berdasarkan perencanaan, implementasi, dan pengolahan, (3) validitas model penilaian otentik terdiri dari perangkat pembelajaran validitas dan instrumen penilaian. Validitas perangkat pembelajaran memiliki tingkat validitas 76,25% (baik), sedangkan validitas instrumen penilaian memiliki tingkat validitas 86% (sangat baik) dan (4) model penilaian otentik praktis yang digunakan dalam penilaian Sekolah Dasar dilihat dari respons guru yang baik sebesar 89,8% (sangat praktis).

Abstract

The purpose of this study is to: (1) analyze the factual model conditions, (2) designing a model of authentic assessment, (3) determine the validity of the model of authentic assessment and (4) assessing the practical of the final model of authentic assessment of learning process in elementary school of Margasari, Tegal. The method used is the Research and Development (R & D), which consists of the preliminary study stage, stage of development and evaluation phase. Respondents are teachers. The model is validated by experts and practitioners with Delphi technique. Quantitative descriptive technique is applied to test Practicality of model that measures the ease aspects of the use models and benefits by giving questionnaires to the respondents to the teachers as users of the product. The results showed that: (1) the factual model condition of authentic assessment is still prioritizing aspects of knowledge as the basis of assessment, (2) the design of assessment model used authentic assessment based on the planning, implementation, and processing, (3) the validity of the authentic assessment model consists of validity learning device and assessment instruments. The validity of the learning device has a validity rate of 76.25% (good), while the validity of assessment instruments have a validity rate of 86% (excellent) and (4) practical authentic assessment models used in the assessment of Elementary School seen from the response of good teachers amounted to 89.8% (very practical).

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INTRODUCTION

Assessment is an important activity in learning. Assessment can be done when or after the learning activities take place. Therefore, assessing activities must be carried out in a planned manner by the teacher, so that the results can be accounted for. The teacher must assess in accordance with the existing curriculum, with the implementation of the 2013 curriculum on the education system in Indonesia, making various aspects of education in it must be updated. One element of change in the 2013 curriculum lies in the assessment standard.

Attachment of Permendikbud Number 66 of 2013 concerning evaluation mechanisms and procedures states that the assessment of learning outcomes at primary and secondary education levels is carried out by teachers, education units, government and / or independent institutions. In addition, in the attachment of Permendikbud Number 66 of 2013, it was also explained that the assessment of learning outcomes was carried out in the form of authentic assessments, self-assessment, project appraisals,

daily tests, midterm replications, end of semester tests, competency level exams, competency level quality exams, school exams, and national examinations. Based on the assessment form according to Permendikbud Number 66 of 2013, it seems that the assessment form that emphasizes the process is authentic assessment, because authentic assessment is carried out by the teacher on an ongoing basis from the start of input, process, and output

Based on the news of the independent voice print media dated (10/16/2014) Special Staff of the Minister of Education and Culture in the Field of Development Supervision and Control (UKMP3), in the National Dialogue and Consultation related to the 2013 Curriculum stated that there were many things that the teacher had not understood related to the 2013 curriculum. One of them is an assessment process that has not been carried out in accordance with the 2013 curriculum assessment concept and an assessment process that is considered complicated. Many have not understood in giving an assessment in the implementation of the 2013 curriculum (Tuti, 2014).

The assessment process that has not been carried out in accordance with the 2013 curriculum, inspires researchers to find out the real problems in the field, namely by interviewing the heads of the UPTD Dikpora in the District of Margasari, SD supervisors, and elementary teachers. The results of the interview, with the head of the UPTD of the Margasari District Education Office named Mr. Wartono on January 21, 2016 stated that the assessment of learning outcomes, especially authentic assessment in elementary schools, had not gone well. It is seen that there is still a ranking rating in report cards. With the ranking assessment, this can illustrate that learning assessment does not prioritize the process, but still prioritizes output that only looks at the academic aspects.

The results of interviews with elementary school teachers were related to the assessment in the 2013 curriculum. On January 23, 2016 researchers interviewed 10 elementary teachers during the KKG activities held at SD N 04 Margasari Tegal. The one-by-one interview shows that teachers find it difficult to carry out assessment of learning

outcomes in the 2013 curriculum. The difficulties most teachers complain about are understanding of Core Competencies (KI) and Basic Competencies (KD). The teacher has difficulty in teaching and evaluating. The teacher only understands that in evaluating there are several forms of assessment, but to apply it and adjust to the demands of the 2013 curriculum there is still confusion. In addition, the available books are not sufficient to understand the teacher about the application of assessment in the 2013 curriculum.

Based on the results of the interview with Margasari District Primary School supervisor named Ibu Purwati on January 24, 2016 stated that the assessment of learning outcomes in the 2013 curriculum included three aspects, namely knowledge, attitude and skills. Authentic assessment is very appropriate in assessing all three aspects, so that it can help teachers in obtaining information about students' learning progress both in the realm of attitudes, knowledge, and skills. The reality on the field of authentic assessment has not yet proceeded well. Teachers are less interested in authentic assessment, the cause of

teachers being less interested in authentic assessment is: elementary teachers do not understand the concept of authentic assessment, teachers still have difficulty in carrying out authentic assessments with the right procedures.

Based on the above context it can be seen that the problem of this research comes from the gap between hope and reality. Elementary School teachers can ideally carry out an assessment with Authentic assessment, so that they can know the competencies of students from aspects of attitudes, knowledge, and skills. The motivation for this research was because there was no research that developed an authentic assessment model especially in elementary schools, so researchers could make products in the form of an authentic 2013 curriculum-based assessment model for elementary schools. The 2013 curriculum-based authentic assessment model product contains assessment instruments and teacher manuals in carrying out assessments, so that the hope can solve problems in the implementation of authentic assessments so that assessment of student learning outcomes can

include competency assessment of afektif, kognitif, and psikomotor in accordance with the scope 2013 curriculum assessment.

The purpose of this research is to create an 2013 curriculum-based authentic assessment model in elementary schools, so that the impact of the teacher can carry out authentic assessments properly and correctly, besides that the teacher can also find out information on the development of students' abilities in afektif, kognitif, and psikomotor competencies significantly when the learning process and after following the learning process.

LITERATURE REVIEW

Quality improvement must begin by taking into account the current situation obtained through the process of evaluating learning outcomes. The ability of teachers to carry out assessments must be a priority in improving the quality of education. Assessment if done properly and correctly can produce accurate data and information about the level of achievement of student learning outcomes and the quality of the learning process (Fuadi et al, 2015).

Masrukan (2013: 4) stated that the term assessment was paired with an assessment which was an absorption word from the assessment. The assessment aims to improve understanding of these characteristics. If we do an assessment of the competence of students means we collect information to what extent students can achieve the intended competency learning objectives.

Arifin (2016: 15) explained that the purpose of learning outcomes assessment is (1) to determine the level of mastery of students towards the material that has been given, (2) to know the skills, motivation, talents, interests, and attitudes of students towards the learning program, (3) to determine the level of progress and suitability student learning outcomes with predetermined standards of competence and basic competencies, (4) to diagnose the strengths and weaknesses of students in participating in learning activities, (5) for selection, namely choosing and determining students that are appropriate for certain types of Education, (6) for determine the

grade increase, (7) to place students in accordance with their potential.

Bagnato (2007: 27) define authentic assessment as follows. Authentic assessment is a deliberate plan for investigating the natural behavior of students. Information is captured through direct observation and recordings, interviews, rating scales, and observed samples of the natural or facilitated play and daily living skills of all students. Authentic content invites teaching because the items are precursive to or are part of the curriculum.

MATERIAL & METHODOLOGY

Data

The type and design of the research used is education research and development. The research and development procedure that the researcher carried out consisted of three main steps: preliminary study, development phase, evaluation phase. Data sources at the development stage are experts and practitioners

Data collection techniques and instruments at the preliminary study stage, the development phase and the evaluation phase vary according to needs. The preliminary stage of data

collection tools that can be used are interview guidelines, observation guides and document search guidelines. Data collection techniques used are interviews, observation and check lists. In the interview technique, researchers can interview class IV teachers. Observation technique researchers can observe when learning activities are related to the factual conditions of authentic assessment during learning.

The instrument development phase that can be used at this stage is the expert and practitioner validation sheet. Data collection techniques used are assessment of expert documents and practitioners

The evaluation phase of data collection tools in practicality tests is a closed questionnaire which is equipped with comments, suggestions, and criticisms. The questionnaire was used to collect data from the teacher about the teacher's response after using authentic assessment model products during learning activities.

Data validity test is done by source triangulation and technical triangulation. Source triangulation is done by comparing the results of the

interview with the contents of a learning process document and interviewing the teacher. Technical triangulation was obtained by comparing interview data collection techniques, observation and check lists. Validity test in this study is the validity of the contract carried out by consulting the supervisor to determine the suitability between the variables measured by the forming indicators and the question items made

The data analysis technique used in this study differs from one stage to another. Data analysis techniques are described based on three stages of research and development as follows: Preliminary study phase, data analysis is carried out with a qualitative approach. In the development phase, data is obtained in quantitative form. This data is taken from the expert's opinion on an authentic assessment model for elementary school teachers in thematic learning through questionnaires / questionnaires with a choice of Likert scale partners. The evaluation phase, there is a practical test related to the product that has been developed. Data on practicality

tests were analyzed using quantitative descriptive techniques

Method

The type and design of the research used is education research and development. This relates to the general purpose of the study, namely the development of authentic assessment models. As explained (Borg and Gall, 1981: 775), Educational research and development is a process used to develop and validate educational product.

Based on this opinion, the research and development approach is seen as having high relevance for developing authentic assessment models for learning. This research and development method combines two approaches namely qualitative and quantitative approaches. Both approaches in R & D methods are used to develop learning assessment models in elementary schools that exist today.

RESULTS AND DISCUSSION

Result

The Factual Model for the Implementation of Authentic

Assessment in Primary Schools

Today

Based on the results of a preliminary study conducted from 18 July - 23 July 2016. The implementation of factual assessments on the afektif aspects carried out by the fourth grade teachers of SD Negeri Margasari 04 in the learning theme 1 sub-theme 1 has not gone well. This is evidenced by the afektif assessment that has not been carried out by observation, self-assessment, peer assessment, and journal evaluation. Kognitif assessment with written test techniques and assignments. The factual assessment carried out by the teacher in the aspect of psikomotor has not been implemented. As long as the researcher observes the teacher does not carry out performance appraisals, project appraisals, and portfolios.

The factual model of the implementation of authentic assessment in learning on theme 1 sub-theme 1 in SD Negeri 04 Margasari Tegal provides a complete picture that the authentic assessment process that takes Place in schools is far from the authentic assessment standard. The assessment process has

not been well structured, aspects of assessment are more dominant aspects of kognitif, while aspects of afektif and psikomotor have not gone well.

Based on this condition, the development of an authentic 2013 curriculum-based assessment in

learning must be carried out comprehensively

The factual model of the implementation of authentic assessment in learning on the theme 1 sub-theme 1 in Margasari Tegal Public Elementary School is presented in Figure 1

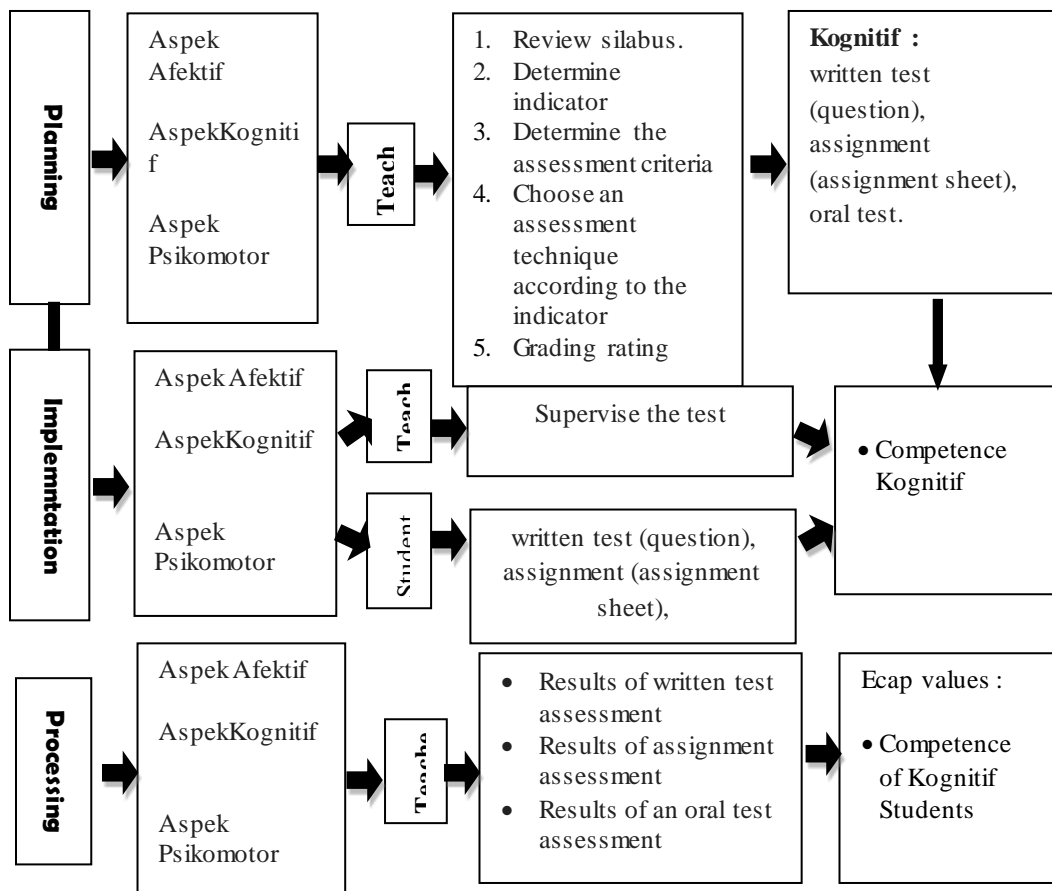


Figure 1 Factual Model of Authentic Assessment

Design Model Authentic Assessment

Conceptual model design authentic assessment is developed from weaknesses in the factual

model. Differences The design of authentic assessment models in Primary Schools with factual models of authentic assessment can be presented in Table 2.

Table 2 Comparison of Factual Models and Conceptual Model Designs

Component	Model Faktual	Designs Model
Assessment planning	Developing indicators is not in accordance with the learning objectives.	Development of indicators adapted to learning objectives
	Learning assessment techniques are written tests and assignments.	Assessment techniques use a variety of techniques such as observation, self-assessment, peer assessment, journals, written tests, oral tests, assignments, performance appraisals, project appraisals, and portfolios.
	The assessment grids do not reflect aspects of afektif and psikomotor	The assessment grid reflects aspects of afektif, kognitif and psikomotor.
	Assessment instruments only cover aspects of kognitif.	Assessment instruments include aspects of afektif, kognitif, and psikomotor
Assessment implementation	The assessment is only conducted in the classroom	The assessment is carried out in the classroom and outside the classroom.
	Assessment is more dominant in the aspect of kognitif	The assessment consists of aspects of afektif, kognitif and psikomotor.
	Students are not involved in the assessment process	Students are involved in the assessment process such as

		self-assessment and peer assessment.
Assessment processing	Processing of assessment is not systematic	Systematic assessment processing
	The absence of assessment criteria in the assessment of attitudes and psikomotor	There are assessment criteria in the assessment of afektif and psikomotor

The difference in factual models and model designs lies in the components, implementation and results. The assessment component of the factual model consists of aspects of kognitif, while the model design consists of aspects of afektif, aspects of kognitif, and aspects of psikomotor. The assessment of the factual model consists of test assessment, oral assessment, and assignment assessment, while the assessment model design consists of observation, self-assessment, peer assessment, written test, oral test, assignment, journal assessment,

performance assessment, assessment. project, and portfolio assessment. The assessment results on the factual model are knowledge competence, while the assessment results on the model design are assessment of afektif competency, kognitif competence, and psikomotor competency.

Validity of the Authentic Final Model

The results of the validation of the authentic assessment model in theme 1 and sub-theme 1 in class IV are presented in Table 3.

Table 3 Results of the Conceptual Model Design Validation

No	Rated aspect	Validator		Total	Average
		Score			
		I	II		
1	Completeness of authentic assessment instrument format consisting of grids, assessment rubrics and indicators	4	4	8	4
2	Guidelines for answering or filling clear assessment instruments	5	5	10	5
3	Suitability of assessment instruments with indicators	4	5	9	4,5
4	The language used is clear, simple, and communicative	4	4	8	4
5	Compliance with Indonesian language rules	5	4	9	4,5
6	Command clarity on assessment instruments	4	4	8	4
7	The format of the assessment instrument is interesting	5	4	9	4,5
8	The assessment item is correct	4	4	8	4
9	The sentence length on the assessment instrument is correct	5	4	9	4,5

Total Score	40	38	78	39
Score Maximum	45	45	90	45
Average Score	4,4	4,2	10	4,3
Percentage %	89	84	86	87
Criteria	Very good			

Based on Table 3 it can be explained that, the assessment of validator I Prof. Dr. Ani Rusilowati, M.Pd concerning the development of the 2013 curriculum-based authentic assessment model obtained a total validation score of 40 or 89% so that the criteria were very good, therefore an authentic assessment model was feasible to be used to carry out assessments in learning with minor revisions. Assessment from validator II Drs. Purwati, M.Pd concerning the development of an authentic curriculum-based assessment model in 2013, obtained a total validation score of 38 or 84% so that the criteria were very good and feasible to use in carrying out authentic assessments in learning. Overall, the assessment of the two validators

regarding the design of the authentic assessment model obtained a total score of 78 or 86% so that the design of the 2013 curriculum-based authentic assessment model was in very good or "valid" criteria, so that the overall design of authentic assessment models was feasible to use in authentic assessment. in learning at school.

The design of learning devices in the form of syllabus and lesson plans is also validated by experts and experts. The assessor uses an instrument of validation sheet which is useful to measure the validity of the learning tools that want to be used in the research. Recapitulation of the results of validation of learning devices obtained from experts can be seen in Table 4.

Table 4. Recapitulation of Learning Device Validation Results

NO	Learning Media	Score Validator		Total Skor	Score Max	%	Criteria
		I	II				
1.	Silabus	29	31	60	80	75	Good
2.	RPP	31	31	62	80	77,5	Good
Average				122	160	76,25	Good

Based on table 4 it can be explained that, the assessment of the two validators regarding the development of learning tools. The development of the syllabus device obtained a total score of 60 validators or 76.25% so that it is in good criteria. RPP obtained a total validation score of 62 or 77.5% so that it is in good criteria. Based on the data as a whole, the average score of learning devices 122 or 76.25% is obtained so that the criteria are good or valid.

Practicality of the Authentic Final Model

Practicality of the model was carried out at SD Margasari 02, SD Negeri 04 Margasari, SD Negeri 06 Margasari, and SD Negeri 07

Margasari. Practicality is carried out by the fourth grade teacher with 5 teachers as respondents. The researcher examined the practicality of authentic assessment models by giving explanations to grade IV teachers on how to carry out authentic assessments in classroom learning.

Practicality tests obtained through teacher response questionnaires were then analyzed with the aim to test whether the product development of 2013 curriculum-based authentic assessment models in elementary schools was practical and easy in the wearer or not. The recapitulation of teacher response questionnaires can be seen in Table 5.

Table 5. Recapitulation of Teacher Response Questionnaire

No	Statement	Score Questionnaire Teacher Response					Total Score
		I	II	III	IV	V	
1	Instructions for using instruments can be understood easily	5	5	4	5	4	23
2	Instruments can easily be arranged according to assessment needs	4	5	4	4	4	21
3	Sub aspects of assessment can easily be observed and assessed	4	5	5	5	4	23
4	Assessment instruments can streamline the use of time in the assessment	5	4	4	4	4	21
5	Scoring instructions can be easily understood	4	5	4	5	5	23
6	Rubrics and scoring criteria are clearly and easily understood	5	5	4	5	5	24
7	The instrument displays a picture of the assessment criteria and a clear scoring column	4	5	5	5	4	23
8	Recapitulation of values can be done quickly and easily	4	5	4	5	4	22

9	Interpretation instructions are clearly presented	4	5	5	4	5	23
10	Value interpretation can be done easily	4	4	5	4	4	21
11	Instruments can be run easily	5	4	4	5	5	23
Total Score		48	52	48	51	48	247
Average Score		4,3	4,7	4,3	4,6	4,3	22,4
Score Maximum		55					275
Percentage %		87,2		94,5		87,2 92,7 8 8 7 9, , 8 2	
Criteria		Very practical					

Based on Table 5 can be seen recapitulation of teacher response questionnaire after understanding and practicing authentic assessment model on learning with the theme 1 "Beautiful Togetherness", subtema 1 "My Nation's Cultural Diversity" obtained an average score of response questionnaire 1 teacher is 4.3 or 87.2 %, teacher 2 is 4.7 or 94.5%, teacher 3 is 4.3 or 87.2%, teacher 4 is 4.6 or 92.7%, teacher 1 is 4.3 or 87.2%. So based on these data the average score of the teacher

response questionnaire on the 2013 curriculum-based authentic assessment model scores 22.4 or 89.8% with the "very practical" category, so that teachers can be used in assessing students' competencies comprehensively starting from input, process and output, and can assess the attitude competencies, knowledge competencies, and skills competencies of students during learning. This product is in line with the provisions of Permendikbud No. 66 of 2013 which explains that

assessment of learning outcomes is carried out in the form of authentic assessment. Authentic assessment is a comprehensive assessment to

assess starting from input, process, and learning output.

The final model of authentic assessment in learning in theme 1 sub-theme 1 is presented in Figure 2.

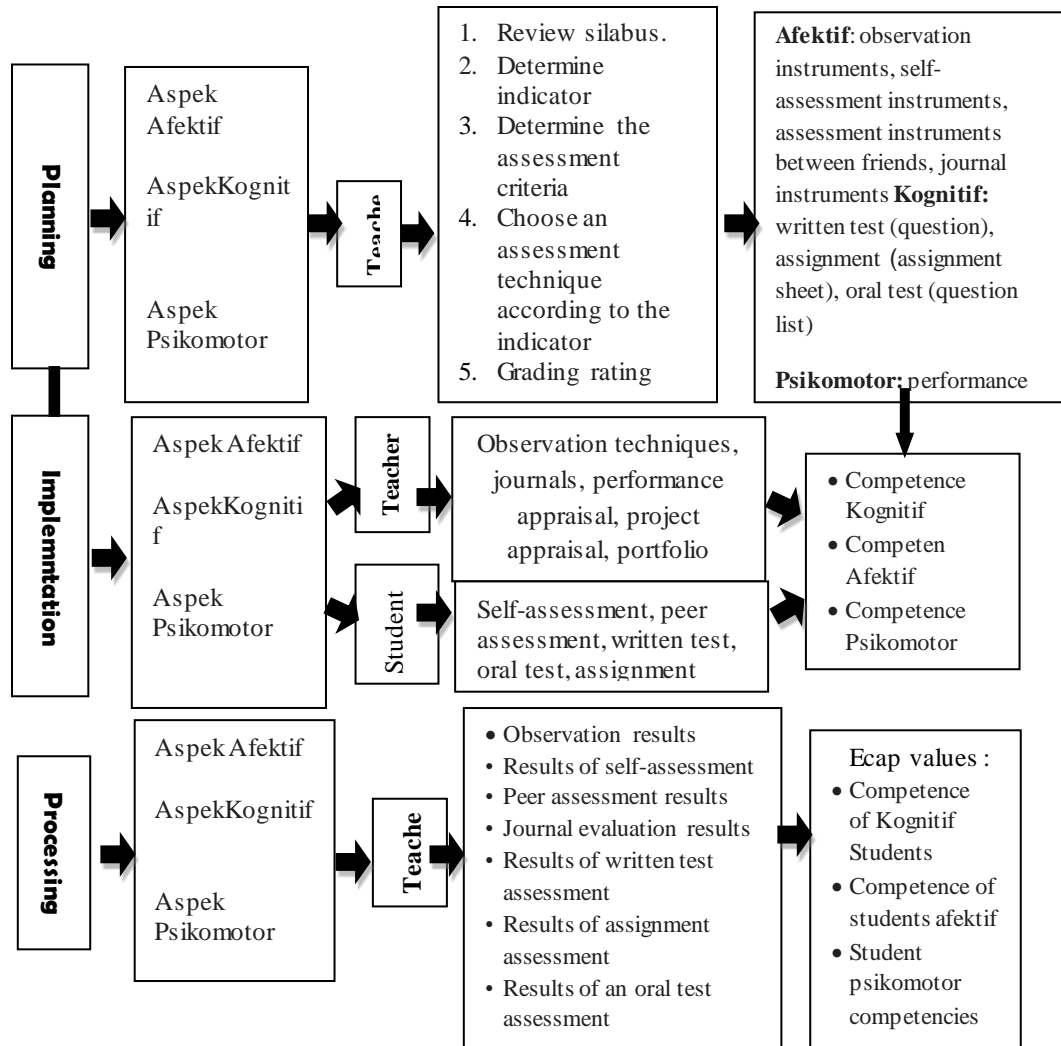


Figure 2. The Authentic Authentic Final Model

CONCLUSION

The conclusions of the study are 1) the factual model of the implementation of authentic assessment at SD Negeri Margasari 04 Tegal Regency still emphasizes the final results or output. 2)

Assessment design at SD Negeri Margasari 04, Tegal District, using an authentic assessment model. 3) The authentic assessment model developed in the implementation of the assessment consists of the

validity of learning devices and assessment instruments. The validity of learning devices has a validity level of 76.25% with the criteria of "good" so that it is feasible to be used in learning, while the validity of assessment instruments has a validity level of 86% "very good" so it is

very feasible to assess students in learning. 4) The practicality of using authentic assessment models in thematic learning is the theme 1 "The Beauty of Togetherness", the theme of "My Cultural Diversity" in assessing students from aspects of afektif, kognitif, and psikomotor.

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