

AUTHENTIC ASSESSMENT : UNDERSTANDING LEVELS AND CONSTRAINTS IN THE IMPLEMENTATION OF THE TEACHER IN THE CITY OF LHOKSEUMAWE ACEH PROVINCE

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Abstract

This study aims to determine the level of teachers' understanding of authentic assessment as well as the obstacles faced by teachers in implementing the authentic assessment . The research method is a survey. This research was conducted in Lhokseumawe City the province of Aceh. The sample in this research are 165 teachers. The sample consisted of elementary school teachers, junior high school, and vocational school with details of 60 elementary school teachers, 40 junior high school teachers, 40 high school teachers, and 5 vocational teachers . Implementation of the survey conducted by distributing questionnaires to teachers who have participated in the training curriculum in 2013, and direct observation in the classroom implementation . The results showed teachers' understanding of authentic assessment is relatively low, with only 38.33 % of elementary school teachers who claim to understand the concept of authentic assessment. The understanding of junior high school teachers, high school, and vocational school is 50 % , 52.5 % , and 32 % . Poor understanding of authentic assessment of teachers is evident in the implementation of learning, where teachers have difficulty in applying it in the classroom, especially the attitudes and skills assessment .

Keywords : *Authentic Assessment , Understanding Level of The Teacher .*

Introduction

Curriculum 2013 has been prepared and gradually started to be implemented since 2013 at all levels of school education. The fundamental difference between the curriculum in 2013 with the previous curricula substantially rests on three things, namely scientific approach, integrative learning, and authentic assessment. Authentic assessment is one of the critical success factors in the implementation of the curriculum in 2013 at various levels of education in schools. Authentic assessment should be carried out on all three domains simultaneously, ie the knowledge, skills, and attitudes.

According to Mueller (2006), authentic assessment is referred to as direct assessment. Some references state that authentic assessment as a performance assessment. So authentic assessment can be interpreted as a form of assessment that is carried out directly when the implementing of the learning process, which includes three domains at once, the knowledge, skills, and attitudes. In addition to implementing authentic assessment, a teacher must be able to prepare assessment instruments. Assessment instruments can of course be different for the same subject matter if the instructional strategies used are different.

This is in contrast to the implementation of the curricula of learning before. Usually teachers are conducting the assessment at the end of the learning process, even at the end of the semester, and the components are assessed only knowledge. Therefore, the successful implementation of the curriculum at all levels of school education is dependent upon the level of teachers' understanding of authentic assessment and the teacher's ability to carry out the assessment in all aspects, namely knowledge, skills, and attitudes.

This study examines the teachers' level of understanding on authentic assessment of elementary school, junior high school, senior high school, and vocational school in the town of Lhokseumawe and to identify the constraints faced by teachers in implementing the assessment. Benefits of the research is to propose an alternative solution to improve the understanding of teachers in preparing authentic assessment instruments and proposes a strategy assessment that covers the three domains for each competency.

Research Method

The research method is a survey. This research was conducted in Lhokseumawe City of Aceh province. The sample in this research are 165 teachers. The sample consisted of elementary school teachers, junior high school teachers, senior high school teachers, and vocational school teachers with details of 60 elementary school teachers, 40 junior high school teachers, 40 high school teachers, and 5 vocational teachers. Implementation of the survey conducted by distributing questionnaires to teachers who have participated in the training curriculum in 2013, and direct observation in the classroom implementation.

To obtain the data on the level of understanding of teachers used a triangulation approach. Respondents were asked about the level of understanding of authentic assessment. However, the accuracy of answers are controlled by other questions that demonstrate understanding of the actual respondents. To determine the level of understanding of respondents about authentic assessment, the data were processed using percentage

techniques. As for the information about the constraints faced by teachers in implementing authentic assessment of learning is done in-depth interviews with teachers as respondents.

Result and Discussion

The results of research related to the data level of understanding of elementary school teachers , junior high school , and vocational school in the city of Lhokseumawe on authentic assessment has been obtained , and are summarized in Figure 1. According to Figure 1 shows that the level of teachers' understanding of authentic assessment is still relatively low, especially teachers of vocational school and elementary school . The relatively high level of understanding of the assessment are high school teachers , with a percentage of 52.50 % . These results were obtained based on their responses on the questionnaire, either on direct questions and indirect questions. Direct question is perceptual, whereas indirect questions are test -level of understanding.

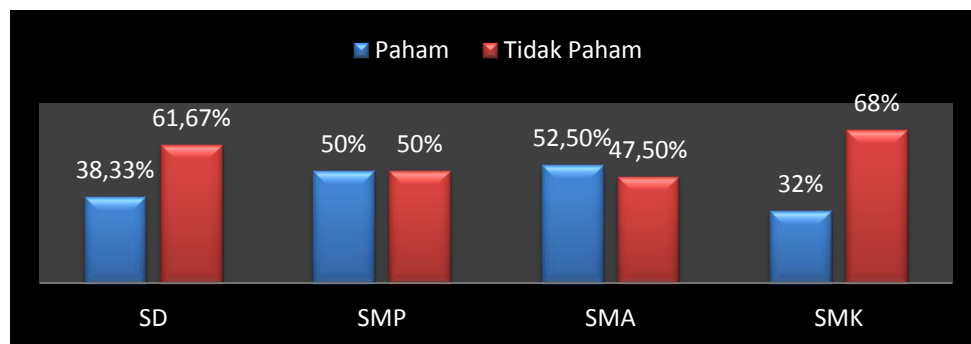


Figure 1. Comparison of the level of understanding of authentic assessment in teacher training by education level

Teachers' lack of understanding of authentic assessment allegedly influenced by their desire to use this type of assessment in learning. According Rustaman (2013), some teachers do not want to use authentic assessment by reason only a waste of time. Yet according to Wiggins (2005) to design an authentic assessment is very efficient, steady, and do not waste time . Additionally Zainul (2001) confirm that authentic assessment is needed, especially to measure other than cognitive aspects, such as skills and attitudes .

In addition, teachers' lack of knowledge about authentic assessment due to their habit. Teachers have not used authentic assessment of learning, so that they are not interested in learning how to create a rubric is an authentic assessment . Now the teachers felt compelled to develop an authentic assessment instrument for the implementation of the demands of the curriculum in 2013. Therefore, the teachers are very difficult to develop an assessment rubric, application, and interpretation of results.

- 1) The teacher is still difficult to implement all authentic assessment criteria, because given the teachers need more provides an explanation of the content of the materia
- 2) Teachers still do not understand compile assessment instrument that includes three domains, : affective , cognitive, and psychomotor.
- 3) Teachers are still not able to and understand how to measure the number of basic competencies that are not core competencies seem achievement, at midtest dan final exam.
- 4) The teacher is still difficult to implement all authentic assessment criteria, because teachers need more time to give an explanation of the content of the konsep.
- 5) When implemented the teacher training, materials about authentic assessment is not yet complete, so the application in teaching-learning activities is still not perfect.
- 6) Teachers still do not understand about the performance assessment, portfolio, and project appraisal, because it all has a certain criteria.
- 7) Teachers need a lot of time allocation to assess the project.
- 8) lack of clear briefing on authentic assessment as teacher training

Baron's (Marzano , 1994), describes five criteria task for authentic assessment, namely : 1) meaningful for teachers and students, 2) involvement of students, 3) the task requires students to find and analyze information as well as draw conclusions about it, 4) the task requires students to work or perform. So authentic assessment leads teachers to determine the number of tasks to be done about the students' competency to be mastered.

Conclusions

The level of teachers' understanding of authentic assessment is still relatively low. These results were obtained based on their responses on the questionnaire, either on direct questions and indirect questions. The constraints faced by teachers in implementing authentic assessment in learning is not enough time to judge while teaching, do not get clear examples when training, and difficult to develop an instrument along with columns for each of the concepts to be taught.

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AUTHENTIC ASSESSMENT DETERMINANT IN ISLAMIC RELIGION EDUCATION EXECUTION TOWARDS COGNIZANCE QUALITY HAVES A RELIGION IN STUDENT AT ELEMENTARY SCHOOL AND MADRASAH IBTIDAIYAH AT KUDUS REGENCY

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Abstract

This research aims to detect, describe, and predict about determinant variables about performance assessment or authentic assessment in Islamic religion education execution towards cognizance quality has a religion in student at elementary school (SD) and Madrasah Ibtidaiyah (MI) at Kudus regency. This research uses to approach multivariate with research kind ex post facto. The research sample teacher and student from six at elementary school (SD) and Madrasah Ibtidaiyah (MI) at Kudus regency, sample taking is done with stratified random sampling data collecting by using questioner and problem check list student in has a religion. Data analysis technique that is: (1) descriptive statistics analysis technique, (2) double correlation analysis technique, (3) analysis technique variance (ANOVA) and (4) double regression analysis technique. The research finding that is: (1) in general difficulty level has a religion student at education stage base SD higher than at MI. (2) found which are positive connection and significant between teacher factor (X_1), student factor (X_2), curriculum factor (X_3), and environment factor (X_4) towards authentic assessment determinant in Islamic religion education execution (Y_1) and towards cognizance quality has a religion (Y_2) in student at SD and MI at Kudus regency. The correlation result delivers free variable and bound that is X_1 ($r = 0,989$), X_2 ($r = 0,983$), X_3 ($r = 0,967$), X_4 ($r = 0,957$), and Y_1 towards Y_2 ($0,947$). R square found X_1 and Y_1 as big as 97,8%, X_2 and Y_2 as big as 96.6%, X_3 and Y_1 as big as 93,6% and X_4 and Y_1 as big as 91,0%, Y_1 and Y_2 as big 89,7%, while for hypothesis testing with ANOVA found significant F Change for all count as big as 0,000. H_a accepted and H_0 averse, so that this watchfulness result can valid for population. Regression line similarity that is $\hat{Y}_2 = a + b_1Y_1$, from calculation is found $\hat{Y}_2 = -0,737 + 0,473$.

Keywords: *Performance Assessment or Authentic Assessment, Islamic Religion Education, and Cognizance Quality Has a Religion.*

Introduction

National education program be one of [the] program that must be run by government, be right for every citizen to get instruction. This matter is in line with Republic of Indonesia country likes included in paragraph fourth constitution opening 1945. Indonesia country government, among others, has duty makes society educates nation life. education for every