

**EVALUATION OF AUTHENTIC ASSESSMENT IN THE
IMPLEMENTATION OF CURRICULUM 2013
AT ACCOUNTING DEPARTMENT OF
SMK NEGERI 1 PENGASIH**

UNDERGRADUATE THESIS

This undergraduate thesis is submitted to fulfil a part of the requirement to obtain the degree of Bachelor of Education in Faculty of Economics
Yogyakarta State University



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**ACCOUNTING EDUCATION DEPARTMENT
FACULTY OF ECONOMICS
YOGYAKARTA STATE UNIVERSITY
2017**

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This undergraduate thesis had been approved a validation on February 27th, 2017

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VALIDATION

The undergraduate thesis entitled
"EVALUATION OF AUTHENTIC ASSESSMENT IN THE
IMPLEMENTATION OF CURRICULUM 2013 AT
ACCOUNTING DEPARTMENT OF
SMK NEGERI 1 PENGASIH"

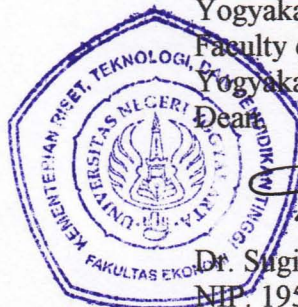
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Hereby I declare that this undergraduate thesis is my own original work. According to my knowledge, there no work or opinion written or published by others, except as reference or citation by following the prevalent procedure of scientific writing.

Yogyakarta, 3rd March 2017



Prima Mediana Nuansaratri
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MOTTO AND DEDICATION

MOTTO

“Verily, along with every hardship is relief. Along with every hardship is relief.”

(QS. Al Insyirah 94: 5-6)

DEDICATION

The name of Allah SWT the Most Gracious, Most Merciful, praise the presence of Allah SWT who has so many valuable things that I have without ever separated from the many conveniences You give. Prayers and greetings is always devoted to the great prophet Rasulullah SAW.

From the sincere heart, I dedicate this work to:

Saleh Riyadi (Father)

Thank you for an unlimited time to guide me
Thank you for the love that never could be portrayed in your activity

Noor Hidayati (Mother)

Thank you for the prayer never floated
Thank you for the love that will never destroyed

Sujiyem and Siti Kawatijah (Grand Mother)

Thank you for the prayers and good wishes for me
Thank you for the motivation and spirit on every meeting

Pristyanti Rahmat Jati (Sister)

Thank you for the motivation, spirit, prayer, and smile on every meeting

Alma mater

Accounting Education, Faculty of Economics
Yogyakarta State University

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**PRIMA MEDIANA NUANSARATRI
13803241067**

ABSTRACT

This research was conducted to evaluate authentic assessment in the implementation of curriculum 2013 which is conducted by teacher at Accounting Department of SMK Negeri 1 Pengasih.

Six teachers and 123 students on Accounting Department of SMK Negeri 1 Pengasih are the respondents on this research. Data collection techniques use questionnaire, observation, and documentation. Validity and reliability of questionnaire have been measured before. Scores obtained were analyzed using quantitative description analysis then converted into percentages and categorized according to criteria scale.

Results of this research are (1) Planning of authentic assessment by teacher on Accounting Department of SMK Negeri 1 Pengasih based on teacher questionnaire get percentage 66.1% and included on Good category, meanwhile based on documentation sheet get percentage 75.4% and included on Good category, (2) Implementation of authentic assessment by teacher on Accounting Department of SMK Negeri 1 Pengasih based on teacher questionnaire get percentage 66.6% and included on Good category, meanwhile based on student questionnaire get percentage 73.6% and included on Good category, (3) Follow-up of authentic assessment by teacher on Accounting Department of SMK Negeri 1 Pengasih based on teacher questionnaire get percentage 67.1% and included on Good category, meanwhile based on student questionnaire get percentage 64.3% and included on Good category, (4) Reporting of authentic assessment by teacher on Accounting Department of SMK Negeri 1 Pengasih based on teacher questionnaire get percentage 68% and included on Good category, meanwhile based on student questionnaire get percentage 79.2% and included on Good category.

Keywords: Evaluation, Authentic Assessment, Curriculum 2013

**EVALUASI PENILAIAN AUTENTIK DALAM IMPLEMENTASI KURIKULUM
2013 PADA JURUSAN PENDIDIKAN AKUNTANSI
DI SMK NEGERI 1 PENGASIH**

Oleh:

**PRIMA MEDIANA NUANSARATRI
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ABSTRAK

Penelitian ini dilaksanakan untuk mengevaluasi penilaian autentik dalam implementasi kurikulum 2013 yang dilaksanakan oleh guru di Jurusan Akuntansi SMK Negeri 1 Pengasih.

Enam guru dan 123 siswa di Jurusan Akuntansi SMK Negeri 1 Pengasih adalah responden dalam penelitian ini. Teknik pengumpulan data yang digunakan adalah kuesioner, observasi, dan dokumentasi. Validitas dan reliabilitas kuesioner telah diukur sebelumnya. Skor yang diperoleh dianalisis menggunakan analisis kuantitatif deskriptif kemudian diubah ke dalam bentuk persentase dan dikategorikan berdasarkan skala kriteria.

Hasil dari penelitian ini adalah (1) Perencanaan penilaian autentik oleh guru di Jurusan Akuntansi SMK Negeri 1 Pengasih berdasarkan kuesioner guru memperoleh persentase sebesar 66.1% dan termasuk dalam kategori Baik, sedangkan berdasarkan lembar dokumentasi memperoleh persentase sebesar 75.4% dan termasuk dalam kategori Baik, (2) Implementasi penilaian autentik oleh guru di Jurusan Akuntansi SMK Negeri 1 Pengasih berdasarkan angket guru mendapatkan persentase sebesar 66.6% dan termasuk dalam kategori Baik, sedangkan berdasarkan kuesioner siswa memperoleh persentase sebesar 73.6% dan termasuk dalam kategori Baik, (3) Tindak lanjut penilaian autentik oleh guru di Jurusan Akuntansi SMK Negeri 1 Pengasih berdasarkan kuesioner guru mendapatkan persentase sebesar 67.1% dan termasuk dalam kategori Baik, sedangkan berdasarkan angket siswa mendapatkan persentase sebesar 64.3% dan termasuk dalam kategori Baik, (4) pelaporan penilaian autentik oleh guru di Jurusan Akuntansi SMK Negeri 1 Pengasih berdasarkan angket guru mendapatkan persentase sebesar 68% dan termasuk dalam kategori Baik, sedangkan berdasarkan angket guru mendapatkan persentase sebesar 79.2% dan termasuk dalam kategori Baik.

Kata kunci: *Evaluasi, Penilaian Autentik, Kurikulum 2013*

FOREWORD

First of all, I would like to thank Allah SWT the almighty for all the bless, mercy, and guidance, thus the Undergraduate Thesis entitled “Evaluation of Authentic Assessment in The Implementation of Curriculum 2013 at Accounting Department of SMK Negeri 1 Pengasih” can be finished. On this occasion with great humility, I would like to thank you to all of those who have given me help and guidance so that this can be finished. Completion of writing of this thesis, the author would like to thank to:

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10. Excellent Class of Accounting Education on 2013 Period.
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Finally, the author say thank you so much indeed for all for those who can not mention the names. Hopefully, this undergraduate thesis can be useful for us and become the input for the parties in need.

Yogyakarta, 3rd March, 2017
Author,



Prima Mediana Nuansaratri

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CHAPTER 1

INTRODUCTION

A. Problem Background

Students are expected to take action and be able to adjust and put themselves in accordance with their competence. The schools build the student's potential that they have. Students need conditions to conduct experiment and explore according to their talents and interests. *Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 butir 1* stated that:

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for them to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed by themselves, society, nation and state.

The learning process related with curriculum used. The curriculum contains guidelines of learning programs that accepted by students. Subjects, competencies, teacher methods, and assessments technique will be drawn in the curriculum. According to *Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 butir 19*, curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used to guide the implementation of learning activities to achieve specific educational objectives. Education curriculums have been changed several times, there are *Rencana Pendidikan, Kurikulum*

Berorientasi Pencapaian Tujuan, Kurikulum Berbasis Kompetensi (KBK), Kurikulum Tingkat Satuan Pendidikan (KTSP) and the last Kurikulum 2013. There are reasons which make changes to the curriculum, including a change in society and new ideas about teaching and learning.

Indonesia become a destination of Asian communities to get a job when the Economic ASEAN Community (EAC) has been running effectively. Indonesian workers must be skilled, strong personality, tenacious, confident, unyielding, innovative, and creative to compete with foreign labours. Strong personality must be built through education in school. Therefore, the learning process in school should be carefully designed, so students' skill will be relevant with the current labour market.

According to General Guideline of Learning in *Permendikbud Nomor 81A Tahun 2013 tentang Implementasi Kurikulum* is written that:

In the education, students are encouraged to find their own and transform complex information, check the new information with the existing ones in his memory, and to develop into the information or ability to conform to the environment and the time of the place and time of his life.

Curriculum 2013 views that the knowledge cannot be moved away from the teacher to the students. Students are subjects to actively search for, cultivate, construct, and use knowledge. Therefore, learning process should give opportunity for students to construct knowledge in cognitive processes. In order to understand and apply the knowledge, students should work and solve

problems and strive to realize their ideas. Curriculum 2013 design students to learn independently, multitasking, searching for study materials from various sources, find and analyse problems that exist through a model of scientific learning that is expected to create individual who are critical, disciplined, responsible, work hard, and never give up. Curriculum 2013 is expected to make Indonesian productive, creative, innovative, and affective through the integration of attitudes, skills and knowledges.

The success of students in the learning process can be seen by the learning outcomes assessment conducted by the teacher. Assessment has a role to improve the quality of teaching. Assessment should be conducted intensively and regularly to measure the extent of teachers' success in delivering course material, so can be understood by students. BSNP stated in Arifin (2013: 52) that assessment is a series of activities to acquire, analyse, and interpret data about the process and the learning outcomes of students who conducted systematically and continuously so become meaningful information in decision-making. Therefore, teachers should have the competence to assess the learning outcomes of students.

Curriculum 2013 uses authentic assessment in assessing the learning outcomes of students. Kunandar (2014:35-36) said that authentic assessment is an assessment which emphasizes on what should have been assessed, both process and result by using various assessment techniques adjusted to competency on Competency Standard or Core Competency and Basic

Competency. Curriculum 2013 is a set of learning activities that promotes scientific approach to observe, ask, train, try, associate, and communicate. Authentic assessment includes three domains of learning outcomes, there are attitudes, skills and knowledges. According to *Permendikbud Nomor 104 Tahun 2014*, authentic assessment is the assessment that requires students to show the attitude of using knowledge and skills gained from learning to perform a task on the actual situation. The form of authentic assessment is an assessment based on observation, assignment to the field, portfolios, projects, products, journals laboratory work, and performance, as well as self-assessment. Authentic assessment measures learning process not only the final result of learning outcomes. Therefore, authentic assessment performs variety of assessment techniques conducted by teachers to measure aspects of attitudes, skills and knowledges.

Teachers are required to be a professional teacher as a facilitator in the learning process. Teachers are required to have skills in the assessment of learning outcomes relevant with the education assessment standards made by Ministry of Education and Culture. Education assessment standards are the criterion of assessment mechanisms, valuation procedures, the principles of assessment and student learning outcomes assessment instrument. Authentic assessment consist of three stages, there are planning, implementation, and follow-up. Every stage has standard that must be conducted by teachers.

Authentic assessment uses different types of assessment techniques not only testing techniques. Therefore, teachers must have knowledge of assessment techniques to increase the capabilities and objectivity that can be accounted for. This is reaffirmed on *Peraturan Pemerintah Nomor 32 Tahun 2013 tentang Perubahan atas Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan* that:

The minimum educational standards shall consist of: (1) Content Standards; (2) Process Standard; (3) Graduates Competency Standards; (4) Teachers and Educational Personnel Standards; (5) Infrastructure Standards; (6) Management Standards; (7) Financing Standards; and (8) Education Assessment Standards.

Based these standards, the minimum standard of education assessment must be met to determine the quality of education in Indonesia.

After Curriculum 2013 is decided to be revised and will be continue to "walk" only for the pilot schools as pilot project, schools that will implement the Curriculum 2013 increased 25% in 2016. Reinforced by the statement of Minister of Education and Culture, Anies Baswedan, quoted by Tempo newspaper on January 17, 2016 that it has been corrected and there will be an additional 19% of its schools. The government has equipped 2.9 million teachers through school competency test for additional users this year. Test is conducted face to face and via online training. Revisions and improvements to the Curriculum 2013, training and competency test for teachers, as well as the growth number of Curriculum 2013 users are expected that implementing

Curriculum 2013 is easy, particularly in student learning outcomes assessment conducted by the teachers.

The implementation of Curriculum 2013 in Kulon Progo Regency is conducted by choosing some schools to become pilot project, considering that the implementation is done gradually. SMK Negeri 1 Pengasih is selected to be the pilot project for the implementation of Curriculum 2013. Accordingly, in academic year 2013/2014, SMK Negeri 1 Pengasih officially used Curriculum 2013 in teaching and learning activities for new students of X class.

SMK Negeri 1 Pengasih has six programs, they are Accounting, Office Administration, Marketing, Multimedia, Fashion Boutique, and Hotel Accommodation. Based on statistical data PPDB SMK Negeri 1 Pengasih, Accounting skill program from year to year is always getting the highest input students compared to other skills program. Good input will make the learning process easy and it is expected to provide high quality of output.

Results of the study are derived from the assessment of teachers as educators. The assessment of teachers has a standard to be conducted. According BSNP in Arifin (2013: 54), teacher's assessment standard includes common standards, planning standards, standards of performance, processing and reporting of results standard and utilization assessment standards results. Furthermore, it is necessary to evaluate the learning outcomes assessment

conducted by the teacher. The evaluation was conducted to increase the capabilities and objectivity of teachers.

Based on interview with Head of Accounting Department at SMK Negeri 1 Pengasih, some problems were found in the implementation of authentic assessment e.g. limitation of the accounting books and the alteration of regulation. Limitation of the accounting books which were relevant to Curriculum 2013 make teachers difficult to prepare the subject materials. Teachers searched independently via internet or any other sources. The alteration of regulation required teachers to adapt with new regulation quickly. Another problem was internet access in that school is not support students for doing their lesson and tasks quickly. A teacher of Accounting department said that some problems were found in conducting the authentic assessment e.g. training about authentic assessment especially on Curriculum 2013 from government is limited, teacher did not have assessment guideline, and school infrastructure did not support the learning process. A student at Accounting department of SMK Negeri 1 Pengasih said that she enjoy do the assignment but sometimes it was difficult to do the assignment. Student must search the answer from various sources and then analyze them. In another case, internet access does not support the learning process especially in Computer Laboratory.

Researcher is interested in conducting the research entitled "Evaluation of Authentic Assessment in The Implementation of Curriculum 2013 on The

Accounting Department at SMK Negeri 1 Pengasih". SMK Negeri 1 Pengasih is chosen because this school is one of the favourite vocational high school and become a pilot project of the implementation of Curriculum 2013 in Kulon Progo. Based on the interview with Head of Accounting Department, SMK Negeri 1 Pengasih has applied the techniques and instruments of authentic assessment in all subjects in the Accounting Department. Therefore, researcher wants to know the ability of school to implement the Curriculum 2013, particularly in authentic assessment on Accounting Department.

B. Problem Identification

Based on the problem background, problem identification as follows:

1. There was a change in valuation techniques that only measure knowledge assessment based on the final outcomes toward an authentic assessment that measures all competency based process and outcome.
2. The accounting books relevant to Curriculum 2013 are limited.
3. Internet access is limited and cannot support the learning process.
4. Training of authentic assessment on Curriculum 2013 from government is limited.
5. Teacher did not have assessment guideline.

C. Problem Limitation

Based on the problem background and problems identification, researcher limited the problem as follows:

1. The evaluation conducted on the implementation of authentic assessment on the Curriculum 2013 at Accounting Department of SMK N 1 Pengasih academic year 2016/2017
2. The focus of this research is the evaluation of three kind of assessments on authentic assessment, there are Attitude Assessment, Knowledge Assessment, and Skill Assessment that consist of the planning phase, the implementation phase, follow-up phase and reporting phase

D. Problems Formulation

Based on the problem identification and problem limitation, the problem formulations of this research are:

1. How is the planning of authentic assessment at Accounting Department of SMK Negeri 1 Pengasih in the implementation of Curriculum 2013?
2. How is the implementation of authentic assessment at Accounting Department of SMK Negeri 1 Pengasih in the implementation of Curriculum 2013?
3. How is the follow-up of authentic assessment at Accounting Department of SMK Negeri 1 Pengasih in the implementation of Curriculum 2013?

4. How is the reporting of authentic assessment at Accounting Department of SMK Negeri 1 Pengasih in the implementation of Curriculum 2013?

E. Research Objectives

The purposes of this research are follows:

1. Analyze and describe the planning of authentic assessment at Accounting Department of SMK Negeri 1 Pengasih in the implementation of Curriculum 2013.
2. Analyze and describe the implementation of authentic assessment at Accounting Department of SMK Negeri 1 Pengasih in the implementation of Curriculum 2013.
3. Analyze and describe the follow-up of authentic assessment at Accounting Department of SMK Negeri 1 Pengasih in the implementation of Curriculum 2013.
4. Analyze and describe the reporting of authentic assessment at Accounting Department of SMK Negeri 1 Pengasih in the implementation of Curriculum 2013.

F. Research Advantage

The results of this research are expected to provide advantages as follows:

1. Theoretical Advantages

Enrich science in education, in particular regarding authentic assessment in the implementation of Curriculum 2013, and as a reference for subsequent studies.

2. Practical Advantages

a. For Researcher

Increase knowledge and experience as a result of direct observation and can understand the application of the discipline acquired during the study at universities

b. For Teachers

Increase knowledge about the planning, implementation, and follow-up of authentic assessment that has been done, so it can be considered to take action to implement an authentic assessment.

c. For Schools

As an evaluation of the implementation of Curriculum 2013 in particular on the assessment, so that it becomes a consideration to take further action as an improvement to continuously improve the quality of school.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Evaluation

a. Definition of Evaluation

The definition of evaluation according to experts:

- 1) According to Wand and Brown in Arifin (2013: 5), “evaluation refers to the act or process to determine the value of something.”
- 2) According to Arifin (2013: 5), “the evaluation is a systematic and ongoing process to determine the quality (value and meaning) of something, based on the considerations and specific criteria in order to make a decision.”
- 3) Arikunto (2013: 36) explained that evaluation is a data or information collection activities, to be compared with the criteria, and then make a conclusion. The conclusion is called the evaluation results. What is meant by the criteria in the evaluation of education are provisions issued by the Ministry of National Education and Culture
- 4) *Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional pasal 57 ayat (1)* stated that, the evaluation is conducted in order to control the quality of education nationwide as a form of

accountability of education providers to the parties concerned.

Based on expert opinions, it can be concluded that the evaluation is a systematic and sustainable activity to determine the value and quality based on criteria made by regulatory authorities and conducted as a quality control and accountability to the parties concerned.

b. Evaluation of Learning Outcomes

Evaluation model in this research is the Stake's evaluation model (Stake's Countenance Model). Model Stake evaluation focused on two points, e.g. description and judgment. Each case consists of three phases, e.g. (1) antecedent (context), (2) transaction (process), (3) output (outcomes). Description consists of two aspects, e.g. the purpose (intents/goals), and observations (effects) or is actually happening, while consideration consists of two aspects, namely standard and judgment. The evaluation is done by comparing the program with other programs that are considered standard. Stake said on Arifin (2013: 77) that, "The description is different from the judgment." Three steps above (antecedents, transactions, outcomes), data is compared to determine the differences of interest with the actual situation and compare with the absolute standards for assessing the benefits of the program. Stake said in Arifin (2013: 77) that a research unreliable if is not evaluated.

According to Stake on Purwanti (2014: 17), there are three main phases of evaluation of educational programs and the factors that influence it as follows:

- 1) Antecedents, are expected conditions before the program is implemented, such as, conditions/events what existed before the implementation of the program? Are the conditions/events which would affect the program?
- 2) Transaction, are the implementation of the program, such as, what actually happens during the program implemented? Is the program being implemented in accordance with the program plan?
- 3) Outcomes, the results obtained after the implementation of the program carried out, such as, is the program implemented as expected? Does the client show the level of behavior?

2. Curriculum 2013

a. Characteristic of Curriculum 2013

According to *Permendikbud Nomor 60 Tahun 2014 tentang Kurikulum 2013 SMK/MAK*, Curriculum 2013 is designed with the characteristics as follow:

- 1) Balance the spiritual and social attitudes, knowledge, and skills, and to apply them in various situations in schools and communities

- 2) Schools as part of the learning experience, so students are able to apply what is learned in school into the community and take advantage of the community as a learning resource
- 3) Develop the attitudes, knowledge, and skills
- 4) Develop a competency and expressed in grade core competencies in the subject's basic competencies
- 5) Basic competencies and learning processes developed to achieve competence stated in core competencies
- 6) Develop a basic competencies based on the principle of cumulative, reinforced and enriched the subjects and level educational (horizontal and vertical organizations).

b. Curriculum 2013 in Vocational High School

1) Core Competencies

According to *Permendikbud Nomor 60 Tahun 2014* stated that the core competencies at SMK/MAK is the ability to achieve the level of Graduate Competency Standards on SMK/MAK students on each grade level. Assessment of learning outcomes include attitudes competencies, knowledge and skills are balanced so it can be used to determine the relative position of student with the standards. Refers to the assessment material, subject competency, competency programs

and processes. The formulation of core competencies using the following notation:

- 1) Core Competencies-1 for the core competencies spiritual attitude
- 2) Core Competencies-2 for the core competencies of social attitudes
- 3) Core Competencies-3 for the core competencies of knowledge, and
- 4) Core Competencies-4 for the core competencies of skills.

The description of the core competencies for the level SMK/MAK can be seen in Appendix 1.

2) Minimum Achievement Criteria

Minimum achievement criteria needs to determine the competence that must be attained by students, so the uncomplete competence can be fixed. Minimum achievement criteria determined on initial academic year by school discussion consider with: 1) Intake (average ability students), 2) Complexity (identifying indicators to mark the achievement of basic competencies), and 3) Ability of carrying capacity (oriented learning resources)

Knowledge and skills are complete if have minimal score 60, and spiritual attitude and social attitude minimum are Good (B). Assessment of basic competencies on Core Competencies-1 and Core

Competencies-2 conducted by homeroom teacher, counselling teacher, and teacher of spiritual education and characters. Knowledge Assessment using Mean and skills using Optimum Mean with scale of 1-100. Attitude assessment use predicate such as Very Good (A), Good (B), Enough (C), and Less (D). Range of ratings as follows:

Table 1. Range Rating

Predicate	Range
A (Very Good)	86-100
B (Good)	71-85
C (Enough)	56-70
D (Less)	≤55

Source: *Panduan Penilaian pada SMK* (Kemendikbud, 2015)

3. Assessment of Learning Outcomes

a. Definition and Function of Assessment of Learning Outcomes

Written in “*Panduan Penilaian pada SMK*” (Kemendikbud, 2014) stated that, “The assessment of learning outcomes is a process of gathering information about the learning achievements of students about the competence of spiritual and social attitudes, knowledge, and skills competence.” Assessment of learning outcomes conducted by teacher, educational units, and government. Assessment of learning outcomes by teacher conducted systematically, during and after the learning process for one semester and the school year.

According to *Permendikbud Nomor 53 Tahun 2015*, assessment of learning outcomes by teacher serves to observe the progress of learning, monitor learning outcomes, and detect improvement of learning outcomes during the process. Assessment of learning outcomes has the purposes to:

- 1) Find the level competencies
- 2) Determine minimum competencies
- 3) Determine follow-up programs based on the level competences, and
- 4) Improve the learning process.

Assessment conducted by teacher using reference criteria, there are the progress of students compared with criteria of performance competency

b. Mechanism of Learning Outcomes Assessment

Permendikbud Nomor 53 Tahun 2015 Pasal 8 stated that the mechanism of assessment of learning outcomes by teachers include:

- 1) Design assessment strategies during the preparation of lesson plan based on the syllabus
- 2) Assessment of learning outcomes conducted to monitor the process, learning progress, and improvement of learning outcomes through the assignment and measuring the achievement of basic competencies
- 3) Assessment of attitude conducted by observation and report by homeroom teacher
- 4) The results of attitude assessment report in description or predicate

- 5) Assessment of knowledge conducted by written tests, oral tests, and assignments accordance with the competencies assessed
- 6) Assessment of skills conducted by practice, product, project portfolios, or other techniques accordance with the competencies assessed
- 7) Results of the achievement of knowledge and skills assessment report in description or numbers
- 8) Students who have not reached the minimum criteria must follow remedial program

The Assessment Guidelines in *Panduan Penilaian pada SMK* (Kemendikbud, 2015) stated that assessment procedures conducted by teachers as follows:

- 1) The planning phase conducted by following steps:
 - a) Assessing the competence and syllabus as a reference for make a draft and assessment criteria
 - b) Make the design and assessment criteria
 - c) Develop the indicators
 - d) Select assessment techniques relevant with the indicators
 - e) Develop the instrument and scoring guidelines

2) Implementation Phase

- a) Implementation of assessment in the learning process begins with observation. Observation performed using the questioning techniques to explore the learning experience relevant with the conditions and ability of students
- b) Doing tests and/or non-test

3) Follow-up Phase

- a) The assessment results analyzed by teacher to determine the progress and learning difficulties
- b) The assessment results returned with feedback in the form of comments that educate (reinforcement)
- c) Results of the analysis followed up with remedial and enrichment services, and used to repair the learning process
- d) Assessment of spiritual attitudes and social competence conducted by teachers for one semester, the results are accumulated and expressed in the description of the attitude competence by homeroom teacher.

4) Reporting Phase

- a) Assessment report of knowledge and skills competence formed of value and description of the competence achievement

- b) Assessment report of spiritual attitudes and social competence formed of attitude descriptions based on information from spiritual education and characters teacher
- c) Assessment report submitted to the school principal and other parties concerned were related (homeroom, teacher guidance and counseling, and parent/guardian) in the period of time.

4. Authentic Assessment in Curriculum 2013

a. Definition of Authentic Assessment

Permendikbud Nomor 53 Tahun 2015 stated that, “Authentic assessments is a form of assessment that requires students to show attitude, using the knowledge and skills gained from learning conduct in the actual situation.” Meanwhile, according to “*Panduan e-Rapor SMK*” (Kemendikbud, 2014) stated that,

Authentic assessment is an approach, procedures, and instrument of assessment process and education achievement of students in the application of spiritual and social attitudes, mastery of knowledge and skills acquired in the implementation of the actual situation tasks, or independent learning.

Authentic assessment includes an assessment based observation, assignment to the field, portfolio, project, product, journals laboratory work, and performance, as well as self-assessment.

Authentic assessment measures overall students learning outcomes because this assessment assess student progress not only the end of result

of student learning. Therefore, teachers can perform a variety of assessment techniques to measure aspects of attitudes, skills and knowledge. Authentic assessment results can be used by teacher to plan improvement program (remedial), enrichment, or counseling services. The results of authentic assessment can be used as materials to improve the learning process that consistent with the standard of educational assessment.

b. Characteristics of Authentic Assessment

The characteristics of authentic assessment (Kunandar, 2013: 38) as follows:

- 1) Authentic Assessment must measure all aspects of learning, such as performance and results/products. The assessing should measure aspects of performance and the result/product conducted by students. Assessment of performance or product must be ensured that the product is a reflection of the students competence objectively
- 2) Implemented during and after the learning process. Teachers are required to conduct an assessment of the ability or competence of students in learning activities and after learning activities
- 3) Using various tools and resources. The assessment should use multiple valuation techniques and variety of sources or data that can

be used as information describing achievement of students competencies

- 4) Test is only one data collection tool valuation. The assessment should be comprehensive and consider another outcomes. Another information used to make judgments
- 5) Tasks should reflect daily life of students and reflect experience they do every day
- 6) The assessment should emphasize the depth of knowledge and skills of students, not the quantity. The assessment should measure the mastery of specific competencies objectively.

5. Authentic Assessment in Vocational High School

a. Assessment of Attitude Competence

Attitude assessments assessment that is conducted by teacher to measure student ability on attitude aspects e.g. receiving or attending, responding, assessing, appreciating, organization, and characterization (Kunandar, 2014:104). Attitude competence is divided into two that is spiritual attitude and social attitude. is activity to determine the tendency of student spiritual and social behavior in daily life inside and outside the classroom as a result of education. Attitude assessment purposed to determine student achievement and build students behavior relevant with attitude values on basic competencies of Core Competencies-1 and Core

Competencies-2 are integrated with each lesson basic competencies of Core Competencies-3 and Core Competencies-4. Attitude assessment conducted by using observation over one period by the spiritual education and characters teacher (during the learning process and school hours), counseling teachers, and homeroom teacher (outside class hours) which is written in the book journals include anecdotal notes (anecdotal records), incidental records, and other information are valid and relevant.

In the implementation, the assessment is assumed that each student has a Good behavior. If not found Very Good behavior or Less Good, the value is Good and relevant with the expected indicators. Very Good behavior or Less Good encountered during the learning process are recorded and entered into the journal teachers. Homeroom collects information from the assessment conducted by counselling teacher, teacher of spiritual education and characters, and/or peer assessment and then mix them into a description (not a number or a predicate) that describe the behavior of students. Attitude assessment scheme can be seen in the following figure.

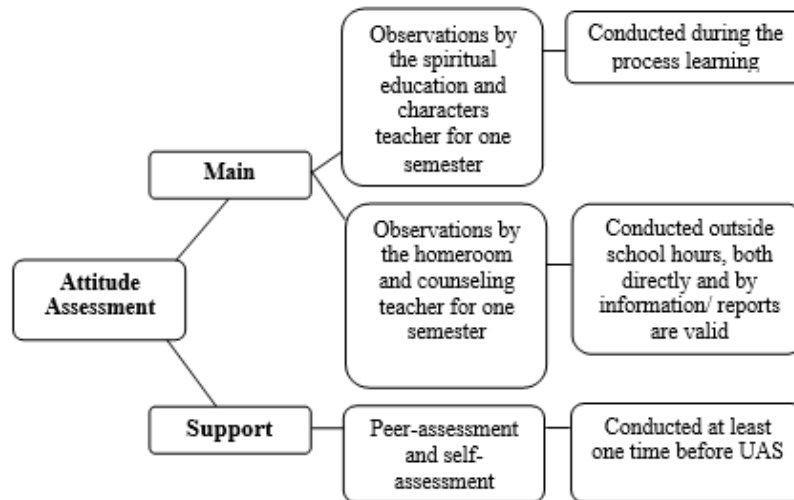


Figure 1. Frame of attitude assessment
 (Source: *Panduan Penilaian SMK, 2015*)

Assessment is conducted by observation. The instrument used in the observation is observation sheet or journal. The observation sheet or journal contains a record of behavior filled out by the homeroom teacher, counselling teacher, and teacher of spiritual education and characters based on the observation of the behavior of students for one semester. Student behavior recorded in a journal is a Very Good behavior and/or Less Good according to the indicators of spiritual and social attitudes. The journal contains a description of behavior. Based journal records, homeroom teacher create description of attitude assessment for one semester.

b. Assessment of Knowledge Competence

Kunandar (2014:165) said that assessment of knowledge competence is assessment that is conducted by teacher to measure level of student ability on knowledge aspect e.g. knowledge, comprehension, application, analysis, synthesis, and evaluation/creation contained in each basic competencies. Teachers should be able to identify each basic competencies and/or learning material to choose valuation techniques relevant with characteristics of the competence.

Knowledge assessment is conducted to determine achievement of students, identify weaknesses and strengths of learning. Feedback is very important to students and teachers it can be used to improve the learning quality. The assessment results of knowledge competency is report in descriptions and numbers 1-100 range.

Valuation techniques in knowledge competency can be used in accordance with the characteristics of each basic competency. The technique used is the oral tests, written tests, and assignments. The portfolio can be used as input in remedial and enrichment planning and preparation of knowledge competency on the report card. Knowledge assessment schemes can be seen in the Figure 2.

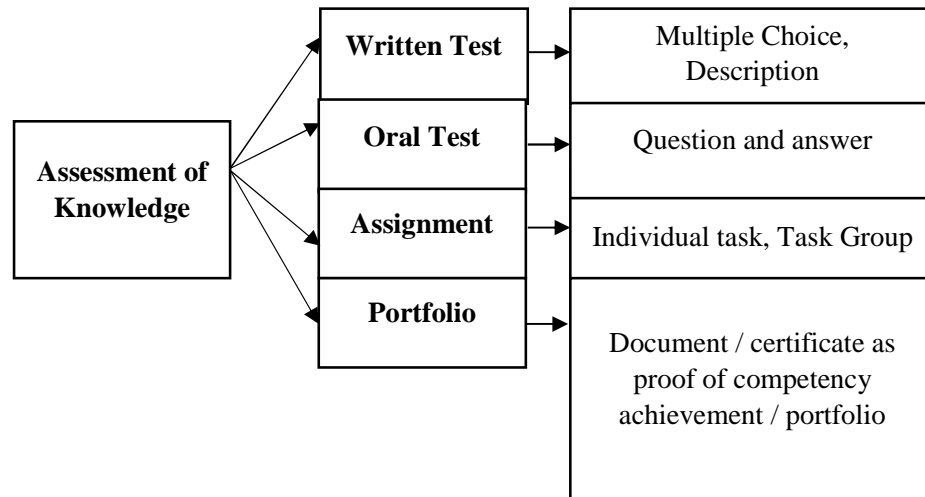


Figure 2. Frame of knowledge assessment
 Source: *Panduan Penilaian pada SMK (Kemendikbud, 2015)*

c. Assessment of Skills Competence

Skills assessment is conducted to measure student ability on skill aspects e.g. imitation, manipulation, precision, articulation, and naturalization (Kunandar, 2014:257). Skills assessment can be done by various techniques, such as performance appraisal, project and portfolio assessment. The performance assessment is used to measure learning outcomes of process skills or outputs (products). Assessment aspects are the work or product quality or both. Assessment result of skills competency is report in descriptions or numbers on 1-100 range. Instrument used is check list or rating scale with rubric. Skills assessment scheme can be seen in the Figure 3.

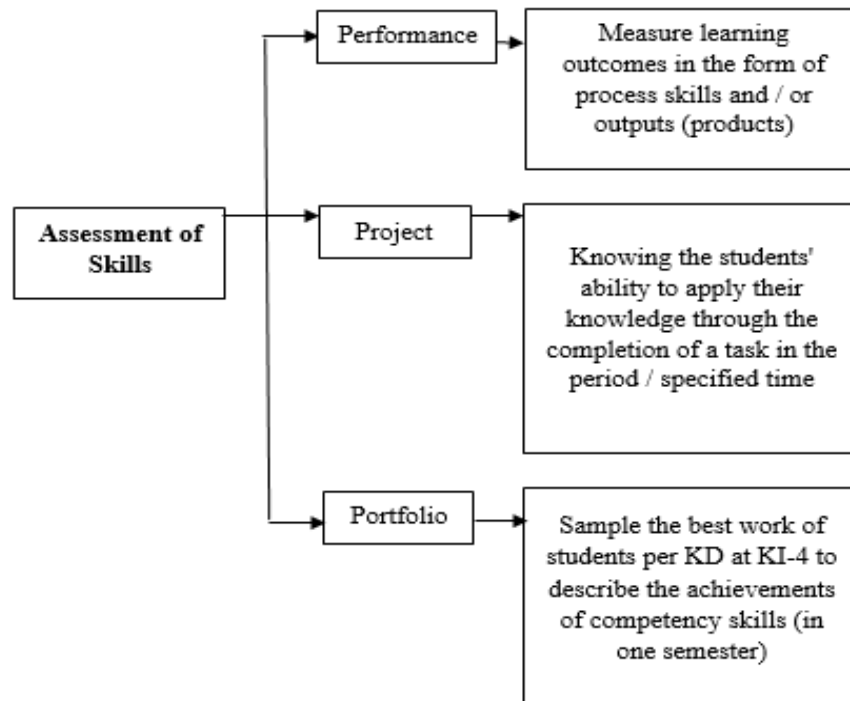


Figure 3. Frame of skills assessment
 Source: *Panduan Penilaian pada SMK (Kemendikbud, 2015)*

6. Assessment Standards in Curriculum 2013

According to *Permendikbud Nomor 23 Tahun 2016 tentang Standar Penilaian Pendidikan*:

The education assessment standards are the assessment criteria of the scope, purposes, benefits, principles, mechanisms, procedures, and instrument of learning outcomes of students who used it as a base in the assessment of learning outcomes of students in basic education and middle education.

Assessment of learning outcomes conducted by authentic assessment, self-assessment, portfolio, daily tests, Midterm Semester, Final test, test of

level competence, quality test of the level competence, national exams, and school exams. National education standards as a basis for planning, implementation, and monitoring of education in order to realize the national education quality. National education standards consist of eight (8) standard, one of which is a standard assessment that purposes to ensure:

- 1) Planning the assessment of students relevant with the competence and based on the principles of valuation
- 2) The assessment of students conducted professional, open, educative, effective, efficient, and relevant with the socio-cultural, and
- 3) Reporting of assessment of students in an objective, accountable, and informative

According to *Permendikbud Nomor 66 Tahun 2013 tentang Standar Penilaian* stated that,

Assessment standards of Curriculum 2013 purposed to guarantee the planning assessment of students relevant with the competencies to be achieved and based on assessment principles, implementation of student assessment is professional, open, educative, effective, efficient, and relevant with the social context of culture, and reporting of assessment results is objective, accountable, and informative.

Based on *Permendikbud Nomor 23 Tahun 2016*, *Permendikbud Nomor 53 Tahun 2015*, *Assessment Guides for Vocational High School* (Kemendikbud, 2015) and research by Purwanti (2014), the standards of authentic assessment are as follows:

a. Planning Standards of Authentic Assessment

1) Assessment Planning of Attitudes Competence

Standards of assessment planning of attitude competency as follow:

- a) Make a assessment draft by identified the basic competencies based on the syllabus consist of valuation techniques and period of assessment for each subject matter
- b) Assessment draft contained in the plan of learning programs consists of assessment techniques, instrument design and lattice
- c) Indicators of achievement competencies developed based on Core Competencies-1 and Core Competencies-2
- d) Determine the attitude indicators relevant with basic competencies
- e) Determine the valuation techniques relevant with attitudes will be assessed
- f) Determine the assessment instruments relevant with techniques will be used
- g) Determine the scoring guidelines consist of scoring methods
- h) Determine the assessment rubric consist of instructions/descriptions in the ratings scale

- i) Determine the assessment criteria consist of achievement values in predicates

2) Assessment Planning of Knowledge Competence

Standards of assessment planning of knowledge competency as follow:

- a) Make assessment draft by identified the basic competencies based on the syllabus consist of valuation techniques and period of assessment for each subject matter
- b) The assessment draft contained in the plan of learning programs consists of assessment techniques, instrument design, and lattice
- c) Achievement indicators of knowledge competencies developed based on Basic Competencies of Core Competencies-3 using operational verb
- d) Basic competencies developed at least three indicators
- e) Indicators can measure knowledge ability such as memory, comprehension, application, analysis, synthesis, and evaluation
- f) Achievement indicators of knowledge competencies reflect achievement of basic competencies
- g) Determine the valuation techniques such as written tests, oral tests, and assignments

- h) Create the instrument of knowledge assessment consist of assessment techniques, instrument design, rubric scoring, scoring methods, and assessment criteria
- i) Determine the scoring guidelines consist of scoring methods
- j) Determine the assessment rubric consist of instructions/descriptions in the ratings scale
- k) Determine the assessment criteria consist of achievement values on predicate

3) Assessment Planning of Skills Competence

Standard planning skills competence assessment are as follows:

- a) Make assessment draft by identified the Basic Competencies based on the syllabus consist of valuation techniques and time/period of assessment for each subject matter
- b) The assessment draft contained in the plan of learning programs consists of assessment techniques, instrument design, and lattice
- c) Indicator is based on Basic Competencies of Core Competencies-4
- d) Achievement indicators of skill competencies developed by teacher based on core competencies and basic competencies conform with students ability
- e) Basic competencies are developed into two or more indicators

- f) The indicators of achievement skills competence using operational verbs that can be observed and measured, such as identified, calculate, differentiate, conclude, retell, practice, demonstrate, describing
- g) Determine the skills assessment techniques based on basic competencies such as, practice tests, project, and portfolio
- h) Make assessment instruments relevant with valuation techniques and achievement indicators, assessment rubric, scoring and assessment criteria
- i) Determine the scoring guidelines consist of scoring methods
- j) Determine rubric assessment consist of instructions/descriptions in the ratings scale
- k) Determining the assessment criteria consist of achievement values on predicate

b. Implementation Standards of Authentic Assessment

1) Assessment of Attitudes Competence

The standard implementation of attitude assessment as follows:

- a) Inform the attitudes competence will be assessed
- b) Inform the techniques used in the assessment process
- c) Inform the rubric and assessment criteria

- d) Attitudes assessment is integrated with knowledge and skills assessment
- e) Using techniques and instruments that have been planned
- f) Attitudes assessment conducted continuously for one semester
- g) Attitudes assessment is done by spiritual education and characters teacher in the classroom and observed/recorded by homeroom or counseling teachers outside of school hours
- h) Spiritual education and characters teacher, counseling teacher and homeroom teacher record student behavior was very good or less good in the journal

2) Assessment of Knowledges Competence

The implementation standard of knowledge assessment as follows:

- a) Inform the design and assessment criteria based on the syllabus of subjects at the beginning of the semester
- b) Inform students about the basic competencies, valuation techniques, and minimum score achievement
- c) Daily assessment conducted periodically for each basic competencies or more to measure the achievement of competence
- d) Use at least two valuation techniques in learning
- e) Knowledges assessment conducted by daily assessment, midterm examination, and final Semester Examination

- f) The daily assessment conducted by written tests, oral tests, and portfolio assignments
- g) Midterm examination and final semester examination conducted by written test
- h) Midterm examination conducted after 8-9 weeks of learning activities
- i) Final semester examination conducted at the end of semester covering the whole basic competencies in one semester

3) Assessment of Skills Competence

Implementation of skills assessment conducted to assess the process and learning outcomes of students. Skills assessment conducted by performance assessment, product assessment, project assessment and portfolio assessment. There are the implementation standard of skills assessment for each type of assessment:

a) Standards of Performance Assessment

The performance assessment is based on basic competencies and conducted for one or more. The steps in implementing performance assessment include:

- (1) describe the assessment rubric to students before conduct the assessment
- (2) gives assignments to students

- (3) ensure the equipment and materials used are available
- (4) conduct the assessment on schedule
- (5) compare the performance of students with assessment rubric
- (6) assessment conducted individually
- (7) record the assessment results
- (8) collect the assessment results for documentation

b) Standards of Project Assessment

Assessment project conducted for one or more Basic Competencies on one subject or across subjects. Standards implementation project assessment as follow:

- (1) inform the assessment rubric to students prior to the vote
- (2) gives assignments to students
- (3) gives explanation to students about assignment
- (4) assessment conduct during the planning, implementation and reporting project
- (5) monitor the student project and gives feedback at each stage of the project
- (6) compare the performance of students with assessment guidelines
- (7) determine the students ability with assessment guidelines

- (8) determine the students ability to the minimum competence of achievement
- (9) record the results of the assessment
- (10) gives feedback on report that prepared by students
- (11) collect the assessment results for documentation

c) Standards of Portfolio Assessment

The portfolio is a continuous assessment based on of reflective-integrative information about skill development of students in specific period. There are the standard implementation of portfolio assessment:

- (1) collect the best product of each Basic Competencies of Core Competencies-4 for individual or group. The group's work can be copied/duplicate for each member
- (2) collect the portfolio of students in a folder
- (3) describe the skills of students based on the portfolio
- (4) gives feedback to the student's performance to improve competency
- (5) return final score and complete the description of the achievements of knowledge and skills competence.

c. Follow-Up Standards of Authentic Assessment

Assessment of learning outcomes is conducted to measure the level achievement of student competence and use to make progress report, and use to improve the learning process by remedial and enrichment programs. Written in *Panduan Penilaian pada SMK* (Kemendikbud, 2015) stated that, "remedial and enrichment programs are conducted as a consequence of the mastery learning for each individual." Learning process based on competency required student to achieve minimum level of achievement competency, especially for knowledge and skills. Learning remedial is provide to students who have not reached minimum competence, while enrichment is provided to student who have reached or exceeded the minimum competence.

1) Remedial Programs

Remedial programs conducted by:

- a) Repeat the lesson with a different method or media, adjust the student's learning style
- b) Gives individual guidance
- c) Gives assignments or exercises specifically
- d) Peer teaching, the students assisted by classmates who have achieved the competence.

Remedial programs are conducted before the semester ends or deadline of score submission into the gradebook.

2) Enrichment Programs

Enrichment Programs are conducted by:

- a) Study Group, is a group of students were given the assignments to work together inside or outside of school hours
- b) Self-learning, the students were given individual assignments
- c) Compaction of the curriculum, is given new competency/materials and require students to work on project independently according to their capability.

3) Assessment of Remedial and Enrichment

Assessment of remedial and enrichment programs are conducted by:

- a) The remedial score is processed into a final score
- b) The final score after remedial of knowledge competencies is calculated by converting the indicator score before with the remedial results then processed by average them
- c) The final score after remedial of skills competence is optimum score of KD
- d) Assessment of enrichment activities is not same as a regular learning activities, but in the form of a portfolio.

d. Reporting Standards of Authentic Assessment

Based on “*Panduan Penilaian pada SMK*” (Kemendikbud, 2015)

reporting phase conducted by:

- 1) Assessment report of knowledge and skills competence formed of value and description of the competence achievement
- 2) Assessment report of spiritual attitudes and social competence formed of attitude descriptions based on information from spiritual education and characters teacher
- 3) Assessment report submitted to the school principal and other parties concerned were related (homeroom teacher, guidance and counselling teacher, and parent/guardian) in the period of time.

7. Standard of Syllabus and Lesson Plan

Learning plan is designed in the form of syllabus and Lesson Plan (RPP) based on content standard. Learning plan consist of making lesson plan and learning scenario. Making of syllabus and Lesson Plan (RPP) adjusted to learning approach that is used. Syllabus is basic of making learning plan for each lesson.

Based on *Permendikbud Nomor 65 Tahun 2013 tentang Standar Proses Pendidikan Dasar dan Menengah*, syllabus consist of:

- a. Lesson identity (especially Junior High School and Senior/Vocational High School)

- b. School identity consist of education unit name and class
- c. Core Competency, is description about competency of attitude aspect, knowledge aspect, and skill aspect that should be learn by student for a level of school, class, and lesson
- d. Basic Competency, is specific ability consist of attitude, knowledge, and skill relevant with the lesson
- e. Theme (especially for Elementary School)
- f. Main material, consist of fact, concept, principal, and relevant procedure, and written on items according the indicator of achievement competency
- g. Learning, is activity conduct by teacher and students to achieve expected competence
- h. Assessment, is process of collecting and processing the information to determine achievement of student learning outcomes
- i. Time allocation is relevant with lesson time on structure of curriculum for a semester
- j. Learning resource, e.g. book, electronic media, environment, or any relevant resource.

After syllabus is designed, teacher should design Lesson Plan (RPP).

Based on *Permendikbud Nomor 65 Tahun 2013 tentan Standar Proses Pendidikan Dasar dan Menengah*, lesson plan consist of:

- a. School identity that is name of education unit
- b. Lesson identity or theme

- c. Class/semester
- d. Main material
- e. Time allocation is determine relevant with basic competency and study burden consider with the amount of lesson time on syllabus and basic competency
- f. Learning objectives that is formulated based on basic competency using operational verb which can be observed and measured consist of attitude, knowledge, and skill
- g. Basic competency and indicator of competency achievement
- h. Learning material, contains fact, concept, principal, and relevant procedure, and written in the form of items relevant with indicator of competency achievement
- i. Learning methods, used by teacher to create learning situation and learning process appropriate with basic competency
- j. Learning media, is instrument to transfer the learning material
- k. Learning resource, e.g. book, electronic media, environment, and any relevant resource
- l. Learning steps are conducted by introduction, core, and ending
- m. Assessment of learning outcomes

B. Relevant Research

1. The research conducted by Ela Purwanti (2014) entitled "*Evaluasi Pelaksanaan Penilaian Autentik dalam Pembelajaran Ekonomi Sesuai dengan Kurikulum 2013 di SMA Negeri 2 Ngaglik Sleman*".

The results of this research indicate that the implementation of authentic assessment in economic learning in SMA Negeri 2 Ngaglik Sleman conducted fairly well according to the indicators of 79.16% and has not been implemented according to the indicator amounted to 20.84%. Indicators have not been implemented in all aspects of planning, such as the draft assessment contained in the syllabus which consist of valuation techniques and time/period of assessment for each subject matter and determine rubric assessment that has instructions/descriptions in assessment scale, on the implementation aspect is informed assessment system, the processing aspects is follow-up results of the learning outcomes assessment. Constraints in the implementation of authentic assessment are complex planning, many components must be consider by teachers simultaneously, and the attitude assessment must be consider in detail by the number of students. Similarity with this research is both to determine the extent of the implementation of authentic assessment in accordance with Curriculum 2013. The difference lies in the subject, time, and place of research. Moreover, this research did not measured three competencies (spiritual, knowledge, and skills) specifically.

2. The research conducted by Annisa Wulandari (2015) entitled "*Evaluasi Implementasi Model Penilaian Autentik dalam Penilaian Kurikulum 2013 di SMK Negeri 1 Banyudono*".

The results of this study indicate that the implementation model of authentic assessment in the evaluation of Curriculum 2013 on SMK 1 Banyudono have a good result with an average of 88.61%, the percentage of evaluation of the planning assessment showed good results with an average of 89.26%, and the percentage evaluation of the implementation of the evaluation showed good results with an average of 88.12%. The similarity with this research is both to determine the extent of implementation of authentic assessment in Curriculum 2013, but this research only evaluate two aspects of authentic assessment, there are the planning and the implementation of authentic assessment conducted by the teacher, while researcher will evaluate three aspects, there are the planning, the implementation, and the follow-up of authentic assessment. Moreover, the subject, place, and time of research is different.

3. The research conducted by Mardiana (2015) entitled "*Analisis Kesesuaian Instrumen Penilaian Autentik (Authentic Assessment) Berdasarkan Standar Penilaian Kurikulum 2013 pada Mata Pelajaran Kimia Kelas X SMAN di Kota Bogor Tahun Pelajaran 2013-2014*".

The result of this research shows that instrument conformity percentage of attitude assessment is 17.3% and on the category "Not Appropriate",

instrument conformity percentage of knowledge assessment is 28.63% and on the category “Not Appropriate”, while the instrument conformity percentage of skill assessment is 15.17% and on the category “Not Appropriate”. The similarity with this research is evaluate authentic assessment conducted by teacher with the standard by Ministry of Education and Culture. This research focus to evaluate the instruments of authentic assessment on attitude, knowledge, and skill assessment without notice the phase of authentic assessment.

C. Framework

Evaluation of authentic assessment is intended to assess how far the success of assessment made by teachers in the implementation of Curriculum 2013 with assessment standards. This standard has been set by Ministry of Education and Culture as the competent institutions. Authentic assessment measures three competencies at once, there are attitudes competence, knowledges competence, and skills competence. Each competency has different assessment standard.

Authentic assessment consists of several stages, including planning assessment, implementation assessment, follow-up assessment, and reporting assessment. The third stages are component to measure the extent of authentic assessment has implemented. Authentic assessment is successful if three components are relevant with the standards and procedures by Ministry of Education and Culture. After three components are measured and the data

obtained, implementation of authentic assessment can be concluded. If found lacks or obstacles in the implementation of authentic assessment will be fixed later and then optimized. The framework is presented on Figure 4 as follow:

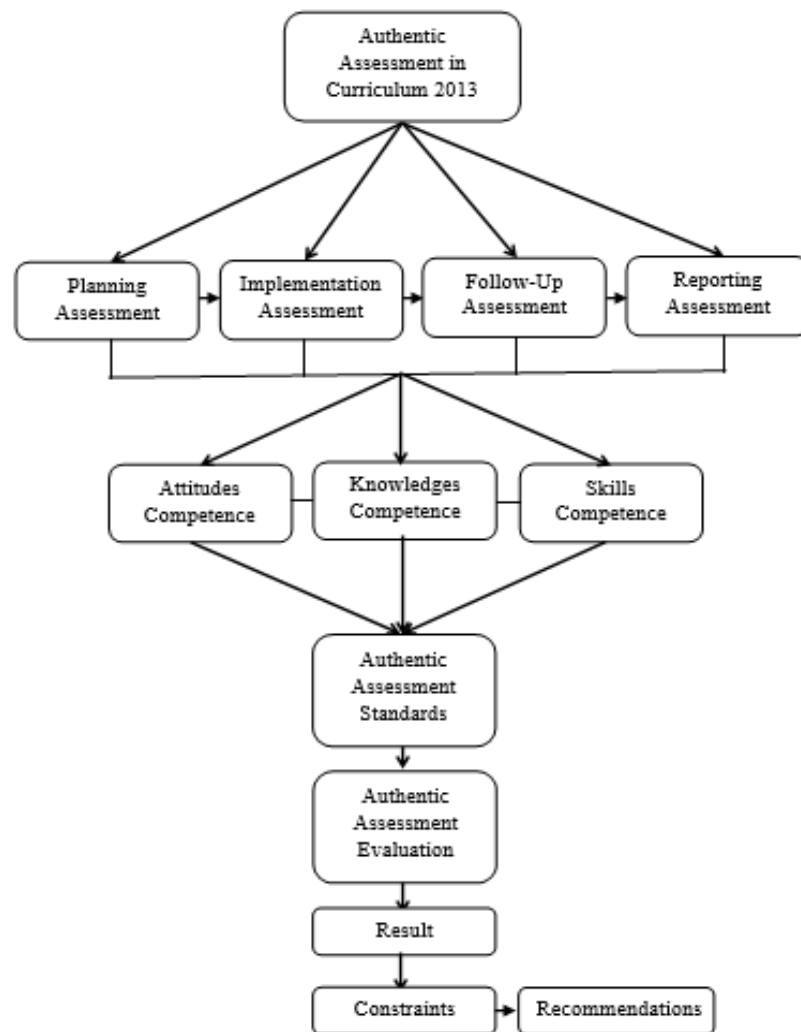


Figure 4. Frame of authentic assessment in the implementation of Curriculum 2013 (Ela Purwanti, 2014) by modification

D. Research Questions

1. How is the planning of authentic assessment in the implementation of Curriculum 2013 on Accounting Department at SMK Negeri 1 Pengasih has been run?
2. How is the implementation of authentic assessment in the implementation of Curriculum 2013 on Accounting Department at SMK Negeri 1 Pengasih has been run?
3. How is the follow-up of authentic assessment in the implementation of Curriculum 2013 on Accounting Department at SMK Negeri 1 Pengasih has been run?
4. How is the reporting of authentic assessment in the implementation of Curriculum 2013 on Accounting Department at SMK Negeri 1 Pengasih has been run?

CHAPTER III

RESEARCH METHODS

A. Research Design

This research is evaluation research with mixed methods. According to Arikunto (2013: 36), evaluation is a data collection activities, or information, to be compared with the criteria, and then conclude. The criterion in the evaluation of education is issued by the Ministry of National Education and Culture. The requirements of evaluative research must be fulfilled, there are criterion, benchmarks, or standards, used as a comparison to the data after the data is processed as the real conditions. The data is served in the figures and processed using statistical analysis. The gap between the real conditions with the expectations condition that expressed in the criterion is sought. The gap obtained a description about how the program runs whether it is very good, good, enough, or less good.

This research using mixed methods. According to Sugiyono (2015:404), mixed methods are research method which is combine between quatitative method and qualitative method. This research consist of quantitative and qualitative data. Quantitave data is the main data which is get by researcher based on teacher questionnaire, student questionnaire, and documentation sheet. Qualitative data on this research is field note as additional data on implementation phase.

There is developing of the evaluation design as follow:

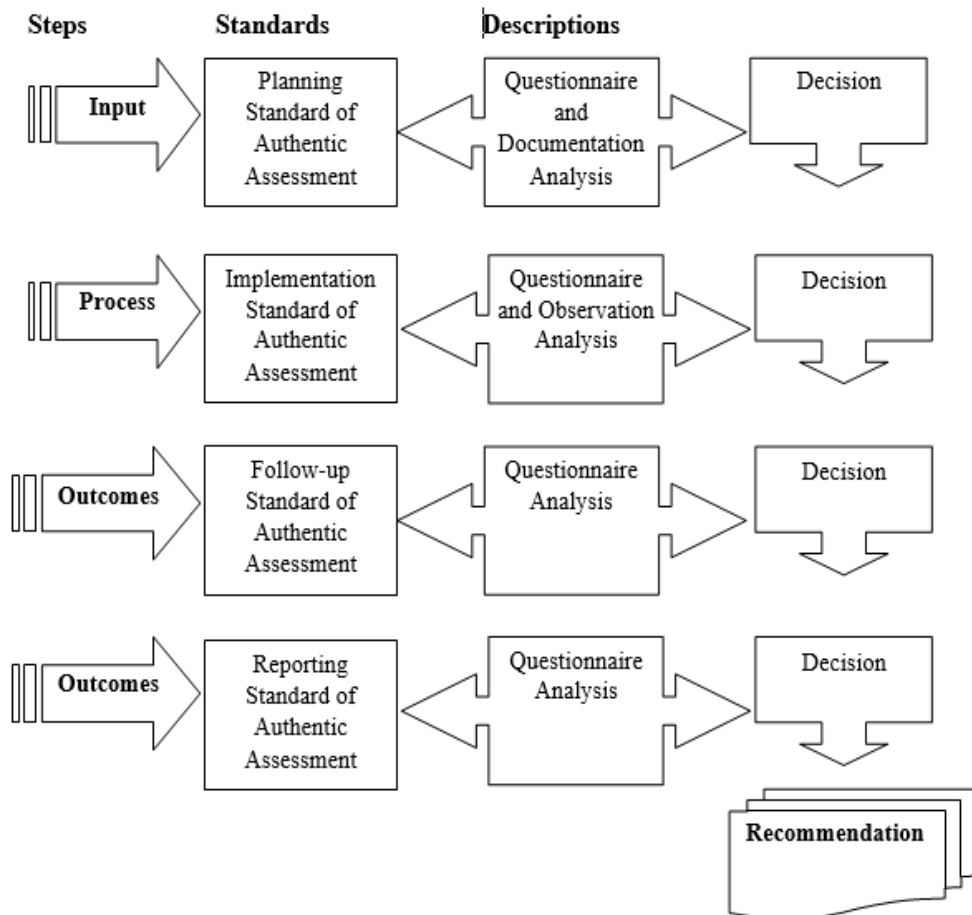


Figure 5. Design of Evaluation
Source: (Purwati, 2014) by modification.

B. Place and Time of Research

The research has been conducted on SMK Negeri 1 Pengasih that is located at Jalan Kawijo No. 11 Pengasih, Kulon Progo, Yogyakarta. SMK Negeri 1 Pengasih is a pilot project for the implementation of Curriculum 2013

D. Operational Definition of Variable

The variable in this research is **Authentic Assessment**. **Authentic Assessment** assess the readiness of students and the learning process and results as a whole. It provides an opportunity for students to apply the attitudes, knowledge, and skills they already have in the form of assignment, such as: read and summarize, experiments, observe, surveys, project, writing a paper, essay and a class discussion.

There are several processes in the **Authentic Assessment** e.g. planning of authentic assessment, implementation of authentic assessment, follow-up of authentic assessment, and reporting of authentic assessment. Those four stages are sub variable in this research as follow based on Assessment Guideline for Vocational High School (Kemendikbud, 2015):

1. The planning phase of authentic assessment is conducted by the following steps:
 - a. Assessing the competence and syllabus as a reference in drafting and assessment criteria
 - b. Making the design and assessment criteria
 - c. Developing the indicators
 - d. Selecting assessment techniques according to the indicators
 - e. Developing instrument and scoring guidelines.

2. Implementation phase of authentic assessment is conducted by the following steps:
 - a. Implementation of the assessment in the learning process begins with the observation. Observation is used to explore the learning experience according to the conditions and students' ability level
 - b. Conduct tests or non-test
3. Follow-up phase of authentic assessment is conducted by following steps:
 - a. The assessment results are analyzed to determine the learning progress and difficulties
 - b. The assessment results returned to students with feedback in the form of comments that educate (reinforcement)
 - c. Analysis results are followed up with remedial and enrichment services, and then use it to improve the learning process
 - d. Assessments of spiritual attitudes and social competence are conducted by teachers during one semester, the results are accumulated and report in the attitude description by homeroom teacher.
4. Reporting Phase
 - a. Assessment report of knowledge and skills competence formed of value and description of the competence achievement
 - b. Assessment report of spiritual attitudes and social competence formed of attitude descriptions based on information from spiritual education and characters teacher

- c. Assessment report submitted to the school principal and other parties concerned were related (homeroom, teacher guidance and counseling, and parent/guardian) in the period of time.

The sub variables then divided into **Authentic Assessment** standards that will be used to evaluate the implementation of authentic assessment on the Accounting department.

E. Data Collection Techniques

The data collection methods in this research are questionnaires, documentation, and observation.

1. Questionnaire

According to Sugiyono (2013: 142), "The questionnaire is a technique of data collection is done by giving a set of questions or a written statement to the respondent to answer." Meanwhile, according to Sukandarrumidi (2006: 78), "The questionnaire is a technique of data collection by sending a list of questions to the respondents to be filled." The questionnaire methods used in this research is a covered questionnaire. According to Arikunto (2013: 195), "The covered questionnaires already provide and questions and provide alternative answers, so respondents choose accordance with their knowledge and their situation really is." Every teacher and student in the Department of Accounting will get a

questionnaire where the answers are already available and just choose the most appropriate response on the real situation.

2. Documentation

According to Arikunto (2013: 274), "Documentation methods is seeking data on things or variables such as notes, transcripts, books, newspapers, magazines, inscription, meeting notes, ledger, agenda, and so on." In this research, documentation methods used to determine the completeness of the administration, such as lesson plans and syllabus. This method will be used on the input phase (antecedents) which will be evaluated the planning authentic assessment by teachers.

3. Observation

Observation is used for research relating to human behavior, work processes, the phenomena of nature, and when respondents were observed not too large (Sugiyono, 2015: 203). This research uses observation to see authentic assessment process conducting by teachers in Accounting Department at SMK Negeri 1 Pengasih. This observation is nonparticipant observation. During the observation, the researcher not directly involved with the activities being observed and only as an independent observer. Observations have to be designed systematically about what to observe, when and where it is. The assessment process and the interaction between teachers and students are the focus of observation by researcher.

F. Research Instruments

According to Arikunto (2013: 192), ‘the research instrument is a tool at the time of the research using something method.’ The research instrument is a tool used to collect data and customize with the research method used. There are some of the research instrument used by researcher based research methods used:

1. Quantitative Instrument

a. Grating Questionnaire

Grating questionnaire designed to help researcher in formulating the questions in the questionnaire that will be given to the respondent. Grating questionnaire are guidelines for the preparation of the questionnaire itself. Questionnaires designed by the researcher will be given to two different respondents, there are students and teachers in Accounting Department at SMK Negeri 1 Pengasih. Therefore, this study requires two kinds of grating questionnaire. The lattice contains a list of questions that will be filled by the respondent based on the actual conditions in the field. The questions are related to the implementation of authentic assessment that has been conducted by teachers in Accounting Department from the planning, implementation up to the phase of follow-up assessment.

Table 2. Grating Questionnaire for Student

No.	Components of Evaluation	Indicators	Item Number
1	Attitudes Assessment Implementation of Assessments	Information of Assessment Systems	1, 2, 3
		Implementation of Assessment	4
		Processing assessments	5
	Follow-up of Assessments	Reporting	6
		Follow-up	7
2.	Knowledges Assessment Implementation of Assessments	Information of Assessment Systems	1, 2, 3, 4, 5
		Implementation of Assessment	6
		Processing assessments	7
	Follow-up of Assessments	Reporting	8
		Follow-up	9, 10
3.	Skills Assessment Implementation of Assessments	Information of Assessment Systems	1, 2, 3
		Implementation of Assessment	4, 5
		Processing assessments	6
	Follow-up of Assessments	Reporting	7
		Follow-up	8

Source: Wulandari (2015) with modification

Scoring on the implementation of authentic assessment by teachers in Accounting Department uses scoring guidelines according to the Likert Scale presented on Table 3.

Table 3. Scoring guidelines of questionnaire

Alternative Answer	Score
Always (SL)	4
Often (SR)	3
Seldom (K)	2
Never (TP)	1

Descriptions:

- SL = Always, if always conducted by teacher
- SR = Often, if done at least ≥ 5 times by teacher
- K = Seldom, if done at least ≥ 3 times by teacher
- TP = Never, if not been done by teacher

Source: Sugiyono (2015: 35) with modifications

b. Documentation Guidelines

Plan of learning programs must be relevant with the standard. It will be corrected by grating assessment, as follows:

Table 4. Grating Assessment for Lesson Plan

Components of Evaluation	Indicators	Item Number
Attitudes Assessment	Assessments draft	1,2
	Formulations of indicators achievement	3, 4, 5, 6, 7
	Techniques and instruments	8,9
	Procedure of processing results	10, 11, 12
Knowledges Assessment	Assessments draft	1, 2
	Formulations of indicators achievement	3, 4, 5, 6, 7
	Techniques and instruments	8, 9, 10
	Procedure of processing results	11, 12
Skills Assessment	Assessments draft	1, 2
	Formulations of indicators achievement	3, 4, 5
	Techniques and instruments	6, 7
	Procedure of processing results	8, 9, 10

Source: Purwanti (2014) with modification

Scoring on the planning of authentic assessment by teachers in Accounting Department uses scoring guidelines according to the Guttman Scale, as follows:

Table 5. Scoring Guidelines of Documentation Sheet

Alternative Answer	Score
Yes	1
No	0

Descriptions:

Yes = If there is the component and relevant with the standard

No = If there is not the component

Source: Sugiyono (2015:136) with modifications

2. Qualitative Instrument

a. Field Notes

Field notes are made to record the implementation of authentic assessment conducted by the teacher in the classroom. This note is based on observations made by researcher in class X, XI, and XII on Accounting Department at SMK Negeri 1 Pengasih.

G. Validity and Reliability of Instrument

The research instruments are used to collect data from respondents should be tested for validity and reliability first. This is conducted to ensure that the instrument can be used to collect the data. Test instrument will be held in SMK Negeri 1 Bantul with seven teachers and 30 students on Accounting Department as respondents. SMK Negeri 1 Bantul was chosen because it has the same characteristics of the SMK Negeri 1 Pengasih already implementing authentic assessment in the implementation of Curriculum 2013.

1. Validity

Validity is a measurement that indicates the levels of validity of an instrument (Arikunto, 2013: 211). An instrument is stated to be valid if it is

able to measure what is desired. An instrument is valid if it can reveal the data of research variables. Calculation for the validity of the questionnaire using the Product Moment Correlation by Pearson as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Descriptions:

- R_{xy} = Product Moment Correlations
- N = the number of respondents
- $\sum X$ = item scores
- $\sum Y$ = total scores
- $\sum XY$ = total multiplication X and Y
- $(\sum X^2)$ = the sum of squared item scores
- $(\sum Y^2)$ = the sum of squared total scores

(Source: Arikunto, 2013:213)

Value of r_{count} has been compare with r_{table} at significance level Of 5%. If the value of r_{count} is greater than or equal to 5% r_{table} the item of the instrument in question is valid and if known the value r_{count} is smaller than r_{table} the instrument is not valid.

Research instrument testing has been conducted to seven teachers and 34 students on Accounting department of SMK Negeri 1 Bantul. This test is done to know whether each item of the questionnaire are valid or not. The validity result of student questionnaire is presented on Table 6, meanwhile validity result of teacher questionnaire can be seen in appendix.

Table 6. Validity Interpretation of Student Questionnaire

Item Number	r_{xy}	r_{tabel}	Criteria	Item Number	r_{xy}	r_{tabel}	Criteria
KS_1	0,398	0,339	Valid	KP_8	0,466**	0,339	Valid
KS_2	0,472**	0,339	Valid	KP_9	0,488**	0,339	Valid
KS_3	0,640**	0,339	Valid	KP_10	0,414*	0,339	Valid
KS_4	0,555**	0,339	Valid	KP_11	0,414*	0,339	Valid
KS_5	0,548**	0,339	Valid	KP_12	0,428*	0,339	Valid
KS_6	0,572**	0,339	Valid	KK_1	0,598**	0,339	Valid
KS_7	0,704**	0,339	Valid	KK_2	0,610**	0,339	Valid
KS_8	0,238	0,339	Invalid	KK_3	0,355*	0,339	Valid
KP_1	0,390*	0,339	Valid	KK_4	0,408*	0,339	Valid
KP_2	0,612**	0,339	Valid	KK_5	0,384*	0,339	Valid
KP_3	0,357*	0,339	Valid	KK_6	0,633**	0,339	Valid
KP_4	0,374*	0,339	Valid	KK_7	0,660**	0,339	Valid
KP_5	0,460**	0,339	Valid	KK_8	0,277	0,339	Invalid
KP_6	(0,090)	0,339	Invalid	KK_9	0,307	0,339	Invalid
KP_7	0,336	0,339	Invalid	KK_10	0,592**	0,339	Valid

Source: Data Processing Result by Using SPSS 23 Version

Based on Table 6, it shows that there are 25 items of statement that the result is valid

Table 7. Validity Analysis of Student Questionnaire

No.	Criteria	Number of Item	Item Number	Percentage
1.	Valid	KS_1, KS_2, KS_3, KS_4, KS_5, KS_6, KS_7, KP_1, KP_2, KP_3, KP_4, KP_5, KP_8, KP_9, KP_10, KP_11, KP_12, KK_1, KK_2, KK_3, KK_4, KK_5, KK_6, KK_7, KK_10	25	83.3%
2.	Invalid	KS_8, KP_6, KP_7, KK_8, KK_9	5	16.7%
Total			30	100%

Source: Validity Result of Student Questionnaire

2. Reliability

Reliability refers to the level of reliability of something. According to Arikunto (2013: 221), reliability refers to an understanding that an instrument reliable to be used at collect data has been good. Instruments that have been reliably will produce reliable data. Questionnaire in this study demonstrated the reliability using Cronbach Alpha formula as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma^2_t} \right)^t$$

Descriptions:

- r_{11} = instrument reliability
- k = number of items
- $\sum \sigma_b^2$ = variety of questions
- σ^2_t = variety of total variance

(Source: Arikunto, 2013: 239)

Research instrument has high reliability if the coefficient Alpha $\geq 0,60$. Results of the formula are classified with the following scale:

Table 8. Reliability Scale

Scale	Category
0,00 – 0,199	Very Poor
0,20 – 0,399	Poor
0,40 – 0,599	Enough
0,60 – 0,799	High
0,80 – 1,000	Very High

(Source: Sugiyono, 2016: 242)

Based on data processing result of this research, instrument reliability testing of student questionnaire show the score $0.764 > r_{table} 0.339$, meanwhile instrument reliability testing of teacher questionnaire show the score $0.822 > r_{table} 0.754$.

According to Arikunto in Lestari (2012:22), research instrument has strong reliability if the value (Cronbach's Alpha) $\geq 0,60$. This result show that instruments are reliable and has high reliability.

H. Data Analysis Technique

In quantitative research, data analysis is an activity after data from all respondents, or other sources of data collected (Sugiyono, 2015: 207). Data analysis techniques used in this research is to examine all the data obtained through questionnaires, observation, and documentation. Data obtained in the form of quantitative and qualitative data. Quantitative data obtained from the questionnaire instrument, while the qualitative data obtained from the documentation and observation. The data then compared to a predetermined standard.

Collection data as input evaluations, processes and results are compared with the objective standards set by Ministry of Education and Cultural. After that, researcher assessed the data descriptions compare with the standards for decision making.

The decision describes how the implementation runs. Furthermore, a decision will be converted into a percentage and described in the form of a sentence as follows:

$$Persentase (\%) = \left(\frac{\text{score obtained}}{\text{maximum score}} \right) \times 100\%$$

(Source: Arikunto, 2013:251)

The calculations result then recapitulated based on the classification categories as follows:

Table 9. Assessment Categories

Ranked	Value
Very Good (AB)	$81\% < AB \leq 100\%$
Good (B)	$61\% < B \leq 80\%$
Enough (C)	$41\% < C \leq 60\%$
Poor (K)	$21\% < K \leq 40\%$
Very Poor (SK)	0 – 20%

(Source: Arikunto, 2013:245) with modification

The category classification results of the data analysis in this research will describe total scores of each indicator in a variable that can be interpreted in sentences.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of Research

1. School Profile

The research has been conducted on SMK Negeri 1 Pengasih that is located at Jalan Kawijo No. 11 Pengasih, Kulon Progo, Yogyakarta. SMK Negeri 1 Pengasih is established since 1968 with land area is 6956 m². SMK Negeri 1 Pengasih has six programs, e.g. Accounting, Office Administration, Marketing, Multimedia, Fashion Boutique, and Hotel Accommodation. SMK Negeri 1 Pengasih has 76 teachers who are ready to guide students on the learning process. Learning process on SMK Negeri 1 Pengasih is supported by infrastructures e.g. laboratory, library, workshop room, mini bank, etc. SMK Negeri 1 Pengasih is a pilot project for the implementation of Curriculum 2013 Vocational High School (SMK) in Kulon Progo since academic year 2013/2014.

2. Evaluation of Authentic Assessment

Evaluation of authentic assessment in the implementation of curriculum 2013 at Accounting department of SMK Negeri 1 Pengasih consists of four components e.g. planning of authentic assessment, implementation of authentic assessment, follow-up of authentic assessment, and reporting of

authentic assessment that is conducted by teachers at Accounting department of SMK Negeri 1 Pengasih. Evaluation model is used Stake's modes. Model Stake emphasis on two main points, e.g. the description and judgement that are consist of three stages evaluation programs, e.g. input phase (antecedents), process phase (transaction), and output phase (outcomes). Antecedents phase is evaluate planning of attitude assessment, planning of knowledge assessment, and planning of skill assessment. Transaction phase is evaluate implementation of attitude assessment, implementation of knowledge assessment, and implementation of skill assessment. Outcomes phase is evaluate follow-up and reporting of attitude assessment, follow-up and reporting of knowledge assessment, and follow-up and reporting of skill assessment.

a. Antecedents Phase

Antecedents phase is described the readiness of teachers at Accounting department of SMK Negeri 1 Pengasih in implementing authentic assessment. Readiness is revealed from the answers of teachers questionnaire, lesson plans, and syllabus prepared by the teacher. Teacher questionnaire contains limited answers and statements made by the researcher based on the planning standard of authentic assessment. Components of lesson plans and syllabus compared with standards. The comparison results are used to made judgement whether

the lesson plan and the syllabus are in conform with the standards or not.

Planning of authentic assessment consists of three components, e.g. planning of attitude assessment, planning of knowledge assessment, and planning of skill assessment. Each component consists of assessment draft, indicators of achievement, techniques and instrument assessment, as well as processing the results. Components are developed to assessment standards based on *Permendikbud Nomor 53 Tahun 2015*, *Permendikbud Nomor 23 Tahun 2016*, Assessment Guideline for Vocational High School (2015), and research by Purwanti (2014).

The evaluation results of authentic assessment planning based on teachers' questionnaire, assessment sheets of syllabus and lesson plans is presented below:

- 1) Evaluation of Authentic Assessment Planning Based on Teacher Questionnaire
 - a) Evaluation of Attitude Assessment Planning

Planning of attitude assessment is evaluate teacher activity to prepare attitude assessment on learning process. This activity is involved in antecedent phase on Stakes' Model. Evaluation of attitude assessment planning in this research consist of three indicators, there are:

- (1) Assessment draft

(2) Formulations of indicators achievement

(3) Procedure of processing results

These indicators are the basis for formulating planning standard of attitude assessment. Standards present as statements that are compare to the real condition. Evaluation of attitude assessment planning on learning process at Accounting department of SMK Negeri 1 Pengasih is revealed using teachers questionnaire and documentation assessment sheet. Teachers on Accounting department of SMK Negeri 1 Pengasih are six teachers as respondent on this research. The real condition is described from teachers answer on the questionnaire. Every answer has score 1 until 4 based on Likert Scale. Data processing result from six teacher questionnaire is present below.

Table 10. Data of Attitude Assessment Planning Based on Teacher Questionnaire

Teachers Name	Items Number						
	1	2	3	4	5	6	7
Teacher 1	1	1	1	1	1	1	1
Teacher 2	1	1	1	1	1	1	1
Teacher 3	1	1	1	1	1	1	1
Teacher 4	1	1	1	1	1	1	1
Teacher 5	1	1	1	1	1	1	1
Teacher 6	4	3	3	3	4	3	4
Xt	9	8	8	8	9	8	9
Yt	24	24	24	24	24	24	24
Percentage (%)	37.5	33.3	33.3	33.3	37.5	33.3	37.5

Source: Data processed

Description:

- (1) Item number 1 is indicator of assessment draft
- (2) Item number 2-4 is formulation of achievement indicators
- (3) Item number 5-7 is indicator of procedure of processing result
- (4) X_t : Score obtained
- (5) Y_t : Score ideal
- (6) (%) : percentage

Table 11. Evaluation of Attitude Assessment Planning Based on Teacher Questionnaire

Indicators	Frequency				Items Number	X_t	Y_t	%	Criteria
	1	2	3	4					
Assessments Draft	5	0	0	1	6	9	24	37.5	Poor
Formulations of Indicators Achievement	15	0	3	0	18	24	72	33.3	Poor
Techniques and Instruments	15	0	1	2	18	26	72	36.1	Poor
Total Items Number					42	59	168	35.6	Poor

Source: Data processed

Percentage of Authentic Assessment Planning Based on

$$\begin{aligned}
 \text{Teachers Questionnaire} &= \frac{X_t}{Y_t} \times 100\% \\
 &= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\
 &= \frac{59}{168} \times 100\% \\
 &= 35.1\% \text{ (Poor)}
 \end{aligned}$$

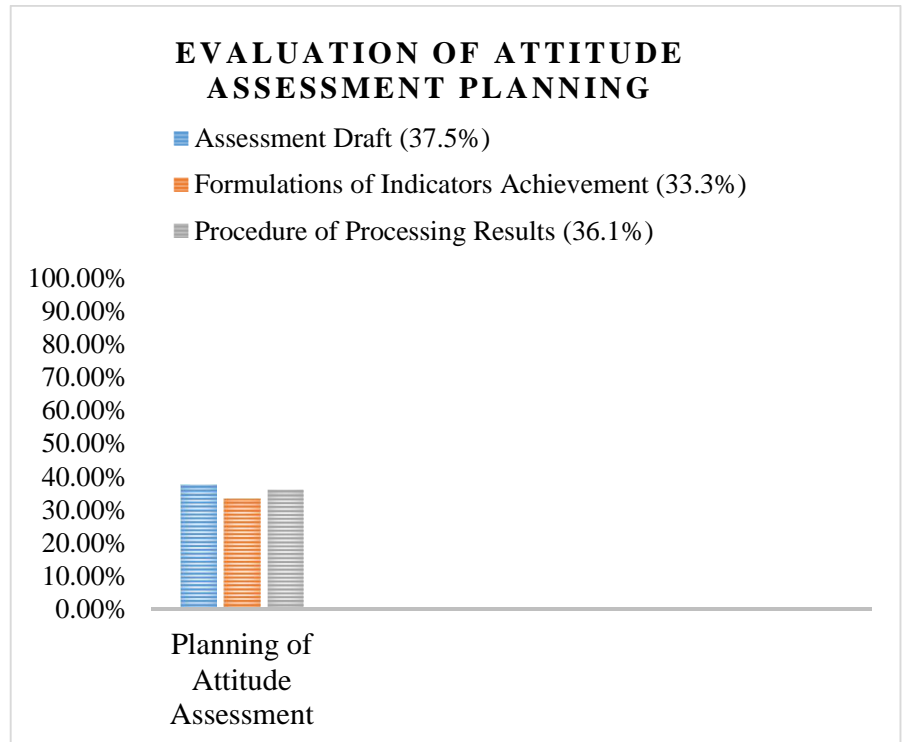


Figure 6. Graphic of Evaluation of Attitude Assessment Planning Based on Teacher Questionnaire

Data on the evaluation of attitude assessment planning based on teacher questionnaire is described as follows:

- (1) The evaluation results of attitude assessment planning based on teacher questionnaire on indicator of assessment draft get a percentage of 37.5%. Based on the percentage scale of achievement the indicator of assessment draft included in Poor category.
- (2) The evaluation results of attitude assessment planning based on teachers questionnaire on indicator of

achievement indicators of attitude competence is get a percentage of 33.3%. Based on the percentage scale of achievement the indicator of achievement indicators of attitude competence included in Poorcategory.

(3) The evaluation results of attitude assessment planning based on teachers questionnaire on indicator of procedure of processing result is get a percentage of 36.1%. Based on the percentage scale of achievement the indicator of achievement indicators of procedure of processing result is included in Poor category.

(4) The total value of the evaluation results of attitude assessment planning based on a questionnaire for teachers is get a percentage of 35.6%. Based on the percentage scale of achievement, attitude assessment planning by teachers at Accounting department of SMK Negeri 1 Pengasih is included in Poor category.

b) Evaluation of Knowledge Assessment Planning

Evaluation of knowledge assessment planning is evaluate activities on preparation of knowledge assessment that is conducted by teachers on the learning process. This activity is

involved in antecedent phase on Stakes' Model. Evaluation of knowledge assessment planning in this research consist of three indicators, there are:

- (1) Assessment draft
- (2) Formulations of indicators achievement
- (3) Techniques and instruments

These indicators are the basic for the standards formulation of knowledge assessment planning. The standards are presented as statement then compared with the actual conditions. Evaluation of knowledge assessment planning on Accounting department of SMK Negeri 1 Pengasih is revealed using a questionnaire. Questionnaire has given to six teachers on Accounting department as the respondent on this research. The actual condition is revealed from teacher answers on questionnaire statement made by the researcher. The answer had a score of 1 up to 4 according to the Likert scale. The results of teacher questionnaire for evaluation of knowledge assessment planning is presented on Table 12.

Table 12. Data of Knowledge Assessment Planning Based on Teachers Questionnaire

Teachers Name	Items Number			
	1	2	3	4
Teacher 1	3	3	3	3
Teacher 2	1	1	1	1
Teacher 3	4	4	4	4
Teacher 4	4	4	4	4
Teacher 5	2	3	3	4
Teacher 6	4	4	4	4
Xt	18	19	19	20
Yt	24	24	24	24
Percentage (%)	75	79.1	79.1	83.3

Source: Data processed

Description:

- (1) Item number 1 is indicator of assessment draft
- (2) Item number 2-3 is formulation of achievement indicators
- (3) Item number 4 is indicator of techniques and instruments
- (4) Xt : Score obtained
- (5) Yt : Score ideal
- (6) (%) : percentage

Table 13. Evaluation of Knowledge Assessment Planning Based on Teacher Questionnaire

Indicators	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Assessments Draft	1	1	1	3	6	18	24	75	Good
Formulations of Indicators Achievement	2	0	4	6	12	38	48	79.1	Good
Techniques and Instruments	1	0	1	4	6	20	24	83.3	Very Good
Total Items Number					24	76	96	79.1	Good

Source: Data processed

Percentage of Knowledge Assessment Planning Based on

Teachers Questionnaire $= \frac{Xt}{Yt} \times 100\%$

$$= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\%$$

$$= \frac{76}{96} \times 100\%$$

$$= 79.1\% \text{ (Good)}$$

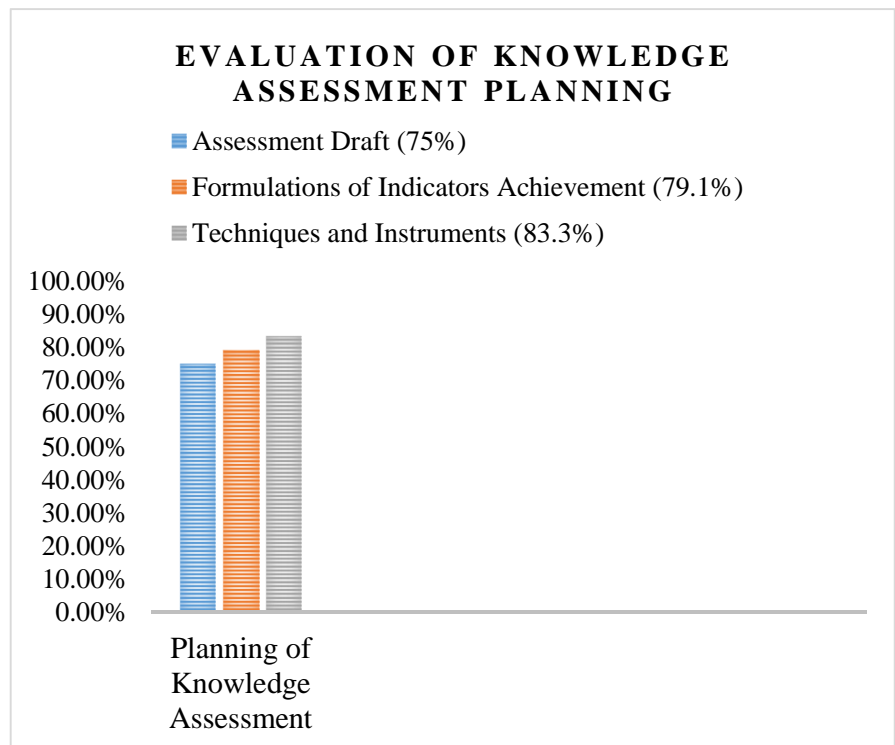


Figure 7. Graphic of Evaluation of Knowledge Assessment Planning Based on Teacher Questionnaire

Data on the evaluation of knowledge assessment planning based on teacher questionnaire on Figure 8 is described follows:

- (1) The evaluation results of knowledge assessment planning based on teacher questionnaire on indicator of assessment

draft get a percentage 75%. Based on the percentage scale of achievement the indicator of assessment draft included in Good category.

- (2) The evaluation results of knowledge assessment planning based on teacher questionnaire on indicators of formulations of indicators achievement get percentage of 79.1%. Based on a percentage scale of formulations of indicators achievement included in Good category
- (3) The evaluation results of knowledge assessment planning based on indicators of techniques and instruments get a percentage of 83.35%. Based on the percentage scale of achievement the indicator of techniques and instruments included in Very Good category.
- (4) The total value of evaluation results of knowledge assessment planning based on questionnaire for teachers is get a percentage 79.1%. Based on the percentage scale of achievement, knowledge assessment planning by teachers at Accounting department of SMK Negeri 1 Pengasih is included in Good category.

c) Evaluation of Skill Assessment Planning

Evaluation of skill assessment planning is evaluate activities on preparation of skill assessment that is conducted by teachers on the learning process. This activity is involved in antecedent phase on Stakes' Model. Evaluation of skill assessment planning in this research consist of four indicators, there are:

- (1) Assessment draft
- (2) Formulations of indicators achievement
- (3) Techniques and instruments
- (4) Procedure of processing results

These indicators are the basic for the standards formulation of skill assessment planning. The standards are presented as statement and compared with the actual conditions. Evaluation of skill assessment planning on Accounting department of SMK Negeri 1 Pengasih is revealed using a questionnaire. Questionnaire has given to six teachers on Accounting department as the respondent on this research. The actual condition is revealed from teacher answers on questionnaire statement made by the researcher. The answer had a score of 1 up to 4 according to the Likert scale. The

results of teacher questionnaire for evaluation of skill assessment planning is presented Table 14.

Table 14. Data of Skill Assessment Planning Based on Teacher Questionnaire

Teachers Name	Items Number								
	1	2	3	4	5	6	7	8	9
Teacher 1	3	2	3	3	3	3	2	3	3
Teacher 2	4	4	4	3	4	4	3	4	4
Teacher 3	4	4	4	4	4	4	4	4	4
Teacher 4	4	3	4	4	4	4	4	4	4
Teacher 5	2	2	3	3	3	2	2	2	2
Teacher 6	4	4	4	3	3	3	3	3	4
Xt	21	19	22	20	21	20	18	20	21
Yt	24	24	24	24	24	24	24	24	24
Percentage (%)	87.5	79.1	91.6	83.3	87.5	83.3	75	83.3	87.5

Source: Data processed

Description:

- (1) Item number 1-2 are indicator of assessment draft
- (2) Item number 3-5 are indicators of formulation of indicators achievement
- (3) Item number 6-7 are indicator of techniques and instruments
- (4) Item number 8-9 are indicator of procedure of processing result
- (5) Xt : Score obtained
- (6) Yt : Score ideal
- (7) (%) : percentage

Table 15. Evaluation of Skill Assessment Planning Based on Teacher Question

Indicators	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Assessments Draft	0	3	2	7	12	40	48	83.3	Very Good
Formulations of Indicators Achievement	0	0	9	9	18	63	72	87.5	Very Good
Techniques and Instruments	0	3	4	5	12	38	48	79.1	Good
Procedure of Processing Results	0	2	3	7	12	41	48	85.4	Very Good
Total Items Number					24	182	216	84.2	Very Good

Source: Data processed

Percentage of Knowledge Assessment Planning Based on

$$\begin{aligned}
 \text{Teachers Questionnaire} &= \frac{X_t}{Y_t} \times 100\% \\
 &= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\
 &= \frac{182}{216} \times 100\% \\
 &= 84.2\% \text{ (Very Good)}
 \end{aligned}$$

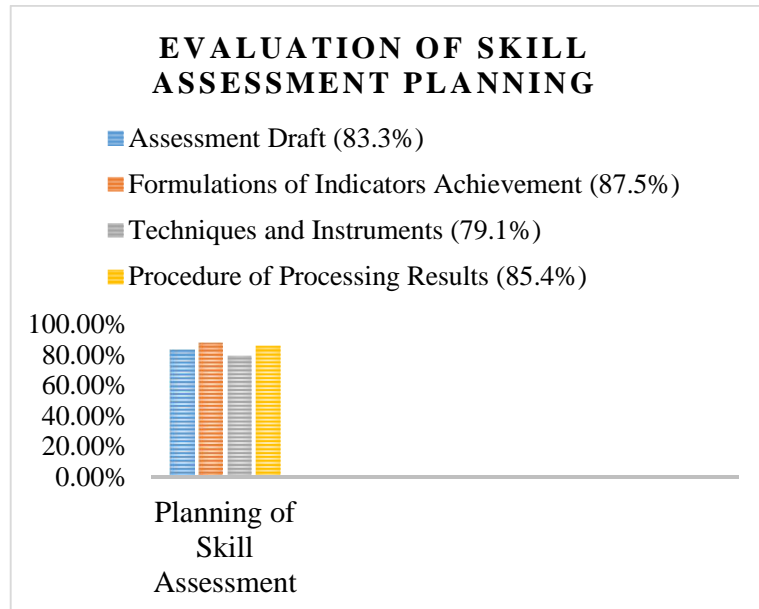


Figure 8. Graphic of Evaluation of Skill Assessment Planning Based on Teachers Questionnaire

Data on the evaluation of skill assessment planning based on teacher questionnaire on Figure 8 is described follows:

- (1) The evaluation results of skill assessment planning based on teacher questionnaire on indicator of assessment draft get a percentage 83.3%. Based on the percentage scale of achievement the indicator of assessment draft included in Very Good category.
- (2) The evaluation results of skill assessment planning based on teacher questionnaire on indicators of formulations of indicators achievement get percentage of 87.5%. Based

on a percentage scale of formulations of indicators achievement included in Very Good category

- (3) The evaluation results of skill assessment planning based on indicators of techniques and instruments get a percentage of 79.1%. Based on the percentage scale of achievement the indicator of techniques and instruments is included in Good category.
- (4) The evaluation result of skill assessment planning based on indicators of processing result procedure get a percentage of 85.4%. Based on the percentage scale of achievement the indicator of processing result procedure is included in Very Good category.
- (5) The total value of evaluation results of skill assessment planning based on questionnaire for teachers is get a percentage 84.2%. Based on the percentage scale of achievement, skill assessment planning by teachers at Accounting department of SMK Negeri 1 Pengasih is included in Very Good category.

2) Evaluation of Authentic Assessment Planning Based on Documentation Sheet

a) Evaluation of Attitude Assessment Planning

Evaluation of attitude assessment planning is evaluate activities on preparation of attitude assessment that is conducted by teachers on the learning process. This activity is involved in antecedent phase on Stakes' Model. Evaluation of attitude assessment planning in this research consist of four indicators, there are:

- (1) Assessment draft
- (2) Formulations of indicators achievement
- (3) Techniques and instruments
- (4) Procedure of processing results

These indicators are the basic for the standards formulation of attitude assessment planning. The standards are presented as statement and compared with the actual conditions. Evaluation of attitude assessment planning on Accounting department of SMK Negeri 1 Pengasih is revealed using a documentation sheet. Documentation sheet uses to assess lesson plan that is made by six teachers on Accounting department as the respondent on this research. The actual condition is revealed from assessor answer on

statement made by the researcher. The answer had a score of 1 and 0 according to the Guttman scale. The results of documentation sheet for evaluation of attitude assessment planning is presented below.

Table 16. Data of Attitude Assessment Planning Based on Documentation Sheet

Teachers Name	Items Number											
	1	2	3	4	5	6	7	8	9	10	11	12
Teacher 1	1	0	1	1	1	1	1	0	0	0	0	0
Teacher 2	1	0	1	0	1	1	1	1	0	0	0	1
Teacher 3	1	0	1	1	0	1	0	1	0	0	0	0
Teacher 4	1	1	1	1	1	1	1	1	1	0	1	1
Teacher 5	1	1	0	0	1	1	1	0	1	0	0	1
Teacher 6	1	1	0	1	1	0	1	1	1	0	1	1
Xt	6	3	4	4	5	5	5	4	3	0	2	4
Yt	6	6	6	6	6	6	6	6	6	6	6	6
(%)	100	50	66.6	66.6	83.3	83.3	83.3	66.6	50	0	33.3	66.6

Source: Data processed

Description:

- (1) Item number 1-2 are indicator of assessment draft
- (2) Item number 3-7 are indicators of formulation of indicators achievement
- (3) Item number 8-9 are indicator of techniques and instruments
- (4) Item number 10-12 are indicator of procedure of processing result
- (5) Xt : Score obtained
- (6) Yt : Score ideal
- (7) (%) : percentage

Table 17. Evaluation of Attitude Assessment Planning Based on Documentation Sheet

Indicators	Frequency		Items Number	Xt	Yt	%	Criteria
	1	0					
Assessments Draft	9	3	12	9	12	75	Good
Formulations of Indicators Achievement	23	7	30	23	30	76.6	Good
Techniques and Instruments	7	5	12	7	12	58.3	Enough
Procedure of Processing Results	6	12	18	6	18	33.3	Poor
Total Items Number			92	45	72	62.5	Good

Source: Data processed

Percentage of Attitude Assessment Planning Based on Documentation sheet

$$= \frac{X_t}{Y_t} \times 100\%$$

$$= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\%$$

$$= \frac{45}{72} \times 100\%$$

$$= 62.5\% \text{ (Good)}$$

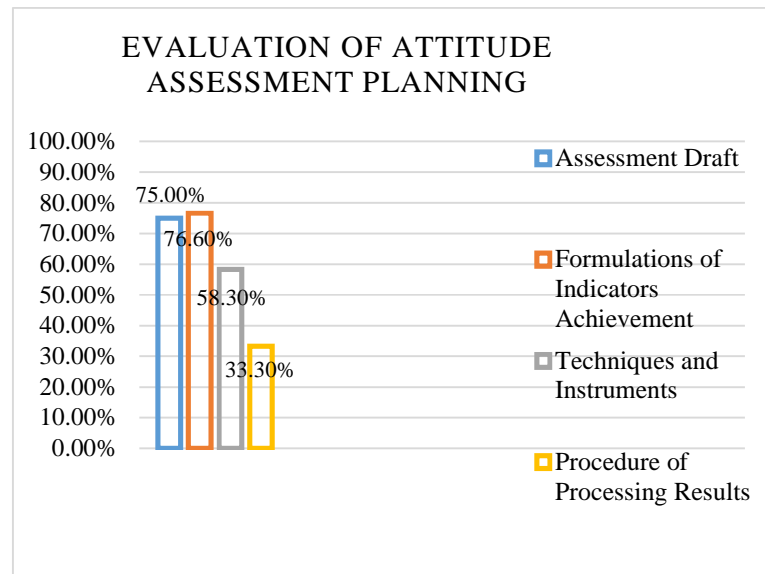


Figure 9. Graphic of Evaluation of Attitude Assessment Planning Based on Documentation Sheet

Data on the evaluation of attitude assessment planning based on documentation sheet on Figure 9 is described follows:

- (1) The evaluation results of attitude assessment planning based on documentation sheet on indicator of assessment draft get a percentage 75%. Based on the percentage scale of achievement the indicator of assessment draft included in Good category.
- (2) The evaluation results of attitude assessment planning based on teacher documentation sheet on indicators of formulations of indicators achievement get percentage of 76.6%. Based on a percentage scale of formulations of indicators achievement included in Good category
- (3)The evaluation results of attitude assessment planning based on indicators of techniques and instruments get a percentage of 58.3%. Based on the percentage scale of achievement the indicator of techniques and instruments is included in Enough category.
- (4)The evaluation result of attitude assessment planning based on indicators of processing result procedure get a percentage of 33.3%. Based on the percentage scale of

achievement the indicator of processing result procedure is included in Poor category.

(5) The total value of evaluation results of attitude assessment planning based on documentation sheet is get a percentage 62.5%. Based on the percentage scale of achievement, attitude assessment planning by teachers at Accounting department of SMK Negeri 1 Pengasih is included in Good category.

b) Evaluation of Knowledge Assessment Planning

Evaluation of knowledge assessment planning is evaluate activities on preparation of knowledge assessment that is conducted by teachers on the learning process. This activity is involved in antecedent phase on Stakes' Model. Evaluation of knowledge assessment planning in this research consist of four indicators, there are:

- (1) Assessment draft
- (2) Formulations of indicators achievement
- (3) Techniques and instruments
- (4) Procedure of processing results

These indicators are the basic for the standards formulation of knowledge assessment planning. The standards are presented as statement and compared with the

actual conditions. Evaluation of knowledge assessment planning on Accounting department of SMK Negeri 1 Pengasih is revealed using a documentation sheet. Documentation sheet uses to assess lesson plan that is made by six teachers on Accounting department as the respondent on this research. The actual condition is revealed from assessor answer on statement made by the researcher. The answer had a score of 1 and 0 according to the Guttman scale. The results of documentation sheet for evaluation of knowledge assessment planning is presented on Table 18.

Table 18. Data of Knowledge Assessment Planning Based on Documentation Sheet

Teachers Name	Items Number											
	1	2	3	4	5	6	7	8	9	10	11	12
Teacher 1	1	1	1	1	1	1	1	1	1	1	1	1
Teacher 2	0	1	0	1	1	1	0	1	1	1	1	1
Teacher 3	0	1	0	1	1	1	0	1	1	1	1	1
Teacher 4	1	1	1	1	1	1	1	1	1	1	1	1
Teacher 5	1	0	1	1	1	1	1	1	1	1	1	0
Teacher 6	0	1	1	1	1	1	1	1	1	1	1	1
Xt	3	4	4	6	6	6	4	6	6	6	6	5
Yt	6	6	6	6	6	6	6	6	6	6	6	6
(%)	50	66.6	66.6	100	100	100	66.6	100	100	100	100	83.3

Source: Data processed

Description:

- (1) Item number 1-2 are indicator of assessment draft
- (2) Item number 3-7 are indicators of formulation of indicators achievement
- (3) Item number 8-10 are indicator of techniques and instruments
- (4) Item number 11-12 are indicator of procedure of processing result

- (5) X_t : Score obtained
- (6) Y_t : Score ideal
- (7) (%) : percentage

Table 19. Evaluation of Knowledge Assessment Planning Based on Documentation Sheet

Indicators	Frequency		Items Number	Xt	Yt	%	Criteria
	1	0					
Assessments Draft	8	4	12	8	12	66.6	Good
Formulations of Indicators Achievement	26	4	30	26	30	86.6	Very Good
Techniques and Instruments	18	0	18	18	18	100	Very Good
Procedure of Processing Results	11	1	12	11	12	91.6	Very Good
Total Items Number			72	63	72	87.5	Very Good

Source: Data processed

Percentage of Knowledge Assessment Planning Based on

$$\text{Documentation sheet} = \frac{X_t}{Y_t} \times 100\%$$

$$= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\%$$

$$= \frac{63}{72} \times 100\%$$

$$= 87.5\% \text{ (Very Good)}$$

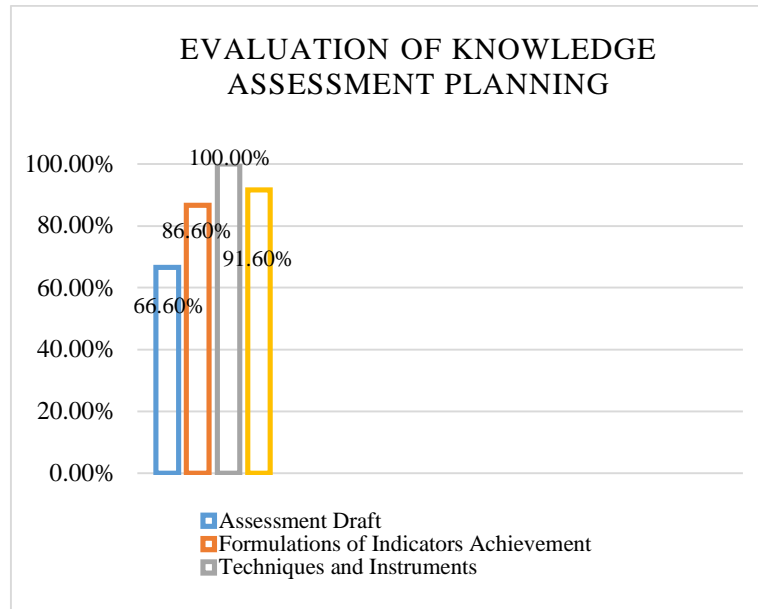


Figure 10. Graphic of Evaluation of Knowledge Assessment Planning Based on Documentation Sheet

Data on the evaluation of knowledge assessment planning based on documentation sheet on Figure 10 is described follows:

- (1) The evaluation results of knowledge assessment planning based on documentation sheet on indicator of assessment draft get a percentage 66.6%. Based on the percentage scale of achievement the indicator of assessment draft included in Good category.
- (2) The evaluation results of knowledge assessment planning based on documentation sheet on indicators of

formulations of indicators achievement get percentage of 86.6%. Based on a percentage scale of formulations of indicators achievement included in Very Good category

- (3) The evaluation results of knowledge assessment planning based on documentation sheet on indicators of techniques and instruments get a percentage of 100%. Based on the percentage scale of achievement the indicator of techniques and instruments is included in Very Good category.
- (4) The evaluation result of knowledge assessment planning based on indicators of processing result procedure get a percentage of 91.6%. Based on the percentage scale of achievement the indicator of processing result procedure is included in Very Good category.
- (5) The total value of evaluation results of knowledge assessment planning based on documentation sheet is get a percentage 87.5%. Based on the percentage scale of achievement, knowledge assessment planning by teachers at Accounting department of SMK Negeri 1 Pengasih is included in Very Good category.

c) Evaluation of Skill Assessment Planning

Evaluation of skill assessment planning is evaluate activities on preparation of skill assessment that is conducted by teachers on the learning process. This activity is involved in antecedent phase on Stakes' Model. Evaluation of skill assessment planning in this research consist of four indicators, there are:

- (1) Assessment draft
- (2) Formulations of indicators achievement
- (3) Techniques and instruments
- (4) Procedure of processing results

These indicators are the basic for the standards formulation of skill assessment planning. The standards are presented as statement and compared with the actual conditions. Evaluation of skill assessment planning on Accounting department of SMK Negeri 1 Pengasih is revealed using a documentation sheet. Documentation sheet uses to assess lesson plan that is made by six teachers on Accounting department as the respondent on this research. The actual condition is revealed from assessor answer on statement made by the researcher. The answer had a score of 1 and 0 according to the Guttman scale. The results of

documentation sheet for evaluation of skill assessment planning is presented on Table 20.

Table 20. Data of Skill Assessment Planning Based on Documentation Sheet

Teachers Name	Items Number									
	1	2	3	4	5	6	7	8	9	10
Teacher 1	1	1	1	1	1	1	1	1	1	0
Teacher 2	0	1	1	1	1	1	1	1	1	0
Teacher 3	0	1	1	1	1	1	1	1	1	0
Teacher 4	1	1	1	1	1	1	1	1	1	1
Teacher 5	1	1	1	1	1	1	1	1	1	1
Teacher 6	1	1	1	1	1	1	1	1	1	1
Xt	4	6	6	6	6	6	6	6	6	6
Yt	6	6	6	6	6	6	6	6	6	6
(%)	66.6	100	100	100	100	100	100	100	100	100

Source: Data processed

Description:

- (1) Item number 1-2 are indicator of assessment draft
- (2) Item number 3-5 are indicators of formulation of indicators achievement
- (3) Item number 6-7 are indicator of techniques and instruments
- (4) Item number 8-10 are indicator of procedure of processing result
- (5) Xt : Score obtained
- (6) Yt : Score ideal
- (7) (%) : percentage

Table 21. Evaluation of Skill Assessment Planning Based on Documentation Sheet

Indicators	Frequency		Items Number	Xt	Yt	%	Criteria
	1	0					
Assessments Draft	10	2	12	10	12	83.3	Very Good
Formulations of Indicators Achievement	18	0	18	18	18	100	Very Good
Techniques and Instruments	12	0	12	12	12	100	Very Good
Procedure of Processing Results	15	3	18	15	18	83.3	Very Good
Total Items Number			60	55	60	91.6	Very Good

Source: Data processed

Percentage of Skill Assessment Planning Based on

Documentation sheet

$$= \frac{Xt}{Yt} \times 100\%$$

$$= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\%$$

$$= \frac{55}{60} \times 100\%$$

$$= 91.6\% \text{ (Very Good)}$$

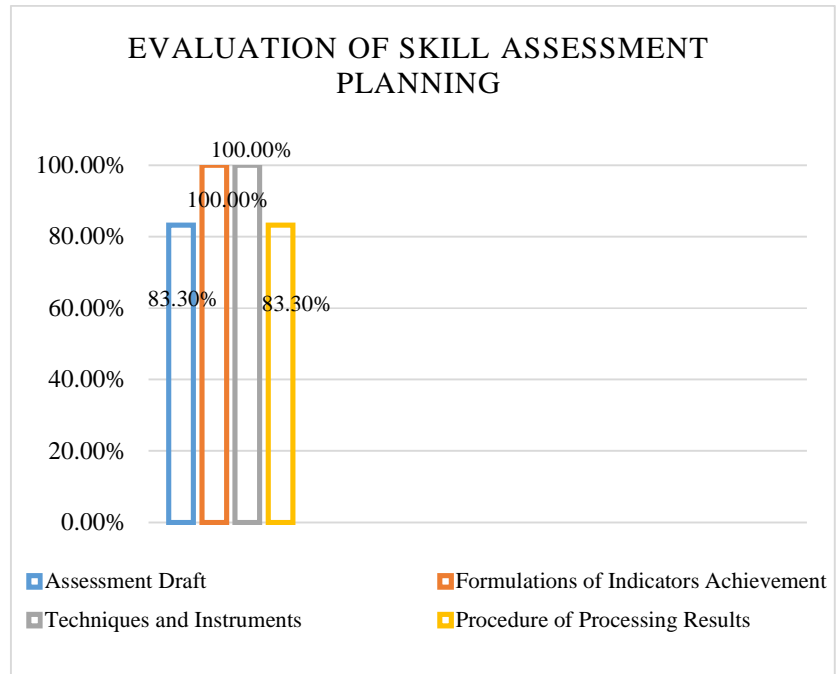


Figure 11. Graphic of Evaluation of Skill Assessment Planning Based on Documentation Sheet

Data on the evaluation of skill assessment planning based on documentation sheet on Figure 11 is described follows:

- (1) The evaluation results of skill assessment planning based on documentation sheet on indicator of assessment draft get a percentage 83.3%. Based on the percentage scale of achievement the indicator of assessment draft included in Very Good category.
- (2) The evaluation results of skill assessment planning based on documentation sheet on indicators of formulations of indicators achievement get percentage of 100%. Based on

a percentage scale of formulations of indicators achievement included in Very Good category

- (3) The evaluation results of skill assessment planning based on indicators of techniques and instruments get a percentage of 100%. Based on the percentage scale of achievement the indicator of techniques and instruments is included in Very Good category.
- (4) The evaluation result of skill assessment planning based on indicators of processing result procedure get a percentage of 83.3%. Based on the percentage scale of achievement the indicator of processing result procedure is included in Very Good category.
- (5) The total value of evaluation results of skill assessment planning based on documentation sheet is get a percentage 91.6%. Based on the percentage scale of achievement, skill assessment planning by teachers at Accounting department of SMK Negeri 1 Pengasih is included in Very Good category.

b. Transaction Phase

The implementation of Authentic Assessment that is conducted by teachers on Accounting department of SMK Negeri 1 Pengasih is described on this phase. The results of teacher questionnaire and student questionnaire reveals how the implementation of Authentic Assessment is conducted by teacher on learning process. Field notes from observation that is conducted by researcher as additional data that illustrates how teachers gives information about assessment system and implementation of authentic assessment on Accounting department of SMK Negeri 1 Pengasih. Implementation of authentic assessment consist of three assessment aspects, e.g. attitude assessment, knowledge assessment, and skill assessment. The aspects have indicators. The indicators are developed to assessment standard. Assessment standard is refer to *Permendikbud Nomor 53 Tahun 2015*, *Permendikbud Nomor 23 Tahun 2016*, *Assessment Guideline for Vocational High School (2015)*, and research by Purwanti (2014). Data processing result of authentic assessment based on teacher and student questionnaire are present below.

- 1) Evaluation of Authentic Assessment Implementation Based on Teacher Questionnaire
 - a) Implementation of Attitude Assessment

Implementation of attitude assessment is implementation of planning process. Implementation of attitude assessment is integrated with learning process on class. Evaluation of attitude assessment implementation on this research consist of indicators such as:

- (1) Information of assessment systems
- (2) Implementation of assessment

These indicators is the basic of implementation standard of authentic assessment. The standards are statement that is compared with actual condition. Evaluation of attitude assessment implementation on Accounting department of SMK Negeri 1 Pengasih is revealed using questionnaire and field notes as additional data. Questionnaire given to teacher and student on Accounting department of SMK Negeri 1 Pengasih, meanwhile field note is observation result by researcher on learning process. Teachers on Accounting department of SMK Negeri 1 Pengasih have amount six teacher as respondent on this research. Actual condition is revealed from teacher and student answer on the questionnaire. The answer has score 1 up to 4 according to Likert scale. Data processing result from teacher questionnaire is presented on Table 23.

Table 22. Data of Attitude Assessment Implementation Based on Teacher Questionnaire

Teachers Name	Items Number				
	1	2	3	4	5
Teacher 1	1	1	1	1	1
Teacher 2	1	1	1	1	1
Teacher 3	1	1	1	1	1
Teacher 4	1	1	1	1	1
Teacher 5	1	1	1	1	1
Teacher 6	3	3	3	4	4
Xt	8	8	8	9	9
Yt	24	24	24	24	24
Percentage (%)	33.3	33.3	33.3	37.5	37.5

Source: Data processed

Description:

- (1) Item number 1-3 are indicator of information of assessment system
- (2) Item number 4-5 are indicators of assessment implementation
- (3) Xt : Score obtained
- (4) Yt : Score ideal
- (5) (%) : percentage

Table 23. Evaluation of Attitude Assessment Implementation Based on Teacher Questionnaire

Indicators	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Information of Assessment Systems	1	0	3	0	18	24	72	33.3	Poor
Implementation of Assessment	1	0	0	2	12	18	48	37.5	Poor
Total Items Number					30	42	120	35	Poor

Source: Data processed

Percentage of attitude assessment implementation based on teacher questionnaire = $\frac{Xt}{Yt} \times 100\%$

$$= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\%$$

$$= \frac{42}{120} \times 100\%$$

$$= 35\% \text{ (Less)}$$

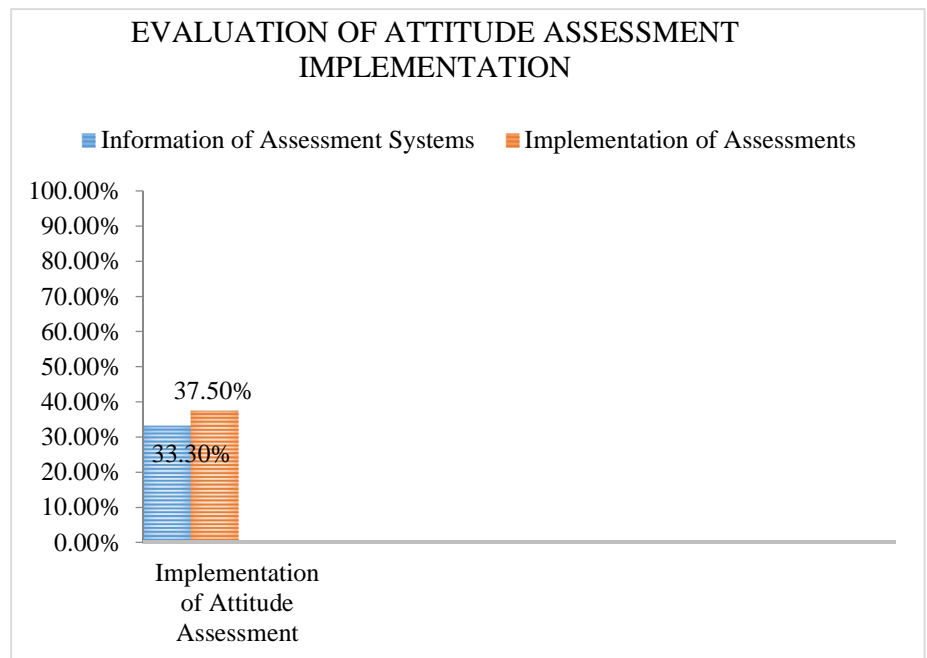


Figure 12. Evaluation of Attitude Assessment Implementation Based on Teacher Questionnaire

Data on the evaluation of attitude assessment implementation based on teacher questionnaire on Figure 12 is described follows:

- (1) The evaluation results of attitude assessment implementation based on teacher questionnaire on indicator of assessment system information get a percentage 33.3%. Based on the percentage scale of achievement the indicator of assessment system information included in Poor category.

- (2) The evaluation results of attitude assessment implementation based on teacher questionnaire on indicators of assessment implementation get percentage of 37.5%. Based on the percentage scale of achievement the indicator of assessment implementation included in Poor category.
- (3) The total value of evaluation results of attitude assessment implementation based on teacher questionnaire is get a percentage 35%. Based on the percentage scale of achievement, attitude assessment implementation by teachers at Accounting department of SMK Negeri 1 Pengasih is included in Poor category.

b) Implementation of Knowledge Assessment

Implementation of knowledge assessment is implementation of planning process. Implementation of knowledge assessment is integrated with learning process on class. Evaluation of knowledge assessment implementation on this research consist of indicators such as:

- (1) Information of assessment systems
- (2) Implementation of assessment

These indicators is the basic of implementation standard of knowledge assessment. The standards are statement that is compared with actual condition. Evaluation of knowledge assessment implementation on Accounting department of SMK Negeri 1 Pengasih is revealed using questionnaire and field notes as additional data. Questionnaire given to teacher and student on Accounting department of SMK Negeri 1 Pengasih, meanwhile field note is observation result by researcher on learning process. Teachers on Accounting department of SMK Negeri 1 Pengasih have amount six teacher as respondent on this research. Actual condition is revealed from teacher and student answer on the questionnaire. The answer has score 1 up to 4 according to Likert scale. Data processing result from teacher questionnaire is presented Table 24.

Table 24. Data of Knowledge Assessment Implementation Based on Teacher Questionnaire

Teachers Name	Items Number			
	1	2	3	4
Teacher 1	3	3	3	3
Teacher 2	3	4	4	4
Teacher 3	4	4	3	4
Teacher 4	4	4	4	4
Teacher 5	3	4	3	3
Teacher 6	3	3	4	4
Xt	20	22	21	22
Yt	24	24	24	24
Percentage (%)	83.3	91.6	87.5	91.6

Source: Data processed

Description:

- (1) Item number 1-2 are indicator of information of assessment system
- (2) Item number 3-4 are indicators of assessment implementation
- (3) X_t : Score obtained
- (4) Y_t : Score ideal
- (5) (%) : percentage

Table 25. Evaluation of Knowledge Assessment Implementation Based on Teacher Questionnaire

Indicators	Frequency				Items Number	X_t	Y_t	%	Criteria
	1	2	3	4					
Information of Assessment Systems	0	0	6	6	12	42	48	87.5	Very Good
Implementation of Assessment	0	0	5	7	12	43	48	89.5	Very Good
Total Items Number					24	85	96	88.5	Very Good

Source: Data processed

Percentage of knowledge assessment implementation based on

$$\text{teacher questionnaire} = \frac{X_t}{Y_t} \times 100\%$$

$$= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\%$$

$$= \frac{85}{96} \times 100\%$$

$$= 88.5\% \text{ (Very Good)}$$

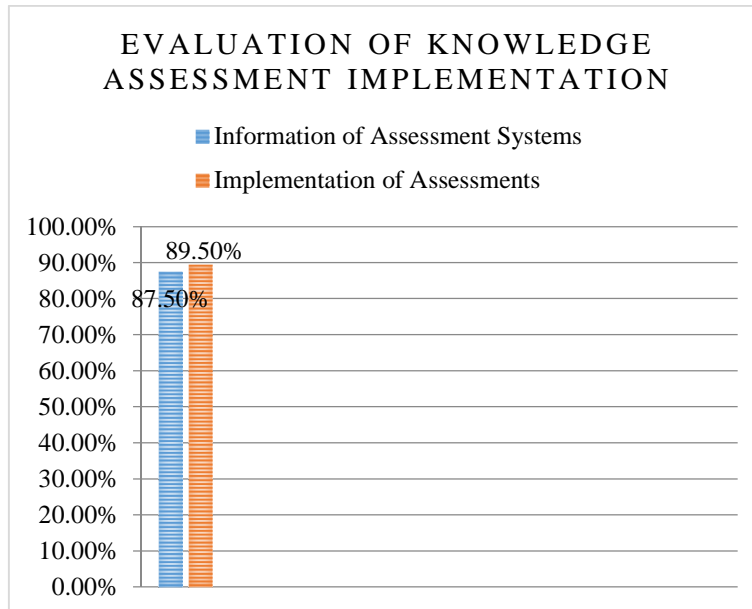


Figure 13. Evaluation of Knowledge Assessment Implementation Based on Teacher Questionnaire

Data on the evaluation of knowledge assessment implementation based on teacher questionnaire on Figure 13 is described follows:

- (1) The evaluation results of knowledge assessment implementation based on teacher questionnaire on indicator of assessment system information get a percentage 87.5%. Based on the percentage scale of achievement the indicator of assessment system information included in Very Good category.
- (2) The evaluation results of knowledge assessment implementation based on teacher questionnaire on indicators

of assessment implementation get percentage of 88.5%. Based on the percentage scale of achievement the indicator of assessment implementation included in Very Good category.

(3) The total value of evaluation results of knowledge assessment implementation based on teacher questionnaire is get a percentage 88.5%. Based on the percentage scale of achievement, knowledge assessment implementation by teachers at Accounting department of SMK Negeri 1 Pengasih is included in Very Good category.

c) Implementation of Skill Assessment

Implementation of skill assessment is implementation of planning process. Implementation of skill assessment is integrated with learning process on class. Evaluation of skill assessment implementation on this research consist of indicators such as:

- (1) Information of assessment systems
- (2) Implementation of assessment

These indicators is the basic of implementation standard of skill assessment. The standards are statement that is compared with actual condition. Evaluation of skill assessment implementation on Accounting department of SMK Negeri 1

Pengasih is revealed using questionnaire and field notes as additional data. Questionnaire given to teacher and student on Accounting department of SMK Negeri 1 Pengasih, meanwhile field note is observation result by researcher on learning process. Teachers on Accounting department of SMK Negeri 1 Pengasih have amount six teacher as respondent on this research. Actual condition is revealed from teacher and student answer on the questionnaire. The answer has score 1 up to 4 according to Likert scale. Data processing result from teacher questionnaire is presented Table 26.

Table 26. Data of Skill Assessment Implementation Based on Teacher Questionnaire

Teachers Name	Items Number		
	1	2	3
Teacher 1	3	3	2
Teacher 2	4	4	2
Teacher 3	3	3	2
Teacher 4	4	3	4
Teacher 5	3	3	3
Teacher 6	3	3	3
Xt	20	19	16
Yt	24	24	24
Percentage (%)	83.3	79.1	66.6

Source: Data processed

Description:

- (1) Item number 1 are indicator of information of assessment system
- (2) Item number 2-3 are indicators of assessment implementation
- (3) Xt : Score obtained
- (4) Yt : Score ideal

(5) (%) : percentage

Table 27. Evaluation of Skill Assessment Implementation Based on Teacher Questionnaire

Indicators	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Information of Assessment Systems	0	0	4	2	6	20	24	83.3	Very Good
Implementation of Assessment	0	3	7	2	12	35	48	72.9	Good
Total Items Number					18	55	72	76.3	Good

Source: Data processed

Percentage of skill assessment implementation based on teacher

questionnaire

$$= \frac{X_t}{Y_t} \times 100\%$$

$$= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\%$$

$$= \frac{55}{72} \times 100\%$$

$$= 76.3\% \text{ (Good)}$$

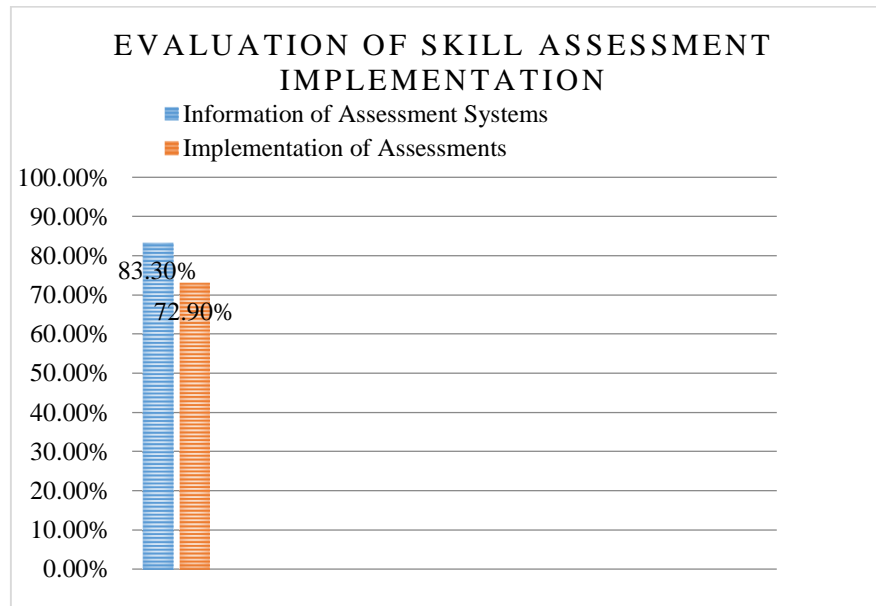


Figure 14. Evaluation of Skill Assessment Implementation Based on Teacher Questionnaire

Data on the evaluation of skill assessment implementation based on teacher questionnaire on Figure 14 is described follows:

- (1) The evaluation results of skill assessment implementation based on teacher questionnaire on indicator of assessment system information get a percentage 83.3%. Based on the percentage scale of achievement the indicator of assessment system information included in Very Good category.
- (2) The evaluation results of skill assessment implementation based on teacher questionnaire on indicators of assessment implementation get percentage of 72.9%. Based on the percentage scale of achievement the indicator of assessment implementation included in Good category.
- (3) The total value of evaluation results of skill assessment implementation based on teacher questionnaire is get a percentage 76.3%. Based on the percentage scale of achievement, skill assessment implementation by teachers at Accounting department of SMK Negeri 1 Pengasih is included in Good category.

2) Evaluation of Authentic Assessment Implementation Based on Student Questionnaire

a) Implementation of Attitude Assessment

Implementation of attitude assessment is implementation phase based on planning process before. Implementation of attitude assessment is integrated with learning process on the class. Evaluation result based on student questionnaire on this research consist of three indicators, there are:

- (1) Information of assessment systems
- (2) Implementation of assessment
- (3) Processing of assessment

These indicators are the basic of implementation standard of attitude assessment. Standards are present as statements and compared to actual condition. Researcher take 123 student on Accounting department of SMK Negeri 1 Pengasih as the sample on this research. Sample taken based on significant table 5% (Sugiyono, 2015:128) with 192 students as population. Researcher take 41 students for each level grade on Accounting department of SMK Negeri 1 Pengasih. The actual condition is revealed by students answer on the questionnaire. Students answer has score 1 up to 4 for

each answer based on Likert scale. Data processing result of student questionnaire is presented below.

Table 28. Evaluation of Attitude Assessment Implementation Based on Student Questionnaire

Indicators	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Information of Assessment Systems	28	156	153	31	369	927	1476	62.8	Good
Implementation of Assessment	3	20	57	42	123	382	492	77.6	Good
Processing of Assessment	11	48	45	19	123	318	492	64.6	Good
Total Items Number					615	1627	2460	66.1	Good

Source: Data processed

Description:

- (1) Information of assessment systems is indicator of item number 1-3
- (2) Implementation of assessment is indicator of item number 4
- (3) Processing of assessment is indicator of item number 5
- (4) Xt : Score obtained
- (5) Yt : Score ideal
- (6) (%) : percentage

Percentage of attitude assessment implementation based on

$$\begin{aligned}
 \text{student questionnaire} &= \frac{Xt}{Yt} \times 100\% \\
 &= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\
 &= \frac{1627}{2460} \times 100\% \\
 &= 66.1\% \text{ (Good)}
 \end{aligned}$$

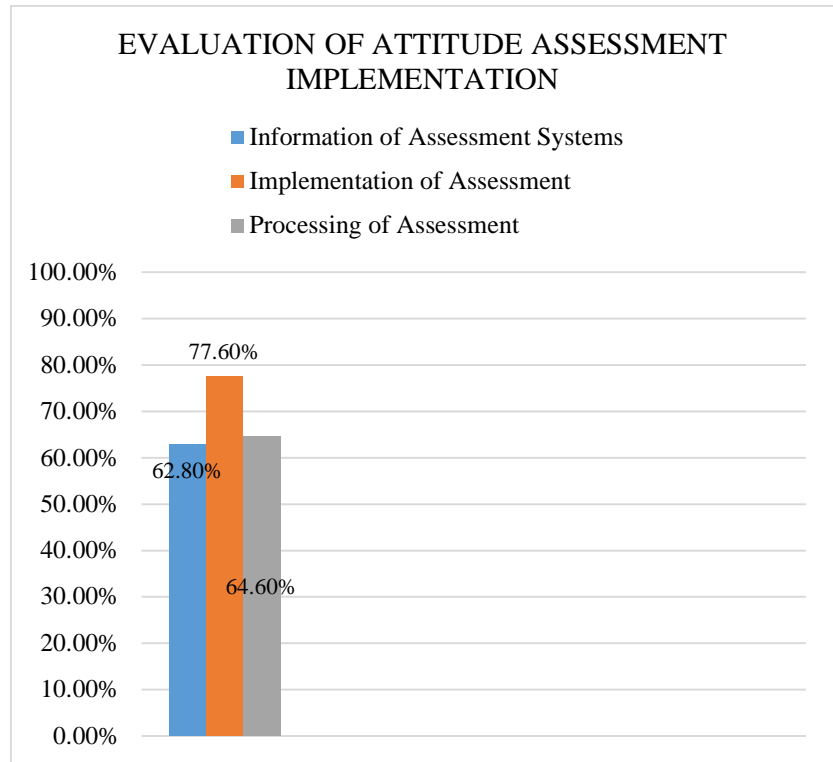


Figure 15. Evaluation of Attitude Assessment Implementation Based on Student Questionnaire

Data on the evaluation of attitude assessment implementation based on student questionnaire on Figure 15 is described follows:

- (1) The evaluation result of attitude assessment implementation based on student questionnaire on indicator of assessment system information get a percentage 62.8%. Based on the percentage scale of achievement the indicator of assessment system information included in Good category.

- (2) The evaluation result of attitude assessment implementation based on student questionnaire on indicators of assessment implementation get percentage of 77.6%. Based on the percentage scale of achievement the indicator of assessment implementation included in Good category.
- (3) The evaluation result of attitude assessment implementation based on student questionnaire on indicator of assessment processing get percentage of 64.6%. Based on the percentage scale of achievement the indicator of assessment processing included in Good category.
- (4) The total value of evaluation result of attitude assessment implementation based on student questionnaire is get a percentage 66.1%. Based on the percentage scale of achievement, attitude assessment implementation by teachers at Accounting department of SMK Negeri 1 Pengasih is included in Good category.

b) Implementation of Knowledge Assessment

Implementation of knowledge assessment is implementation phase based on planning process before. Evaluation result based on student questionnaire on this research consist of three indicators, there are:

- (1) Information of assessment systems
- (2) Implementation of assessment
- (3) Processing of assessment

These indicators are the basic of implementation standard of knowledge assessment. Standards are present as statements and compared to actual condition. Researcher take 123 student on Accounting department of SMK Negeri 1 Pengasih as the sample on this research. Sample taken based on significant table 5% (Sugiyono, 2015:128) with 192 students as population. Researcher take 41 students for each level grade on Accounting department of SMK Negeri 1 Pengasih. The actual condition is revealed by students answer on the questionnaire. Students answer has score 1 up to 4 for each answer based on Likert scale. Data processing result of student questionnaire is presented Table 29.

Table 29. Evaluation of Knowledge Assessment Implementation Based on Student Questionnaire

Indicators	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Information of Assessment Systems	6	72	231	306	615	2067	2460	84	Very Good
Implementation of Assessment	0	5	68	50	123	414	492	84.1	Very Good
Processing of Assessment	3	45	53	22	123	340	492	69.1	Good
Total Items Number					861	2821	3444	81.9	Very Good

Source: Data processed

Description:

- (1) Information of assessment systems is indicator of item number 1-5
- (2) Implementation of assessment is indicator of item number 6
- (3) Processing of assessment is indicator of item number 7
- (4) Xt : Score obtained
- (5) Yt : Score ideal
- (6) (%) : percentage

Percentage of knowledge assessment implementation based on student questionnaire

$$\begin{aligned}
 &= \frac{Xt}{Yt} \times 100\% \\
 &= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\
 &= \frac{2821}{3444} \times 100\% \\
 &= 81.9\% \text{ (Very Good)}
 \end{aligned}$$

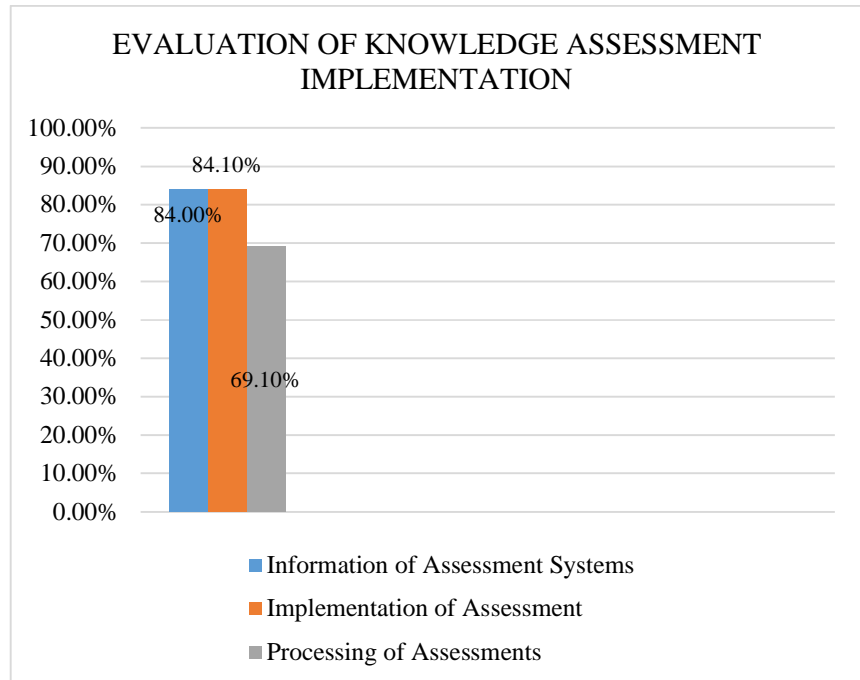


Figure16. Evaluation of Knowledge Assessment Implementation Based on Student Questionnaire

Data on the evaluation of knowledge assessment implementation based on student questionnaire on Figure 16 is described follows:

- (1) The evaluation result of knowledge assessment implementation based on student questionnaire on indicator of assessment system information get a percentage 84 %. Based on the percentage scale of achievement the indicator of assessment system information included in Very Good category.

(2) The evaluation result of knowledge assessment implementation based on student questionnaire on indicators of assessment implementation get percentage of 84.1%. Based on the percentage scale of achievement the indicator of assessment implementation included in Very Good category.

(3) The evaluation result of knowledge assessment implementation based on student questionnaire on indicator of assessment processing get percentage of 64.6%. Based on the percentage scale of achievement the indicator of assessment processing included in Good category.

(4) The total value of evaluation result of knowledge assessment implementation based on student questionnaire is get a percentage 81.9%. Based on the percentage scale of achievement, knowledge assessment implementation by teachers at Accounting department of SMK Negeri 1 Pengasih is included in Very Good category.

c) Implementation of Skill Assessment

Implementation of skill assessment is implementation phase based on planning process before. Evaluation result based on

student questionnaire on this research consist of three indicators, there are:

- (1) Information of assessment systems
- (2) Implementation of assessment
- (3) Processing of assessment

These indicators are the basic of implementation standard of skill assessment. Standards are present as statements and compared to actual condition. Researcher take 123 student on Accounting department of SMk Negeri 1 Pengasih as the sample on this research. Sample taken based on significant table 5% (Sugiyono, 2015:128) with 192 students as population. Researcher take 41 students for each level grade on Accounting department of SMK Negeri 1 Pengasih. The actual condition is revealed by students answer on the questionnaire. Students answer has score 1 up to 4 for each answer based on Likert scale. Data processing result of student questionnaire is presented Table 30.

Table 30. Evaluation of Skill Assessment Implementation Based on Student Questionnaire

Indicators	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Information of Assessment Systems	10	114	176	69	369	1042	1476	70.5	Good
Implementation of Assessment	6	42	118	80	246	764	984	77.6	Good
Processing of Assessment	7	37	51	28	123	346	492	70.3	Good
Total Items Number					738	2152	2952	72.8	Good

Source: Data processed

Description:

- (1) Information of assessment systems is indicator of item number 1-3
- (2) Implementation of assessment is indicator of item number 4-5
- (3) Processing of assessment is indicator of item number 6
- (4) Xt : Score obtained
- (5) Yt : Score ideal
- (6) (%) : percentage

Percentage of skill assessment implementation based on student

$$\begin{aligned}
 \text{questionnaire} &= \frac{X_t}{Y_t} \times 100\% \\
 &= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\
 &= \frac{2152}{2952} \times 100\% \\
 &= 72.8\% \text{ (Good)}
 \end{aligned}$$

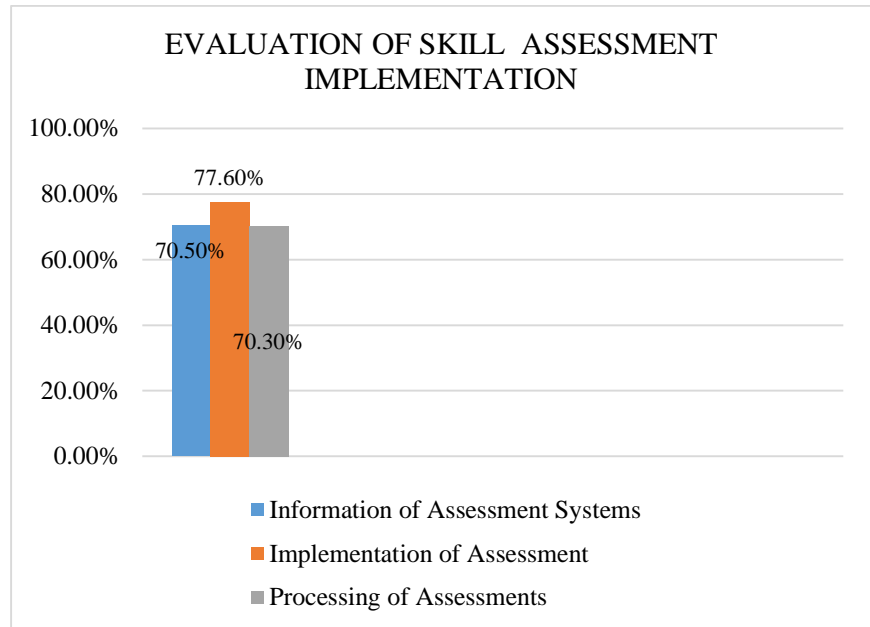


Figure 17. Evaluation of Skill Assessment Implementation Based on Student Questionnaire

Data on the evaluation of skill assessment implementation based on student questionnaire on Figure 17 is described follows:

- (1) The evaluation result of skill assessment implementation based on student questionnaire on indicator of assessment system information get a percentage 70.5 %. Based on the percentage scale of achievement the indicator of assessment system information included in Good category.
- (2) The evaluation result of skill assessment implementation based on student questionnaire on indicators of assessment implementation get percentage of 77.6%. Based on the

percentage scale of achievement the indicator of assessment implementation included in Good category.

(3) The evaluation result of skill assessment implementation based on student questionnaire on indicator of assessment processing get percentage of 70.3%. Based on the percentage scale of achievement the indicator of assessment processing included in Good category.

(4) The total value of evaluation result of skill assessment implementation based on student questionnaire is get a percentage 72.8%. Based on the percentage scale of achievement, skill assessment implementation by teachers at Accounting department of SMK Negeri 1 Pengasih is included in Good category.

c. Outcomes Phase

Outcomes phase consists of two components, e.g. follow-up of authentic assessment and reporting of authentic assessment. Follow-up and reporting of authentic assessment are conducted by teachers on Accounting department of SMK Negeri 1 Pengasih is described at this stage. Results of teacher and student questionnaire reveals how the follow-up and reporting of authentic assessment by the teacher in the learning process. Implementation of authentic assessment notice to three

aspects, there are attitude assessment, knowledge assessment, and skill assessment. These aspects have components that are developed to a assessment standard. Assessment standard is refer to *Permendikbud Nomor 53 Tahun 2015*, *Permendikbud Nomor 23 Tahun 2016*, Assessment Guideline for Vocational High School (2015), and research by Purwanti (2014). Data processing result of follow-up and reporting of authentic assessment based on teacher and student questionnaire are presented below.

1) Follow-up of Authentic Assessment

a) Teacher Questionnaire

(1) Follow-up of Attitude Assessment

Result of attitude assessment is processed into final score that is described student ability on this phase. Indicators of follow-up is developed to the standard. The standards are present as statements that is compared with actual condition. Data processing result of follow-up of attitude assessment on Accounting Department of SMK Negeri 1 Pengasih is revealed using teacher questionnaire. Six teacher on Accounting Department of SMK Negeri 1 Pengasih is the respondent on this research. Actual condition is revealed from teachers answer on the questionnaire. Teacher answer has score 1 up to 4 for each answer based on Likert scale.

Data processing result of teacher questionnaire is presented on Table 31.

Table 31. Data of Follow-up of Attitude Assessment Based on Teacher Questionnaire

Teachers Name	Items Number			Score Item
	1	2	3	
Teacher 1	1	1	1	3
Teacher 2	1	1	1	3
Teacher 3	1	1	1	3
Teacher 4	1	1	1	3
Teacher 5	1	1	1	3
Teacher 6	3	3	3	9
Xt	8	8	8	24
Yt	24	24	24	72
Percentage (%)	33.3	33.3	33.3	33.3

Source: Data processed

Description:

- (1) Item number 1-3 are indicator of follow-up of attitude assessment
- (2) Xt : Score obtained
- (3) Yt : Score ideal
- (4) (%) : percentage

Table 32. Evaluation of Follow-up of Attitude Assessment Based on Teacher Questionnaire

Indicator	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Follow-up of Attitude Assessment	15	0	3	0	18	24	72	33.3	Poor
Total Items Number					18	24	72	33.3	Poor

Source: Data processed

Percentage of follow-up and reporting result of attitude assessment based on teacher questionnaire

$$\begin{aligned} &= \frac{X_t}{Y_t} \times 100\% \\ &= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\ &= \frac{24}{72} \times 100\% \\ &= 33.3\% \text{ (Poor)} \end{aligned}$$

The evaluation result of reporting of attitude assessment based on teacher questionnaire get a percentage 33.3%. Based on the percentage scale of follow-up of attitude assessment is included in Poor category.

(2) Follow-up of Knowledge Assessment

Result of knowledge assessment is processed into final score that is described student ability on this phase. Indicators of follow-up is developed to the standard. The standards are present as statements that is compared with actual condition. Data processing result of follow-up of knowledge assessment on Accounting Department of SMK Negeri 1 Pengasih is revealed using teacher questionnaire. Six teacher on Accounting Department of SMK Negeri 1 Pengasih is the respondent on this research. Actual condition is revealed from teachers answer on the questionnaire. Teacher answer has

score 1 up to 4 for each answer based on Likert scale. Data processing result of teacher questionnaire is presented on Table 33.

Table 33. Data of Follow-up of Knowledge Assessment Based on Teacher Questionnaire

Teachers Name	Items Number				Score Item
	1	2	3	4	
Teacher 1	3	3	3	3	12
Teacher 2	4	0	4	4	12
Teacher 3	4	4	4	4	16
Teacher 4	4	4	4	4	16
Teacher 5	4	2	3	3	12
Teacher 6	4	4	4	4	16
Xt	23	17	22	22	84
Yt	24	24	24	24	96
Percentage (%)	95.8	70.8	91.7	91.7	87.5

Source: Data processed

Description:

- (1) Item number 1-4 are indicator of follow-up of knowledge assessment
- (2) Xt : Score obtained
- (3) Yt : Score ideal
- (4) (%) : percentage

Table 34. Evaluation of Follow-up of Knowledge Assessment Based on Teacher Questionnaire

Indicator	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Follow-up of Knowledge Assessment	0	1	6	16	23	84	96	87.5	Very Good
Total Items Number					35	84	96	87.5	Very Good

Source: Data processed

Percentage of follow-up of knowledge assessment based on

$$\text{teacher questionnaire} = \frac{X_t}{Y_t} \times 100\%$$

$$= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\%$$

$$= \frac{126}{144} \times 100\%$$

$$= 87.5\% \text{ (Very Good)}$$

The evaluation result of knowledge assessment based on teacher questionnaire get a percentage 87.5% Based on the percentage scale of follow-up of knowledge assessment is included in Very Good category.

(3) Follow-up of Skill Assessment

Result of skill assessment is processed into final score that is described student ability on this phase. Indicators of follow-up is developed to the standard. The standards are present as statements that is compared with actual condition. Data processing result of follow-up of skill assessment on Accounting Department of SMK Negeri 1 Pengasih is revealed using teacher questionnaire. Six teacher on Accounting Department of SMK Negeri 1 Pengasih is the respondent on this research. Actual condition is revealed from teachers answer on the questionnaire. Teacher answer has

score 1 up to 4 for each answer based on Likert scale. Data processing result of teacher questionnaire is presented on Table 35.

Table 35. Data of Follow-up of Skill Assessment Based on Teacher Questionnaire

Teachers Name	Items Number			Score Item
	1	2	3	
Teacher 1	3	3	3	9
Teacher 2	4	4	4	12
Teacher 3	4	4	3	11
Teacher 4	4	3	3	10
Teacher 5	2	2	3	7
Teacher 6	3	3	3	9
Xt	20	19	19	58
Yt	24	24	24	72
Percentage (%)	83.3	79.2	79.2	80.6

Source: Data processed

Description:

- (1) Item number 1-3 are indicator of follow-up of skill assessment
- (2) Xt : Score obtained
- (3) Yt : Score ideal
- (4) (%) : percentage

Table 36. Evaluation of Follow-up of Skill Assessment Based on Teacher Questionnaire

Indicator	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Follow-up of Skill Assessment	0	2	10	6	18	58	72	80.5	Good
Total Items Number					18	58	72	80.5	Good

Source: Data processed

Percentage of follow-up and reporting result of skill assessment based on teacher questionnaire

$$\begin{aligned} &= \frac{X_t}{Y_t} \times 100\% \\ &= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\ &= \frac{58}{72} \times 100\% \\ &= 80.5\% \text{ (Good)} \end{aligned}$$

The evaluation result of skill assessment based on teacher questionnaire get a percentage 80.5% Based on the percentage scale of follow-up of skill assessment is included in Good category.

b) Student Questionnaire

(1) Follow-up of Authentic Assessment

Result of attitude assessment is processed into final score that is described student ability on this phase. The score is presented to stakeholders. Indicators of follow-up phase are developed to the standard. The standards are present as statements that is compared with actual condition. Data processing result of follow-up of attitude assessment on Accounting department of SMK Negeri 1 Pengasih is revealed using student questionnaire. Researcher take 123

student on Accounting department of SMK Negeri 1 Pengasih as the sample on this research. Sample taken based on significant table 5% (Sugiyono, 2015:128) with 192 students as population. Researcher take 41 students for each level grade on Accounting department of SMK Negeri 1 Pengasih. The actual condition is revealed by students answer on the questionnaire. Students answer has score 1 up to 4 for each answer based on Likert scale. Data processing result of student questionnaire is presented on Table 37.

Table 37. Evaluation of Follow-up of Attitude Assessment Based on Student Questionnaire

Indicator	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Follow-up of Attitude Assessment	35	31	38	18	123	283	492	57.5	Enough
Total Items Number					123	283	492	57.5	Enough

Source: Data processed

Description:

- (1) Follow-up of attitude assessment is the indicator for item number 7
- (2) Xt : Score obtained
- (3) Yt : Score ideal
- (4) (%) : percentage

Percentage of follow-up of attitude assessment based on student questionnaire

$$= \frac{X_t}{Y_t} \times 100\%$$

$$\begin{aligned}
&= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\
&= \frac{283}{492} \times 100\% \\
&= 57.5\% \text{ (Enough)}
\end{aligned}$$

The evaluation result of follow-up of attitude assessment based on student questionnaire get a percentage 57.5% Based on the percentage scale of follow-up of attitude assessment is included in Good category.

(2) Follow-up of Knowledge Assessment

Result of knowledge assessment is processed into final score that is described student ability on this phase. The score is presented to stakeholders. Indicators of follow-up phase are developed to the standard. The standards are present as statements that is compared with actual condition. Data processing result of follow-up of knowledge assessment on Accounting department of SMK Negeri 1 Pengasih is revealed using student questionnaire. Researcher take 123 student on Accounting department of SMK Negeri 1 Pengasih as the sample on this research. Sample taken based on significant table 5% (Sugiyono, 2015:128) with 192 students as population. Researcher take 41 students for each level grade on Accounting department of SMK Negeri 1 Pengasih.

The actual condition is revealed by students answer on the questionnaire. Students answer has score 1 up to 4 for each answer based on Likert scale. Data processing result of student questionnaire is presented on Table 38.

Table 38. Evaluation of Follow-up of Knowledge Assessment Based on Student Questionnaire

Indicator	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Follow-up of Knowledge Assessment	2	63	99	82	246	753	984	76.5	Good
Total Items Number					246	753	984	76.5	Good

Source: Data processed

Description:

- (1) Follow-up of knowledge assessment is the indicator for item number 9-10
- (2) Xt : Score obtained
- (3) Yt : Score ideal
- (4) (%) : percentage

Percentage of follow-up of knowledge assessment based on student questionnaire

$$\begin{aligned}
 &= \frac{X_t}{Y_t} \times 100\% \\
 &= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\
 &= \frac{753}{984} \times 100\% \\
 &= 76.5\% \text{ (Good)}
 \end{aligned}$$

The evaluation result of follow-up of knowledge assessment based on student questionnaire get a percentage 76.5% Based

on the percentage scale of follow-up of knowledge assessment is included in Good category.

(3) Follow-up of Skill Assessment

Result of skill assessment is processed into final score that is described student ability on this phase. The score is presented to stakeholders. Indicators of follow-up phase are developed to the standard. The standards are present as statements that is compared with actual condition. Data processing result of follow-up of skill assessment on Accounting department of SMK Negeri 1 Pengasih is revealed using student questionnaire. Researcher take 123 student on Accounting department of SMK Negeri 1 Pengasih as the sample on this research. Sample taken based on significant table 5% (Sugiyono, 2015:128) with 192 students as population. Researcher take 41 students for each level grade on Accounting department of SMK Negeri 1 Pengasih. The actual condition is revealed by students answer on the questionnaire. Students answer has score 1 up to 4 for each answer based on Likert scale. Data processing result of student questionnaire is presented on Table 39.

Table 39. Evaluation of Follow-up of Skill Assessment Based on Student Questionnaire

Indicator	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Follow-up of Skill Assessment	12	63	40	8	123	290	492	58.9	Enough
Total Items Number					123	290	492	58.9	Enough

Source: Data processed

Description:

- (1) Follow-up of skill assessment is the indicator for item number 8
- (2) Xt : Score obtained
- (3) Yt : Score ideal
- (4) (%) : percentage

Percentage of follow-up and reporting result of skill assessment based on student questionnaire

$$= \frac{Xt}{Yt} \times 100\%$$

$$= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\%$$

$$= \frac{290}{492} \times 100\%$$

$$= 58.9\% \text{ (Enough)}$$

The evaluation result of follow-up of skill assessment based on student questionnaire get a percentage 58.9%. Based on the percentage scale of follow-up of skill assessment is included in Enough category.

2) Reporting of Authentic Assessment

a) Teacher Questionnaire

(1) Reporting of Attitude Assessment

Result of attitude assessment is processed into final score that is described student ability on this phase. The score is presented to stakeholders. Indicators of reporting phase are developed to the standard. The standards are present as statements that is compared with actual condition. Data processing result of reporting of attitude assessment on Accounting department of SMK Negeri 1 Pengasih is revealed using teacher questionnaire. Six teacher on Accounting department of SMK Negeri 1 Pengasih is the respondent on this research. Actual condition is revealed from teachers answer on the questionnaire. Teacher answer has score 1 up to 4 for each answer based on Likert scale. Data processing result of teacher questionnaire is presented on Table 40.

Table 40. Data of Reporting of Attitude Assessment Based on Teacher Questionnaire

Teachers Name	Item of Number	Score Item
	4	
Teacher 1	1	1
Teacher 2	1	1
Teacher 3	1	1
Teacher 4	1	1
Teacher 5	1	1
Teacher 6	3	3
Teacher 1	8	8
Yt	24	24
Percentage (%)	33.3	33.3

Source: Data processed

Description:

- (1) Item number 4 are indicators of reporting of attitude assessment
- (2) X_t : Score obtained
- (3) Y_t : Score ideal
- (4) (%) : percentage

Table 41. Evaluation of Reporting of Attitude Assessment Based on Teacher Questionnaire

Indicators	Frequency				Items Number	X_t	Y_t	%	Criteria
	1	2	3	4					
Reporting of Attitude Assessment	5	0	1	0	6	8	24	33.3	Poor
Total Items Number					6	8	24	33.3	Poor

Source: Data processed

Percentage of reporting of attitude assessment based on

$$\text{teacher questionnaire} = \frac{X_t}{Y_t} \times 100\%$$

$$= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\%$$

$$= \frac{8}{24} \times 100\%$$
$$= 33.3\% \text{ (Poor)}$$

The evaluation result of reporting result of attitude assessment based on teacher questionnaire get a percentage 33.3%. Based on the percentage scale of follow-up of attitude assessment is included in Poor category.

(2) Reporting of Knowledge Assessment

Result of reporting of knowledge assessment is processed into final score that is described student ability on this phase. The score is presented to stakeholders. Indicators of reporting phase is developed to the standard. The standards are present as statements that is compared with actual condition. Data processing result of reporting of knowledge assessment on Accounting department of SMK Negeri 1 Pengasih is revealed using teacher questionnaire. Six teacher on Accounting department of SMK Negeri 1 Pengasih is the respondent on this research. Actual condition is revealed from teachers answer on the questionnaire. Teacher answer has score 1 up to 4 for each answer based on Likert scale.

Data processing result of teacher questionnaire is presented on Table 42.

Table 42. Data of Reporting of Knowledge Assessment Based on Teacher Questionnaire

Teachers Name	Items Number		Score Item
	5	6	
Teacher 1	3	3	6
Teacher 2	4	4	8
Teacher 3	4	4	8
Teacher 4	4	4	8
Teacher 5	3	3	6
Teacher 6	3	3	6
Xt	21	21	42
Yt	24	24	48
Percentage (%)	87.5	87.5	87.5

Source: Data processed

Description:

- (1) Item number 5-6 are indicators of reporting of knowledge assessment
- (2) Xt : Score obtained
- (3) Yt : Score ideal
- (4) (%) : percentage

Table 43. Evaluation of Reporting of Knowledge Assessment Based on Teacher Questionnaire

Indicators	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Reporting of Knowledge Assessment	0	0	6	6	12	42	48	87.5	Very good
Total Items Number					12	42	48	87.5	Very Good

Source: Data processed

Percentage of reporting of knowledge assessment based on teacher questionnaire

$$\begin{aligned} &= \frac{X_t}{Y_t} \times 100\% \\ &= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\ &= \frac{42}{48} \times 100\% \\ &= 87.5\% \text{ (Very Good)} \end{aligned}$$

The evaluation result of reporting result of knowledge assessment based on teacher questionnaire get a percentage 87.5% Based on the percentage scale of follow-up of knowledge assessment is included in Very Good category.

(3) Reporting of Skill Assessment

Result of skill assessment is processed into final score that is described student ability on this phase. The score is presented to stakeholders. Indicators of reporting phase are developed to the standard. The standards are present as statements that is compared with actual condition. Data processing result of reporting of skill assessment on Accounting department of SMK Negeri 1 Pengasih is revealed using teacher questionnaire. Six teacher on Accounting department of SMK Negeri 1 Pengasih is the

respondent on this research. Actual condition is revealed from teachers answer on the questionnaire. Teacher answer has score 1 up to 4 for each answer based on Likert scale. Data processing result of teacher questionnaire is presented on Table 44.

Table 44. Data of Reporting of Skill Assessment Based on Teacher Questionnaire

Teachers Name	Items Number		Score Item
	4	5	
Teacher 1	3	3	6
Teacher 2	4	4	8
Teacher 3	4	4	8
Teacher 4	4	4	8
Teacher 5	2	2	4
Teacher 6	3	3	6
Xt	20	20	40
Yt	24	24	48
Percentage (%)	83.3	83.3	83.3

Source: Data processed

Description:

- (1) Item number 4-5 are indicators of reporting of skill assessment
- (2) Xt : Score obtained
- (3) Yt : Score ideal
- (4) (%) : percentage

Table 45. Evaluation of Reporting of Skill Assessment Based on Teacher Questionnaire

Indicators	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Reporting of Skill Assessment	0	2	4	6	12	40	48	83.3	Very good
Total Items Number					12	40	48	83.3	Very Good

Source: Data processed

Percentage of reporting result of skill assessment based on teacher questionnaire

$$\begin{aligned} &= \frac{X_t}{Y_t} \times 100\% \\ &= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\ &= \frac{40}{48} \times 100\% \\ &= 83.3\% \text{ (Very Good)} \end{aligned}$$

The evaluation result of reporting result of skill assessment based on teacher questionnaire get a percentage 83.3% Based on the percentage scale of follow-up of skill assessment is included in Very Good category.

b) Student Questionnaire

(1) Reporting of Attitude Assessment

Result of attitude assessment is processed into final score that is described student ability on this phase. The score is presented to stakeholders. Indicators of reporting phase is developed to the standard. The standards are present as statements that is compared with actual condition. Data processing result of reporting of attitude assessment on Accounting department of SMK Negeri 1 Pengasih is

revealed using student questionnaire. Researcher take 123 student on Accounting department of SMK Negeri 1 Pengasih as the sample on this research. Sample taken based on significant table 5% (Sugiyono, 2015:128) with 192 students as population. Researcher take 41 students for each level grade on Accounting department of SMK Negeri 1 Pengasih. The actual condition is revealed by students answer on the questionnaire. Students answer has score 1 up to 4 for each answer based on Likert scale. Data processing result of student questionnaire is presented on Table 46.

Table 46. Evaluation of Reporting of Attitude Assessment Based on Student Questionnaire

Indicators	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Reporting of Attitude Assessment	10	23	44	46	123	372	492	75.6	Good
Total Items Number					123	372	492	75.6	Good

Source: Data processed

Description:

- (1) Reporting of attitude assessment is the indicator for number 6
- (2) Xt : Score obtained
- (3) Yt : Score ideal
- (4) (%) : percentage

Percentage of reporting of attitude assessment based on student questionnaire

$$\begin{aligned} &= \frac{X_t}{Y_t} \times 100\% \\ &= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\ &= \frac{372}{492} \times 100\% \\ &= 75.6\% \text{ (Good)} \end{aligned}$$

The evaluation result of reporting result of attitude assessment based on student questionnaire get a percentage 75.6% Based on the percentage scale of reporting result of attitude assessment is included in Good category.

(2) Reporting of Knowledge Assessment

Result of knowledge assessment is processed into final score that is described student ability on this phase. The score is presented to stakeholders. Indicators of reporting phase is developed to the standard. The standards are present as statements that is compared with actual condition. Data processing result of follow-up and reporting of knowledge assessment on Accounting department of SMK Negeri 1 Pengasih is revealed using student questionnaire. Researcher take 123 student on Accounting department of SMK Negeri 1

Pengasih as the sample on this research. Sample taken based on significant table 5% (Sugiyono, 2015:128) with 192 students as population. Researcher take 41 students for each level grade on Accounting department of SMK Negeri 1 Pengasih. The actual condition is revealed by students answer on the questionnaire. Students answer has score 1 up to 4 for each answer based on Likert scale. Data processing result of student questionnaire is presented Table 47.

Table 47. Evaluation of Reporting of Knowledge Assessment Based on Student Questionnaire

Indicator	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Reporting of Knowledge Assessment	0	0	0	123	123	492	492	100	Very Good
Total Items Number					123	492	492	100	Very Good

Source: Data processed

Description:

- (1) Reporting result of knowledge assessment is the indicator for number 8
- (2) Xt : Score obtained
- (3) Yt : Score ideal
- (4) (%) : percentage

Percentage of reporting of knowledge assessment based on student questionnaire

$$= \frac{X_t}{Y_t} \times 100\%$$

$$\begin{aligned}
&= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\
&= \frac{492}{492} \times 100\% \\
&= 100\% \text{ (Good)}
\end{aligned}$$

The evaluation result of reporting result of knowledge assessment based on student questionnaire get a percentage 100% Based on the percentage scale of reporting result of knowledge assessment is included in Very Good category.

(3) Reporting of Skill Assessment

Result of skill assessment is processed into final score that is described student ability on this phase. The score is presented to stakeholders. Indicators of reporting phase is developed to the standard. The standards are present as statements that is compared with actual condition. Data processing follow-up and reporting of skill assessment on Accounting department of SMK Negeri 1 Pengasih is revealed using student questionnaire. Researcher take 123 student on Accounting department of SMK Negeri 1 Pengasih as the sample on this research. Sample taken based on significant table 5% (Sugiyono, 2015:128) with 192 students as population. Researcher take 41 students for each

level grade on Accounting department of SMK Negeri 1 Pengasih. The actual condition is revealed by students answer on the questionnaire. Students answer has score 1 up to 4 for each answer based on Likert scale. Data processing result of student questionnaire is presented on Table 48.

Table 48. Evaluation of Reporting of Skill Assessment Based on Student Questionnaire

Indicator	Frequency				Items Number	Xt	Yt	%	Criteria
	1	2	3	4					
Reporting of Skill Assessment	10	52	52	9	123	306	492	62.1	Good
Total Items Number					123	306	492	62.1	Good

Source: Data processed

Description:

- (1) Reporting of skill assessment is the indicator for number 7
- (2) Xt : Score obtained
- (3) Yt : Score ideal
- (4) (%) : percentage

Percentage of reporting of skill assessment based on student questionnaire

$$\begin{aligned}
 &= \frac{Xt}{Yt} \times 100\% \\
 &= \frac{\text{Score Amount}}{\text{Score Ideal}} \times 100\% \\
 &= \frac{306}{492} \times 100\% \\
 &= 62.1\% \text{ (Good)}
 \end{aligned}$$

The evaluation result of reporting result of skill assessment based on student questionnaire get a percentage 62.1% Based on the percentage scale of reporting result of skill assessment is included in Good category.

B. Discussion

Evaluation of authentic assessment is intended to assess how far the success of assessment made by teachers in the implementation of Curriculum 2013 with assessment standards. This standard has been set by Ministry of Education and Culture as the competent institutions. Authentic assessment measures three competencies at once, there are attitudes competence, knowledges competence, and skills competence.

Evaluation of authentic assessment on Accounting department of SMK Negeri 1 Pengasih is analyze using Stake's Model consist of antecedents phase, transaction phase, and outcomes phase. Assessment on curriculum 2013 refers to *Permendibud Nomor 53 Tahun 2015* and *Permendikbud Nomor 26 Tahun 2016*. Discussion about evaluation of authentic assessment in the implementation of curriculum 2013 at Accounting department of SMK Negeri 1 Pengasih according to Stake's model is presented below:

1. Antecedents Phase

Antecedents phase is described the preparation of teachers at Accounting department of SMK Negeri 1 Pengasih in conduct authentic

assessment. Authentic assessment is conducted systematically, therefore teacher must be prepare the learning process appropriately. Planning of authentic assessment consist of assessment draft, determine techniques and instruments of assessment, and determine processing result. Evaluation of assessment planning focus on planning of attitude assessment, planning of knowledge assessment, and planning of skill assessment.

Readiness of assessment planning on Accounting department of SMK Negeri 1 Pengasih is revealed from the answers of teacher questionnaire, lesson plans, and syllabus prepared by the teacher. Teacher questionnaire contains limited answers and statements made by the researcher based on the planning standard of authentic assessment. Components of lesson plans and syllabus compared with planning standards of authentic assessment. The comparison results are used to made judgement whether the lesson plan and the syllabus are conform to the standards or not. Data processing result of evaluation of authentic assessment planning is presented on Table 49.

Table 49. Evaluation data of antecedents phase based on teacher questionnaire and documentation sheet

Competency	Teacher Questionnaire	Documentation Sheet
Attitude	35.1%	62.5%
Knowledge	79.1%	87.5%
Skill	84.2%	76.3%
Average Score	66.13%	75.4%

Source: Data processed

Planning of authentic assessment on the antecedents phase based on teacher questionnaire and documentation sheet is presented on Figure 24.

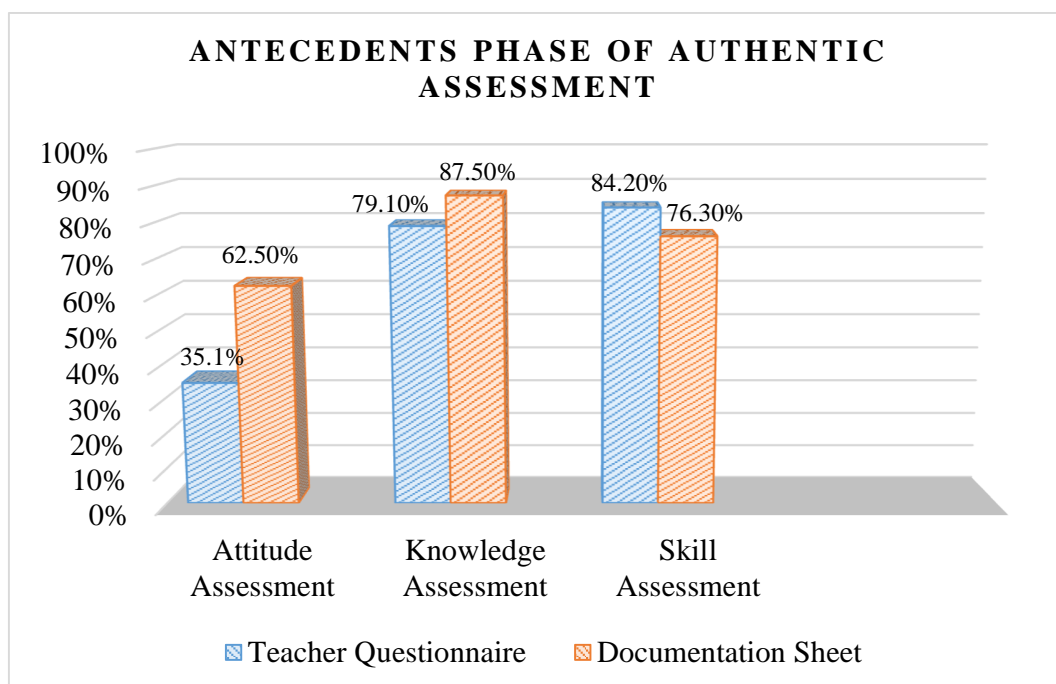


Figure 18. Evaluation of Antecedent Phase of Authentic Assessment

Data on the antecedent phase based on teacher questionnaire and documentation sheet on Figure 18 is described as follows:

- a. The evaluation result of attitude assessment planning based on teacher questionnaire get a percentage 35.1%, meanwhile evaluation of attitude assessment planning based on documentation sheet get a percentage 62.5%. Based on the percentage scale of achievement, attitude assessment planning on teacher questionnaire is included in Poor

category, meanwhile attitude assessment planning on documentation sheet is included in Good category.

- b. Attitude assessment is integrate with knowledge assessment and skill assessment. It is make lesson plan consist of three components of assessment, there are attitude assessment, knowledge assessment and skill assessment. Based on interview with teacher on accounting department of SMK Negeri 1 Pengasih, attitude assessment is not conducted by subject teacher. They only gives suggestion to the homeroom teacher if any students have bad or very good attitude, therefore any teacher on Accounting department of SMK Negeri 1 Pengasih state that they did not conducted attitude assessment planning. Attitude assessment plan is made by teacher to complete the administration, that's why result of documentation sheet shows that attitude assessment planning by teacher on Accounting department of SMK Negeri 1 Pengasih included in Good category.
- c. The evaluation result of knowledge assessment planning based on teacher questionnaire get a percentage 79.1%, meanwhile evaluation of knowledge assessment planning based on documentation sheet get a percentage 87.5%. Based on the percentage scale of achievement, knowledge assessment planning on teacher questionnaire is included Good category, meanwhile knowledge assessment planning on documentation sheet is included in Very Good category.

- d. The evaluation result of skill assessment planning based on teacher questionnaire get a percentage 84.2%, meanwhile evaluation of skill assessment planning based on documentation sheet get a percentage 76.3%. Based on the percentage scale of achievement, skill assessment planning on teacher questionnaire is included Very Good category, meanwhile skill assessment planning on documentation sheet is included in Good category.
- e. Based on average score of evaluation of authentic assessment planning at Accounting department of SMK Negeri 1 Pengasih on teacher questionnaire is get a percentage 66.13%, meanwhile evaluation of authentic assessment planning on documentation sheet is get percentage 75.4%. According to the percentage scale of achievement, planning of authentic assessment by teachers at Accounting department of SMK Negeri 1 Pengasih on teacher questionnaire and documentation sheet is included in Good category.

2. Transaction Phase

Outcomes phase is revealed implementation programs of authentic assessment that have been design before. Implementation of authentic assessment is conducted during and after the learning process. Researcher evaluate the implementation of authentic assessment using three instruments e.g. teacher questionnaire, student questionnaire, and field note. Statements

on questionnaire are formulate according to authentic assessment standard on curriculum 2013. Data processing result of questionnaires is revealed implementation of authentic assessment in the implementation of curriculum 2013 on Accounting department of SMK Negeri 1 Pengasih. Field note is observation result by researcher on the learning process on Accounting department of SMK Negeri 1 Pengasih. Observation result is additional information for implementation of authentic assessment at Accounting department of SMK Negeri 1 Pengasih.

Teacher assess attitude competence of student on the learning process. Attitude assessment is assessment that is conducted by teacher to measure achievement level of attitude assessment of student e.g. observe, manage, appreciate, and characterless. Curriculum 2013 divides attitude competence into there are spiritual attitude and social attitude. Attitude assessment is conducted by teacher using observation sheet.

Knowledge assessment is assessment that is conducted by teacher to measure achievement level on the knowledge aspects e.g. memorize, understanding, application, analysis, synthesis, and evaluation (Kusnandar, 2013:159). Knowledge competence on curriculum 2013 is core competence 3. Knowledge assessment can be conducted by written test and oral test.

Skill assessment is core competence 4 on the curriculum 2013. Core competence 4 has correlation with core competence 3 that is knowledge assessment. Instruments of skill assessment are project, portfolio, and

product assessment. Evaluation of authentic assessment implementation based on teacher and student questionnaire are presented on Table 50.

Table 50. Evaluation Data of Transaction Phase Based on Teacher Questionnaire and Student Questionnaire

Competency	Questionnaire	
	Teacher	Student
Attitude	35%	66.1%
Knowledge	88.5%	81.9%
Skill	76.3%	72.8%
Average Score	66.6%	73.6%

Source: Data processed

Implementation of authentic assessment on the transaction phase based on teacher questionnaire and student questionnaire is presented on Figure 19.

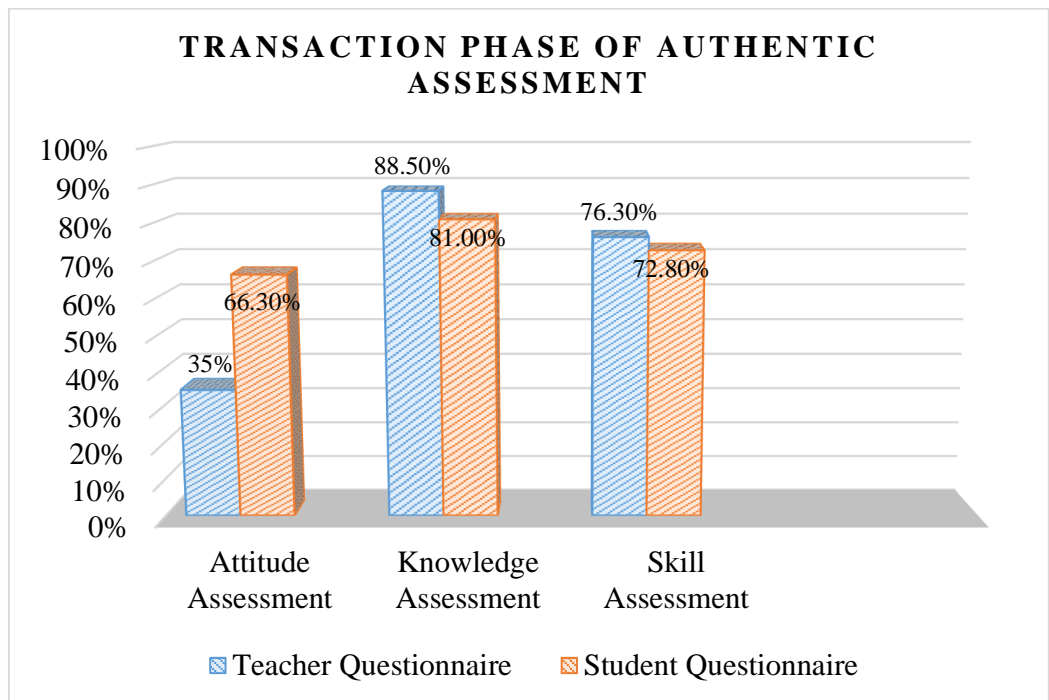


Figure 19. Evaluation of Transaction Phase of Authentic Assessment Implementation

Data on the transaction phase based on teacher questionnaire and student questionnaire on Figure 19 is described as follows:

- a. The evaluation result of attitude assessment implementation based on teacher questionnaire get a percentage 35%, meanwhile evaluation of attitude assessment implementation based on students questionnaire get a percentage 66.3%. Based on the percentage scale of achievement, attitude assessment implementation on teacher questionnaire is included in Less Good category, meanwhile attitude assessment implementation on student questionnaire is included in Good category. The evaluation result of knowledge assessment implementation based on teacher questionnaire get a percentage 88.5%, meanwhile evaluation of knowledge assessment planning based on student questionnaire get a percentage 81%. Based on the percentage scale of achievement, knowledge assessment implementation on teacher questionnaire is included Very Good category, meanwhile knowledge assessment implementation on student questionnaire is included in Very Good category.
- b. The evaluation result of skill assessment implementation based on teacher questionnaire get a percentage 76.3%, meanwhile evaluation of skill assessment implementation based on student questionnaire get a percentage 72.8%. Based on the percentage scale of achievement, skill

assessment implementation on teacher questionnaire is included Good category, meanwhile skill assessment implementation on student questionnaire is included in Good category.

- c. Based on average score of evaluation of authentic assessment implementation at Accounting department of SMK Negeri 1 Pengasih on teacher questionnaire is get a percentage 66.6%, meanwhile evaluation of authentic assessment implementation on student questionnaire is get percentage 73.6%. According to the percentage scale of achievement, implementation of authentic assessment by teachers at Accounting department of SMK Negeri 1 Pengasih based on teacher questionnaire and student questionnaire are included in Good category.
- d. Based on field notes, implementation of authentic assessment at Accounting department of SMK Negeri 1 Pengasih is conducted in accordance with the standards. Six teacher on Accounting department of SMK Negeri 1 Pengasih using various assessment techniques to assess student capability. Teacher gives assignment, project, and practices on group or individual to assess students. Field note can be seen on appendix for detail information.
- e. Result of attitude assessment implementation has discrepancy between teacher questionnaire and student questionnaire. Based on interview with student on Accounting department of SMK Negeri 1 Pengasih,

teacher on Accounting department of SMK Negeri 1 Pengasih is remind that student attitude on learning process could affect the teacher assessment. Students supposed that teacher on Accounting department of SMK Negeri 1 Pengasih is conducted attitude assessment on the learning process. In another case, teacher on Accounting department of SMK Negeri 1 Pengasih only gives suggestion to the homeroom teacher if any students have bad or very good attitude. That's why result of attitude assessment implementation has discrepancy between teacher questionnaire and student questionnaire.

3. Outcomes Phase

Outcomes phase is described data processing result and reporting result that is conducted by teacher are presented to stakeholders. Outcomes phase consists of two components, e.g. follow-up of authentic assessment and reporting of authentic assessment. Outcomes phase on this research is evaluated using teacher and student questionnaire. Six teacher and 123 student on Accounting department of SMK Negeri 1 Pengasih are respondent on this research. These students are sample from 192 student on Accounting department of SMK Negeri 1 Pengasih. Sample is taken based on significant table (Sugiyono, 2015:128).

Follow-up and reporting of authentic assessment are conducted by teachers on Accounting department of SMK Negeri 1 Pengasih is described

at this stage. Results of teacher and student questionnaire reveals how the follow-up and reporting of authentic assessment by the teacher in the learning process. Implementation of authentic assessment notice to three aspects, there are attitude assessment, knowledge assessment, and skill assessment. These aspects have components that are developed to a assessment standard. Assessment standard is refer to *Permendikbud Nomor 53 Tahun 2015*, *Permendikbud Nomor 23 Tahun 2016*, Assessment Guideline for Vocational High School (2015), and research by Purwanti (2014). Data processing result of follow-up and reporting of authentic assessment based on teacher and student questionnaire are presented below.

a. Follow-up of Authentic Assessment

Result of attitude assessment is processed into final score that is described student ability on this phase. Indicators of follow-up is developed to the standard. The standards are present as statements that is compared with actual condition. Data processing result of follow-up of autentic assessment on Accounting Department of SMK Negeri 1 Pengasih is revealed using teacher questionnaire. Six teacher on Accounting Department of SMK Negeri 1 Pengasih is the respondent on this research. Actual condition is revealed from teachers answer on the questionnaire. Teacher answer has score 1 up to 4 for each answer based on Likert scale. Evaluation of follow-up of authentic assessment based on teacher and student questionnaire are presented on Table 51.

Table 51. Evaluation of Follow-up of Authentic Assessment Based on Teacher Questionnaire and Student Questionnaire

Competency	Questionnaire	
	Teacher	Student
Attitude	33.3%	57.5%
Knowledge	87.5%	76.5%
Skill	80.5%	58.9%
Score Average	67.1%	64.3%

Source: Data processed

Follow-up of authentic assessment on the outcomes phase based on teacher questionnaire and student questionnaire is presented on Figure 20.

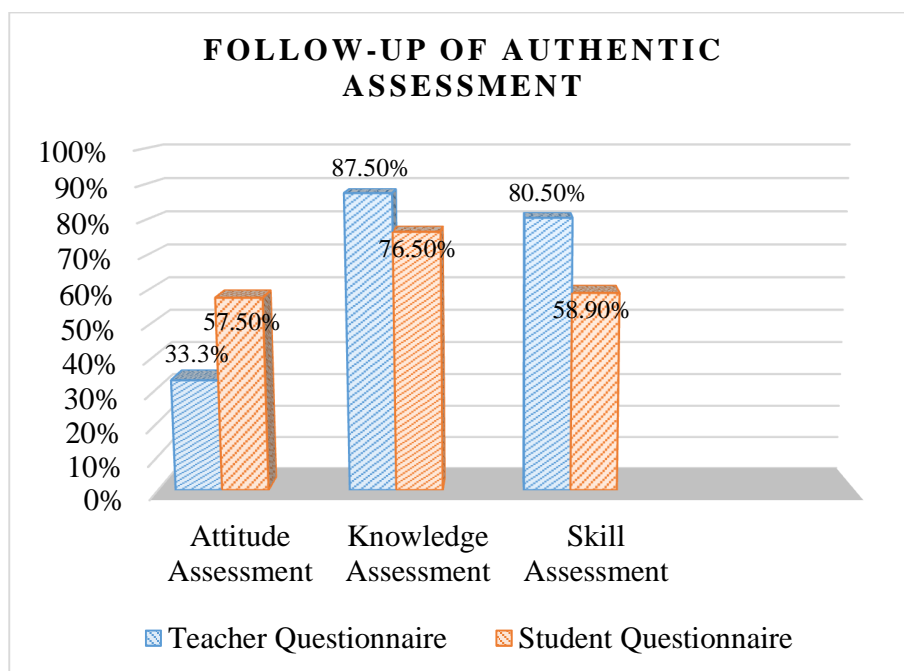


Figure 20. Evaluation of Follow-up of Authentic Assessment

Data on follow-up of authentic assessment based on teacher questionnaire and student questionnaire on Figure 20 is described as follows:

- 1) The evaluation result of follow-up of attitude assessment based on teacher questionnaire get a percentage 33.3%, meanwhile evaluation result of follow-up of authentic assessment based on students questionnaire get a percentage 57.5%. Based on the percentage scale of achievement, follow-up of attitude assessment based on teacher questionnaire is included in Poor category, meanwhile follow-up of attitude assessment based on student questionnaire is included in Enough category.
- 2) Based on interview with student on Accounting department of SMK Negeri 1 Pengasih, teacher on Accounting department of SMK Negeri 1 Pengasih gives evaluation and suggestion if there any student misbehaves. In another case, subject teacher is follow-up student attitude which is bad attitude, if there is not they did not follow-up the student attitude. That's why result of follow-up of attitude assessment between teacher questionnaire and student questionnaire are difference.
- 3) The evaluation result of follow-up of knowledge assessment based on teacher questionnaire get a percentage 87.5%, meanwhile

evaluation of follow-up of knowledge assessment based on student questionnaire get a percentage 76.5%. Based on the percentage scale of achievement, follow-up of knowledge assessment on teacher questionnaire is included Very Good category, meanwhile follow-up of knowledge assessment on student questionnaire is included in Good category.

- 4) The evaluation result of follow-up of skill assessment based on teacher questionnaire get a percentage 80.5%, meanwhile evaluation of follow-up of skill assessment based on student questionnaire get a percentage 58.9%. Based on the percentage scale of achievement, follow-up of skill assessment on teacher questionnaire is included Good category, meanwhile follow-up of skill assessment on student questionnaire is included Enough category.
- 5) Teachers on Accounting department said that remedial and enrichment are conduct as follow-up of assessment, but student said that teacher on Accounting department only conduct remedial if any student is not reach minimum score, meanwhile enrichment program is rarely.
- 6) Based on average score of evaluation of follow-up of authentic assessment at Accounting department of SMK Negeri 1 Pengasih on teacher questionnaire is get a percentage 67.1%, meanwhile

evaluation of follow-up of authentic assessment on student questionnaire is get percentage 64.3%. According to the percentage scale of achievement, follow-up of authentic assessment by teachers at Accounting department of SMK Negeri 1 Pengasih based on teacher questionnaire and student questionnaire are included in Good category.

b. Reporting of Authentic Assessment

Result of authentic assessment is processed into final score that is described student ability on this phase. The score is presented to stakeholders. Indicators of reporting phase is developed to the standard. The standards are present as statements that is compared with actual condition. Data processing result of reporting of authentic assessment on Accounting department of SMK Negeri 1 Pengasih is revealed using student questionnaire. Researcher take 123 student on Accounting department of SMK Negeri 1 Pengasih as the sample on this research. Sample taken based on significant table 5% (Sugiyono, 2015:128) with 192 students as population. Researcher take 41 students for each level grade on Accounting department of SMK Negeri 1 Pengasih. The actual condition is revealed by students answer on the questionnaire. Students answer has score 1 up to 4 for each answer based on Likert scale.

Evaluation of reporting of authentic assessment based on teacher and student questionnaire are presented on Table 52.

Table 52. Evaluation of Reporting of Authentic Assessment Based on Teacher Questionnaire and Student Questionnaire

Competency	Questionnaire	
	Teacher	Student
Attitude	33.3%	75.6%
Knowledge	87.5%	100%
Skill	83.3%	62.1%
Score Average	68%	79.2%

Source: Data processed

Reporting of authentic assessment on the outcomes phase based on teacher questionnaire and student questionnaire is presented on Figure 21.

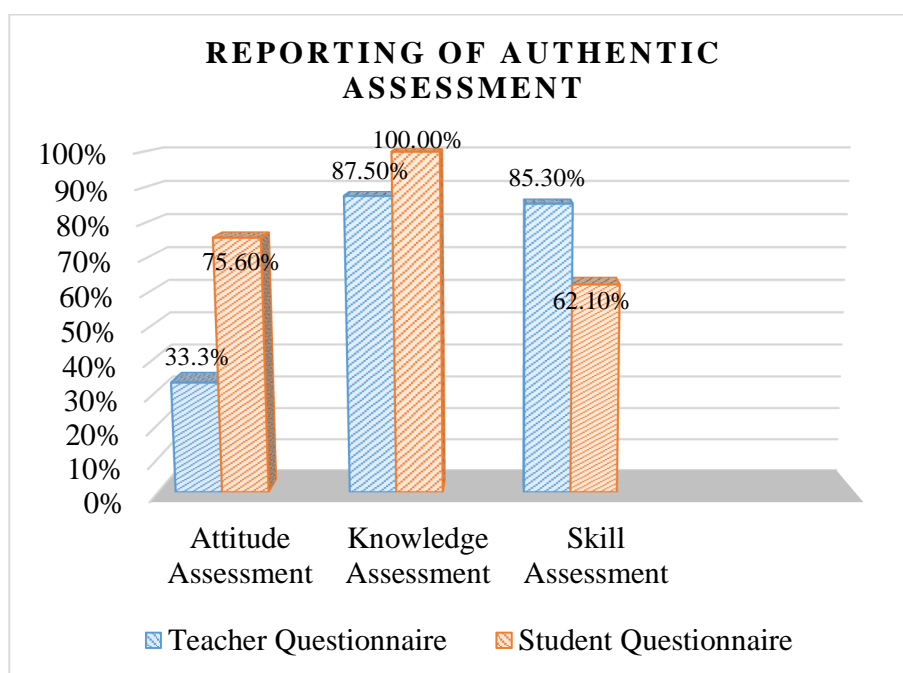


Figure 21. Evaluation of Reporting of Authentic Assessment

Data on the reporting of authentic assessment based on teacher questionnaire and student questionnaire on Figure 21 is described as follows:

- 1) The evaluation result of reporting of attitude assessment based on teacher questionnaire get a percentage 33.3%, meanwhile evaluation result of follow-up of authentic assessment based on students questionnaire get a percentage 75.6%. Based on the percentage scale of achievement, follow-up of attitude assessment based on teacher questionnaire is included in Poor category, meanwhile follow-up of attitude assessment based on student questionnaire is included in Good category.
- 2) Some teacher on Accounting department of SMK Negeri 1 Pegasih said that they are not conduct attitude assessment. They only give suggestion for homeroom teacher if any students have bad attitude, but another teacher on Accounting department of SMK Negeri 1 Pengasih choose to conduct attitude assessment and report it. In another case, students on Accounting department of SMK Negeri 1 Pengasih believe that teacher on Accounting department report the attitude assessment because teacher on Accounting department always reminding that attitude affect the value. That's why

evaluation result of reporting of attitude assessment between teacher questionnaire and student questionnaire are difference.

- 3) The evaluation result of reporting of knowledge assessment based on teacher questionnaire get a percentage 87.5%, meanwhile evaluation of reporting of knowledge assessment based on student questionnaire get a percentage 100%. Based on the percentage scale of achievement, reporting of knowledge assessment on teacher questionnaire and student questionnaire are included Very Good category.
- 4) The evaluation result of reporting of skill assessment based on teacher questionnaire get a percentage 85.3%, meanwhile evaluation of follow-up of skill assessment based on student questionnaire get a percentage 62.1%. Based on the percentage scale of achievement, reporting of skill assessment on teacher questionnaire is included Very Good category, meanwhile follow-up of skill assessment on student questionnaire is included Good category.
- 5) Based on average score of evaluation of reporting of authentic assessment at Accounting department of SMK Negeri 1 Pengasih on teacher questionnaire is get a percentage 68%, meanwhile evaluation of reporting of authentic assessment on student questionnaire is get percentage 79.2%. According to the percentage

scale of achievement, reporting of authentic assessment by teachers at Accounting department of SMK Negeri 1 Pengasih based on teacher questionnaire and student questionnaire are included in Good category.

C. Limitation of Research

This research has been implemented in accordance with scientific research procedure, but has some limitations as follows:

1. Researcher cannot measure appropriately on attitude assessment by teacher on Accounting department of SMK Negeri 1 Pengasih. Attitude assessment is not main responsibility for subject teacher. Attitude assessment is conducted by homeroom teacher based on observation and reporting result by counseling teacher, spiritual and character teacher. Subject teacher only gives suggestion for student who has poor attitude. This is a limitation for researcher to measure attitude assessment appropriately.
2. Observation only conduct once for each teacher on Accounting department of SMK Negeri 1 Pengasih. Researcher can not know the consistency of authentic assessment that is conduct by teacher.
3. Some item of questionnaire is not valid and reliable
4. Time limitation of research

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on result of research and description about evaluation of authentic assessment in the implementation of curriculum 2013 at Accounting department of SMK Negeri 1 Pengasih is obtain conclusion as follows:

1. Planning of authentic assessment by teacher on Accounting department of SMK Negeri 1 Pengasih based on teacher questionnaire is categorized as “Good” with percentage of 66.13%, meanwhile planning of authentic assessment by teacher on Accounting department of SMK Negeri 1 Pengasih based on documentation sheet is categorized as “Good” with percentage of 75.4%.
2. Implementation of authentic assessment by teacher on Accounting department of SMK Negeri 1 Pengasih based on teacher questionnaire is categorized as “Good” with percentage of 66.6%, meanwhile implementation of authentic assessment by teacher on Accounting department of SMK Negeri 1 Pengasih based on student questionnaire is categorized as “Good” with percentage of 73.6%.
3. Follow-up of authentic assessment by teacher on Accounting department of SMK Negeri 1 Pengasih based on teacher questionnaire is categorized as “Good” with percentage 67.1%, meanwhile follow-up of authentic assessment

by teacher on Accounting department of SMK Negeri 1 Pengasih based on student questionnaire is categorized as “Good” with percentage of 64.3%.

4. Reporting of authentic assessment by teacher on Accounting department of SMK Negeri 1 Pengasih based on teacher questionnaire is categorized as “Good” with percentage 68%, meanwhile reporting of authentic assessment by teacher on Accounting department of SMK Negeri 1 Pengasih based on student questionnaire is categorized as “Good” with percentage of 79.2%.
5. The limitation that is faced by teacher on conducting the authentic assessment on Accounting department of SMK Negeri 1 Pengasih are complicated planning, teacher did not have assessment guideline, textbook that is relevant with curriculum 2013 is limited and internet access on school cannot support the learning process.

B. Recommendation

Based on result of research and discussion on this research, researcher gives recommendation as follows:

1. For Government Agencies
 - a. The government agencies need to organize training about the implementation of Curriculum 2013 intensively and discuss implementation of authentic assessment in details.
 - b. The government agencies need to release and distribute the book which is relevant to Curriculum 2013.

- c. The government need to monitor and control the implementation of curriculum 2013 intensively to ensure its appropriateness with the standard.
2. For School
 - a. School needs to increase internet access to support the learning process.
 - b. School needs to conduct teacher discussion forum intensively to evaluate implementation of Curriculum 2013 by teacher in SMK Negeri 1 Pengasih.
 - c. School needs to share the problem and gives suggestion to government for any problems on the implementation of Curriculum 2013.
3. For Teacher
 - a. The complexity of assessment can be solved by understanding the indicators of achievement competencies, so exercise and assignment able to measure students' competencies according to the standard.
 - b. Teachers on Accounting department of SMK Negeri 1 Pengasih learn and implement assessment guideline from the website of *Kemdikbud.go.id* and from various resources.
4. For Student

Student should searching actively from various resources in doing their assignments.

5. For Future Research

- a. It would be better to create some question for each indicator of the questionnaire.
- b. Conducting observation several time to collect the data.
- c. Using various methods in data collection.

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APPENDIX

APPENDIX

- 1. Grating Questionnaire of Teacher**
- 2. Questionnaire of Teacher**
- 3. Questionnaire of Student**
- 4. Documentation Sheet**

Appendix 1. Grating Questionnaire for Teacher

No.	Stake's Evaluation Phases	Components of Evaluation	Indicators	Number of Item		
1.	Input (Antecedent)	Planning of Attitudes Assessment	Assessments draft	1		
			Formulations of indicators achievement	2, 3, 4		
			Procedure of processing results	5, 6, 7		
		Planning of Knowledges Assessment	Assessments draft	1		
			Formulations of achievement indicators	2, 3		
			Techniques and instruments	4		
		Planning of Skills Assessment	Assessments draft	1, 2		
			Formulations of indicators achievement	3, 4, 5		
			Techniques and instruments	6, 7		
			Procedure of processing results	8, 9		
		2.	Process (Transaction)	Implementation of Attitudes Assessment	Information of assessment systems	1, 2, 3
					Implementation of assessments	4, 5
Implementation of Knowledges Assessment	Information of assessment systems			1, 2		
	Implementation of assessments			3, 4		
Implementation of Skills Assessment	Information of assessment systems			1		
	Implementation of assessments			2, 3		
3.	Output (Outcomes)	Follow-up and Reporting of Attitude Assessment	Follow-up	1, 2, 3		
			Reporting result	1		
		Follow-up and Reporting of Knowledge	Follow-up	1, 2, 3, 4		
			Reporting result	1, 2		

No.	Stake's Evaluation Phases	Components of Evaluation	Indicators	Number of Item
		Assessment		
		Follow-up and Reporting of Skill Assessment	Follow-up	1, 2, 3
			Reporting result	1, 2

Source: *Permendibud No. 23 Tahun 2016, Permendikbud No. 53 Tahun 2015, Panduan Penilaian pada SMK (Kemendikbud, 2015), and Purwanti (2014)* with modification

Appendix 2. Teachers' Questionnaire

KUESIONER PENELITIAN

A. Kata Pengantar

Dengan hormat,

Sehubungan dengan penyelesaian tugas akhir skripsi yang sedang saya lakukan di Program Studi Pendidikan Akuntansi Fakultas Ekonomi Universitas Negeri Yogyakarta dengan judul “**Evaluation of Authentic Assessment in The Implementation of Curriculum 2013 at Accounting Department of SMK Negeri 1 Pengasih**”. Maka saya mengharapkan kesediaan Bapak/Ibu untuk mengisi angket ini sebagai data yang dipergunakan dalam penelitian, serta syarat untuk melanjutkan ke tahap selanjutnya. Atas kerjasama Bapak/Ibu, saya ucapkan terima kasih.

Yogyakarta, 12 Januari 2017

Peneliti,

Prima Mediana Nuansaratri
NIM. 13803241067

B. Petunjuk Pengisian Angket

Petunjuk pengisian angket, sebagai berikut:

1. Dimohon Bapak/Ibu menjawab pertanyaan yang sudah disediakan
2. Diharapkan agar Bapak/Ibu menjawab semua pertanyaan yang tersedia
3. Berilah tanda cek list (√) pada kolom pilihan yang telah disediakan
4. Pilihan jawaban,
SL = Selalu, jika pernyataan tersebut selalu dilakukan oleh guru
SR = Sering, jika pernyataan tersebut dilakukan oleh guru minimal 5 kali atau lebih
K = Kadang-kadang, jika pernyataan tersebut jarang dilakukan minimal 3 kali atau lebih
TP = Tidak Pernah, jika pernyataan tersebut tidak pernah sekalipun dilakukan oleh guru

Angket ini hanya akan digunakan untuk kepentingan ilmiah sehingga tidak akan mengganggu kegiatan pembelajaran responden. Oleh karena itu, peneliti memohon kepada responden untuk mengisi angket tersebut sesuai dengan

keadaan yang sebenar-benarnya berdasarkan pada keadaan yang dialami Bapak/Ibu guru.

C. Identitas Responden

Nama :
 Guru Mata Pelajaran :
 Kelas :

D. Daftar Tabel Pernyataan

1. Penilaian Sikap

NO	PERNYATAAN	JAWABAN			
		SL	SR	K	TP
Perencanaan Penilaian Sikap					
1	Membuat rancangan penilaian yang terdiri dari teknik penilaian dan waktu/periode penilaian untuk setiap materi pokok serta instrument penilaian				
2	Mengembangkan indikator pencapaian kompetensi sikap				
3	Membuat indikator yang mengacu pada KI-1				
4	Membuat indikator yang mengacu pada KI-2				
5	Menentukan pedoman penskoran yang memuat cara memberikan skor dan mengolah skor menjadi nilai akhir				
6	Menentukan rubric penilaian yang memuat petunjuk/uraian dalam penilaian skala				
7	Menentukan kriteria penilaian yang memuat nilai capaian dalam bentuk predikat				
Pelaksanaan Penilaian Sikap					
1	Menginformasikan tentang kompetensi sikap yang akan dinilai				
2	Menginformasikan teknik yang digunakan dalam proses penilaian				
3	Menginformasikan rubric dan kriteria penilaian				
4	Melaksanakan penilaian sikap yang terintegrasi dengan penilaian pengetahuan dan keterampilan				
5	Menggunakan teknik dan instrument yang telah direncanakan				

NO	PERNYATAAN	JAWABAN			
		SL	SR	K	TP
Tindak Lanjut Penilaian Sikap					
1	Mengolah hasil penilaian sesuai dengan pedoman penskoran dan kriteria penilaian untuk setiap sikap yang dinilai				
2	Mengambil data penilaian sikap yang bersumber dari berbagai teknik dan instrument penilaian sikap				
3	Menentukan predikat nilai capaian menggunakan dasar rubric penilaian sikap yang telah dibuat				
Pelaporan Hasil Penilaian Sikap					
1	Melakukan dokumentasi hasil penilaian sikap secara sistematis, teliti, dan rapi				

2. Penilaian Pengetahuan

NO	PERNYATAAN	JAWABAN			
		SL	SR	K	TP
Perencanaan Penilaian Pengetahuan					
1	Membuat rancangan penilaian yang terdiri dari teknik penilaian yang direncanakan dan penjelasan dari teknik tersebut sesuai dengan Kompetensi Dasar (KD)				
2	Mengembangkan indikator pencapaian kompetensi pengetahuan				
3	Merumuskan indikator pengetahuan berdasarkan kompetensi dasar KI-3				
4	Menentukan teknik penilaian yang bervariasi antara lain tes tertulis, tes lisan, dan penugasan				
Pelaksanaan Penilaian Pengetahuan					
1	Menginformasikan silabus mata pelajaran yang di dalamnya memuat rancangan dan kriteria penilaian pada awal semester				
2	Menginformasikan kepada peserta didik setiap menjelang ulangan tentang Kompetensi Dasar (KD), teknik penilaian, dan KKM				
3	Ulangan harian dilakukan secara periodic dalam satu KD atau lebih untuk mengukur pencapaian kompetensi				

NO	PERNYATAAN	JAWABAN			
		SL	SR	K	TP
4	Menggunakan teknik dan instrument yang telah direncanakan				
Tindak Lanjut Penilaian Pengetahuan					
1	Menentukan nilai dengan rumus perhitungan yang telah ditentukan				
2	Pelaporan penilaian pengetahuan dilakukan setelah satu siklus penilaian pengetahuan				
3	Hasil penilaian pengetahuan dibandingkan dengan KKM				
4	Mengadakan program remedial bagi peserta didik yang nilai kompetensi pengetahuan belum mencapai KKM melalui tes tertulis				
Pelaporan Hasil Penilaian Pengetahuan					
1	Hasil analisis penilaian dikembalikan kepada peserta didik disertai balikan				
2	Melakukan dokumentasi hasil penilaian pengetahuan secara sistematis, teliti, dan rapi				

3. Penilaian Keterampilan

NO	PERNYATAAN	JAWABAN			
		SL	SR	K	TP
Perencanaan Penilaian Keterampilan					
1	Membuat rancangan penilaian yang terdiri dari teknik penilaian yang direncanakan dan penjelasan dari teknik tersebut sesuai dengan KD				
2	Membuat rancangan penilaian dalam RPP secara rinci yang terdiri dari teknik penilaian dan bentuk instrumen				
3	Merumuskan indikator keterampilan berdasarkan kompetensi dasar KI-4				
4	Mengembangkan setiap KD menjadi dua atau lebih indikator sesuai kedalaman KD				
5	Merumuskan indikator pencapaian kompetensi keterampilan menggunakan kata kerja operasional				
6	Menentukan teknik penilaian keterampilan yang disesuaikan dengan KD antara lain tes praktik, tes proyek, dan portfolio				

NO	PERNYATAAN	JAWABAN			
		SL	SR	K	TP
7	Membuat instrument penilaian sesuai dengan teknik penilaian yang ditentukan yang memuat indikator pencapaian, rubric penilaian, penskoran, dan kriteria penilaian				
8	Menentukan pedoman penskoran yang memuat cara memberikan skor dan mengolah skor menjadi nilai akhir				
9	Menentukan kriteria penilaian yang memuat nilai capaian dalam bentuk predikat				
Pelaksanaan Penilaian Keterampilan					
1	Menyampaikan tugas kepada peserta didik untuk penilaian keterampilan				
2	Penilaian dilakukan selama proses pembelajaran berlangsung dan dilakukan bersama penilaian pengetahuan yakni KI-3				
3	Melakukan penilaian minimal menggunakan dua teknik penilaian				
Tindak Lanjut Penilaian Keterampilan					
1	Mengolah hasil penilaian sesuai dengan pedoman penskoran dan kriteria penilaian untuk setiap keterampilan yang dinilai				
2	Menentukan predikat nilai capaian menggunakan dasar rubric penilaian keterampilan yang telah dibuat				
3	Mengadakan program remedial bagi peserta didik yang nilai kompetensi pengetahuan belum mencapai KKM melalui tes tertulis				
Pelaporan Hasil Penilaian Keterampilan					
1	Membuat pelaporan penilaian secara tertulis dalam bentuk angka dan kategori kemampuan dengan dilengkapi deskripsi				
2	Melaporkan hasil penilaian keterampilan kepada peserta didik yang dilakukan setelah proses penilaian selesai				

Source: *Permendibud No. 23 Tahun 2016, Permendikbud No. 53 Tahun 2015, Panduan Penilaian pada SMK (Kemendikbud, 2015), and Purwanti (2014)* with modification

Isilah pilihan jawaban di bawah ini dengan melingkari huruf yang telah tersedia
(jawaban boleh lebih dari satu)

1. Apakah kendala yang Bapak/Ibu guru alami dalam melaksanakan penilaian autentik ini?
 - a. Tidak ada kendala
 - b. Kurangnya sosialisasi/pelatihan dari pemerintah/dinas terkait
 - c. Tidak memiliki buku pedoman penilaian
 - d. Sarana dan prasarana sekolah kurang mendukung
 - e. Minimnya buku pelajaran untuk siswa yang sesuai Kurikulum 2013
 - f. Alasan lainnya: 1)
2)

2. Tuliskan saran dari Bapak/Ibu di bawah ini guna mengoptimalkan pelaksanaan penilaian autentik dalam implementasi Kurikulum 2013:
 - a.
 - b.
 - c.

--- Terima Kasih ---

Appendix 3. Students' Questionnaire

KUESIONER PENELITIAN

A. Kata Pengantar

Dengan hormat,

Sehubungan dengan penyelesaian tugas akhir skripsi yang sedang saya lakukan di Program Studi Pendidikan Akuntansi Fakultas Ekonomi Universitas Negeri Yogyakarta dengan judul **“Evaluation of Authentic Assessment in The Implementation of Curriculum 2013 at Accounting Department of SMK Negeri 1 Pengasih”**. Maka saya mengharapkan kesediaan saudara/i untuk mengisi angket ini sebagai data yang digunakan dalam penelitian, serta syarat untuk melanjutkan ke tahap selanjutnya. Atas kerjasama saudara/i saya ucapkan terima kasih.

Yogyakarta, 12
Januari 2017
Peneliti,

Prima Mediana
Nuansaratri
NIM. 13803241067

B. Petunjuk Pengisian Angket

1. Isilah identitas responden pada lembar yang sudah disediakan
2. Bacalah dengan cermat setiap pernyataan yang ada di dalam kolom
3. Pilihlah salah satu alternatif jawaban yang menurut saudara/i paling sesuai dengan keadaan yang sebenarnya
4. Berilah tanda *checklist* (√) pada kolom alternative jawaban yang sudah disediakan. Berikut merupakan alternative jawaban yang disediakan:

SL = Selalu, jika pernyataan tersebut selalu dilakukan oleh guru
SR = Sering, jika pernyataan tersebut dilakukan oleh guru minimal 5 kali atau lebih
K = Kadang-kadang, jika pernyataan tersebut jarang dilakukan minimal 3 kali atau lebih

TP = Tidak Pernah, jika pernyataan tersebut tidak pernah sekalipun

Angket ini hanya akan digunakan untuk kepentingan ilmiah sehingga tidak akan mengganggu kegiatan pembelajaran responden. Oleh karena itu, peneliti memohon kepada responden untuk mengisi angket tersebut sesuai dengan keadaan yang sebenar-benarnya berdasarkan pada keadaan yang dialami Saudara/i.

C. Identitas Responden

Nama Responden :

Kelas :

Jenis Kelamin*) :

1. Laki-laki
2. Perempuan

*) Lingkari salah satu angka

D. Daftar Tabel Pernyataan

NO	PERNYATAAN	JAWABAN			
		SL	SR	K	TP
Penilaian Kompetensi Sikap					
1	Bapak/Ibu guru menginformasikan tentang kompetensi sikap yang akan dinilai				
2	Bapak/Ibu guru menginformasikan teknik yang digunakan dalam proses penilaian sikap				
3	Bapak/Ibu guru menginformasikan rubric dan kriteria penilaian sikap				
4	Bapak/Ibu guru melaksanakan penilaian sikap yang terintegrasi dengan penilaian pengetahuan dan keterampilan				
5	Bapak/Ibu guru mengembalikan hasil analisis penilaian kepada siswa disertai dengan balikan				
6	Bapak/ibu guru menggunakan predikat (SB, B, C, K) dalam menilai kompetensi sikap				
7	Bapak/Ibu guru mengadakan program remedial bagi siswa yang belum memenuhi kriteria sikap melalui program kegiatan BK				

NO	PERNYATAAN	JAWABAN			
		SL	SR	K	TP
Penilaian Kompetensi Pengetahuan					
1	Pada awal semester, Bapak/Ibu guru menginformasikan silabus mata pelajaran yang berisi rancangan dan kriteria penilaian				
2	Menjelang ulangan harian, Bapak/Ibu guru menginformasikan kepada siswa tentang Kompetensi Dasar (KD) yang akan dinilai				
3	Menjelang ulangan harian, Bapak/Ibu guru menginformasikan kepada siswa tentang teknik penilaian yang akan dinilai				
4	Menjelang ulangan harian, Bapak/Ibu guru menginformasikan kepada siswa tentang Kriteria Ketuntasan Minimal (KKM) yang harus dicapai siswa				
5	Menjelang ulangan harian, Bapak/Ibu guru menginformasikan tentang kompetensi pengetahuan yang akan dinilai				
6	Bapak/Ibu guru memberikan penugasan perseorangan atau kelompok dalam melakukan penilaian pengetahuan				
7	Bapak/Ibu guru mengembalikan hasil analisis penilaian pengetahuan kepada siswa disertai dengan balikan				
8	Bapak/ibu guru menggunakan rentang angka 4,00-1,00 (A, B, C, D) dalam menilai kompetensi pengetahuan				
9	Bapak/Ibu guru mengadakan program remedial bagi siswa yang belum mencapai nilai KKM pada tes tertulis				
10	Bapak/Ibu guru mengadakan program pengayaan bagi siswa yang sudah mencapai nilai KKM pada tes tertulis				
Penilaian Kompetensi Keterampilan					
1	Bapak/Ibu guru menyampaikan teknik penilaian keterampilan sebelum melaksanakan penilaian				
2	Bapak/Ibu guru menyampaikan rubrik penilaian keterampilan sebelum melaksanakan penilaian				
3	Bapak/Ibu guru memberikan pemahaman kepada siswa tentang kriteria penilaian keterampilan				
4	Bapak/Ibu guru memberikan tugas proyek kepada siswa				

NO	PERNYATAAN	JAWABAN			
		SL	SR	K	TP
	sebagai penilaian keterampilan				
5	Bapak/Ibu guru memberikan tes praktik kepada siswa sebagai penilaian keterampilan				
6	Bapak/Ibu guru melaporkan hasil analisis penilaian keterampilan kepada siswa setelah proses penilaian selesai				
7	Bapak/Ibu guru mengembalikan hasil analisis penilaian keterampilan kepada siswa disertai dengan balikan				
8	Bapak/Ibu guru mengadakan program pengayaan bagi siswa yang sudah mencapai nilai KKM pada tes keterampilan				

Source: *Permendibud No. 23 Tahun 2016, Permendikbud No. 53 Tahun 2015, Panduan Penilaian pada SMK (Kemendikbud, 2015), and Purwanti (2014)* with modification

--- Terima Kasih ---

Appendix 4. Documentation Sheet

**LEMBAR DOKUMENTASI EVALUASI PENILAIAN AUTENTIK DALAM
IMPLEMENTASI KURIKULUM 2013 PADA JURUSAN AKUNTANSI DI
SMK NEGERI 1 PENGASIH**

Identitas Dokumen

Nama Guru :

Mata Pelajaran :

Petunjuk Penggunaan Lembar Dokumentasi

Berilah tanda (√) pada kolom yang telah disediakan dengan pilihan jawaban sebagai berikut:

Ya = Jika komponen yang dimaksud ada dan sesuai dengan standar

Tidak = Jika komponen yang dimaksud tidak ada

1. Penilaian Sikap

No.	Standar Penilaian	Jawaban	
		Ada	Tidak Ada
1.	Rancangan penilaian terdapat di silabus yang terdiri dari teknik penilaian dan waktu/periode penilaian untuk setiap materi pokok		
2.	Rancangan penilaian terdapat di RPP yang terdiri dari teknik penilaian dan waktu/periode penilaian untuk setiap materi pokok serta instrument penilaian		
3.	Mengembangkan indikator pencapaian kompetensi sikap		
4.	Indikator mengacu pada KI-1		
5.	Indikator mengacu pada KI-2		
6.	Indikator dirumuskan dengan menggunakan kata kerja operasional		
7.	Indikator sikap sesuai dengan tuntutan KD terkait		
8.	Menentukan teknik penilaian sesuai dengan sikap yang akan dinilai		
9.	Membuat instrument penilaian sikap yang sesuai dengan teknik yang ditentukan		
10.	Menentukan pedoman penskoran yang memuat cara memberikan skor dan mengolah skor menjadi nilai akhir		
11.	Menemukan rubric penilaian yang memuat petunjuk/uraian dalam penilaian skala		
12.	Menentukan kriteria penilaian yang memuat nilai capaian dalam bentuk predikat		
Jumlah Skor			

2. Penilaian Pengetahuan

No.	Standar Penilaian	Jawaban	
		Ya	Tidak Ada
1.	Rancangan penilaian dibuat di dalam silabus yang terdiri dari teknik penilaian yang direncanakan dan penjelasan dari teknik tersebut sesuai dengan KD		
2.	Rancangan penilaian dibuat di dalam RPP yang terdiri dari jenis penilaian, teknik penilaian, instrument penilaian, dan kisi-kisi penilaian		
3.	Mengembangkan indikator pencapaian kompetensi pengetahuan		
4.	Indikator pencapaian kompetensi pengetahuan dijabarkan dari KI-3		
5.	Indikator pencapaian kompetensi menggunakan kata kerja operasional		
6.	Setiap KD dikembangkan sekurang-kurangnya menjadi tiga indikator		
7.	Indikator dapat mengukur kemampuan pengetahuan yang meliputi ingatan, pemahaman, penerapan, analisis, sistesis, dan evaluasi		
8.	Menentukan teknik penilaian yang bervariasi antara lain tes tertulis, tes lisan, dan penugasan		
9.	Membuat instrument penilaian yang memuat jenis instrument, bentuk instrument, rubric penilaian, penskoran, dan kriteria penilaian		
10.	Menggunakan minimal dua bentuk instrument penilaian pengetahuan		
11.	Menentukan pedoman penskoran yang memuat cara memberikan skor dan mengolah skor menjadi nilai akhir		
12.	Menentukan rubric penilaian yang memuat petunjuk/uraian dalam penilaian skala		
Jumlah Skor			

3. Penilaian Keterampilan

No.	Standar Penilaian	Jawaban	
		Ya	Tidak Ada
1.	Rancangan penilaian dibuat di dalam silabus yang terdiri dari teknik penilaian keterampilan sesuai dengan KD		
2.	Rancangan penilaian dibuat di dalam RPP secara rinci yang terdiri dari teknik penilaian dan bentuk instrumen		
3.	Indikator keterampilan mengacu pada KD dari KI-4		
4.	Setiap kompetensi dasar dikembangkan menjadi dua atau lebih indikator sesuai kedalaman KD		
5.	Indikator pencapaian kompetensi keterampilan dirumuskan dengan menggunakan kata kerja operasional		
6.	Menentukan teknik penilaian keterampilan yang disesuaikan dengan KD antara lain tes praktik, tes		

No.	Standar Penilaian	Jawaban	
		Ya	Tidak Ada
	proyek, dn portofolio		
7.	Membuat instrument penilaian sesuai dengan teknik penilaian yang ditentukan yang memuat indikator pencapaian, rubric penilaian, penskoran, dan kriteria penilaian		
8.	Menentukan pedoman penskoran yang memuat cara memberikan skor dan mengolah skor menjadi nilai akhir		
9.	Menentukan rubric penilaian yang memuat petunjuk/uraian dalam penilaian skala		
10.	Menentukan kriteria penilaian yang memuat nilai capaian dalam bentuk predikat		
Jumlah Skor			

Source: *Permendikbud Nomor 65 Tahun 2013* and Purwanti (2014) with modification

Yogyakarta, Februari 2017

Peneliti

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APPENDIX

5. Validity Test of Teacher Questionnaire

Appendix 5. Validity Test of Teachers' Questionnaire

Validity Test Result of Attitude Assessment Based on Teachers' Questionnaire

Number of Item	r_{xy}	r_{tabel}	Criteria	Number of Item	r_{xy}	r_{tabel}	Criteria
PRPS_1	0,552	0,754	Invalid	PLPS_1	0,966**	0,754	Valid
PRPS_2	0,937**	0,754	Valid	PLPS_2	0,998**	0,754	Valid
PRPS_3	0,938**	0,754	Valid	PLPS_3	0,998**	0,754	Valid
PRPS_4	0,938**	0,754	Valid	PLPS_4	0,998**	0,754	Valid
PRPS_5	0,938**	0,754	Valid	PLPS_5	0,998**	0,754	Valid
PRPS_6	0,643	0,754	Invalid	TLPS_1	0,997**	0,754	Valid
PRPS_7	0,643	0,754	Invalid	TLPS_2	0,997**	0,755	Valid
PRPS_8	0,643	0,754	Invalid	TLPS_3	0,997**	0,756	Valid
PRPS_9	0,643	0,754	Invalid	TLPS_4	0,997**	0,757	Valid
PRPS_10	0,938**	0,754	Valid	TLPS_5	0,988**	0,758	Valid
PRPS_11	0,938**	0,754	Valid	TLPS_6	0,988**	0,759	Valid
PRPS_12	0,938**	0,754	Valid	TLPS_7	0,988**	0,760	Valid

Source: Data processed

Description:

PRPS = Persiapan penilaian sikap

PLPS = Pelaksanaan penilaian sikap

TLPS = Tindak lanjut penilaian sikap

Validity Test Result of Knowledge Assessment Based on Teachers' Questionnaire

Number of Item	r_{xy}	r_{tabel}	Criteria	Number of Item	r_{xy}	r_{tabel}	Criteria
PRPP_1	0,807*	0,754	Valid	PLPP_1	0,985**	0,754	Valid
PRPP_2	0,647	0,754	Invalid	PLPP_2	0,985**	0,754	Valid
PRPP_3	0,948**	0,754	Valid	PLPP_3	0,985**	0,754	Valid
PRPP_4	0,948**	0,754	Valid	PLPP_4	0,695	0,754	Invalid
PRPP_5	0,567	0,754	Invalid	PLPP_5	0,972**	0,754	Valid
PRPP_6	0,711	0,754	Invalid	TLPP_1	0,681	0,754	Invalid
PRPP_7	0,711	0,754	Invalid	TLPP_2	0,966**	0,754	Valid
PRPP_8	0,948**	0,754	Valid	TLPP_3	0,966**	0,754	Valid
PRPP_9	0,659	0,754	Invalid	TLPP_4	0,966**	0,754	Valid
PRPP_10	0,155	0,754	Invalid	TLPP_5	0,966*	0,754	Valid
PRPP_11	0,567	0,754	Invalid	TLPP_6	0,966**	0,754	Valid
PRPP_12	0,711	0,754	Invalid	TLPP_7	0,966**	0,754	Valid
				TLPP_8	0,526	0,754	Invalid

Source: Data processed

Description:

PRPP = Persiapan penilaian pengetahuan

PLPP = Pelaksanaan penilaian pengetahuan

TLPP = Tindak lanjut penilaian pengetahuan

Validity Test Result of Skill Assessment Based on Teachers' Questionnaire

Number of Item	r_{xy}	r_{tabel}	Criteria	Number of Item	r_{xy}	r_{tabel}	Criteria
PRPK_1	0,834*	0,754	Valid	PLPK_3	0,924**	0,756	Valid
PRPK_2	0,872*	0,754	Valid	PLPK_4	0,812*	0,757	Valid
PRPK_3	0,872*	0,754	Valid	PLPK_5	0,924**	0,758	Valid
PRPK_4	0,834*	0,754	Valid	TLPK_1	0,961**	0,754	Valid
PRPK_5	0,834*	0,754	Valid	TLPK_2	0,687	0,754	Invalid
PRPK_6	0,872*	0,754	Valid	TLPK_3	0,523	0,754	Invalid
PRPK_7	0,834*	0,754	Valid	TLPK_4	0,575	0,754	Invalid
PRPK_8	0,872*	0,754	Valid	TLPK_5	0,961**	0,754	Valid
PRPK_9	0,517	0,754	Invalid	TLPK_6	0,961**	0,754	Valid
PRPK_10	0,872*	0,754	Valid	TLPK_7	0,961**	0,754	Valid
PLPK_1	0,733	0,754	Invalid	TLPK_8	0,888**	0,754	Valid
PLPK_2	0,733	0,755	Invalid	TLPK_9	0,687	0,754	Invalid

Source: Data processed

Description:

PRPK = Persiapan penilaian keterampilan

PLPK = Pelaksanaan penilaian keterampilan

TLPK = Tindak lanjut penilaian keterampilan

APPENDIX

- 6. Data of Students' Questionnaire**
- 7. Field Note**

Appendix 6. Data of Students' Questionnaire

Data of Attitude Assessment Based on Student Questionnaire

No	Student Name	Number of Item							Score Amount
		1	2	3	4	5	6	7	
1	Wiwing Yunita K.	2	2	2	3	4	4	3	20
2	Riska Dwi S.	2	2	2	3	4	4	3	20
3	Rahayu Noor A.	2	2	2	3	4	4	3	20
4	Latifah Ernawati	2	2	2	3	4	4	3	20
5	Arvi Anti	3	3	3	0	4	4	3	20
6	Yuni Astuti	3	3	3	4	3	3	3	22
7	Wenni Sundari	3	4	2	4	4	4	4	25
8	Novita Diah P	2	3	3	4	3	4	4	23
9	Diah Enggarnastiti	3	3	3	3	2	2	1	17
10	Olivia Wandha Z.	3	3	3	3	2	2	1	17
11	Zulvina Octyaningsih	3	3	3	3	2	2	1	17
12	Ida Nurjanah	2	2	2	2	2	1	3	14
13	Nur Syahidah	2	2	2	2	2	2	3	15
14	Zahrotus Solehah	2	1	1	4	2	3	2	15
15	Khairina Nuraini	2	3	3	4	3	4	2	21
16	Yeni Nurhidayah	2	2	2	2	2	1	3	14
17	Alviana Monica	3	3	3	4	4	4	4	25
18	Nurul Subekti	4	2	3	3	2	2	2	18
19	Hestiningsih Dwi P.	4	2	3	3	2	2	2	18
20	Gita Indah Sari	4	2	3	3	2	3	2	19
21	Anisa Riski S.	4	3	3	2	2	2	2	18
22	Bekti Purwasih	4	2	3	3	2	2	2	18
23	Devika Furiagustin	2	2	2	3	3	4	1	17
24	Novikasari	2	2	2	3	1	3	2	15
25	Pury Rendaswari	3	3	3	4	3	4	3	23
26	Nadia Isnaini NF.	3	3	3	4	3	4	3	23
27	Feri Minarni	3	3	3	4	3	4	3	23
28	Susan Liya S	3	2	2	4	2	3	3	19
29	Putri Utaminingsih	3	3	2	3	3	4	2	20
30	Aprilika Siwi SP	3	3	2	3	3	4	2	20
31	Nurul Chasanah	1	2	2	2	3	3	1	14
32	Novi Astuti	1	2	2	2	2	3	1	13
33	Khalimah	1	2	2	2	1	1	1	10
34	Sunarti	1	2	2	2	2	3	1	13
35	Khoimah	1	2	2	2	1	3	1	12
36	Darilatun R	2	3	2	4	4	4	4	23
37	Ratna Puji R	4	3	2	4	4	4	4	25
38	Vina Asyani	3	3	3	3	4	3	2	21
39	Dwi Nugraini	3	3	3	3	3	2	3	20
40	Nurdiana W	3	3	3	3	3	2	3	20
41	Tri Wiji L	2	2	2	3	2	1	1	13

No	Student Name	Number of Item							Score Amount
		1	2	3	4	5	6	7	
42	Ika Septi D	4	4	3	3	4	3	1	22
43	Ika Indriyani	4	3	3	4	2	3	4	23
44	Yulia Dwi R	4	4	4	3	3	2	2	22
45	Dwimaryuniati	4	4	4	4	3	4	2	25
46	Nina Sulastri	4	4	4	4	3	4	2	25
47	Mei Firda KW	4	4	4	4	3	3	2	24
48	Gustin Budi A	3	4	3	3	2	2	1	18
49	Aruliya Desbi S	2	2	2	3	4	4	4	21
50	Yuli Handayani	2	2	3	3	2	3	3	18
51	Eti Melawati	3	3	3	3	3	4	4	23
52	Annisa Irotun K	2	2	2	4	3	3	1	17
53	Asti Damayanti	1	1	1	1	2	4	1	11
54	Farikhati IA	2	2	2	2	3	3	1	15
55	Novitasari	1	2	1	2	1	2	4	13
56	Nadya Nurul F	1	1	2	3	2	1	1	11
57	Wulan Damayanti	4	2	2	4	4	2	2	20
58	Indah Nur A	2	3	4	3	4	2	4	22
59	Nur Wasilah	3	3	3	4	3	4	4	24
60	Isna Ristanti	2	2	2	3	2	2	1	14
61	Agnes Galuh D	3	3	2	4	4	4	1	21
62	Hana Mukhairiyah	2	2	2	4	3	4	3	20
63	Pristi Zunanda	2	2	2	3	4	3	2	18
64	Siti Sangadah	2	2	2	2	3	1	1	13
65	Ira Agustina	3	2	3	4	1	3	1	17
66	Rahmi Nastiti	4	2	3	3	2	4	3	21
67	Ayu Astuti	3	3	4	4	3	3	2	22
68	Rizka Apriliani	3	3	3	4	2	3	4	22
69	Khuswatun Kasanah	3	2	3	3	4	3	1	19
70	Nining Widyawati	3	3	3	4	3	3	4	23
71	Feti Setyowati	3	3	3	4	2	2	2	19
72	Anis Indri P	3	3	3	4	3	3	2	21
73	Ismi Susanti	3	3	4	3	2	4	3	22
74	Iis Sholikhah	3	3	4	3	2	4	3	22
75	Amilia Vivi Z	4	3	3	4	3	3	1	21
76	Yunita Fitriani	3	3	3	4	4	2	1	20
77	Raras Afifa	3	2	2	3	3	4	1	18
78	Lia Puspita Sari	2	3	2	4	2	4	4	21
79	Retno Utaminingsih	3	3	3	4	3	4	3	23
80	Ruwi Cahyani	3	4	3	4	3	4	4	25
81	Adelia Rachmawati	3	3	2	4	2	3	4	21
82	Angelina Fieki A	2	3	2	4	3	3	2	19
83	Dwi Sumaryanti	1	1	1	1	1	4	1	10
84	Anisa Nur'aini	2	2	2	2	1	4	2	15

No	Student Name	Number of Item							Score Amount
		1	2	3	4	5	6	7	
85	Dian Pribadi	3	3	3	3	3	4	3	22
86	Kholifah Nur R	2	2	2	2	2	2	1	13
87	Puji Lestari	2	2	2	3	2	4	1	16
88	Irma Sulistyarningsih	1	1	1	4	2	1	1	11
89	Anisa Nur'aini	2	2	2	2	1	4	2	15
90	Dian Pribadi	3	3	3	3	3	4	3	22
91	Kholifah Nur R	2	2	2	2	2	2	1	13
92	Puji Lestari	2	2	2	3	2	4	1	16
93	Irma Sulistyarningsih	1	1	1	4	2	1	1	11
94	Isnaini Masrurroh	3	2	2	3	2	3	2	17
95	Septiana Safangatun	2	1	1	1	2	2	1	10
96	Rosita	1	2	2	3	1	3	1	13
97	Qori Latifah	4	3	3	3	3	4	0	20
98	Nur Fitasari	1	1	2	2	1	4	1	12
99	Yunita	2	2	2	3	3	3	3	18
100	Siti Choiriyah	3	2	2	4	2	2	2	17
101	Indra Puspita D	3	3	2	3	3	3	3	20
102	Susi Khurniawati	3	2	3	3	3	4	2	20
103	Dewi Febrianti	3	2	2	2	1	3	4	17
104	Dwi Efitan	2	2	2	2	3	4	1	16
105	Hema Noventa NS	3	3	2	4	4	3	4	23
106	Fadhina Nurul C	2	2	2	3	3	3	3	18
107	Rahayu	2	2	2	3	3	3	3	18
108	Lina Duwi P	2	2	2	3	3	3	2	17
109	Arum Okavita	3	3	2	3	3	3	3	20
110	Siti Shobariyah	3	2	3	3	3	3	2	19
111	Purniawati	3	3	2	4	3	3	2	20
112	Miya Anjarwati	3	3	3	3	2	3	3	20
113	Lisna Ariyani	3	2	2	3	2	3	3	18
114	Rika Ayu A	3	2	3	3	2	3	3	19
115	Erika Nur H.	3	3	3	3	3	1	3	19
116	Annisa Putri M	3	2	2	3	2	4	2	18
117	Linda Afifah	3	3	2	3	2	4	2	19
118	Herlina Widyastuti	3	2	2	3	3	2	3	18
119	Norma Sekar F	3	3	3	2	2	1	3	17
120	Arlinda Kurniawati	3	2	2	4	2	3	3	19
121	Natasya Sabilla L.	3	2	2	4	2	3	3	19
122	Anggita P	3	2	3	4	2	3	3	20
123	Sahana Bella S	3	3	3	3	2	4	3	21
Score Total		322	303	302	382	318	372	283	2282
(%)		65.4	61.6	61.4	77.6	64.6	75.6	57.5	66.3

Source: Data processed

Data of Knowledge Assessment Based on Student Questionnaire

No	Student Name	Number of Item										Score Amount
		1	2	3	4	5	6	7	8	9	10	
1	Wiwing Yunita K.	4	4	3	4	4	3	4	4	3	3	36
2	Riska Dwi S.	4	4	3	4	4	3	4	4	3	3	36
3	Rahayu Noor A.	4	4	3	4	4	3	4	4	3	3	36
4	Latifah Ernawati	4	4	3	4	4	3	4	4	3	3	36
5	Arvi Anti	4	4	4	4	4	3	4	4	4	3	38
6	Yuni Astuti	4	4	3	4	4	3	3	4	4	3	36
7	Wenni Sundari	3	2	2	3	3	3	3	4	4	2	29
8	Novita Diah P	3	2	2	3	3	3	3	4	4	2	29
9	Diah Enggarnastiti	4	4	3	4	3	4	2	4	4	3	35
10	Olivia Wandha Z.	4	4	3	4	3	4	2	4	4	3	35
11	Zulvina Octyaningsih	4	3	4	4	3	4	2	4	4	3	35
12	Ida Nurjanah	2	2	2	3	2	4	2	4	3	2	26
13	Nur Syahidah	2	2	2	3	3	3	2	4	3	2	26
14	Zahrotus Solehah	2	1	2	2	2	4	1	4	4	2	24
15	Khairina Nuraini	4	4	4	4	4	4	4	4	4	2	38
16	Yeni Nurhidayah	2	2	2	3	2	4	2	4	3	2	26
17	Alviana Monica	3	4	4	4	4	4	4	4	4	3	38
18	Nurul Subekti	4	3	3	4	3	3	3	4	3	3	33
19	Hestinationsih Dwi P.	4	3	3	4	3	3	2	4	2	2	30
20	Gita Indah Sari	3	3	4	4	3	3	2	4	2	2	30
21	Anisa Riski S.	4	3	3	4	4	4	2	4	2	2	32
22	Bekti Purwasih	3	3	2	3	4	3	2	4	2	2	28
23	Devika Furiagustin	2	3	2	3	3	4	3	4	4	2	30
24	Novikasari	3	3	3	2	3	3	3	4	4	2	30
25	Pury Rendaswari	4	4	3	4	4	3	3	4	4	2	35
26	Nadia Isnaini NF.	4	4	4	4	4	3	3	4	3	2	35
27	Feri Minarni	3	3	3	3	4	3	3	4	3	2	31
28	Susan Liya S	2	3	2	4	3	3	2	4	3	2	28
29	Putri Utaminingsih	4	3	2	4	4	3	3	4	3	3	33
30	Aprilika Siwi SP	4	4	2	4	4	3	3	4	3	3	34
31	Nurul Chasanah	2	3	4	4	3	3	3	4	4	2	32
32	Novi Astuti	2	3	2	4	3	3	2	4	3	2	28
33	Khalimah	3	4	2	3	3	3	2	4	3	3	30
34	Sunarti	2	4	2	2	3	3	2	4	3	2	27
35	Khoimah	3	4	2	3	3	3	2	4	3	3	30
36	Darilatun R	4	4	4	4	4	3	4	4	4	4	39

No	Student Name	Number of Item										Score Amount
		1	2	3	4	5	6	7	8	9	10	
37	Ratna Puji R	4	4	4	4	4	4	4	4	4	2	38
38	Vina Asyani	3	4	3	3	3	3	3	4	3	3	32
39	Dwi Nugraini	3	3	3	3	3	3	3	4	3	2	30
40	Nurdiana W	3	3	3	3	3	3	3	4	3	3	31
41	Tri Wiji L	4	3	3	2	2	4	3	4	3	2	30
42	Ika Septi D	3	2	3	4	3	4	4	4	4	2	33
43	Ika Indriyani	4	3	3	3	3	4	3	4	4	2	33
44	Yulia Dwi R	4	4	3	3	4	4	3	4	4	3	36
45	Dwimaryuniati	4	4	3	4	4	4	3	4	4	2	36
46	Nina Sulastri	4	4	3	4	3	4	4	4	4	2	36
47	Mei Firda KW	4	4	3	4	3	4	3	4	4	2	35
48	Gustin Budi A	3	4	3	4	4	3	2	4	3	3	33
49	Aruliya Desbi S	4	4	4	4	4	4	4	4	4	3	39
50	Yuli Handayani	3	3	2	4	3	3	2	4	3	2	29
51	Eti Melawati	3	3	3	3	3	4	3	4	4	3	33
52	Annisa Irotun K	3	3	3	4	4	4	3	4	4	3	35
53	Asti Damayanti	4	3	2	4	2	3	2	4	3	3	30
54	Farikhati IA	3	4	4	4	4	4	4	4	4	3	38
55	Novitasari	2	4	3	4	2	4	2	4	4	3	32
56	Nadya Nurul F	3	3	4	3	3	2	3	4	4	2	31
57	Wulan Damayanti	4	4	2	4	4	4	3	4	4	3	36
58	Indah Nur A	3	4	3	4	4	4	4	4	4	4	38
59	Nur Wasilah	4	4	3	4	4	4	3	4	4	3	37
60	Isna Ristanti	3	4	3	4	3	3	2	4	4	3	33
61	Agnes Galuh D	4	4	3	4	4	3	3	4	4	2	35
62	Hana Mukhairiyah	4	2	3	4	4	3	3	4	4	3	34
63	Pristi Zunanda	4	3	4	4	4	3	4	4	4	2	36
64	Siti Sangadah	3	2	2	3	4	3	3	4	4	2	30
65	Ira Agustina	3	4	2	4	4	4	3	4	4	2	34
66	Rahmi Nastiti	4	4	3	4	4	4	3	4	4	3	37
67	Ayu Astuti	4	4	3	4	4	3	3	4	4	3	36
68	Rizka Apriliani	4	4	3	4	4	4	4	4	4	3	38
69	Khuswatun Kasanah	3	3	2	3	3	3	2	4	3	2	28
70	Nining Widyawati	4	3	3	4	3	3	3	4	4	3	34
71	Feti Setyowati	4	4	4	4	4	3	4	4	4	4	39
72	Anis Indri P	4	4	3	4	4	3	4	4	4	3	37
73	Ismi Susanti	4	4	3	4	4	4	2	4	4	2	35

No	Student Name	Number of Item										Score Amount
		1	2	3	4	5	6	7	8	9	10	
74	Iis Sholikhah	4	3	3	4	4	4	2	4	4	2	34
75	Amilia Vivi Z	3	4	3	4	4	4	3	4	4	3	36
76	Yunita Fitriani	3	4	3	4	3	4	3	4	4	3	35
77	Raras Afifa	4	4	3	4	3	3	2	4	4	3	34
78	Lia Puspita Sari	4	4	3	4	3	4	2	4	4	3	35
79	Retno Utaminingsih	4	4	4	4	4	4	3	4	4	4	39
80	Ruwi Cahyani	4	4	4	4	3	3	4	4	4	3	37
81	Adelia Rachmawati	4	4	4	4	4	4	4	4	4	2	38
82	Angelina Fieki A	4	4	3	4	4	3	4	4	4	2	36
83	Dwi Sumaryanti	4	4	4	4	4	4	1	4	4	2	35
84	Anisa Nur'aini	3	4	3	3	4	3	2	4	3	2	31
85	Dian Pribadi	4	4	3	4	4	4	3	4	4	4	38
86	Kholifah Nur R	3	3	2	2	3	3	2	4	3	2	27
87	Puji Lestari	3	4	3	3	3	3	2	4	4	3	32
88	Irma Sulistyarningsih	4	4	1	1	4	3	2	4	3	1	27
89	Anisa Nur'aini	3	4	3	3	4	3	2	4	3	2	31
90	Dian Pribadi	4	4	3	4	4	4	3	4	4	4	38
91	Kholifah Nur R	3	3	2	2	3	3	2	4	3	2	27
92	Puji Lestari	3	4	3	3	3	3	2	4	4	3	32
93	Irma Sulistyarningsih	4	4	1	1	4	3	2	4	3	1	27
94	Isnaini Masruroh	4	3	3	2	3	3	2	4	4	4	32
95	Septiana Safangatun	3	3	2	3	3	3	2	4	3	2	28
96	Rosita	3	3	2	2	3	4	2	4	4	3	30
97	Qori Latifah	4	3	3	4	3	3	3	4	4	3	34
98	Nur Fitasari	4	4	1	3	4	4	3	4	4	2	33
99	Yunita	3	3	3	3	3	3	3	4	3	2	30
100	Siti Choiriyah	4	4	3	3	3	3	2	4	2	2	30
101	Indra Puspita D	3	3	3	4	4	4	3	4	2	2	32
102	Susi Khurniawati	4	2	3	4	3	3	3	4	3	3	32
103	Dewi Febrianti	4	3	2	2	2	2	1	4	3	2	25
104	Dwi Efitan	4	4	4	4	4	4	3	4	4	3	38
105	Hema Noventa NS	4	4	4	4	4	4	3	4	4	4	39
106	Fadhina Nurul C	4	4	4	4	4	2	3	4	4	4	37
107	Rahayu	4	4	4	4	4	2	3	4	4	4	37
108	Lina Duwi P	4	4	4	4	4	4	4	4	4	3	39
109	Arum Okavita	4	4	3	4	3	4	3	4	4	4	37
110	Siti Shobariyah	3	2	2	2	3	3	3	4	3	2	27

No	Student Name	Number of Item										Score Amount
		1	2	3	4	5	6	7	8	9	10	
111	Purniawati	3	4	3	4	4	4	3	4	4	3	36
112	Miya Anjarwati	3	2	3	3	3	3	2	4	3	2	28
113	Lisna Ariyani	3	2	2	2	3	3	2	4	3	2	26
114	Rika Ayu A	3	3	2	3	3	2	2	4	3	2	27
115	Erika Nur H.	3	3	2	3	3	3	2	4	3	3	29
116	Annisa Putri M	4	4	4	4	4	3	3	4	4	3	37
117	Linda Afifah	4	4	4	4	4	3	3	4	4	3	37
118	Herlina Widayastuti	3	3	3	2	3	3	3	4	3	3	30
119	Norma Sekar F	3	3	2	4	4	3	2	4	3	3	31
120	Arlinda Kurniawati	4	4	3	4	4	4	2	4	3	2	34
121	Natasya Sabilla L.	4	4	3	4	4	4	2	4	3	2	34
122	Anggita P	4	4	3	4	4	4	3	4	3	3	36
123	Sahana Bella S	4	4	3	3	3	3	2	4	3	2	31
Score Total		428	426	357	431	425	414	340	492	434	319	4066
(%)		87	86.6	72.6	87.6	86.4	84.1	69.1	100	88.2	64.8	82.6

Source: Data processed

Data of Skill Assessment Based on Student Questionnaire

No	Student Name	Number of Item								Score Amount
		1	2	3	4	5	6	7	8	
1	Wiwing Yunita K.	3	4	3	3	3	4	3	3	26
2	Riska Dwi S.	3	4	3	3	3	4	3	3	26
3	Rahayu Noor A.	3	4	3	3	3	4	3	3	26
4	Latifah Ernawati	3	4	3	3	3	4	3	3	26
5	Arvi Anti	4	4	3	3	4	4	4	3	29
6	Yuni Astuti	4	4	3	3	4	4	4	3	29
7	Wenni Sundari	2	2	2	3	3	2	3	2	19
8	Novita Diah P	2	2	2	3	3	2	2	2	18
9	Diah Enggarnastiti	3	2	2	2	2	2	2	2	17
10	Olivia Wandha Z.	3	2	2	3	2	2	2	2	18
11	Zulvina Octyaningsih	3	2	2	3	2	2	2	2	18
12	Ida Nurjanah	2	2	2	1	3	2	2	1	15
13	Nur Syahidah	2	2	3	3	3	2	2	1	18
14	Zahrotus Solehah	4	2	2	2	3	3	2	2	20
15	Khairina Nuraini	2	2	3	4	4	3	4	2	24
16	Yeni Nurhidayah	2	2	2	1	3	2	2	1	15
17	Alviana Monica	4	3	4	4	4	4	4	3	30
18	Nurul Subekti	3	3	3	3	2	3	3	2	22
19	Hestiningsih Dwi P.	3	3	4	4	3	3	3	2	25
20	Gita Indah Sari	2	3	2	3	3	2	2	2	19
21	Anisa Riski S.	3	3	4	4	3	4	2	2	25
22	Bekti Purwasih	2	3	3	4	3	2	2	2	21
23	Devika Furiagustin	2	2	2	3	3	3	3	2	20
24	Novikasari	3	2	2	3	3	3	3	2	21
25	Pury Rendaswari	3	3	3	3	3	4	3	2	24
26	Nadia Isnaini NF.	3	3	3	3	3	4	3	2	24
27	Feri Minarni	4	3	4	3	3	4	3	2	26
28	Susan Liya S	2	2	2	3	2	2	2	2	17
29	Putri Utaminingsih	3	2	4	3	3	4	3	3	25
30	Aprilika Siwi SP	3	2	4	4	4	4	3	3	27
31	Nurul Chasanah	2	1	3	3	2	1	2	1	15
32	Novi Astuti	2	2	2	1	1	1	1	1	11
33	Khalimah	3	2	2	2	3	2	1	2	17
34	Sunarti	2	2	2	1	1	1	1	1	11
35	Khoimah	3	2	2	2	3	2	1	2	17
36	Darilatun R	3	3	4	4	4	3	3	3	27

No	Student Name	Number of Item								Score Amount
		1	2	3	4	5	6	7	8	
37	Ratna Puji R	3	3	3	2	2	3	4	2	22
38	Vina Asyani	3	3	3	3	3	3	2	3	23
39	Dwi Nugraini	3	3	3	3	3	3	3	2	23
40	Nurdiana W	3	3	3	3	3	3	3	3	24
41	Tri Wiji L	2	2	2	2	3	2	2	2	17
42	Ika Septi D	3	3	3	2	3	3	3	1	21
43	Ika Indriyani	3	3	3	4	4	3	2	2	24
44	Yulia Dwi R	4	4	4	4	4	3	3	2	28
45	Dwimaryuniati	4	4	4	4	4	3	3	2	28
46	Nina Sulastri	3	3	3	4	4	4	3	2	26
47	Mei Firda KW	3	3	3	3	4	4	3	2	25
48	Gustin Budi A	3	3	3	2	3	3	2	2	21
49	Aruliyah Desbi S	2	3	3	4	4	4	4	2	26
50	Yuli Handayani	3	2	3	4	4	3	2	2	23
51	Eti Melawati	3	2	3	3	3	3	2	3	22
52	Annisa Irotun K	3	3	3	4	4	3	3	4	27
53	Asti Damayanti	2	2	2	2	3	2	2	2	17
54	Farikhah IA	3	3	4	4	3	3	3	4	27
55	Novitasari	1	2	2	2	3	3	1	1	15
56	Nadya Nurul F	2	2	2	2	4	3	2	3	20
57	Wulan Damayanti	4	3	4	2	4	4	2	3	26
58	Indah Nur A	3	4	4	4	4	4	2	4	29
59	Nur Wasilah	3	3	4	3	4	4	2	4	27
60	Isna Ristanti	2	2	3	3	3	4	2	3	22
61	Agnes Galuh D	3	2	2	2	3	3	3	2	20
62	Hana Mukhairiyah	3	3	4	3	3	3	3	3	25
63	Pristi Zunanda	3	3	4	4	4	2	2	2	24
64	Siti Sangadah	1	2	2	2	3	3	3	2	18
65	Ira Agustina	4	2	4	3	4	4	2	2	25
66	Rahmi Nastiti	4	4	3	4	4	3	3	2	27
67	Ayu Astuti	4	4	4	3	3	3	3	3	27
68	Rizka Apriliani	3	2	3	2	3	3	2	2	20
69	Khuswatun Kasanah	3	2	3	2	3	2	2	2	19
70	Nining Widayawati	3	3	3	4	4	3	3	3	26
71	Feti Setyowati	4	3	4	4	4	4	3	4	30
72	Anis Indri P	3	3	4	4	4	4	3	3	28
73	Ismi Susanti	3	3	4	4	4	2	2	2	24

No	Student Name	Number of Item								Score Amount
		1	2	3	4	5	6	7	8	
74	Iis Sholikhah	3	3	4	4	4	2	2	2	24
75	Amilia Vivi Z	4	3	4	4	4	3	2	3	27
76	Yunita Fitriani	3	3	3	4	4	4	3	3	27
77	Raras Afifa	3	3	3	4	4	3	2	3	25
78	Lia Puspita Sari	3	3	4	3	4	3	2	3	25
79	Retno Utaminingsih	3	3	3	4	4	4	3	3	27
80	Ruwi Cahyani	3	3	4	4	4	3	4	4	29
81	Adelia Rachmawati	3	2	3	2	2	2	2	2	18
82	Angelina Fieki A	3	3	4	4	4	2	2	2	24
83	Dwi Sumaryanti	4	2	2	4	4	2	1	1	20
84	Anisa Nur'aini	3	3	3	2	2	2	2	2	19
85	Dian Pribadi	4	3	4	3	4	3	3	3	27
86	Kholifah Nur R	2	2	2	3	3	2	2	2	18
87	Puji Lestari	2	2	3	3	2	2	2	2	18
88	Irma Sulistyaningsih	2	1	1	3	3	1	1	1	13
89	Anisa Nur'aini	3	3	3	2	2	2	2	2	19
90	Dian Pribadi	4	3	4	3	4	3	3	3	27
91	Kholifah Nur R	2	2	2	3	3	2	2	2	18
92	Puji Lestari	2	2	3	3	2	2	2	2	18
93	Irma Sulistyaningsih	2	1	1	3	3	1	1	1	13
94	Isnaini Masrurroh	3	3	2	4	4	3	2	3	24
95	Septiana Safangatun	2	2	2	3	2	2	2	2	17
96	Rosita	1	2	2	3	3	1	2	2	16
97	Qori Latifah	3	3	3	3	3	3	3	3	24
98	Nur Fitasari	2	4	4	4	3	1	1	1	20
99	Yunita	2	2	3	3	3	3	3	2	21
100	Siti Choiriyah	3	2	3	3	3	2	2	2	20
101	Indra Puspita D	3	3	2	4	3	2	3	2	22
102	Susi Khurniawati	3	3	3	3	3	3	3	3	24
103	Dewi Febrianti	2	1	1	2	2	2	1	2	13
104	Dwi Efita N	2	2	3	4	2	4	3	3	23
105	Hema Noventa NS	3	3	3	4	4	3	3	3	26
106	Fadhina Nurul C	3	2	2	2	3	3	3	4	22
107	Rahayu	3	2	2	2	3	3	3	4	22
108	Lina Duwi P	3	3	3	4	4	3	3	3	26
109	Arum Okavita	3	2	2	2	2	3	3	3	20
110	Siti Shobariyah	3	2	3	3	3	3	3	2	22

No	Student Name	Number of Item								Score Amount
		1	2	3	4	5	6	7	8	
111	Purniawati	2	3	3	4	3	2	3	2	22
112	Miya Anjarwati	3	3	3	3	3	3	2	3	23
113	Lisna Ariyani	2	3	3	3	3	2	2	2	20
114	Rika Ayu A	3	2	3	3	3	2	2	2	20
115	Erika Nur H.	3	3	3	3	3	3	3	3	24
116	Annisa Putri M	4	4	4	4	3	4	4	3	30
117	Linda Afifah	4	4	4	4	2	4	4	3	24
118	Herlina Widyastuti	2	2	3	3	3	3	3	2	21
119	Norma Sekar F	3	2	2	2	2	2	2	3	18
120	Arlinda Kurniawati	3	4	4	4	3	3	3	2	26
121	Natasya Sabilla L.	3	4	4	4	3	3	2	2	25
122	Anggita P	4	4	4	3	3	3	3	3	27
123	Sahana Bella S	3	3	3	3	3	2	2	2	21
Score Total		350	329	363	378	386	346	306	290	2743
(%)		71.1	65.4	65.4	76.8	78.5	70.3	62.2	58.9	92.9

Source: Data processed

Appendix 7. Field Note

FIELD NOTE

Researcher has been conducted observation on the learning process at Accounting department of SMK Negeri 1 Pengasih. Activity during the learning process is written by researcher on the field note. Six teacher on Accounting department of SMK Negeri 1 Pengasih is the subject of the observation. Observation result is the additional information on this research. There are summary of field notes based on observation which is conducted by researcher.

On Tuesday, January 17, 2017 at 07.15-08.45 am, researcher is conducted observation in class XII AK 1 on Cost Accounting subject with Dra. YM. Tri Lestari as the teacher. Learning begins with confirmation of learning materials that have been studied at home. Teacher was provide pre-test before begin the discussion material. After time runs out, students were asked to match answers in the textbook. Teacher give students the chance to ask. During the learning process teacher and students are doing question and answer actively.

On Tuesday, January 17, 2017 at 08.45-09.30 am, researcher is conducted observation in the computer laboratory. The subject material is Accounting Computer with Dra. Sumiyati as the teacher. Students are given a problem to make a financial report with the software. Students were get theoretical explanation beforehand and then practice directly with the computer. Students can work independently and discus

with other to solve problems. Teacher assisting in the room and ready to help students when they have difficulties. Teacher assess students during the process and the result of each cycle.

Researcher is conducted the observation in XII AK2 class on Financial Accounting subject with Drs. Jamin as the teacher. Observation is conducted on Tuesday, January 17, 2017 at 10.00-11.30 am. Material presented is Leasing. Teacher began to discuss the material after students get the point. Learning process is a two-way communication between students and teachers. Students ask teacher if they did not understand. Teacher gives students exercises to be done after the theory is given and the students have understood. Teacher will collect the assignment and gives score for each student.

Observation on Professional Ethics subject by Mrs. Isna Mansuuroh S. Pd. is conducted on Saturday, January 21, 2017 at 08.45-10.15 am. Learning begins with confirm project that has been given by teacher at the previous meeting. Teachers explain what steps should be done by the students. Students seeking the information by themselves through a variety of data sources e.g. internet access, books in the library, or to the direct object in the school environment. Each group received a different subject matter. Information is collected and discussed with the group after the information had been collected. Each group presented the results of discussions in class. Other groups are participated by providing feedback in the form of suggestions or questions. Any questions or suggestions from students has its own scoring points.

Teacher will provide additional explanation if a presentation is not complete or if the group presenter was unable to answer questions from respondents. Teacher will give full material at the end of learning process.

Observation is conducted on Accounting of Service Enterprise by Dra. Purwestri as the teacher. Observation is conducted on Tuesday, January 17, 2017 at 11.30 am until 13.00 pm. On these subjects the students are given assignment to prepare financial statements consisting of multiple cycles. Teachers check the work of each student. The teacher will explain if student do not understand. The students were asked to create worksheet manually at the workbook. Some students made a mistake in making a form so need guidance from teacher. Students are given time to finish te assignment.

Observation is conducted on Basics of Accounting Banking subjects by Drs. PC. Unggul Raharjo. Learning conducted for class X AK 2. Observation is conducted on Thrusday, January 26, 2017 at 11.15-12.00 am. This meeting filled with sharing the difficulties that found students in doing their jobs. The task has been given the teacher at the previous meeting. Students are given the task to find the financial statements of banks on the internet and then analyze it using formulas that have been studied. The results of the analysis are then collected to be assessed by the teacher.