

Authentic Assessment Implementation Of 2013 Curriculum For Elementary School teachers

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Abstract. This qualitative study aims to obtain facts and characteristics from the implementation of authentic assessments of 2013 curriculum for elementary school teachers in the sub-district of Rambah, Rokan Hulu Regency, Riau Province. This study focuses on the assessment of the implementation process of authentic assessments in the 2013 curriculum at the School of Public Affairs 002 in Rambah. The purpose of this study is to describe the facts and characteristics of the object/subject on the implementation of authentic assessments for classroom teachers in the 002 Elementary School. The key informants in this study were the class teachers who had implemented the authentic assessment of the 2013 curriculum in 002 Public Elementary School in Rambah, namely teachers of class I.A, teachers of Class II.A, teachers of IV.A grade, and V.A. The object of research is actors, concepts, places, and learning activities in the classroom. The steps and data analysis use the methods proposed by Miles and Huberman which are cited by (Sugiyono, 2017), namely by reducing data, presenting data, and drawing conclusions. Data collection of this research was conducted by interview, observation, and documentation. The validity of this research data uses the concept of triangulation, namely as checking data from various sources in various ways, and at various times. Thus triangulation in testing the credibility of this research is to use triangulation of data collection techniques. The results showed that the implementation of the 2013 curriculum authentic test for teachers of the 002 Elementary School in Rambah which could be understood and carried out very well.

Keywords: Assessment, Elementary School, 2013 Curriculum

1. Introduction

Authentic assessment is a term or terminology created to explain various alternative valuation methods that enable students to demonstrate their ability to complete tasks and solve problems, so it is often described as an assessment of student development because it focuses on their developing ability to learn how to learn about the subject.[1][2] Authentic assessment in the 2013 curriculum is oriented towards improving and balancing attitudes, knowledge and skills competencies. This is in line with the results of the study (Rede, 2010) which states that thematic learning is an effort to integrate knowledge, attitudes, and skills, as well as creative thinking using themes to increase learning motivation. In the 2013 curriculum the distribution at the elementary / MI level was taught thematically. Then at the elementary / MI level the

assessment emphasizes attitude competence as the foundation for deepening the competency of knowledge and skills at a higher level of education.[3]

The 2013 curriculum and authentic assessment of an integral component are based on student development. The authentic assessment must be able to describe what attitudes, skills, and knowledge students what they have or have not had, how they apply their knowledge, in terms of what they have or have not been able to implement learning acquisition, and so on according to the demands of the 2013 curriculum [4].

Based on preliminary observations (February 6-10, 2017), it can be seen that the implementation of authentic assessments in elementary schools in the sub-district of Rambah that have implemented the 2013 curriculum but still has problems. The most dominant obstacle is in the teacher. As the statement from the teacher stated that so far the socialization of authentic assessment was still not understood by the teachers, so they had to learn for themselves about authentic assessment. This condition is still considered difficult for teachers because they have to learn on their own about how to do an authentic assessment with the right procedures. The results of the interview also stated that the implementation of authentic assessments was more complicated compared to the preparation of the 2013 curriculum of lesson plans. The obstacle factor that became an obstacle was the computer operator when using the app. This is evidenced from the research (Siregar, PariangSonang, Wardani, 2018) which states that the inhibiting factor is that there are still teachers who have not been proficient in operating computers, too much time, but do not encourage teachers to implement authentic assessments in the classroom, but still consistent and sustainable [5][6].

This research is used as the first step to prove that the implementation of authentic assessments in elementary schools can run smoothly by government instructions or not. The purpose of this study was to describe the facts and characteristics of the object/subject on the implementation of the authentic assessment of the 2013 curriculum for classroom teachers in Elementary School 002.

According to (Director of Coaching of Primary Schools, 2017) said that curriculum, learning, and assessment are important components in learning activities. These components are interrelated with one another. The curriculum as a set of plans includes the objectives, content, and learning the material as well as the methods used as guidelines in the implementation of learning activities to achieve certain learning goals. Learning is done as an effort to achieve the competencies formulated in the curriculum. Meanwhile, assessment is closely related to information about students and their learning. Assessment is the process of gathering and processing information to measure student learning outcomes. In carrying out the assessment, the educator and education unit must refer to the Educational Assessment Standards.

According to that authentic assessment has a strong erosion of the scientific approach to learning by the demands of the curriculum. Because this kind of assessment can describe an increase in student learning outcomes to observe, reasoning, trying, building networks, and others. Based on the opinion above, the 2013 curriculum and authentic assessment is an integral component based on the development of students. The authentic assessment must be able to describe what attitudes, skills and knowledge students have or have not had and how they apply their knowledge, in terms of what they have or have not been able to implement learning acquisition and others that are by the demands of the 2013 curriculum.

2. Method

This research is qualitative research that aims to describe the facts and characteristics of the object/subject in implementing authentic assessments for classroom teachers in Elementary School 002 in Rambah. This qualitative research design consists of 1) Data reduction, in the stages of data reduction some activity processes are carried out, namely: summarizing data, retrieving basic and important data, making categorization, and discarding unused data. 2) Display data, at this stage of display data an activation process is carried out, namely: presenting data in the form of brief descriptions, charts, relationships between categories, flowcharts and the like, in this case Miles and Huberman in Sugiyono stated "the most frequent form of display data for qualitative research data in the past has been narrative text. The most frequently used to present data in qualitative research is narrative text. And 3) Conclusion of verification, there is a conclusion verification stage carried out by the activation process, namely drawing conclusions and verification [7].

The subjects in this study were teachers of the 002 Elementary School class in Rambah, namely; class teachers, class teachers of II.A, IV., and teachers of class V.A. The data collection techniques are in-depth interviews, then reduced, and observations of facts and characteristics of authentic assessment, as well as documentation. The research instrument is the researcher himself. Data analysis in qualitative research, carried out at the time of data collection took place, and after completion of data collection in a certain period. At the time of the interview, the researcher had analyzed the answers of the interviewees. If the answer interviewed after being analyzed feels unsatisfactory, the researcher will continue the question again, to a certain extent, until data that is considered credible is obtained. Miles and Huberman in [8][9], argues that the activities in qualitative data analysis are carried out interactively and take place continuously until complete so that the data is saturated. Activities in data analysis are data reduction, data display, and conclusion drawing/verification. The analysis steps are continued in the following picture.

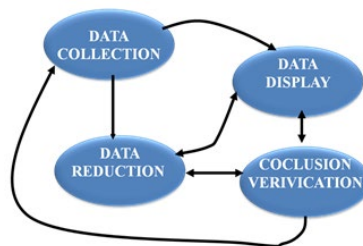


Figure 1. Components in data analysis

3. Result and discussion

3.1 Result

This research has been carried out starting from March 6, 2018, to June 5, 2018[10]. Data on the facts and characteristics of objects/subjects on the implementation of authentic assessments for teachers in the 002 Rambah Elementary School who have implemented the 2013 curriculum were obtained from informants namely teacher of IA grade teachers, teacher

of II grade, teacher of IV grade and teacher of VA grade. In this sub-focus, the findings of the facts and characteristics of the object/subject will be presented on the implementation of authentic assessments for teachers of the elementary school 002[11]. To collect data, researchers interviewed several informants consisting of a teacher of I.A grade, teacher of II. A grade, teacher of IV[12].A grade, and teacher of V.A grade who had applied authentic assessments to the 2013 curriculum for each primary school where they were researched[13]. The scope of the facts and characteristics of the object/subject on the implementation of authentic assessments for the 002 Elementary School class teacher in Rambah which included thirteen (13) questions, namely[14]: 1) How did the attitude assessment have been carried out so far? 2) Based on what is attitude assessment? 3) What attitudes are assessed on KI-1? 4) What attitudes are assessed in KI-2? 5) Before conducting the assessment, what stages of knowledge and skills should be prepared in advance? 6) What is the theme prepared in each of these even semesters? 7) When is the implementation of PH, PTS, and PAS? 8) How is the determination of the KKM subject matter? 9) How is the schedule for PTS and PAS? And 10) How are skills assessment techniques carried out? The following table displays the data sub-focus of the facts and characteristics of the object/subject on the implementation of authentic assessments for the class teacher of Elementary School 002 in Rambah.

Table 1. Presentation of Fact Data and Characteristics of Implementation of 2013 Curriculum on Authentic Assessment for Elementary School Teachers 002 in Rambah

Questions and keywords	Answering			
	Teacher of I.A	Teacher of II.A	Teacher of IV.A	Teacher of V.A
<p>How has the attitude assessment been carried out so far?</p> <ul style="list-style-type: none"> • Observation, • Student behavior encountered during the learning process, • Written in journal 	<ul style="list-style-type: none"> • Direct observation • By filling in the journal notes. Journal is useful when • Making the child's attitude value for physical evidence. 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Making the rubric done alternately • Observing students based on Core Competencies 	<ul style="list-style-type: none"> • Input journal
<p>Based on what is attitude assessment?</p> <ul style="list-style-type: none"> • KI-1 (spiritual attitude) and KI-2 (social attitude) 	<ul style="list-style-type: none"> • Spiritual and social 	<ul style="list-style-type: none"> • Based on KI 1 and KI 2 	<ul style="list-style-type: none"> • Based on basic competence of 1 and 2 	<ul style="list-style-type: none"> • KI 1 and KI 2
<p>What attitudes are assessed in KI-1?</p> <ul style="list-style-type: none"> • Obedience to worship • Be grateful, 	<ul style="list-style-type: none"> • Obey worship. • Religious tolerance. • Grateful. 	<ul style="list-style-type: none"> • Obedience to worship, • Grateful, pray • Religious 	<ul style="list-style-type: none"> • Obedience to worship, grateful, and • Pray in an orderly manner. 	<ul style="list-style-type: none"> • Obedience to worship. • Pray before and after activity.

Questions and keywords	Answering			
	Teacher of I.A	Teacher of II.A	Teacher of IV.A	Teacher of V.A
<ul style="list-style-type: none"> Pray before and after doing activities, Tolerance in worship. 		tolerance.		<ul style="list-style-type: none"> Religious tolerance
What attitudes are assessed on KI-2? <ul style="list-style-type: none"> Honest, Discipline, Responsible, Polite, Care, Confidence 	<ul style="list-style-type: none"> Honest, Discipline, Responsible, Confidence, Polite, and Care 	<ul style="list-style-type: none"> Care Honest Confidence, Polite, Responsible and Discipline. 	<ul style="list-style-type: none"> Honest Polite, Responsible, Discipline, Care, and Confidence. 	<ul style="list-style-type: none"> Discipline Honest Care Responsible Confidence and Polite
Before conducting an assessment of what stages of knowledge and skills must be prepared in advance? <ul style="list-style-type: none"> Making annual program, Semester Program, KKM determination, Planning forms or assessment techniques 	<ul style="list-style-type: none"> Making semester programs and Annual program. 	<ul style="list-style-type: none"> Making a semester program Annual , KKM determination. 	<ul style="list-style-type: none"> Making a semester program and Annual program, KKM determination Planning to make a question. 	<ul style="list-style-type: none"> Making KD Indicator. KKM determination
What is the theme prepared in this even semester? <ul style="list-style-type: none"> Grade I is 4 theme, Grade II is 4theme, Grade IV is 4 theme, and grade V is4 theme 	<ul style="list-style-type: none"> grade I am 4 Theme 	<ul style="list-style-type: none"> 4 Theme 	<ul style="list-style-type: none"> 4 Theme 	<ul style="list-style-type: none"> Grade V is 4 Theme
When is the implementation of PH, PTS, and PAS? <ul style="list-style-type: none"> PH after one 	<ul style="list-style-type: none"> PH after 1 sub-theme. PTS after 2 Themes. 	<ul style="list-style-type: none"> The PH of each submission is 	<ul style="list-style-type: none"> PH after one sub-theme is completed, PTS mid- 	<ul style="list-style-type: none"> PH after 1 sub-theme. PTS ranges from 2

Questions and keywords	Answering			
	Teacher of I.A	Teacher of II.A	Teacher of IV.A	Teacher of V.A
<p>theme is completed,</p> <ul style="list-style-type: none"> • PTS in mid-semester or after half of the number of themes in one semester, • PAS is implemented after completing all the themes in one semester of effective learning. 	<ul style="list-style-type: none"> • PAS is finished from all themes. 	<p>completed,</p> <ul style="list-style-type: none"> • PTS for every 2 themes that have been studied, • PAS after all themes has been completed. 	<p>semester, after two themes are completed,</p> <p>PAS after completing all themes or End of semester</p>	<p>themes.</p> <ul style="list-style-type: none"> • PAS after completing the entire theme.
<p>How is the determination of the KKM subject matter? By considering</p> <ul style="list-style-type: none"> • Complexity, • Intake students, and • Carrying capacity 	<ul style="list-style-type: none"> • Complexity is the level of complexity of the material being worked on. • Carrying capacity. • Intake students 	<ul style="list-style-type: none"> • Complexity, intake students and • Carrying capacity 	<ul style="list-style-type: none"> • By looking at students' abilities, • Carrying capacity and • Complexity. 	<ul style="list-style-type: none"> • Student intakes (student abilities) Complexity
<p>How is the schedule for PTS and PAS?</p> <ul style="list-style-type: none"> • The implementation of PTS and PAS is arranged according to the schedule based on the theme 	<ul style="list-style-type: none"> • PTS and PAS are arranged according to the schedule of the school and the Education Office 	<ul style="list-style-type: none"> • PTS according to the theme being studied, and PAS schedule from school. 	<ul style="list-style-type: none"> • PTS according to the theme being studied, while PAS is scheduled 	<ul style="list-style-type: none"> • PTS is somewhat delayed. PH must be finished theme.
<p>How are skills assessment techniques carried out?</p> <ul style="list-style-type: none"> • Practice, • product, and • project 	<ul style="list-style-type: none"> • Practice • Product • Project 	<ul style="list-style-type: none"> • By practicing, and • Making product 	<ul style="list-style-type: none"> • Singing practice, product, and project 	<ul style="list-style-type: none"> • Assessing children's work (products) • Practice • project
Total of keywords	26 keywords	25 keywords	27 keywords	23 keywords
Percentage	89.65%	86.20%	93.10%	79.31%

Source: field data in 2018

Based on table 1 above, it can be seen that the results of interviews with classroom teachers related to the facts and characteristics of objects/subjects on the implementation of authentic assessments for teachers class of elementary school 002 in Rambah conducted in class IA of class teachers were 89.65%, class II. A teachers were 86.20 %, IV. Grade teachers were 93.10%, and VA class teachers were 79.31%. To see the success of the implementation of authentic assessments based on the Facts and Characteristics of Implementation in the 2013 Curriculum for Class Teachers in Elementary School 002 in Rambah need to determine the percentage value classification and success level categories, following a classification table of percentage and category values.

Table 2. Classifications Value and Category

Percentage Value	Category
86-100	Very good
70-85	Good
50-69	Enough
30-49	Less
10-29	Very less

So, based on table 2 above, the average success rate of the four class teachers Elementary School 002 in Rambah above is 87.07%, which means that the successful implementation of the 2013 Curriculum authentic assessment is based on Facts and Characteristics for Elementary School Teachers of 002 in Rambah is in a very good category.

3.2 Discussion

Authentic assessment has strong relevance to the scientific approach to learning by the demands of the 2013 curriculum. According to (Majid, Abdul, 2014) the scope of authentic assessment consists of attitude competency assessment, knowledge competency assessment, and competency assessment of skills. From the results of the research, the four class teachers of Elementary School 002 in Rambah can provide facts and characteristics very well. The four class teachers of the Elementary School 002in Rambah can reveal the scope of the authentic 2013 curriculum assessment. Also, according to Hidayat in (Prastowo, Andi, 2015), it states that this is in line with the 2013 curriculum orientation, namely the increasing balance between attitude, skills, and knowledge. The following is an overview of the theories and those implemented in the field related to the authentic curriculum of the 2013 curriculum.

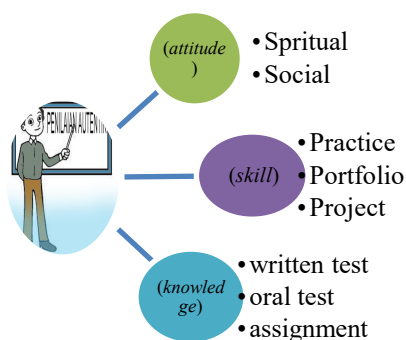


Figure 2. Overview of Authentic Assessment in the 2013 curriculum

4. Conclusions and suggestions

4.1 Conclusion

Based on data obtained from interviews, observations and documentation about the implementation of authentic 2013 Curriculum assessment based on Facts and Characteristics for Class of Elementary School 002 Teacher in Rambah is in the very good category, which is with the average success rate of the four class teachers of Elementary School 002 in Rambah is 87.07%.

4.2 Suggestion

Suggestions for schools should be schools to keep the spirit of activating classroom teachers in participating in activities organized by the government regarding information on authentic assessment and 2013 curriculum learning, and facilitating teachers in carrying out authentic assessments with assessment guides in Primary Schools and providing facilities and infrastructure to support teachers to understand assessment authentic in the 2013 curriculum. For teachers, they should be active in seeking information about authentic assessments set in the 2013 curriculum, active teachers in participating in authentic assessment dissemination activities in the 2013 curriculum organized by the government. Teachers in teaching and learning activities should be more optimal and want to try to learn and understand about authentic assessments in the 2013 curriculum.

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