

## **AUTHENTIC ASSESSMENT FOR IMPROVING TEACHING QUALITY: PORTFOLIO AND SLC IN PAPUA HARAPAN SCHOOL**

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### **Abstract**

*Background of this paper based on researchers concern against a challenge in the world of education ahead of the 21<sup>st</sup> century. Researchers realize that to enter the 21<sup>st</sup> century, teachers must improve the quality of their teaching in implementing the curriculum in class. Currently, Indonesia has implemented use curriculum 2013. The curriculum 2013 use scientific approach rendering accompanied by some new change in Indonesia curriculum system. One of the things the form of renewal is in applying assessment to the students. Assessment is one of the most important part in the success of students and teachers. Hence, this study aims to describe and review research in implementing the model of authentic assessment to improve the teachers teaching quality at Papua Harapan School through portfolio and SLC (Students Led Conference). Through this study, researchers want to review of what the models authentic assessment which has been implemented in Papua Harapan School. The authentic assessment through portfolio and SLC (Students Led Conference) that is not focus only on the final result but rather than, assessment based on the learning process that has been traversed by the students. Based on the review of research obtained that authentic assessment able to improve the teaching quality of teachers. Teachers can make the authentic assessment as a result of achievement reflection of the learning objective so as to the teaching quality of teachers could be improved through the result of authentic assessment.*

**Keywords:** *Authentic Assessment, Portfolio, SLC (Students Led Conference), Improving Teaching Quality.*

### **Background and Research Problem**

The application of curriculum 2013 by using the approach of scientific rendering is a form of new challenges for teachers in Indonesia. Through the curriculum 2013 teachers have to be more creative, innovative, and responsible in implementing curriculum in class. One form of the challenges faced by teacher is in conducting assessment. Assessment was by form of authentic assessment that with certainty and right to be able to measure all the students achievement that eventually will impact on improving the quality of teachers teaching. This study will describe and review model of authentic assessment used in Papua Harapan School through portfolio and SLC (Students Led Conference) that can improve the quality of teachers teaching.

A model assessment formerly used in Papua Harapan School (SPH) is a model of assessment that more reference to the figures of a result of students working achievement. The teachers only measure the student aptitude through the achievement of a digit of number based on a students work sheet result. Formerly, SPH do not implement assessment through portfolio and SLC. Hence, the teachers more tend to get confused to choose teaching strategy that proper in class. Confusion problem faced by teachers in determining the teaching strategy is directly would affect on the quality of teaching from teachers.

Since the academic year 2013 – 2014, SPH starts to implement model portfolio and SLC as a model of authentic assessment that believed to be able to give a clear and valid description to the teachers about student's achievement. Achievement intended not only about the final result, but more to the learning process of students in the class until it reaches the final result. Through a clear on scholastic achievement, students and teachers will make it as a reference to improve the quality of teaching in the classroom.

Authentic assessment through portfolio and SLC believed to be some kind of model assessment that effective and efficient ways to improve the quality of teachers in teaching at SPH. Teachers in SPH not only assess students through the digit of numbers as the value of students result, but the teacher was able to see the reflection of students in any duty that do their work assignment. Through the reflection could become a reference for teachers to improve the teaching to meet the needs of students in each subject in class. In line with the background of the study, the problem of this study is formulated as follows: (1) How the authentic assessment process of portfolio held in SPH? (2) How the authentic assessment process of SLC held in SPH? (3) How impacts or influence from authentic assessment through portfolio and SLC to improving the quality of teachers teaching?

## **Methodology (Literature Review)**

### **1. Authentic Assessment**

One emphasis in the curriculum 2013 is authentic assessment, it is caused by the KTSP has not been fully implement the authentic assessment, though there is in space against authentic assessment. The core question of authentic assessment is “Whether students study?” not “What is already known by students?”

In authentic assessment students valued its ability in various ways, not only from the result of determined inscribed course. The ultimate principle assessment in learning not only assess what is unknown by students, but also assess what can be done by students. The assessment is prioritizing the quality of students work in complete a task (Kunandar, 2014).

Before defining understanding of authentic, there is a better should understand the definition of assessment first. Assessment is the process of a variety of data collection which could provide an illustration of the development of students learning. The outlook for the development of students learning needs to know by the teacher in order to ensure that the students subjected to the process of learning that right. In authentic assessment, students was asked to implement the concept or in the real world. Authentic means the state of ability or high skill that is owned by student (Kunandar, 2014).

### **2. Portfolio**

General portfolio is a collection of objects assessment document used by a person, group, institution, organization, company, or the like which aims to document and evaluate the development of a process to achieve a goal set forth in the company. Portfolios can be interpreted as the result of a collection or study or work learners who shown business development, academic achievement of students from time to time, a dab of the subjects. It can affect as a tool to improve the educational chances of students to participate more in the learning process (S. Surapranata and M. Hatta, 2004: 28).

In education, portfolios can be used by the teacher to see the progress of learners from time to time based on the collection of works as evidence of a learning activity. Portfolios can also be viewed as a social process of pedagogical, as a collection of learning experience that may be in the mind of students, either in the form of knowledge (cognitive), skills (psychomotor) as well as attitudes and values (affective). That is, the portfolio is not just a real object, but includes "all inner experience" that happens to learners.

Portfolios can also be used by learners to collect all the documents of the science that has been studied, either in class, in school or outside of school. In the field of language, the

portfolio could be an adjective that is often paired with other concepts, such as learning and assessment, because it arise term portfolio-based instruction and portfolio-based assessment.

S. Surapranata and M. Hatta (2004: 73) explained, "portfolio assessment is an assessment on an ongoing basis with information or data collection methods systematically at result of the work of students in a certain period of time". In portfolio assessment system, teachers create a file for each student, containing a collection of systematic at results of their academic achievement during the learning process.

### ***3. Teaching Quality***

Quality according to Nana Sudjana is as a good overview explains the bad results achieved by the students in the educational process undertaken. Teaching according to Nana Sudjana (2000) is a process of arranging, organizing around the existing environment so that students can grow and encourage students in the learning process. While teaching according NK Roestiyah (2012) forward four definitions, the first instruction is the transfer of knowledge to the students; the second instruction is to teach students how to learn, thirdly, teaching is an interactive relationship between teacher and student, the fourth, is to teach the student interaction with the students and teacher consultation.

### ***4. Improving***

To increase the education is a very significant step in making that students growing fledge. In the modern life, all things are possible as well as education may be conducted; it is likely to increase. Without improvement, education is antiquated style that shall not be imposed. For this reason, education should be improved as a function of time on.

## **Research Finding and Discussion**

Based on literature review that has been described in the previous section, would henceforth be examined regarding of the quality of teaching through teacher authentic assessment: portfolio and SLC at SPH. Here are the explanation:

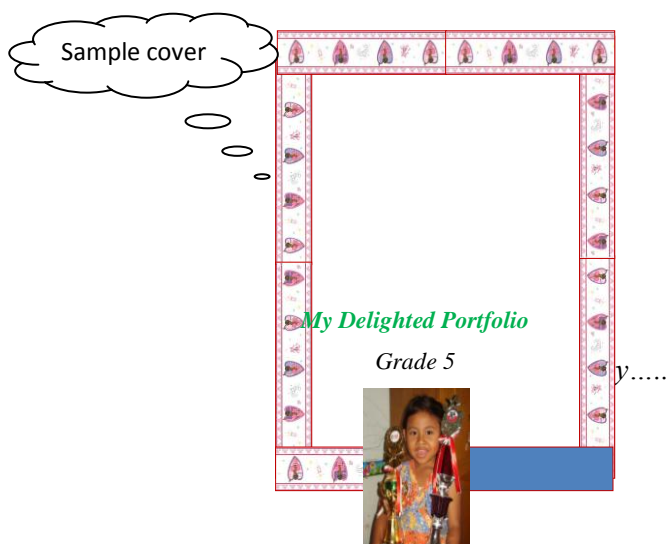
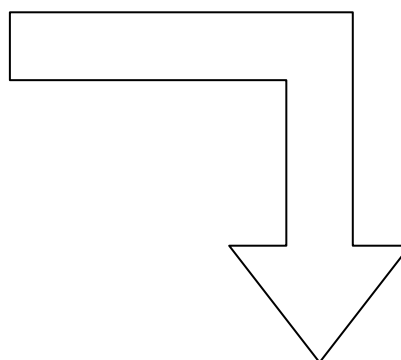
### ***1. Portfolio***

These are the following grooves of portfolio activities in SPH for one academic year at school:

## Portfolio Flow Chart

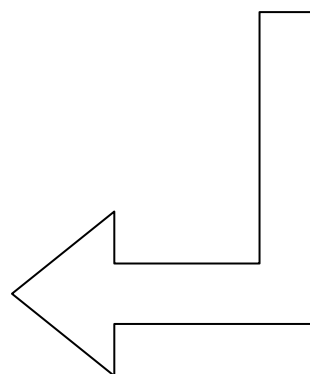
### 1<sup>ST</sup> Week of School

- ★ Review last year Portfolio
  - ★ Explain the importance of Portfolio to students
  - ★ Make the cover and acknowledgement (*see example from TL*)
  - ★ Make the divider for these following parts:
    - Math
    - Language
    - BI-PKn
    - Science
    - SS/IPS
    - CB-CS
    - SMART
- (each part will get about 8-9 slides front-back)*



### During 1<sup>st</sup> semester

- ★ Kids always write the reflection in every test paper after doing the test and after the paper given. (*provide a space in the test paper*)
- ★ Keep the test paper in their Business file.
- ★ Right after Lebaran Holiday, they need to sort which result will be put in their Portfolio and write the reflection. Do it in **every two weeks**
- ★ Teachers need to check the students work **monthly**, especially HR (Homeroom Teacher).
- ★ Teachers can ask the students to take turn present their Portfolio in front of the peer group/ teacher.
- ★ End of sem 1, **SMART teachers** need to follow up the Kids' portfolio in their classes.



### 2<sup>nd</sup> semester

- ★ Kids review the Portfolio, make it nice and neat. Teachers supervise.
- ★ Keep putting the test paper.
- ★ Teachers inform the students about kinds of Portfolio activities will be done in SLC.
- ★ Start to practice in peer groups and teacher.
- ★ (grade 6, two weeks before SLC practice the **special class** during electives)

As a broad outline it can be said that portfolio is a purposeful collection of student work that tells the story of students' growth or achievement. A portfolio assessment in SPH will exhibit the student's efforts, progress, and achievements in one or more areas. The

collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection.

Portfolio was one of subjects that inserted in a schedule the lesson in class. One week there was once a schedule for conducting activities of portfolio that consist of 30 minutes. Portfolio activities namely activities whereby students will choose one or more his/her work of each subject. After students finished choose, students will do self-reflection on the result of work are chosen.

## **2. SLC (*Students Led Conference*)**

SLC is activities whereby each student will be presented their portfolio in front of their own parents. SLC is a model exhibition the work of students (portfolio) adopted from one national plus school in Daan Mogot, Jakarta (Dian Harapan School). The main purpose of the activity performed SLC in SPH is students have the courage to showed the results of his/her achievements during the learning process unfolding in front of their parents. Besides, through the activities of SLC was a chance for students, teachers, and parents to reflect the result of the achievement of starting from the process until the final result achieved by each students in class.

One week before the SLC, parents will receive invitation from school. Parents will fill the time that is suitable for parents to attend the SLC. After an invitation form filled out by the parents, the form will be returned to the school that teachers can set a time by grouping some parents and students in same session of SLC (adjusted with the number of students in the class). These are the following steps from the activities of SLC:

- 1) Step 1: “Welcome to my class” → Students introduce parents to their homeroom teacher and welcome them to the class.
- 2) Step 2: “Class Tour” → Students lead parents on class tour, they have to explain any activity displayed in the class.
- 3) Step 3: “Viewing Portfolio” → Students escort parents to sit, give explanation about their portfolio and clarify why they put a certain task in it.
- 4) Step 4: “Reading Selection from HM” → Students will demonstrate language activities from Houghton Mifflin book.
- 5) Step 5: “Students/Parents Reflection” → Students and parents fill in a reflection and oal sheet, and place it in the provided box.
- 6) Step 6: “Collect the Reflection to Home base teachers (in the basket) → Students submit the reflection to home base teachers/put in the provided basket.
- 7) Step 7: “Thank You and Goodbye” → Dismissal.

Through the SLC, teachers at SPH can see the extent to which mastery students against the subject matter. The teachers could see the extent to which students over matter lessons from in every student explain and presented the results of his work in front of their parents.

### ***3. Improving Teaching Quality***

The authentic assessment through portfolio and SLC in SPH really give impact to the quality teaching of teachers in class. Through both assessments, teachers become understand what things need to be done at the time of teaching and learning activities in the classroom can answer the needs of students.

Through the portfolio system, for teachers at SPH motivated to be more creative in designing learning activities. Learning activities that compelling that students can showed the results of their work with pride in the presence of parents each one of them.

Teacher at SPH understand that the authentic assessment through portfolio and SLC not only function as assessment the outcome, but more to the learning process experienced by a student during learning activities in class. To assess the learning process of each student in the classroom then the teacher in SPH also requires observed every students in their class for joined the activity of learning. This can be reflected in the assessment rubric that used by teachers. These rubrics will be included in the work of the students in each of the portfolio. This example is the rubric assessment that is used by teachers:

The Students .....	5 Outstanding	4 Good	3 Satisfactory	2 Limited
<b><u>Study Habits:</u></b>				
<b>Punctuality</b>	has textbook and materials <b>open and ready</b> to begin	has textbooks and materials <b>on desk</b>	<b>eventually</b> gets books and materials ready	<b>late</b> to class and may <b>not be prepared</b> with books or materials
	remains <b>on task</b> without reminders	works <b>quietly</b>	<b>eventually</b> gets to work on the assignment	<b>distracts</b> others instead of working
<b>Independence</b>	works <b>quietly and efficiently</b>	asks questions <b>when necessary</b>	<b>can participate</b> but prefers to be quiet	<b>needs reminding</b> to get to work
	<b>volunteers</b> to answer questions	<b>participates</b> when asked	<b>needs reminding</b> to begin task – not a self-starter	<b>doesn't ask for help</b> or <b>needs constant support</b> to do the task
<b>Initiative</b>	<b>knows</b> what needs to be done and does it	<b>begins works</b> when assignment given	<b>seldom</b> asks for help	<b>frequently</b> absent
<b>Homework</b>	assignments <b>complete</b> and answers have been checked and corrections made	works hard <b>most of the time</b> - assignments <b>usually complete</b> but may not be checked or corrected	homework <b>complete</b> but done without care or quality	<b>seldom</b> participates
	notebooks <b>organized</b>	notebooks <b>fairly complete</b> but some organization could be used	notebooks tend to be <b>disorganized</b>	notebooks <b>lost or not usable</b>
<b>Organization</b>	<b>uses</b> agenda as a tool for organization and self-improvement	<b>uses</b> the agenda	<b>uses</b> agenda but frequently <b>needs to be reminded</b> to be faithful in its use	<b>needs reminding</b> to use agenda
	takes <b>initiative</b> in helping the team get organized	works <b>agreeably</b> with team members	needs to be <b>coaxed</b> into meeting with team member	<b>is not ready</b> when the team members meet
<b><u>Group Work:</u></b>				
<b>Contribution</b>	<b>provides</b> many ideas	<b>offers</b> encouragement when other team members make suggestions	<b>listens</b> to others and on some occasions makes suggestions	<b>is disinterested</b> in team conversations
<b>Communication</b>	<b>contributes fully</b> to	<b>participates</b> in	<b>on occasion</b> expresses	<b>is seldom</b> expresses thoughts



	complete the task	discussions	ideas	– lets others do that
<b>Cooperation</b>	<b>assists</b> other team members	does an <b>equal</b> share of the work	did <b>almost as much</b> work as others	<b>did less</b> work than others
<b>Goal/task completion</b>	<b>clearly</b> communicates ideas	<b>usually</b> shares ideas	<b>encourages occasionally</b> the work of others, but usually takes their work for granted	<b>is not observant</b> of others needs, more concerned with self
<b>Self – control</b>	<b>maintains</b> voice and behavior self-control without reminding	<b>usually maintains</b> voice and behavior self-control without reminding	<b>needs to be reminded</b> to keep voice and behavior under control	<b>has little</b> voice and behavior control even when reminded
<b>Feedback</b>	<b>appreciates</b> team members - gives feedback that makes others feel <b>dignified</b>	<b>often encourages</b> team members/is <b>sensitive</b> to others when giving feedback	<b>can sometimes</b> hurt the feelings of others with feedback	<b>does not consider</b> the feelings of others when giving feedback
	<b>accepts</b> feedback and uses it as an opportunity to improve	<b>accepts</b> feedback as needed for improvement	<b>reluctantly</b> accepts the feedback given	<b>refuses</b> to accept feedback as a means for improvement

Assessment rubric above, provide a clear description of SPH teachers in a very serious and detailed in give an authentic assessment on the process of learning at the classroom. When teachers give a kind of assessment that is not only focusing on the outcome of the students, but stressed the process, more the teacher may determine with certainty on the strategy teaching proper in class. At the time when the teachers been able to choose as well as use teaching strategy proper and answer the needs of students then at the same time the of teaching quality of teachers to teach increased.

The teaching quality of teachers are rising too can be seen from the activities of learning which applied by the teacher in class. One example of the learning that ever been used by teachers in SPH namely teachers in each grade level team teaching learning activity in designing the project, project science and social studies. Through both projects, the students in SPH will make a variety of the work of learning in accordance with the topic of learning in each grade level.



## **Conclusion and Suggestion**

### **Conclusion**

In address challenges of curriculum 2013, the teachers are required to have qualities teaching that creative, innovative, and responsible. The discussion on the quality of teachers to teach in SPH that rises because influenced by the process of authentic assessment (portfolio and SLC) show clearly that as teachers, the assessment process for students from it is important. Through the authentic assessment, the teacher will have a very clear reference to make a plan for an effective and efficient measure in the process of learning and teaching in the classroom.

In the implementation of authentic assessment, teacher will see mistake and also the success of students through any process of learning that takes place in class. Mistake is to give an opportunity to students to get more involved, and the learners themselves can easily control which the development of capabilities that have been gained. Thus, students will be able to perform self-assessment. Skill will find advantages and disadvantages, as well as the ability to use these advantages in dealing with an authorized capital of an important weakness in the learning process.

### **Suggestion**

1. In the assessment, teachers are advised to use authentic assessment so that teachers can always identify the material that is to be continued and for that matter the material still needs to be remedial.
2. In the teaching and learning activities in schools, especially to the teachers as a professional person is recommended to improve the quality of teaching through authentic assessment result does.

3. Teachers can apply the authentic assessment through portfolio and SLC that emphasized on the learning process of students. Teachers can use the model of assessment that has been used in SPH as some kind of model assessment that can measure the process and the result of student's achievement against matter of learning in class.

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