

# IMPLEMENTATION OF AUTHENTIC ASSESSMENT OF CURRICULUM 2013 AT PUBLIC ELEMENTARY SCHOOLS IN PABELAN

**Abdul Mu'in, Nining Marianingsih, Woro Widyastuti, Sri Widyaningsih**  
Students of Education Management Master's Degree  
Teaching and Education Faculty  
Satya Wacana Christian University Salatiga

[muinabdul72@yahoo.com](mailto:muinabdul72@yahoo.com)

## Abstract

*This research is based on the teachers' difficulties in implementing the authentic assessment of Curriculum 2013 at the Public Elementary Schools in the subdistrict of Pabelan. The purpose of this research is to collect crucial information relate to the obstacles faced by the teachers in implementing this assessment. This research uses descriptive method which state, analyze, and clarify through the techniques of observation, interviews, and questionnaires. The population consists of 225 teachers. The samples taken are 135 teachers, 60% of the total population. The sampling technique used in this research is random sampling. The results of this research indicate that the teachers of PublicElementary School in subdistrict of Pabelan have difficulties in compiling and analyzing the results of the assessment format of the authentic assessment using Microsoft Excel. It is proposed to the government to standardize the format of authentic assessment and provide training in the use of Microsoft Excel.*

**Keywords:** *Authentic Assessment, Implementation, Curriculum 2013.*

## Introduction

Curriculum is a set of plan and arrangement about purpose, content, and material of instruction together with the implementation guidelines of learning activities to achieve the purpose of certain education. The challenges and obstacles in educational world are factors that influence the born of Curriculum 2013. Based on the material in a training of Curriculum 2013 implementation, there are five considerations in the development of Curriculum2013; they are (1) internal challenge, (2) external challenge, (3) perfection of mindset, (4) reinforcementof curriculummanagement,and (5) deepening and enlargementof the material.

The learning model used in Curriculum 2013 at elementary school level is Integrated Thematic Instruction. Integrated Thematic Instruction (ITI) was first developed in the early 1970's. It was believed as one of the effective learning models because it was, in integrated way, able to accommodate and touch the emotion, physic, and academic side of the learners in class and school environment. Originally, Integrated Thematic Instruction was developed

for the gifted and talented, smart, and fast learning children in the extension of learning program. It was proven empirically successful to spur the acceleration and increase the learner memory's capacity in a long term.

The assessment of Curriculum 2013 is implemented through authentic assessment. Authentic assessment is a significant measurement to the learners' learning outcomes in the aspect of attitude, skill, and knowledge. The term of assessment is the synonym of scoring, measurement, testing, or evaluation; meanwhile the term of authentic is the synonym of original, real, valid, or reliable.

In the implementation of Curriculum 2013 authentic assessment, Public Elementary School teachers in sub district Pabelan found several obstacles. It was seen in the activity of *Kelompok Kerja Guru (KKG)* [Teachers Working Group] grade four where the writer joins in. There were many Public Elementary School teachers in sub district Pabelan who complained that authentic assessment was difficult. The guideline book that was published three times added their confusion because each book was different. The difficulties faced by the Public Elementary School teachers in sub district Pabelan in the implementation of authentic assessment of Curriculum 2013 is needed to be examined deeper. That is why; the writer was interested to know precisely these difficulties.

Derived from the background explained above, the problem of this research can be formulated as (1) how is the implementation of authentic assessment of Curriculum 2013 in the Public Elementary School in Sub District Pabelan? (2) How is the ability of the Public Elementary School teachers in Sub District Pabelan in operating the authentic assessment program of Curriculum 2013?

The purposes of this research are (1) to describe the ability of Public Elementary School teachers in Sub District Pabelan to implement the authentic assessment of Curriculum 2013 and (2) to describe the ability of Public Elementary School teachers in Sub District Pabelan to operating the authentic assessment program of Curriculum 2013.

### **Curriculum 2013**

Curriculum 2013 is a curriculum that is simplified and thematic-integrated. It is expected that learners get a better competency of attitude, skill, and knowledge. Curriculum 2013 must be applied as good as possible if we want to modernize and develop our education. The teaching method used is scientific approach with authentic assessment. In scientific approach there are five principal learning experiences, they are: (1) observing, (2) questioning, (3) experimenting, (4) associating, and (5) communicating.

Those principals are explained below:

<b>Learning Experience</b>	<b>Activities</b>	<b>Competencies that is Expected to be Developed</b>
Observing	Reading, listening, and observing with or without tools.	Sincerity, carefulness, and discover information.
Questioning	Giving question about information of the object observed that hasn't been understood or question to get additional information from the object observed.	Creativity, curiosity, and ability to formulate question to form critical thinking needed for smart live and long life education.
Gathering information or experimenting	Doing experiment, reading other sources exclude from the text book, observing object, and interviewing informant/source.	Careful, truthful, polite, respect others' opinion, communicate, gather information, lifelong education.
Associating or processing information	Processing information received from experiment or observing activity.	Careful, truthful, discipline, obeying rules, work hard, think inductively and deductively.
Communicating	Deliver observation result and conclusion verbally or written.	Careful, truthful, tolerance, systematic thinking, deliver opinion clearly and use proper language.

### **Authentic Assessment**

Authentic assessment according to Hymes as cited in a training material for Curriculum 2013 (2014) implementation is a term or terminology created to explain various methods of alternative assessments that allow learners to demonstrate their abilities in finishing their tasks and problems. It also expresses how the learners' knowledge and skills are applied in their real life situation outside the school environment.

Assessment is usually connected to the word of evaluation. Edwin Wandt, et al. (1977) stated that, "Evaluation refers to the act or process to determining the value of something." Teachers can measure and assess how far the purpose of study, that has been planned, is achieved or applied. It also measures the progress or development of their program.

Physiologically educational evaluation activities in school can be seen from learners' and teachers' point of view. For the learners, educational evaluation will give them guideline to know their capacity and status. In the other side from the teachers' point of view, educational evaluation will give them assurance on how far their efforts bring results so that they can decide their future steps that are necessary.

Administratively educational evaluation has 3 functions. First, it gives report. Evaluation can be given in a formal written report that explains the development of the learners after they pursue educational process in a certain periodic time. Second, it gives information or data. The learners' grade in the evaluation process is an important data that is used to make decision of the educational department. Last, it gives description about the result achieved by the learners in the learning process.

Basically authentic assessment has relevancy to scientific approach. It fits the demand of Curriculum 2013 that is able to describe the progress of learners' learning outcomes in observing, associating, experimenting, networking, etc. The success of Curriculum 2013 is not only students who understand and master the material taught by the teacher but also lies in the assessment process conducted by the teacher.

The development of Curriculum 2013, including the evaluation tools used, becomes a decisive direction of education. Authentic assessment has its own paradigm in implementing Curriculum 2013. This is of course closely related to the condition and situation exists in educational world. To implement proper authentic assessment, it is needed to review the Curriculum 2013 assessment and the teachers' ability to carry out that assessment. Various obstacles need to be solved to obtain alternative solutions appropriately. The most important findings in the form of data and facts on the reality are the teachers should be given the opportunity to improve their information technology skills so that authentic assessment can be effective and efficient.

## **Research Methodology**

This research is descriptive, the most basic form of a research. Sukmadinata (2011: 72) stated that the goal of descriptive research is to describe or illustrate the existed phenomenon, either natural or human engineering. In other words descriptive research reveals problem, situation, event, or just reveals actual fact.

The population is 225 Public Elementary School teachers in sub district Pabelan. The sampling of this research is random sampling that takes 60% of the population which is 135 teachers. The data was collected through observation, interview, and questionnaire. The data

was then analyzed and clarified to know the difficulties faced by the Public Elementary School teachers in sub district Pabelan in implementing authentic assessment of Curriculum 2013.

## **Research Finding and Discussion**

### **The Implementation of Authentic Assessment in Curriculum 2013 in Public Elementary School in Sub District Pabelan**

Curriculum 2013 authentic assessment has three kinds of assessment, which are (1) attitude assessment, (2) knowledge assessment, and (3) skill assessment. Attitude assessment is divided into two: spiritual attitude and social attitude. Spiritual attitude covers how the learners respect and appreciate their affiliate religion; meanwhile the scopes of social attitude are truthful, discipline, responsibility, tolerance, mutual assistance, polite, and self confidence. The attitude assessment completed indirectly through various learning activities.

From the beginning till now, curriculum 2013 authentic assessment in sub district Pabelan has been changing three times which are red, yellow, and the latest is green assessment book. At first the knowledge assessment was taken in every Basic Competence but in its development changed into sub theme. Because each Basic Competence in every class is different, the assessment format cannot be generalized. Each class should make their own format.

Similar with the attitude assessment, skill assessment completed indirectly in various learning activities through set of learners works that are systematic and organized in certain period. How to assess this skill is not yet final. There is information stated that there is another technique added. So, there will be four aspects concluded which are practical test, project, portfolio, and written test.

Things explained above make the Public Elementary School teachers in sub district Pabelan difficult to arrange the format of Curriculum 2013 authentic assessment. This difficulty then obtained the government attention by making assessment format for each class. However, this format uses the old format where the knowledge assessment arranges by its Basic Competence.

From the evaluation there are many obstacles or obstructions that force the teacher to be on guard. Considering the important function of the assessment, teachers need to rethink and reexamine the planned they made or change the implementation of the authentic assessment.

The material stated in the training of Curriculum 2013 implementation in 2014 explains that observation is an assessment technique that is performed continuously using senses both directly and indirectly by using instrument that consists of several observed indicators. Direct observation is carried out by the teacher without others mediators. In the other side, indirect observation needs help from others such as other teachers, parents, learners, or school staff.

The instruments used in observation are check list or rating scale with rubric. The check list is used to monitor whether certain attitude or behavior is exist; while the rating scale determines the position of a learners' behavior in a range of attitude. Generally observation guidelines contain the statement of the attitude or behavior observed by the teacher and the observation result of attitude or behavior derived from the reality.

The assessment technique that makes the elementary students quite interested is self assessment. Mimin Haryati (2007: 67) explains that self assessment or self evaluation is technique or method of assessment that asks the learners to rate themselves related to their status, process, and the achievement level of the competence they are learning. Assessing or evaluating themselves can give several advantages to the learners' personality development. First, it grows their confidence because they are asked to rate themselves. Second, the learners can recognize their weakness and strength. This method is a tool for selfintrospection. Last, it gives motivation and it trains the learners to be honest and objective in dealing with a case. However, for elementary students it seems that self assessment is still difficult to be applied since they have not been able to understand the essence of self assessmentyet.

That is why certain steps are needed to implement self assessment. They are (1) determining the standard of competence, Basic Competence, and indicators that will be assessed, (2) determining criteria or standard that will be achieved by the learners, (3) designing and formulating the assessment format that consists of scoring guideline, assessment scale, assessment criteria, etc., (4) asking the learners to evaluate themselves, (5) analyzingthe assessment randomly by theteachers, (6) conveying the result of the self evaluation analysis to the learners. This result can be used as a feedback to direct the learners.

Another fact that is found is that the PublicElementary School teachers in Pabelan have applied journal for authentic assessment although it was not maximal. Journal is a teachers' note used inside and outside the class that contains information of the observation result about learners' weakness and strength related to their attitude and behavior. The strength of a journal is its actual report. Whenever teachers find certain attitude of their students, they directly write it in the journal, so it is original and objective. It can be used to understand the

learners accurately. Their weaknesses of journals are low reliability, need a lot of time, need patience to wait the incident, and need to be written soon to avoid low objectivity. To write a journal, teachers need to know and pay attention to their learners' attitude both inside and outside the class. Teachers need to decide the observation aspects first according to the characteristic of the subject being taught. Those aspects should be communicated to the learners at the beginning of semester.

Some things need to be considered in making journal are (1) the objective of the notes, (2) the selective observation, meaning that only events related to the main competency need to be recorded, (3) immediate record without any delay.

There are three forms of knowledge assessment; they are: (1) written test that is a test with written question and answer in form of multiple choices, true false question, matching, and description. (2) Oral test that is a test where the teachers' questions and the learners' respond are oral, so it can stimulate the courage of the learners. (3) Assignment that is an assessment given by the teachers where they give homework individually or in group according the task's characteristic.

The Public Elementary School teachers in sub district Pabelan still have difficulties to implement these authentic assessments because they are not only using score but also giving supporting facts why the learners deserve that score. So far, teachers often give score to the learners subjectively especially in assessing their attitude. That is why in Curriculum 2013 teachers find difficulty because they are required to give score authentically based on the reality. Every student is assessed by their knowledge, skill, and attitude objectively. It is necessary for the Public Elementary School teachers in sub district Pabelan gradually to get used to the authentic assessment.

### **The Ability of Public Elementary School Teachers in Pabelan in Implementing the Program of Curriculum 2013 Authentic Assessment**

Curriculum 2013 suggests the use of authentic assessment where the learners are assessed from their readiness, learning process, and learning outcomes entirely. The integrated assessment from these three components will illustrate the capacity, style, and outcome of the learners and it is even able to give instructional and accompaniment impact of the learning. The result of authentic assessment can be used to plan the improvement, enrichment, and counseling service program. In addition, it can be used as an element to improve the learning process that fits the Standard Assessment of Education. The evaluation of learning process is implemented when the learning process carries on.

Form the result of the observation and literature review, an elementary school teacher should analyze the assessment of knowledge, attitude, and skill. The knowledge assessment is the assessment of Basic Competence (BC) from the Third Main Competence (MC 3). The first step need to be done is analyzing the substance of material or fundamental material in Basic Competence of MC 3. The analysis can use the list of Basic Competence and Main Competence from Permendikbud [The regulation from The Ministry of Education and Culture] No. 57 year 2014 about the Basic Framework and Curriculum Structure of Elementary School and Islamic Elementary School. The second step is preparing the instrument used in the assessment process or uses the application assessment of Curriculum 2013. Teachers assess the learners' knowledge through daily quiz, Mid Semester Test, and Final Semester Test. Next, the average of daily quiz score is combined with the score from Mid Semester Test and Final Semester Test using approved formula from the Document of Curriculum. In the end, there will be a score in 0-100 scale that will be converted in scale of 1-4 and in A-D scale. Teachers also need to add the description of the prominent in a sentence and write the suggestion of development for the Basic Competence that gets the lowest score.

The skill assessment is an assessment of Basic Competence from the Fourth Main Competence (MC 4). The first step to do the assessment is doing analysis of learners practice done in Basic Competence of Main Competence 4. The analysis also can use the list of Basic Competence and Main Competence in Permendikbud No. 57 year 2014 or from the syllabus of Teacher Book and Student Book. The second step, teachers prepare the instrument used in the process of assessment or using assessment application of Curriculum 2013. Teachers assess the skill through written test, oral test, and assignment. This assessment is obtained from the average of daily score, project score, and portfolio. The formula to count these three aspects into a final score is the authority of the teachers unit.

The third assessment is the attitude assessment. It is the assessment from the Basic Competence in First and Second Main Competence (MC 1& 2). The steps are the same with the skillassessment. The difference lies in the Main Competence that is taken as the guideline. It uses MC 1 and 2. There are four aspects in the assessment. They are the average of the daily observation score, self assessment, peer assessment, and teachers' journal. All aspects of assessment are counted and its formula also being made by the educational unit.

There are many elements in the authentic assessment and it is very specific so it is important for the elementary teachers to master technology. A particular program that can be used by the teacher to help the assessment is needed. The program should be able to integrate

the three aspects of assessment (cognitive, affective, and psychomotor assessment) becomes one whole unit. In the report of Learning Outcomes Evaluation those three aspects should exist to form standardize assessment.

To overcome that challenge, Education Service of Semarang Regency had set training for the using of application program of authentic assessment. The program is in form of Microsoft Excel application. The research shows that the Public Elementary School teachers in Pabelan still have difficulties in using it. They cannot analyze the result of authentic assessment using Ms. Excel. The teachers' ability to operate the Ms. Excel is 35, 56 %. This result shows that there are more Public Elementary School teachers in Pabelan who have not been able to operate MS. Word that is 64, 44 %.

### **Conclusion and Suggestion**

Based on the result and the discussion of the research above, it can be concluded that: (1) the Public Elementary School teachers in Pabelan found difficulties in completing the format of Curriculum 2013 authentic assessment, and (2) the Public Elementary School teachers in Pabelan found difficulties in analyze the result of Curriculum 2013 authentic assessment using Microsoft Excel. Those difficulties are caused by: (1) the format of Curriculum 2013 authentic assessment is still changing and the fixed format is not yet exist, and (2) the ability of the teachers in operating the Microsoft Excel is still low.

The writer suggested that (1) the government fixes the format of Curriculum 2013 authentic assessment, and (2) the government gives training in using Microsoft Excel to the Public Elementary School teachers in Pabelan.

### **Reference**

- Daryanto. 2010. *Evaluasi Pendidikan*. Jakarta: PT Rineka Cipta
- Edwin Wandt, et.al. 1977. *Essential of Educational Evalutation*. Holt Rinehar and Winston. New York
- Kementerian Pendidikan dan Kebudayaan.2014. *Materi Pelatihan Guru Implementasi Kurikulum 2013*. Jakarta: Badan Pengembangan SDM Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan
- Mimin Haryati. 2007. *Model dan Teknik Penilaian pada Tingkat Satuan Pendidikan*. Jakarta: Gaung Persada Press
- Nana Syaodih Sukmadinata. 2011. *Metode Penelitia Pendidikan*. Bandung: PT Remaja Rosdakarya
- Wikipedia. 2014. *Implementation*. Diakses dari <http://en.wikipedia.org/wiki/Implementation>. 24 Oktober 2014