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Implementing Authentic Assessment Based on the Curriculum 2013

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Abstrak

Kurikulum 2013 meminta guru untuk menggunakan penilaian otentik sebagai salah satu metode penilaian yang digunakan di kelas. Dalam penilaian autentik siswa akan dilibatkan dalam bagaimana melakukan aktivitas praktik untuk menerapkan pengetahuan dan keterampilannya pada tugas-tugas baru. Tujuan dari penelitian ini adalah untuk memahami bagaimana penilaian autentik dilaksanakan oleh guru, tantangan yang dihadapi selama penerapan, dan dampak penilaian tersebut terhadap prestasi akademik dan pengembangan keterampilan siswa. Penelitian ini merupakan jenis penelitian kualitatif yang berfokus pada penelitian kepustakaan, yaitu kegiatan penelitian dengan cara mengkaji buku-buku referensi dan jurnal atau artikel yang relevan dengan topik pembahasan. Hasil penelitian menunjukkan bahwa penerapan penilaian autentik pada kurikulum 2013 telah memberikan kontribusi positif terhadap proses pembelajaran. Guru melaporkan bahwa penilaian otentik memungkinkan penilaian kemampuan siswa secara lebih komprehensif, tidak hanya pada aspek kognitif, tetapi juga aspek afektif dan psikomotorik. Namun demikian, beberapa tantangan masih dihadapi, seperti kurangnya pemahaman dan keterampilan guru dalam merancang dan melaksanakan penilaian autentik, serta keterbatasan waktu dan sumber daya. Selain itu, siswa menunjukkan peningkatan yang signifikan dalam pemikiran kritis, kreativitas, dan keterampilan kolaborasi. Secara keseluruhan, penelitian ini menyimpulkan bahwa penilaian otentik sejalan dengan tujuan kurikulum 2013 dalam mengembangkan kompetensi holistik siswa, meskipun diperlukan upaya lebih lanjut untuk mengatasi hambatan implementasi dan memberikan pelatihan yang memadai bagi guru.

Kata Kunci: *Pelaksanaan, Penilaian Autentik, Kurikulum 2013*

Abstract

The 2013 curriculum asks teachers to use authentic assessment as one of the assessment methods used in the classroom. In authentic assessment students will be involved in how to carry out practical activities to apply their knowledge and skills to new tasks. The aim of this research is to understand how authentic assessment is implemented by teachers, the challenges faced during implementation, and the impact of this assessment on students' academic achievement and skill development. This research is a type of qualitative research that focuses on library research, namely research activities by examining reference books and journals or articles that are relevant to the topic of discussion. The research results show that the implementation of authentic assessment in the 2013 curriculum has made a positive contribution to the learning process. Teachers report that authentic assessment allows a more comprehensive assessment of students' abilities, not only in cognitive aspects, but also affective and psychomotor aspects. However, several challenges are still faced, such as a lack of teacher understanding and skills in designing and implementing authentic assessments, as well as limited time and resources. Additionally, students demonstrated significant improvements in critical thinking, creativity, and collaboration skills. Overall, this study concludes that authentic assessment is in line with the 2013 curriculum objectives of developing students' holistic competencies, although further efforts are needed to overcome implementation barriers and provide adequate training for teachers.

Keywords: *Authentic Assessment, Implementing, Curriculum 2013*

INTRODUCTION

Assessment plays important roles in teaching and learning process. It can be defined as a process to gather information about students' learning process. Through assessment, teacher can determine students' success in learning. In addition, assessment can be a reflection of teachers' in teaching. It serves as assistance for teacher in deploying the students into certain groups, improving teaching method and providing guidance. Through a good assessment, teacher can get concrete data needed. In short, assessment is an integral component of any successful teaching effort (Akbar et al., 2022).

The implementation of 2013 curriculum resulted many changes in teaching and learning process, particularly in English language subject. The changes happened in all steps in the teaching learning process including teaching strategies, teaching material, as well as assessment. Since the 2013 curriculum has been implemented by the Ministry of Education and Culture several years ago, many kinds of teacher' trainings were carried out to meet a demand of teachers' need (Asfahani, El-Farra, et al., 2023; Harmanto et al., 2022). The teacher' training given is to promote new approaches used in the 2013 curriculum which only focus on recent teaching methods or strategies to developing students' competence. Unfortunately, the Ministry of Education did not arrange trainings about current methods

of assessment as the new approaches promoted should be assessed with the appropriate assessment (Abdurahman et al., 2023; Zaim et al., 2020). Because of applying the new teaching approaches, the standardized assessment that had been used is no longer matched with those approaches. Consequently, the main change as the impact of the new curriculum should be brought about in the assessment.

To cope with the missing, based on Permendikbud No. 81a 2013, authentic assessment are regarded to be implemented as the suitable method of assessing students' competence. Authentic assessment is a process of gathering information in which the skills and needs of a student are identified respectfully to the language and curricular demands they will encounter (Hijriati, 2014); (Putri & Putri, 2020; Tafani & Kamaludin, 2023). The authentic assessment is implemented in order to improve the quality of formative assessment. However, the skillful English teachers are required in implementing this authentic assessment as the kind of assessment is still unfamiliar to teachers especially who do not improve their knowledge of current issues and complicated to do. Authentic assessment in Curriculum 2013 is expected to assess three aspects of the students which are attitude, knowledge, and skill. Authentic assessment is an evaluation process that involves various forms of measurement that reflects the performance of student learning, achievement, motivation, and attitude on relevant activities in learning (Sarwanti, 2015).

Designing authentic assessment must be planted well in learning preparation. It must follow some systematic steps. The steps of designing authentic assessment are to determine standard, to choose authentic task, to determine criteria of students' performance, and to make scoring rubric (Akinwamide & Oguntade, 2023; Lascano Pérez & Altamirano Carvajal, 2023). Teachers must choose the authentic task based on the standard of what students should know and able to do, then make criteria of students' performance in authentic task, and finally make the scoring rubric based on the criteria of students' performance (Artipah et al., 2024; Ibna, 2018; Nabilah Mokhtar et al., 2023).

In Curriculum 2013, based on Peraturan Menteri Pendidikan dan Kebudayaan No. 65 tahun 2013, There are three main aspects assessed using authentic assessment, which are attitude, knowledge, and skill. Technique and instruments used for the authentic assessment of the competence of attitudes (Aiman, 2020; Sebsibe et al., 2023), knowledge and skills are further described in Peraturan Menteri Pendidikan dan Kebudayaan No. 104 Tahun 2014 about assessment of learning outcomes by educator on primary education on secondary education as follows:

- a. Attitude Competency Assessment Educators assess attitude competence through observation, self-assessment, peer- assessment by learners, and journal. The

instrument used for observation scale (rating scale), accompanied by rubric, whereas in journals such as notes educators.

- b. Knowledge Competence Assessment Educators assess the competence of knowledge through written test, observation, worksheet. Written test instrument is in the form of multiple choice questions, stuffing, short answer, true-false, matching, and description. Observation in the classroom activity. Worksheet is the form of homework assignment or project done individually or in groups according to the characteristics of the task.
- c. Skill Competency Assessment Educators assess competency skills require learners to demonstrate a certain competence by using performance, project, portfolio, and written assessments. Instrument used in the form of a check list or the assessment scale (rating scale) incorporating sections. Performance is a practice that requires a response in the form of assessment skills of an activity or behavior in accordance with the demands of competence. Project is learning task which includes the design, implementation, and reporting in writing or orally in certain time, product assessment includes the ability of learners to make the products, technology, and art, such as : food, clothing, sanitary facilities, technological tools, works of art and goods made of fabric, wood, ceramic, plastic, metal, etc. Portfolio assessment is the assessment carried out by assessing the entire collection of works of students in certain fields that are reflective-integrative to know the interest, growth, achievement, and / or creativity of learners within a certain time. The work can be shaped concrete actions that reflect for the learner to the environment. In addition to assess the competence of knowledge, a written is also used to assess the competence of skills, such as: essay writing, report writing, and writing letters.

Authentic assessment requires teachers to have proper understanding and commitment to use, because it needs an intensive preparation and procedures to be applied affectively (Zaim et al., 2020). In this case, teachers play significant role as the assessors who are supposed to master how to assess their students well. In contrast, the real condition shows that some teachers are not familiar enough with some techniques in authentic assessment such as self-peer assessment, project based assessment and portfolio. Consequently, without adequate and proper knowledge and skills, some problems will almost certainly appear among teachers who apply the assessment.

RESEARCH METHOD

This research is a type of qualitative research focused on library research, namely research activities by examining reference books and journals or article that are relevant to the topic of discussion. Library research is not a mystery or a lucky dodge, but an investigation you control from start to finish, even though you cannot usually tell what sources you will discover (George, 2019). On other side, library research is a form of structured inquiry with specific tools, rules, and techniques. Library research is a data collection method that involves studying and analyzing information from books, theories, and documents that are directly relevant to the research problem at hand.

This research describes various methods in implementing authentic assessment in the 2013 curriculum. The research describes descriptively the concept of authentic assessment implementation methods in the 2013 curriculum. There are three main aspects that are assessed using authentic assessment, namely attitudes, knowledge and skills. This research uses primary data sources and secondary data sources. The primary data source in question is basic data collected through documents and researcher observation activities. Meanwhile, secondary data sources are theories collected based on the opinions of experts in their field.

RESULT AND DISCUSSION

Competency-based curriculum or KBK (2004), Education unit level curriculum or KTSP (2006) and Curriculum 2013 or K-13 contain some competencies that need to achieved, such as competency standard and basic competencies. It seems that curriculums above are asking subject teacher to not only use test as a tool to collect information on their students' learning progress, but also authentic assessment or performance-based assessment. The two main reasons why authentic assessment can be utilized as one of the assessment methods in the 2013 curriculum are first, the previous or current assessment does not assess and include all students' outcomes, and second, teachers are getting harder to plan the instructional activities based on the recent issue or information (Asfahani, Sain, et al., 2023; Mogale & Malatji, 2022); (Abdurahman et al., 2024; Putri & Putri, 2020). The standardized testing such as multiple-choice tests is unavailable to evaluate higher-order thinking as considered important nowadays and cannot represent authentic representations of classroom activities related to students' interest and motivation during the instruction process (Varela et al., 1997). Thereby, because of those main issues authentic assessment is implemented.

To implement authentic assessment, there are some crucial points that have to be understood. First of all, teachers have to know characteristics of authentic assessment. Then,

they also have to be able to design authentic assessment as suitable as possible to students and teaching learning process objectives (Asfahani et al., 2022; Indah Sari et al., 2020; Obloberdiyevna D S, 2022). Later, designing authentic assessment requires considerable work prior to the beginning of a subject so that teachers are suggested to be cooperated with schools, parents, and administrations in order to gain the main purpose of the assessment. Participation of those who involve in the assessment is also important in the process for developing authentic assessment. There are eight steps in planning and designing authentic assessment as follow (Varela et al., 1997):

- a. build a team,
- b. determine the purpose of the authentic assessment,
- c. specify objectives,
- d. conduct professional development on authentic assessment,
- e. collect examples of authentic assessment,
- f. adapt existing authentic assessment or develop a new one,
- g. try out the assessment, h. review the assessment.

In addition, another crucial point which should be understood is about scoring of authentic assessment. Authentic assessment is scored by using rubrics, checklist, and rating scale (Akbar et al., 2022). The most frequently used scoring is rubric which is divided into two types, holistic and analytic rubrics. A holistic rubric requires the teachers to score overall process or products as a whole, without judging separately. On the other hand, an analytic rubric asks the teachers to score separately, each part of a product or performance first then sum the individual score to obtain the total score (Bray et al., 2023; Nursalim et al., 2022); (Akbar et al., 2022). The following is explanation the steps of conducting authentic assessment, the first and the important step in the procedure. In a task teacher needs to state the criteria in advance to assess students performance regarding the task (Agustina et al., 2023; Faisal & Kisman, 2020; Kartini, 2023). In other words we develop a rubric for the assignment.

Step 1 : Identify the standard It is like general goals, standard is statement that students must know and can do, but the scope is narrow and easier to achieve than general goals. Usually standard is a short statement that students must know or able to do at a certain point.

Step 2 : Select an authentic assessment In choosing authentic assignment, first the teacher needs to study the standard that he makes, and examine in the real reality. For example, instead of asking students to solve fraction, it is better to prepare the task of solving the problem.

Step 3 : Identify the criteria for the task Other word from criteria is indicators of good performance on an assignment. If there are several indicators, it should be noted whether the indicators are sequential (requires sequence) or not.

Step 4 : Create the rubric a. Preparing holistic rubric A holistic rubric requires the teachers to score overall process or products as a whole, without judging separately. b. Preparing analytic rubric.

An analytic rubric asks the teachers to score separately, each part of a product or performance first then sum the individual score to obtain the total score. In authentic assessment students will be involved in how to practice activities to apply their knowledge and skills to new tasks (Jamin et al., 2024; Randolph, 2019). This assessment is more standard-setting than standardized test instruments. The assessments process will be involves various activities such as oral interviews, good problem solving individuals and groups, performance and portfolio writing creativity (Febriani et al., 2023; Nursalim et al., 2022). According to person in authentic assessment does not occur rote learning and tests that are passive rather students engage in activities such as conducting scientific experiments, social research , writing a story and report, read and interpret literature, and solve applicative questions (Boley et al., 2017; Damayanti et al., 2024; Kose, 2020). The authentic assessment will success if students understand what is expected by the teacher, so, the consequently the teacher must clearly define the competencies of students who are expected to be achieved. Relate with the design, structure, awarding the score of Grant Wings offers the following suggestions.

- a. TheAuthentic Assessment must be designed :
 - Leads to the core of essential learning, understanding and ability.
 - Educative and interesting.
 - The part of an instructional curriculum and it is not just any aimless.
 - Reflect teal life, interdisciplinary challenges.
 - Arraign the students to problem and assignment that are complex, ambiguous, and open minded that integrate knowledge and skills.
 - The highlight is the students' product and performance.
 - The form of standard settings and carry students towards the higher level of mastery knowledge.
 - Acknowledge and value various students' abilities, learning style, and different backgrounds.

- b. TheAuthentic Assessment must have the following structure :

- It can be done by all students with assignment that tend to increase.
- Useful exercise.
- Often requires collaboration with other students.
- It is not confidential test as traditional tests.
- Acknowledge that students need different time to complete it.

c. Scoring in Authentic Assessment must :

- More reveal and identify students strengths than weaknesses.
- It is based on clearly stated performance standards not on the basis of reference norm.
- Measure process and competency broadly.
- Encourage the habit of assessing one's own abilities

In authentic assessment knowledge and skills are two main things and inseparable from one another. Nonetheless, it is knowledge as a part to the final destination and it is not that goal itself. Related to the implementation of the 2013 curriculum, authentic assessment is highly relevant since it can describes the progress of students' achievement in line with the new approaches applied. It does not only portray students' learning progress and motivation but also give teachers chance to provide feedback and follow-up activities from the result of the assessment. In addition, four major skills of English such as speaking, listening, reading and writing can be covered by using authentic assessment.

CONCLUSION

Authentic assessment directly measures students' actual performance in specific tasks, making it a suitable method in the curriculum 2013. It promotes creativity and motivation in the teaching and learning process, allowing students to interact with their learning environment and develop problem-solving skills. Unlike traditional tests, authentic assessment focuses on performance, creating a more engaging learning atmosphere. Students are required to work in real-world settings rather than simply answering test questions. As a result, authentic assessment can enhance students' work skills.

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