Analyzing the Issues in the Implementation of Authentic Assessment in the 2013 Curriculum

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Abstract: The implemention of authentic assessment in the 2013 Ccurriculum has been encountered by various challenges. Teacher have to use numerious instruments, which made them quite which are regarded more complicated. this study focused on the analysis of issues experienced by teachers in implementingng theauthentic assessment within the 2013 curriculum. This study used quantitatif method in which questionnaire was distributed to the teachers. Population included all teachers in Padang whose schools are applying the 2013 curriculum. 120 teacher were randomly taken as the sample. The results show that in terms of the affective aspect, the teachers had not yet been optimal in conducting self- and peer assessment for the students, thus the further improvement is seriously recomended. In light of the the cognitive aspect, the teachers had done a very good assessment. They had made a variety of assessment types, especially in the essay and oral tests. However, the assessment of psychomotor aspect was not also optimally done need some improvement. From these results, it is hoped that the teachers can further enhance the assessment procedures of the three criteria for better learning outcomes. The school principals should be able to create opportunities for the teachers to take training in the Applying authentic assessment.

Keywords: Assessment, authentic material, 2013 curriculum

INTRODUCTION

The implementation of the 2013 curriculum has been under constant challenges and problems. One of the main challenges is the lack of teacher mastery in applying the curriculum, making it even harder to apply in schools. (Davis, 2003; Dieker & Murawski, 2003). In addition, many teachers have interpreted the curriculum differently; therefore, it is no wonder that the implementation has been varied.

Other common issues include the learning approach used in the curriculum, the evaluation system of student learning outcomes, and the teacher training for the curriculum.

The practice of students' learning assessment is in line with the applied curriculum. Assessment is one of the learning components included in the curriculum. By definition, curriculum is a set of plans and regulations on the learning objectives,

contents, and materials. It is also the way used in guiding the implementation of learning activities to reach certain objectives (Government Regulation (PP) No. 19/2005 Article 3). Thus, to measure the success of the curriculum, assessment is therefore necessary.

The changing of Indonesian curriculum into School-based Curriculum (SBC) has also changed the paradigm of learning activities and assessment process in terms of the system, principles, approaches, techniques, and assessment types (Arifin, 2009). SBC demanded that the assessment practice be referred to the Standard of Educational Assessment. The Ministry of National Education Regulation No. 20/2007 on the Standard of Educational Assessment states that the assessment principles need to be holistically and continuously applied. Being holistic means teacher's assessment should include all of the competence aspects (i.e., cognitive, psychomotoric, and affective) using appropriate assessment techniques. Being continous means the assessment is done to monitor the progress of students' abilities.

The progress of learning outcomes during the learning process can be observed through formative assessment (Nicol & Macfarlane-Dick, 2006). The formative assessment is a planned assessment process. The assessment can also be used to find out the strengths and weaknesses of the learning process in which teacher can make the revision, change and modification after identifying the information (Huba & Freed, 2000). In short, the assessment allows the teachers to use the information obtained through it to keep and improve whatever is needed (Newmann & Wehlage, 1995).

The psychomotoric and affective aspects were not put into emphasis. A good assessment system needs to have all three aspects together; otherwise, the assessment system will be less complete and less meaningful (Arifin, 2009) Voogt & Roblin, (2012) also stated that less thorough assessment would make teachers difficult to

make decisions at the end of the semester, especially when writing the students' final reports.

The psychomotoric learning outcomes cannot be ignored due to the fact that knowledge is not just a set of facts, but a series of scientific processes which requires hands-on practice. Measuring the psychomotoric aspect can also be done towardsthe learning outcomes such as performance. One of the ways to measure its competence is by conducting direct observation and by assessing students' performances during the learning process. In direct observation, teachers need to have observation checklist in hand. However, there are issues regarding the difficulty of practicing the learning assessment system that is a handful number of assessment instruments needed to be done.

Further, the dominant use of the affective aspect integrated in learning has also made teachers difficult to implement. The results of the interview in April 2015 with a number of teachers in Padang showed that the teachers found it hard to practice the assessment with which they felt burdened. Many thought that the assessment system was quite complex, and as a result they faced challenges in the implementation. Not only did the teachers need to focus on the learning process, but they also had to shift their attention towards the assessment instruments.

In this regard, the issues in the assessment of the 2013 curriculum need to be solved properly. But, first of all, problem analysis should be done related to the teachers' problems in conducting the authentic assessment. Preliminary field observation found that not all teachers understood the concept of authentic assessment itself. Most teachers assumed that authentic assessment is very challenging to apply so they were looking for the simple method to use. In this present study, the concern is on analyzing the problems with authentic assessment practice in the 2013 curriculum.

Authentic Assessment and the Demand of the 2013 Curriculum

As 2013 curriculum and school-based curriculum are characterized by the authentic assessment, it was not yet optimally applied. Hence, in the 2013 curriculum, the assessment is given more serious concern by which the teachers are required to assess their students' learning outcomes.

Authentic assessment is defined as the process of collecting various data on the students' learning progress. The description of the progress should be able to tell the teachers, who then will lead the students in the right learning track.

Furthermore, Authentic assessment concerns with any activities to measure the learners on what is supposed to be measured, either the process or the outcomes, using any type of the assessment instruments, which has been set according to the demand of the competences in the Standard of Competence or Core Competence and Basic Competence (Darling-Hammond & Snyder, 2000).

The curriculum 2013 has also put an emphasis on the shift of assessments, from tests (measuring the knowledge competence based on the outcomes) to authentic assessment (measuring affective, skills, and knowledge based on the process and outcomes). In authentic assessment, learners are asked to apply the concept or theory in real life. The term "authentic" refers to the actual conditions, in other words, the actual skills or performances possessed by the learners.

Authentic assessment is based on the Criterion Referenced Assessment (CRA), in which the learning outcomes are generated by comparing the score position to the ideal score set beforehand. In this sense, the students' competence is not based on the standard such as the Minimum Completeness Criteria. In authentic assessment, the teachers not only assess the basic competence, but also the standard of core competence and the graduate competence (De Jong, Steinel, Florijn, Schoonen, & Hulstijn, 2013)
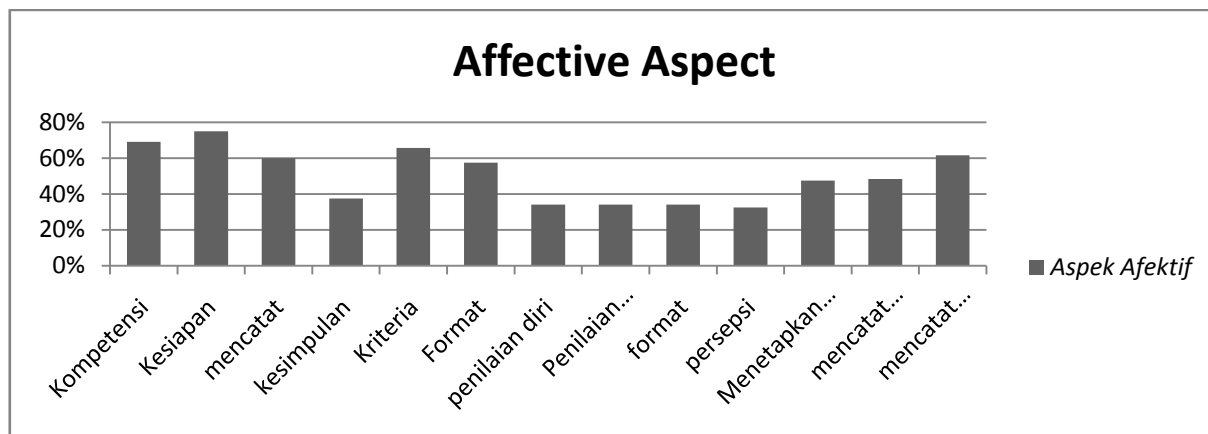
METHOD

This study used the quantitative approach with descriptive analysis. Population was all primary school teachers in Padang. 120 teachers were rendomly taken as the sample of this research . The Data were collected by questionnaire to the teachers. The data were then analyzed by finding the percentage.

RESULTS AND DISCUSSIONS

The questionnaire was given to the teachers in finding out how they used authentic assessment instrument, especially on three aspects: cognitive, affective, and psychomotor. The followings are the results of the questionnaire:

Assessment of the Affective Aspect

The results of this assessment are as follow:

Figure 1. The Use of Affective Instrument for the 2013 Curriculum Assessment
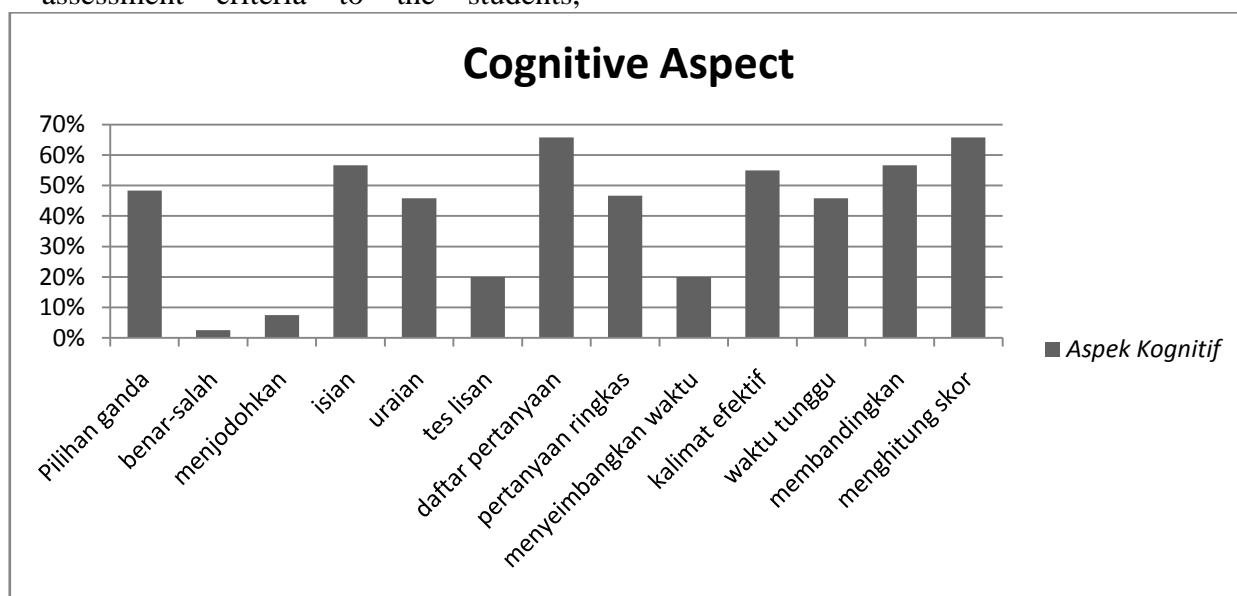
Figure 1 shows that 69.17% of the teachers always used the affective competence assessment to their students. Then, about 69.17% of them always conveyed to the students what affective competence they should have achieved. But, there were 75% of the teachers conduct the observation of the students' performance during learning, and 60% wrote the students' affective performance, while 57.5% of the sample compared the students' affective performance to the assessment indicators.

The figure also showed that 65.83% of the sample drew conclusions on the students' affective performance, while other 57.5% conveyed the self-assessment criteria to the students, 34.17%of them gave the self-assessment format to the their students, 34.17% conveyed peer assessment criteria to the students, 32.5% gave peer assessment format to their students, 47.5% synchronized the students' perceptions on every indicator measured, and 48.33% determined the number of students measured. Further, 61.67% of them recorded the students' performance according to the indicator measured, 61.67% said they always wrote the dates of every student's performance, and 60% identified the strengths and weaknesses of their students.

a. Assessment of the cognitive aspect

The results of the cognitive aspect are as follow:

Figure 2. The Use of Cognitive Instrument for the 2013 Curriculum Assessment

Figure 2 depicts that 48.3% of the teachers gave multiple choice questions in the tests, while 2.5% gave True-False questions, and 7.5% of them gave matching questions. The fifure 56.67% gave fill in the blank questions, 45.83% gave essay questions, and 20% administered oral tests in which each student was asked one by one.
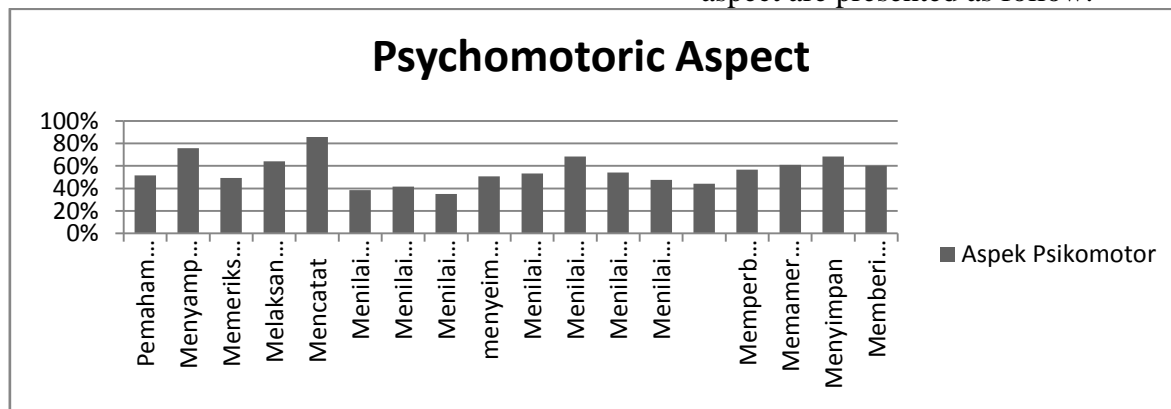
In terms of using a list of questions as a guideline for the oral tests, it is shown that 79 teachers (65.8%) stated they had always used the list. Another 65.8% said they asked the questions briefly and clearly. About 46.67% said they balanced the time allocation from one student to another, and 20% admitted they avoided using sentences that might have provided some clues to the students.

As many as 55% of the teachers provided sufficient time for the students to come up with answers, 45.83% used the scoring rubric to check the students' answers while 56.67% directly calculated the score after a student completed the oral test.

Further, 65.83% of the teachers had communicated every task the students needed to do, 55% mentioned the basic competences needed to be achieved through every task, 73.33% conveyed the due date of every task, 70% assessed the task with the determined criteria, and 68.33% provided feedback for their students.

b. Assessment of the psychomotoric aspect
The results of the psychomotoric aspect are presented as follow:

Figure 3. The Use of Psychomotoric Instrument for the 2013 Curriculum Assessment

Figure 3 describes that 51.67% of the teachers gave similar perspective on the assessment criteria to their students and 75.83% use to give tasks while 49.17% of them checked the instruments and materials used in the performance tests. It was also recorded that 64.17% conducted assessment within the time estimated, 85.83% recorded the assessment results, 38.33% conducted the assessment during the project planning, 41.67% conducted the assessment during the project implementation, 35% conducted the assessment during the project reporting.

Furthermere, the figure shows that 50.83% of the sample conducted the assessment during the product preparation and 53.33% of them assessed during the product making, and 68.33% assessed on the product made by the students.

Around 54.17% of the of the sample used to have portfolio assessment and 47.5% documented the portfolio results according to the defined format, 44.17% gave the students chances to revise their works, 56.67% displayed the best portfolio's works and 60.83% of them them kept all portfolios in the file folders with the students' names, and

60% provided the final scores of the portfolios along with the feedback.

Assessment of the Affective Competence

The assessment of the affective competence included observation, self-assessment, peer assessment, and journal assessment. The teachers always observed the students' performances during the learning process. They also asked the students to conduct self- and peer assessment and then determined the number of students to be assessed. The teachers then recorded the date of every student's performance and compared the affective performance to the assessment indicators.

In terms of the indicators' effectiveness, it was found that less than 70% of the sample used the assessment indicators. In other words, the use of the indicators was still not very effective. In addition, as presented in figure, less than 50% of the self- and peer assessment indicators were utilized. Despite these findings, in general, the assessment of the affective aspect was still quite high.

According to Sitzmann, Ely, Brown, & Bauer (2010), self-assessment can be used to measure the cognitive, affective, and also psychomotor competences as they define self-assessment as "monitoring of one's own levels of knowledge, performance, abilities, thinking, behavior and/or strategy" (Sitzmann et al., 2010).

As self-assessment can be performed in such domains, it is necessary that the teachers were able to allow for more such an assessment because the results of the study still show that the self- and peer assessment have not yet optimally been used in the classroom despite being the concern of the 2013 curriculum.

Assessment of the Knowledge Competence

The assessment for identifying the knowledge competence included written tests, oral tests, and assignments. The teacher often gave questions in the written tests in multiple choice, fill in the blanks, and essay formats. Seldom did they give the questions in matching and true-false formats.

In oral tests, the teachers provided a list of questions as a guideline to interview the student one by one. The questions were briefly and clearly said by the teachers. In this case, the teachers avoided giving some words that might have had some clues. They also allowed sufficient time for the students to think for the answers before responding to the questions. Then, they compared the students' responses to the scoring rubric, calculated the scores, and provided feedback.

In addition, some teachers also conducted the oral tests using the question-answer format. Marhaeni (2012) states that the oral test is a variation of the essay test. The oral test is often used in the final exams of religious and social subject lessons. The benefits of the oral test enable a learner to show his/her ability in a subject. The learner will not depend on choosing the response within what is available, but provide the response to his/her knowledge.

The oral test is used to reveal the knowledge and comprehension of the learners on the assessed materials. In conclusion, the authentic assessment of the knowledge competence has been implemented very well in Padang.

Assessment of the Skill Competence

The assessment of the skill competence involved using performances, projects, products, and portfolios. Findings shows that the teachers always conveyed what task needed to da in regarding their student for the performance test, checked the availability of instruments and materials used, determined the time period of the task, and recorded the assessment results.

In terms of assessing the projects, the teachers made assessments on the planning, implementation, and reporting of the projects. As for the products, the teachers made

assessment on the preparation, making, and product made by the students. The proportion of the teachers' assessment of project proses and the product was less than 60%.

In the case of the authentic assessment, assessing the process is important in measureing the psychomotor aspect. This occured teachers need to know how a learner works during the process.

In terms of the portfolios, the teachers would document all of the students' works, display the best of them, and keep every portfolio into the files with each student's name on their respective file. In term of the skill competence; the authentic assessment has been highly used in Padang.

CONCLUSIONS AND RECOMMENDATIONS

From previous discussions, it can be concluded that the affective aspect assessment was maximized, both for the self- and peer assessment. Similarly, the psychomotor aspect assessment measuring the learning process was improved for better outcomes. However, the cognitive aspect assessment was well conducted: teachers had made various types of assessments, especially the oral and essay tests.

The teachers are recomended to increase their understanding on the practice of authentic assessment to use the assessment in all aspects of learning. The school principals should also provide and facilitate the teacher with the appropriate trainings related to authentic.

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