

Application of Authentic Assessment in The 2013 Curriculum on Thematic Learning Themes “ Daerah Tempat Tinggalku “

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ABSTRACT

The purpose of the study was to describe the authentic assessment of attitude, knowledge and skills competencies in thematic learning at MI Nurul Islam 02 Balung Jember. This research uses a qualitative research approach and case study research type. The location of this research is MI Nurul Islam 02 Balung Jember. Determination of informants using purposive technique. Data collection techniques using non-participant observation, semi-structured interviews. Data analysis using data condensation, data presentation, drawing conclusions or verification. The results of this study are 1) Authentic assessment of attitude competence in thematic learning at MI Nurul Islam 02 Balung Jember includes spiritual attitudes and social attitudes 2) Authentic assessment of knowledge competence is using written tests, oral tests and assignments. On the theme of 8 Regions Where I Live sub-theme 1 learning to 1 knowledge assessment is carried out in written tests and assignments, written tests are making sentences from a word, and pairing buildings and nets of building spaces. The assignment is that the teacher gives homework in groups. 3) Authentic assessment of skill competencies in thematic learning in the form of portfolio, project, and performance assessments. Skills assessment is seen from students' skills when doing storytelling activities.

Keywords: Authentic Assessment, Curriculum 2013, Thematic

INTRODUCTION

Teachers are required to be professional teachers who must master various competencies (Avalos, 2011; Jobe et al., 2014; Opfer & Pedder, 2011). One of the competencies that teachers must master is the competency to evaluate learning. This competency is the responsibility of the teacher in the learning process. The evaluation in question is an assessment of the learning process and results that have been carried out by students (Arfandi & Samsudin, 2021; Jones, 2021; Karacabey, 2021; Meesuk et al., 2021).

The 2013 curriculum requires the evaluation of student learning using authentic assessment (Warman et al., 2021; Zahra, 2019). Authentic assessment as stated in Permendiknas 81 A of 2013 is the process of collecting information by teachers about the development and achievement of learning by students through various techniques that are able to reveal, prove, or show precisely that learning objectives and abilities (competencies) have been truly mastered and achieved.

There is a slight shift in assessment in the 2013 curriculum from assessment through tests (measuring knowledge based on results only), towards authentic assessment (measuring attitude, skills and knowledge competencies based on processes and results) (Fensham & Bellocchi, 2013; Simponi & Pratama, 2020; Sporre, 2019). The relevance of this authentic assessment is very strong to the scientific approach in learning, this assessment is able to describe the improvement of student learning outcomes. Starting from observing, reasoning, trying, building networks, and others. Authentic assessment is also called responsive assessment, which is a very popular assessment to assess the process and learning outcomes of students who have special characteristics, both gifted and less gifted students.

Assessment is a systematic and continuous process or activity to collect information about the process and results of student learning in order to make decisions based on certain criteria and considerations (Astuti et al., 2018; Daga, 2020; Prasetyo & Hamami, 2020; Waizah & Herwani, 2021). The decisions in question are decisions about students, such as the grades to be given or also decisions about grade promotion and graduation.

In Permendikbud No. 66 of 2013 concerning Assessment Standards, it is stated that authentic assessment is an assessment that is carried out comprehensively to assess inputs, processes and outputs.

According to Ann Gravells: Assessment is a way of finding out if learning has taken place. It enables you, the assessor, to ascertain if your learner has gained the required skills and knowledge needed at a given point towards their program or qualification (Gravells & Simpson, 2014; Keesee, 2016).

According to Hymes, authentic assessment is a term/terminology created to explain various alternative assessment methods that allow students to demonstrate their ability to complete tasks and solve problems. At the same time, expressing their knowledge and skills by simulating situations that can be encountered in the real world outside the school environment. In this case, it is a simulation that can express student performance encountered in real-world practice.

While authentic assessment is a form of assessment by asking learners to demonstrate "real world" tasks that demonstrate meaningful application of the knowledge and skills, as well as attitudes, they need to use in professional life. Authentic assessment involves various forms of performance measurement that

reflect students' learning, achievement, motivation and attitudes on activities relevant to learning.

With authentic assessment, students are engaged in authentic tasks that are useful, important and meaningful. In short, authentic assessment asks students to demonstrate skills or procedures in a real-world context.

Based on this explanation, it can be concluded that authentic assessment is an assessment that includes attitudes, skills and abilities that students have and they are able to practice in real life. In authentic assessment, in addition to paying attention to aspects of attitude competence (affective), knowledge competence (cognitive) and skill competence (psychomotor) as well as the variety of instruments or test tools used must pay attention to the input, process and output of students. Assessment of learner learning outcomes must also be carried out at the beginning of learning (input assessment), during learning (process assessment), and after learning (output assessment).

Changes in the content standard elements in the 2013 Curriculum make teachers who have been using traditional assessments have to change their assessment, namely to be authentic based on the demands of the curriculum. The constraints of the many assessment formats make teachers burdened in conducting assessments and teachers must assess in detail in the learning process. Whereas at MI Nurul Islam 02 Balung Jember it is also the case that some teachers are still confused in the assessment process that can provide an overview of attitudes, knowledge and skills associated with their real life. However, it is different with grade 4 teachers MI Nurul Islam 02 Balung Jember, namely Mrs. Iftita Sabrina and Faiza who argue that the application of authentic assessment is not just a curriculum demand, but indeed authentic assessment is appropriate and good to be applied in the 2013 curriculum, especially in thematic learning.

METHOD

The use of a qualitative approach in this study is intended to obtain original and natural data, meaning data that is in accordance with the actual situation and has deep meaning, so that through a qualitative approach every phenomenon in the field and related to research objectives can be understood in depth according to the value behind what is not visible. This research uses a qualitative research approach and case study research type. The location of this research is MI Nurul Islam 02 Balung Jember. Determination of informants using purposive technique. Data collection techniques using non-participant observation, semi-structured interviews. Data analysis using descriptive qualitative with interactive models according to the theory of Miles, Huberman and Saldana. namely: data condensation, data presentation, drawing conclusions or verification (Matthew et al., 2014).

RESULT AND DISCUSSION

Result

Authentic Assessment of Attitude Competence in Thematic Learning at MI Nurul Islam 02 Balung Jember

Based on data from observations and interviews that, attitude assessment carried out by 4th grade thematic teachers, namely Mrs. Iftita and Faiza at MI Nurul Islam 02 Balung Jember is an assessment of social attitudes and spiritual attitudes. In each class there is a diversity of religions embraced by students, this spiritual attitude can be seen by the way students' behavior is obedient in carrying out the teachings of the religion they adhere to, how students respect religious differences, live in harmony despite different religions, pray before and after learning, pray with a good attitude, express gratitude for God's gifts according to their respective religions. Assessment of social attitudes is with indicators of honesty, discipline, responsibility, courtesy, care and confidence. Teachers conduct attitude assessment by means of observation.

Authentic Assessment of Knowledge Competence in Thematic Learning at MI Nurul Islam 02 Balung Jember

Knowledge assessment applied in MI Nurul Islam 02 Balung Jember in thematic learning grade 4 is using written tests, oral tests and assignments. Written tests are multiple choice, true-false choices, complete short answers and descriptions. In oral tests in the form of questions and answers between teachers and students. Assignments are in the form of homework assignments either individually or in groups. In theme 8 sub theme 1 learning to 1 knowledge assessment is carried out in written tests and assignments, written tests, namely making sentences from a word, and pairing spaces and nets of spaces. The assignment is that the teacher gives homework in groups.

Authentic Assessment of Skill Competencies in Thematic Learning at MI Nurul Islam 02 Balung Jember

The data that has been obtained by researchers is the authentic assessment of skill competencies in thematic learning grade 4 theme 8 subtheme 1 learning 1 at MI Nurul Islam 02 Balung Jember in the form of portfolio assessment, projects, and performance. Skills assessment is seen from students' skills when carrying out storytelling activities. Theme 8 My Home Region, Subtheme 1: Earth is Part of the Universe. Fluency in storytelling (The whole story is told smoothly. Half or more of the story is told smoothly. Less than half of the story is told smoothly. Not yet able to tell the story) 2. Confidence in telling the story (Does not look hesitant. Looks

hesitant. Requires teacher assistance. Has not shown confidence) 3. Voice volume, intonation and expression (Voice volume and intonation are clearly heard throughout the classroom. Clearly heard up to half the classroom Only heard at the front of the class. Very quiet or not audible).

DISCUSSION

In Permendikbud number 104 of 2014 explains that authentic assessment is a form of assessment that requires students to display attitudes, use knowledge and skills gained from learning in performing tasks in real situations. In the 2013 curriculum, authentic assessment includes assessment of attitude competencies, knowledge competencies and skill competencies. Authentic assessment in the 2013 curriculum, which focuses on knowledge through output evaluation, becomes ability-based through process evaluation, portfolio and output evaluation as a whole and as a whole.

Thus, authentic assessment is an assessment that includes attitudes, skills and abilities that students have and they are able to practice in real life. In authentic assessment, in addition to paying attention to aspects of attitude competence (affective), knowledge competence (cognitive) and skill competence (psychomotor) as well as the variety of instruments or test tools used must pay attention to input, process and output. Assessment of student learning outcomes must also be carried out at the beginning of learning (input assessment), during learning (process assessment), and after learning (output assessment).

Authentic Assessment of Attitude Competence in Thematic Learning at MI Nurul Islam 02 Balung Jember

The 2013 curriculum divides attitude competencies into two, namely spiritual attitudes related to the formation of students who are faithful and pious, and social attitudes related to the formation of students who are noble, independent, democratic, and responsible. Spiritual attitude is a manifestation of the strengthening of vertical interaction with God Almighty, while social attitude is a manifestation of the existence of awareness in an effort to realize harmony in life.

Based on the results of research findings when conducting observations and interviews that the assessment of attitude competencies is in the form of spiritual attitudes and social attitudes, in this case in accordance with the 2013 curriculum which divides attitude competencies into two. This is also in accordance with KI 1 spiritual aspects and KI 2 social aspects.

Based on the results of the researcher's analysis that, in the aspect of the attitude of grade 4 at MI Nurul Islam 02 Balung Jember is good, in the class there is religious diversity but they live in harmony and have a good social attitude. The obstacle in this aspect of attitude is that it is difficult for teachers to assess students

one by one, because there are too many assessments in the 2013 curriculum. In addition to the spiritual attitude of praying, there is also a spiritual attitude, namely students obeying the teachings of their religion, the teacher can only control the religious observance of students who are the same as the teacher, who are of different religions the teacher admits that it is difficult because they do not know the exact teachings of other religions. In my opinion, if the assessment of these spiritual aspects is a problem, the class teacher is sufficient to assess aspects of students' spiritual attitudes when praying and social attitudes, for the depth of spiritual attitudes in religion such as religious observance in detail can be left to their respective religious teachers.

Authentic Assessment of Knowledge Competence in Thematic Learning at MI Nurul Islam 02 Balung Jember

Teachers assess knowledge competencies through written tests, oral tests and assignment.

- 1) Written test instruments in the form of multiple choice questions, stuffing, short answers, true-false, matching, and description. In essay-shaped written tests, students have the opportunity to provide their own answers that are different from their friends, but still open to getting the same value.
- 2) Oral test instrument in the form of a list of questions.
- 3) Assignment instruments in the form of homework and / or projects that are done individually or in groups according to the characteristics of the task.

Assessment of knowledge competence is an aspect of assessment that is well known by teachers. Based on the results of observations and interviews with grade 4 thematic teachers, namely Mrs. Ifita and Faiza, it is found that the assessment carried out at MI Nurul Islam 02 Balung Jember uses written, oral, and assignment assessments, this is in accordance with the opinion of the theory which states that knowledge assessment includes these 3 assessments. However, in its use, grade 4 teachers at MI Nurul Islam 02 Balung Jember more often use knowledge assessment using written tests and assignments, this is evidenced when researchers conducted several studies with the results obtained by teachers rarely using this oral test. An example of a written test knowledge assessment question is making a sentence from a word.

Based on the researcher's analysis that, the assessment of this knowledge aspect is in accordance with KI 3 and KD 3 regarding knowledge, but the questions given, especially in the material of building space, are less authentic, namely the questions are still abstract or theoretical so that the questions used are less concrete. For the assessment of KD Indonesian Language, it is in accordance with the criteria for authentic assessment.

Authentic Assessment of Skill Competencies in Thematic Learning at MI Nurul Islam 02 Balung Jember

Skills assessment is done by evaluating practices, products, projects, or demonstrations. The skills assessment process has HOTS aspects in it, for example when the teacher asks students to make a project, then during the process there is a work product obtained.

1. Performance assessment

Authentic assessment involves student participation as much as possible, especially in the process and aspects to be assessed. Teachers can do this by asking students to name the elements of the project or task that they will use to determine the criteria for completion. There are several ways to record the results of performance-based assessment: Checklist, Rating scale, Memory approach.

2. Project Assessment

Project assessment is an assessment of tasks that must be completed by students according to a certain period/time. While working on a learning project, learners get the opportunity to apply their attitudes, skills and knowledge. Project assessment focuses on the planning, execution and product of the project. Project assessment can use checklist instruments, rating scales, or narratives. The assessment report can be in poster or written form.

3. Portfolio Assessment

Portfolio assessment departs from the work of students individually or produced in groups, requires learner reflection, and is evaluated based on several dimensions.

The data that has been obtained by researchers is that the authentic assessment of skill competencies in thematic learning grade 4 at MI Nurul Islam 02 Balung Jember is in the form of portfolio, project, and performance assessments. Skills assessment is seen from the skills of students when carrying out storytelling activities. Theme 8 My Home Region, Subtheme 1: Earth is Part of the Universe. Fluency in telling stories 2. Confidence in telling stories 3. Voice volume, intonation and expression. Thus, the authentic assessment of the skills aspect at MI Nurul Islam 02 Balung Jember is in accordance with the theory in the form of performance assessment, portfolios and projects.

Based on the researcher's analysis that, on the assessment of skills carried out by grade 4 teachers MI Nurul Islam 02 Balung Jember Mrs. Iftita Sabrina and Faiza is the skill of students when telling stories. The story is provided by the teacher so that students tell stories according to the text. Supposedly, if the authentic assessment of the skills aspect can be done by students making stories according to what students experience, on the subtheme of the earth part of the universe students can make stories of the life of the surrounding environment, because by

understanding the surrounding environment is part of the earth, students will also realize that they live on earth which is part of the universe. By making stories independently and reading the results of the tasks made, it will make students have a pleasant learning experience, because students read and make stories according to their experiences.

CONCLUSION

From some of these explanations it can be concluded that, authentic assessment on thematic learning theme 8 of the area where I live in MI Nurul Islam 02 Balung Jember Jember includes three competencies, namely attitude competence, knowledge competence and skill competence. The assessment of spiritual attitudes includes praying before and after learning, expressing gratitude in accordance with beliefs, in each class there is a diversity of religions adhered to by students, so spiritual attitudes can be assessed from being obedient in carrying out the teachings of the religion they adhere to, respecting religious differences, living in harmony despite different religions.

Knowledge assessment is using written tests, oral tests and assignments. In theme 8 of the area where I live, sub-theme 1 learning to 1 knowledge assessment is carried out in written tests and assignments, written tests, namely making sentences from a word, and pairing spatial shapes and spatial nets. The assignment is that the teacher gives homework in groups.

Authentic assessment of skill competencies in learning in the form of portfolio, project, and performance assessments. Skills assessment is seen from students' skills when carrying out storytelling activities. Fluency in telling stories 2. Confidence in telling stories 3. Voice volume, intonation and expression.

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