

DESCRIPTION OF AUTHENTIC ASSESSMENT IN ENGLISH LEARNING TO THE RURAL JUNIOR HIGH SCHOOL IN TABANAN REGENCY

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ABSTRACT

Learning assessment is important aspect in valuing education achievement. In line with this, the Ministry of Education and Culture issues minister of education and culture regulation No. 23 Year 2016 (Permendikbud No 23 Year 2016) governing the standard of assessment, one of which is authentic assessment. This research aimed at describing authentic assessment in English learning toward the students of two rural state schools in Tabanan regency, namely SMP Negeri 1 Kerambitan and SMP Negeri 2 Kediri. The subjects of this research were five teachers and 155 students. The techniques of data collection used in this research were observation, interview, and documentation. The data were analyzed by using qualitative data analysis consisting of data reduction, data display, conclusion, and verification. Based on the analysis, it was found that (1) the authentic assessment was implemented in learning process by assessing the competence of attitude, knowledge, and skills. (2) the techniques of assessment used to value each competency include (a) observation and journal for attitude competency, (b) written test, oral test, and assignment for knowledge competency, and (c) performance, project, and portfolio for skills competency. The conclusion of this research is the authentic assessment in both schools is well implemented. It is due to the efforts of the local government through Department of Education and each school to hold the training program to the teachers on curriculum 2013 implementation.

Key words: authentic assessment, competency, learning

ABSTRAK

Penilaian pembelajaran merupakan aspek penting untuk mengembangkan prestasi pendidikan. Sehubungan dengan hal ini, Kementerian Pendidikan dan Kebudayaan mengeluarkan Peraturan Menteri Pendidikan dan Kebudayaan No. 23 Tahun 2016 (Permendikbud No. 23 Tahun 2016) yang mengatur standar penilaian, salah satunya adalah penilaian otentik. Penelitian ini bertujuan untuk mendeskripsikan penilaian otentik dalam pembelajaran Bahasa Inggris terhadap siswa dari dua sekolah negeri di wilayah pedesaan di kabupaten Tabanan, yaitu SMP Negeri 1 Kerambitan dan SMP Negeri 2 Kediri. Subjek dari penelitian ini adalah lima orang guru dan 155 peserta didik. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, interview, dan dokumentasi. Data dianalisis dengan analisis data kualitatif yang terdiri dari reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi. Berdasarkan analisis, ditemukan bahwa (1) Penilaian penilaian otentik diterapkan dalam proses

pembelajaran dengan menilai kompetensi sikap, pengetahuan, dan keterampilan. (2) Teknik penilaian yang digunakan untuk menilai masing-masing kompetensi meliputi: (a) observasi dan jurnal untuk kompetensi sikap, (b) tes tulis, tes lisan, dan penugasan untuk kompetensi pengetahuan, dan (c) kinerja, proyek, and portofolio untuk kompetensi keterampilan. Kesimpulan penelitian ini adalah penelitian otentik diterapkan dengan baik di sekolah-sekolah tersebut. Hal ini disebabkan karena usaha dari pemerintah kabupaten melalui Dinas Pendidikan dan masing-masing sekolah untuk mengadakan program pelatihan terhadap guru-guru sehubungan dengan pelaksanaan kurikulum 2013.

Kata kunci: penilaian otentik, kompetensi, pembelajaran

INTRODUCTION

The development of education aimed at creating human resources with intact competency. In line with this, the government runs Permendikbud No. 23 Year 2016 regulating the standard of assessment. It is stated that learning is the process the interaction process among students, among students and educators and learning sources in learning environment. Meanwhile, the assessment is stated as collection and processing of information to measure students' learning achievement.

The implementation of learning is inseparable with learning assessment. Based on Permendikbud 23 Year 2016, curriculum 2013 requires the utilization of authentic assessment due to the existence of authentic instruction and authentic learning which are believed to be able to give holistic and valid information towards students' competency. In the implementation of authentic assessment, students are required to indicate attitude and utilize knowledge and skills gained from learning in real situations.

SMP Negeri 1 kerambitan and SMP Negeri 2 Kediri are two of rural state schools in Tabanan regency, respectively located in Kukuh Village, Kerambitan sub-district and Pejaten village, Kediri sub-District. During 2016-2020, SMP Negeri 1 Kerambitan has some academic and non-academic achievements toward language competition in regency level, such as the third winner of student language achievement contest, the first and the second winner of book essay contest entitled "Heart Investment" created by Tabanan regent, NI Putu Eka Wiryastuti, S.Sos., and the third winner of quiz competition in commemoration of the word anti-corruption day in the level of SMP/MTS. Meanwhile, in the same range of time, SMP Negeri 2

Kediri hold academic accomplishments on language competition in regency level including the second winner and the third runner up winner of scientific writing competition. In addition, this school also has achievement in province level, such as the third runner up scientific writing competition and the third runner up of essay competition.

Viewing from the learning process to enhance learning achievement in both schools, the role of assessment is not able to be separated. One of the assessment used in curriculum developed by the government is authentic assessment. This research contains the description of authentic assessment involving the competence of attitude, knowledge, and skills in both schools.

Authentic assessment is one of the assessment suggested in curriculum 2013 developed by the government. According to Mueller (2005) authentic assessment is defined as a form of assessment in which students are demanded to perform real-world task that demonstrates meaningful application of essential knowledge and skills. The reasons to conduct this assessment are (a) authentic assessment is direct measures, (b) authentic assessment captures the constructive nature of learning, and (c) authentic assessment provides multiple paths to demonstration of learning. Meanwhile, Marhaeni (2010) argued that authentic assessment has characteristics including (a) competency based, (b) individual, (c) student centered, (d) unstructured and open ended, (e) contextual, (f) integrated in the learning process, and (g) on going. In Curriculum 2013, the application of authentic assessment is applied to assess the progress of learners including the competency of attitudes, knowledge, and skills (Permendikbud No.23 Year 2016). It is stated that the competence of attitudes, skills, and knowledge are assessed by various kinds of techniques including (a) attitude competency assessed by observation and other relevant techniques of assessment that the report will be the responsibility of the homeroom teacher; (b) knowledge competency assessment carried out by written test, oral test, and assignment in accordance with competency assessed; and (c) skills competency assessment carried out by utilizing the assessment of performance, project, products, portfolio, and/ or other techniques in accordance with the assessed competency. In line with authentic assessment to attitude competency, the values of character education are utilized as the basis. The values of character education involve

religious, honesty, tolerance, discipline, working hard, creative, independent, democratic, curiosity, the spirit of nationality, loving country, rewarding achievement, communicative, loving piece, having good reading habit, environmental care, social care, and responsibility (Kemendiknas, 2011).

In addition, the competence formulation of attitude, knowledge, and skill are run in accordance with Permendikbud No.37 Year 2018 containing core competence and basic competence. The formulation of spiritual attitude competency includes accepting and implementing religious teachings. As for the formulation of social attitude competency is to indicate the behavior of honest, disciplined, caring (tolerance and mutual cooperation), polite, and confident in interacting with social and mutual environment in the reach of existence. This competence is achieved through indirect learning, namely exemplary, habituation, school culture by paying attention to the characteristic of the subject as well as the need and condition of students. The growth and development of attitude competency are carried out along the learning process and can be utilized as the teacher's consideration on the character of students. The formulation of core knowledge competency involves comprehending the knowledge of factual, conceptual, and procedural based on curiosity concerning science, technology, art and culture related to visible phenomena or event. The formulation of core skills competencies consists of trying, processing, and presenting concrete domain (utilizing, elaborating, modifying, and creating) and abstract domain (writing, reading, counting, drawing, and creating) according to what is learned at school and other sources that are similar to the point of view. Meanwhile, the basic competency is the ability to achieve core competency obtained through learning consisting of capabilities that must be mastered by the students in certain subjects.

RESEARCH METHOD

The method used in this research was descriptive qualitative. It was used to obtain the comprehensive data occurred in line with Description of Authentic Assessment in Language Learning to the Rural Junior High School in Tabanan Regency. The subjects of the research were 155 students and 5 teachers who taught in SMP Negeri 1 Kerambitan and SMP Negeri 2 Kediri. The techniques used to

collect the data were observation, interview, and documentation. The instruments of this research were observation sheet, interview guidelines, and camera. The data were analyzed by utilizing qualitative data analysis consisting of data reduction, the data display, and verification

DISCUSSIONS

Attitude Competency Assessment

The technique used to assess the attitude competency were observation and journal. However, the teachers commonly used observation done continuously. The instrument used in observation technique was observation guideline in the form of check list and rating scale. Check list was utilized to observe attitude or behavior of students whereas rating scale determined the position of attitude or behavior in the range of very good, good, average, and below average. Several teachers also recorded the values of students' attitude in journal in the form of teacher's note containing information towards observation on the strengths and weaknesses of students' attitude.

In accordance with the core competence run by the government to Junior high school, the students were demanded to indicate the value of honesty, tolerance, discipline, responsible, creative, polite, independent, environmental care, and social care. The competence was attained by means of exemplary, habituation, and school culture by paying attention to the characteristic of the subjects as well as the students' needs and condition. Based on the teachers' interview, the values of creative, independent, discipline, and responsibility were implemented well, average, and low, respectively by the percentage of 20, 60, and 20. Meanwhile, the value of honesty, tolerance, polite, environmental care, and social care were well implemented. Learning activity was occasionally carried out outside the class in order to enhance the attitude of creative and environmental care. Students' outdoor learning activity can be observed in the following picture.



Picture 1: Outdoor Learning Activity Done by the Students

Knowledge Competency Assessment

The schools run the core competence suggested by the government in which the students had to achieve the knowledge comprehension of factual, conceptual, and procedural based on the curiosity on science, technology, and art and culture. Viewed from factual knowledge, the schools run terminology knowledge in the form of event that can be seen, listened, read, or touched, for examples (a) knowing symbols used to indicate correct pronunciation of words, (b) knowing facts concerning the diversity of art and culture in Indonesia, (c) the knowledge on promiscuity, etc. Conceptual knowledge was carried out by practicing more complex knowledge in the form of categories, principles, and generalization, such as (a) knowledge on noun, adjective, verb, adverb, and preposition, (b) knowing the principle of conditional sentence, (c) comprehending pattern of active and passive voice, (d) knowledge on drama and poetry, etc. Meanwhile, procedural knowledge was run by practicing knowledge concerning logical sequence of systematically arranged problem, for instance (a) the techniques to learn phonology, (b) knowledge on the criteria to compile the texts of narrative, recount, descriptive, procedure, and functional, (c) the procedure to arrange the dialog well and appropriately, etc.

The subject teachers determined techniques of assessment in accordance with the characteristic of competency assessed. The techniques of assessment were devised as the lesson plan arranged by the teachers. Knowledge competency assessment aimed at achieving learning completeness and describing strengths and

weaknesses of the students in learning process. In learning implementation, the teachers provided feedback toward the students in order to improve the quality of learning. Learning mastery of English in SMP Negeri 1 Kerambitan and SMP Negeri 2 Kediri were respectively indicated by minimal completeness criteria 70 and 65.

Knowledge competency assessment was carried out by utilizing the techniques of written test, oral test, and assignment. The students were given written test in the form of essay but occasionally in multiple choice. The assignments provided by teacher to students individually or in groups at school or outside school. The students' activity in doing written test can be observed in the following picture.



Picture 2: Students' Activity in Accomplishing Written Test

Skills Competency

Skill competency assessment was carried out by using the technique of performance, project, and portfolio. The technique of performance assessment was done toward some learning activities such as the practice of laboratory, discussion, presentation, role play, and playing musical instruments. The instrument used by the teacher in valuing performance assessment were scoring rubrics and check list. Project assessment was purposed to measure the skills competence of the students to comprehend, apply, investigate, and present information or task in the allotted time. The teacher exerted check list and rating scale as instrument in assessing this technique. Meanwhile, the assessment of portfolio was run to document the learning process and give attention to students' achievement. This technique was

implemented by assessing students' work sheet, students' task book, students' notebook, students' observation report, and compilation of students' academic and non-academic achievements that indicate the development of students' achievement and creativity. In this assessment technique, the teachers utilized instrument in the form of check list and rating scale. The practice of skill competency assessment can be observed in the pictures below.



Picture 3: Performance Assessment Carried out by the Student during English Class



Picture 4: Project Assessment Conducted during English Class

CONCLUSION

Concerning with the findings presented, it can be said that the authentic assessment on English learning in rural junior high schools, namely SMP Negeri 1 Kerambitan and SMP Negeri 2 Kediri is implemented by valuing the competence of attitude, knowledge, and skills. The techniques used to assess the competencies are in accordance with the standard assessment suggested by the Ministry of Education and Culture through minister of education and culture education No. 23 Year 2016 consisting of (a) observation and journal for attitude competency, (b) written test, oral test, and assignment for knowledge competency, and (c) performance, project, and portfolio for skills competency.

SMP Negeri 1 Kerambitan and SMP Negeri 2 Kediri are two rural school located in Tabanan regency. However, the school are able to implement the authentic assessment in accordance with the regulation suggested by the government. The government regulation used as the basic of authentic assessment implementation in both schools are Permendikbud No. 23 Year 2016 and permendikbud No. 37 Year 2018.

Viewed from the assessment of of attitude, knowledge, and skills, the practice of authentic assessment in SMP Negeri 1 Kerambitan and SMP Negeri 2 Kediri is well implemented. It is due to the efforts of the local government through Department of Education and each school to hold the training program toward the teachers concerning curriculum 2013 implementation

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