

Development of an Authentic Assessment Instrument for Short Story Texts for Class XI Students of SMA Negeri 12 Medan Academic Year 2022/2023

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Abstract. This research aims to determine (1) the process of developing authentic assessment instruments for short story text material, (2) the form of authentic assessment instruments for short story text material, (3) the results of trials of authentic assessment instruments for short story text material, and (4) the effectiveness of authentic assessment instruments for short story text material. short story text for class XI students of SMA Negeri 12 Medan. The test subjects consisted of material experts, evaluation experts, Indonesian language teachers at SMA Negeri 12 Medan. All assessments of evaluation experts are in the "very good" criteria. The results of the teacher's response have a total average percentage of 96% with the "very good" criterion. The results of student responses were declared feasible and met the needs, the total average percentage was 98% with the overall criteria of "very good"; and (3) the effectiveness of authentic assessment instruments on short story text material was obtained on average 81%. It was concluded that students' abilities had increased significantly and achieved the KKM as expected.

Keywords: Instrument, Authentic Assessment, Short Story Text.

1 Introduction

The level of education of a country can be measured. The academic environment and community environment are additional sources of education. Educated human resources who are able to experience rapid era changes are produced through education. On the contrary, low quality education causes low human energy resources. This is because education provides students with the best opportunity to grow into potential human energy sources who are professional, including those who have critical, logical and innovative thinking, so that learning becomes the key to creating a reliable source of human energy. Assessments are attempted to identify students' learning levels. If done correctly, assessment can be a method for influencing teaching standards. Teachers can help students improve their skills or talents by carrying out appropriate assessments. Affective, cognitive and psychomotor skills all

contribute to student competence. After the teaching and learning process ends, students are expected to have the three competencies mentioned above. Assessments that incorporate these three components into an independent curriculum are genuine assessments that can encourage active education. Assessments that try to think about both the educational process and the final results. Therefore, teachers must use strategies, processes and assessment tools to ensure student learning outcomes match the competencies to be assessed. Teachers are also required to create assessment equipment that reflects the competencies that students are expected to learn from the subject and can be used in everyday life. Based on the results in the field, teachers generally only use tests to measure cognitive aspects or students' mastery of knowledge, so that students' affective and psychomotor aspects are not paid attention to.

This problem can be seen from the results of an initial study in class XI of SMA Negeri 12 Medan regarding the assessment system carried out by teachers in Indonesian language subjects. The initial study was carried out in two stages, namely conducting a survey and conducting a literature survey.

One of the factors that influences students' ability to learn efficiently is assessment. The quality of learning outcomes and student graduation are both influenced by how well educational assessments are carried out. In the independent study curriculum, short story reading is one of the readings studied by students at the high school, MA and vocational high school levels. Short story reading is used in class XI Indonesian language education to train students to think critically and creatively to express the author's feelings by embedding imagination or fantasy into a story. Short stories can also be used to entertain readers so they can get entertainment or advice from a short story. Short stories can also be written by students using their own experiences or their own imagination. Therefore, it is very important for students to study and master this short story reading module.

The learning process requires the implementation of authentic assessments. Because it can be used to confirm accurate data about students' skills or competencies, authentic assessment is needed in education. Based on Abidin (2012:11), authentic assessment must be used because it can be used as a direct dimension of learning achievement as a marker of the competency abilities being taught; Authentic assessments give students the opportunity to showcase their learning outcomes. Authentic assessment is an assessment that can be used to describe students' actual conditions based on reality or known realities. Teachers are also required to create assessment equipment that matches the competencies students are expected to obtain from these subjects and can be used in everyday life.

A reliable assessment instrument is a tool for estimating or surveying students' educational progress as a result of the actual setting. In studying the method of compiling dream story readings, there are 4 various reliable assessment instruments, namely assignment, portfolio and composition tests. The four types of assessment instruments that can actually be involved by educators in conducting assessments to identify how to compose dream story readings based on skills that must be achieved or appropriate

Assessment instruments will provide positive results, but it will require the teacher's willingness to implement them at school. Likewise, in the assessment of short story reading, Indonesian teachers at SMA Negeri 12 Medan have not yet considered assessments that comply with the provisions regarding the assessment of learning outcomes in accordance with Minister of Education and Culture Regulation No. 53 of 2020 from the government as well as assessment of learning outcomes by the Learning Unit. Therefore, it is necessary to develop assessment instruments in these schools.

Not only that, the results of observations that have been made at SMA Negeri 12 Medan, students in class clearly planned so that students still find it difficult to respond to short story reading questions.

2 Material and Methods

The scope of an assessment is smaller than an assessment, whereas the assessment concentrates more on certain aspects within that scope. If the education system is the thing to be evaluated, so that its scope is all aspects of education and non-assessment assessment, this is the right term to consider the education system. Assessment is not the right term to use if you want to evaluate one or more components of education such as student learning outcomes. There are also measurement designations. If assessments and assessments are qualitative in nature, then the measurements are quantitative in nature (scores or numbers) and are obtained using standard (standard) equipment or measuring equipment. Which can be in the form of tests or non-tests in order to measure learning outcomes using equipment or measuring instruments (Zainal A., 2012: 1-2).

Assessments and grading are more equitable in nature which include being estimated whereas tests are one of the tools for estimating. Assessing is more limited to quantitative reflections (numbers) about student learning progress, on the other hand assessments and grading are more subjective in nature. Not only that, assessment and evaluation are basically a series of steps to arrive at a conclusion about the value of an object. The assessment option (decision award) is not only seen from the estimated results (subjective depiction).

Based on Permendikbudristek Number 21 of 2022 which regulates independent curriculum assessment, the assessment used must be authentic, meaning that it must continuously evaluate the totality of the process, not just rely on the results. make an unchanging and sincere assessment of the totality of the process, not just the results. The affective, cognitive and psychomotor domains are evaluated first in an authentic assessment before moving on to other areas.

One type of short prose is a short story. It is not clear what the meaning of the word short in this definition is based on the dimensions. The short dimensions of the novel allow it to be read in one sitting in less than an hour. According to Edgar (in Nurgiantoro, 2012: 10), "Short stories are stories that can be read in one sitting, approximately between half and 2 hours. In accordance with this point of view, Sumardjo (in Riswandi, 2013:34) reports that calculating this short dimension is based more on the limited growth of its elements. In line with the point of view mentioned above, Nurgiantoro (2012) wrote "A short story is as its name implies: a short story. However, there is no convention between authors and experts regarding how long or short a story is. A short story is a story that centers and ends on its own, continued Ellery Sedgwick (in Tarigan, 1984: 176). This point of view is clarified by Sumardjo (2016: 184), who reports that a short story is a short work of fiction that is read in one sitting and has a single goal, a single crisis, and a single impact on the reader. The author comes to the conclusion that short story reading is reading that contains life events that have significant consequences and is arranged in the building blocks of short story reading based on some of the comments that have been expressed.

3 Result

The initial stage of this research is to describe how to create an authentic assessment tool for class XI high school short story text material. A needs analysis is carried out at the beginning of the research, and after that the process of creating an assessment tool is carried out.

A total of 35 class The results of the analysis from the questionnaire aim to ensure that the learning products produced can help the learning process run more effectively. The data obtained from the needs analysis by teachers and students were concluded in table 4.1 below. Teachers need guidelines for assessing short story text material. This is needed because this material is included in the complex material of several other complicated materials. Short story text assessment guidelines are needed to measure how capable students are of understanding the material, including the vocabulary they acquire from the short story texts they are studying. Obtained from the results of the needs analysis, it means that during the learning of short story texts, teachers still use practice questions that are still observed and do not attract students' creativity, so that students' understanding is still lacking.

Table 3.1 Needs Analysis Questionnaire

No	Question	Answer	Frequency			
			Teacher	%	Student	%
1	Get to know authentic assessment instruments in short story text material	Yes	2	100%	5	14%
		No	0	0%	30	86%
2	Using authentic assessment instruments on short story text material	Yes	0	0%	0	0%
		No	2	100%	35	100%
3	Requires authentic assessment instruments on short story text material	Yes	2	100%	29	83%
		No	0	0%	6	17%

Based on the table above, it is known that the Indonesian language teachers at SMA Negeri 12 Medan (100%) stated that they were familiar with authentic assessment instruments in the short story text material that was developed, while 30 people or (86%) of the total number of students stated that they were not familiar with authentic assessment instruments in the short story text material. developed. Teachers and students (100%) stated that they had never used authentic assessment instruments on short story text material in the learning process. Teachers (100%) stated that they needed authentic assessment instruments on the short story text material developed and (83%) students stated that they needed authentic assessment instruments on the short story text material developed in the learning process. Product developed for a teacher's handbook when teaching short story text material in class XI SMA

Negeri 12 Medan. The product developed was implemented by the teacher for class XI students of SMA Negeri 12 Medan.

3.1 Indonesian Teacher Assessment

The results of the teacher's assessment of the authentic assessment instrument for short story texts are seen from the results of the questionnaire that has been filled out by the teacher. The lift consists of thirty different questions to which the teacher must respond by selecting the available answers. Each answer has a different score level. The lowest score is one (1) and the highest score is four (4). The average is obtained from the total scores obtained, then you can determine criteria based on these scores.

The total score resulting from the assessment of authentic assessment instruments on short story text material by teacher I was 107 with an average percentage of 89% with the criteria "Very Good". The same as the results of teacher I's assessment, the total score of the authentic assessment instrument assessment results on short story text material was 88 with an average percentage of 73% with the criteria "Good".

The results of the assessment are scores on learning indicators that are appropriate to Indonesian language learning, especially short story text material and instruments used in authentic assessments of short story texts. The results of the responses or responses made by Indonesian language teachers concluded that the assessment instrument in the form of a short story text writing instrument included the "very good" criteria with a total average percentage of 81%. Based on the results of the authentic assessment of the short story text material by the teacher, it was concluded that the results of the authentic assessment of the short story text material by the teacher concluded that the learning product developed could meet the demands of the learning needs that would be taught to class XI students at SMA Negeri 12 Medan.

3.2 Student Trial

The stage of testing authentic assessment instruments on short story text material through 3 trial processes, namely (1) individual trials, (2) small group trials, and (3) limited field trials. Authentic assessment of the short story text material developed is a product for teachers while its application is to students.

a. Individual Trial (3 Students)

The average percentage results of the assessment of material assessment indicators have an average percentage of 79%, language assessment indicators with an average of 83% and interest assessment indicators with an average of 75%. The average percentage result from all individual trials is 79% with "good" criteria. The trial results show that the instrument is good enough for learning, but there are still shortcomings after individual trials. The disadvantages are (1) Some of the words written on the instrument are not perfect; and (2) Some of the instrument question sentences are convoluted.

The results of the individual trial assessment above concluded that the authentic assessment instrument developed was included in the "good" criteria with a total average presentation of 79%. Individual trials were carried out to determine students' initial responses to identify

deficiencies in the authentic assessment instruments developed before small group trials were carried out. The average percentage results were obtained based on assessment indicators in the form of language material and interest in the instruments in the assessment instruments developed.

b. Small Group Trial (9 Students)

The results of the average percentage of assessments on material assessment indicators have an average percentage of 81%, language assessment indicators with an average of 68% and interest assessment indicators with an average of 79%. The average percentage result from all individual trials is 79% with "good" criteria. This means that the test instruments in the product that have been developed are in accordance with student needs.

The average percentage result of the assessment of material assessment indicators has a percentage of 81%, the language assessment indicator has an average of 68% and the interest assessment indicator has an average of 79%. The average percentage result of all individual trials is 79% with the criteria " Good". This means that the instruments in the assessment instruments that have been developed are in accordance with student needs.

c. Limited Field Trial (35 Students)

The average percentage results of the assessment of material assessment indicators have an average percentage of 83%, language assessment indicators have an average of 100% and interest assessment indicators have an average of 95%. The average percentage result from all individual trials is 90% with "good" criteria. The results of the responses from class This means that the short story text material assessment instrument developed has increased development and can meet the demands of learning needs.

This means that the authentic assessment instrument on the short story text material developed has increased development and can meet the demands of learning needs. This limited field trial assessment is the final stage of product testing. The average percentage results obtained are based on assessment indicators in the form of language material and interest in the product being developed.

4 Discussion

Appropriateness instrument assessment authentic to the material text short story For student class XI SMA Negeri 12 Medan complied terms and conditions used For learning on the material text short story Based on evaluation expert matter , expert evaluation , teacher assessment of Indonesian , and response student . The average percentage of all sub components from results validation expert material I and II is 84% with "very good " criterion . The average percentage of all indicator from results validation expert evaluation I and II for instrument form choice double is 94% with "very good " criterion . The average percentage of all indicator from results validation expert evaluation I and II for instrument description is 88% with "very good " criterion . The average percentage of all indicator from results validation expert evaluation I and II for instrument psychomotor is 98% with "very good " criterion . The results of the teacher's response to instrument assessment has a total percentage with an average of 81%. "very good " criteria . Response results student class XI SMA Negeri

12 Medan for instrument assessment authentic to the material text short stories that have developed stated worthy and fulfilling need average percentage of 83% with "very good " criteria .

effectiveness authentic assessment instrument on the material text a lot of short stories score get amounting to 3138 with ideal score 3000, then score obtained 82 % and effectiveness before use instrument assessment by 68%. After done learning with use instrument assessment authentic to the material text short story obtained an average of 90%. The lowest student score is 75 and the highest is 95. Based on the average value of the posttest data can concluded that ability student experience significant increase _ and achieve KKM as expected.

5 Conslusion

Based on the results of the research and conclusions above, the following can be suggested: Students are expected to be motivated to work on each assessment instrument because they can train 3 abilities at once. The abilities in question are abilities within the scope of knowledge, attitudes and skills. Teachers must be more creative in developing learning products in the form of assessments that are in accordance with the independent curriculum, namely referring to authentic assessments that cover three domains of assessment, namely affective, cognitive and psychomotor. Innovate to develop quality and effective assessment instruments not only on short story text material, but on other Indonesian language subject matter.

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