THE CHARACTERISTICS OF AUTHENTIC ASSESSMENT MODEL IN LEARNING INDONESIAN LANGUAGE IN JHS

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The problem of assessment still becomes main issue in the implementation of 2013 in Junior High School (JHS) curriculum although it has been applied for years. Based on some studies, it is known most teachers cannot design, develop instruments, implement, manage, report, and utilize the results well. The main difficulties experienced by teachers are formulating indicators, organizing instrument items, and making skills assessment instruments. To overcome, an easy and applicable authentic assessment development to ease its application by teachers is necessarily done to create effective learning. The initial step to do is analyzing the teachers and students' needs to know the characteristics of demanded model. The preliminary survey shows the teachers and students need authentic assessment model. The model is assumed capable of overcoming the problems faced by teachers. The model is expected to improve 21 century competences: to critically think and solve problem, to collaborate and communicate, and to improve creativity. The characteristics of the model is concluded from the analysis of need done through survey, interview, and observation.

Keywords: the characteristics of the need, authentic assessment model, Indonesian language, JHS

INTRODUCTION

The problem of assessing still becomes the main issue in the implementation of 2013 curriculum. The rapid rule changes cause confusions among teachers of JHS. Moreover the implementation in Indonesian language course is also dynamically impacted. Thus, besides learning the changes of assessing, the teachers also learn the changes of text based learning in Indonesian language course. The text based learning allows the learners to master various text and their usages as social functions based on Halliday about social semiotics, seeing the language as genre (Purcell-Gates *et al.*, 2017).

Rosiana and Henry (2014) suggest their study that teachers of elementary, junior high school, and senior high school are not ready to fully understand the assessment in 2013 curriculum learning. The study of Suprananto and Eviana also concludes the same thing – many teachers have difficulties to implement it, especially during assessing in class level (Suprananto and Eviana, 2014). Their insufficient understanding about the assessment model of the curriculum implementation causes teachers to not being capable of designing attitude, knowledge, and skills assessments.

Assessment is strongly correlated to the students' futures, so teachers should process it through the appropriate ways and procedures. To support the notion,

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many assessing instruments to measures the achievement competence indicators are needed. To keep its authenticity, it should be designed during learning process, not only in the end of learning period. The assessment must be integrated into the learning, so it becomes learning process part (*assessment for learning*).

Teachers need to anticipate potential conditions leading to uninteresting and ineffective learning. The anticipations are: (a) giving chance to the students to open to new knowledge, meaning that learning Indonesian language must provide for anyone to explore new experiences and alternatives about certain conditions; and (b) motivating students to think reliably, to achieve it, meaning that assessment must be done not only by scoring the knowledge but also covering attitudes and skills.

Knowledge, skill, and attitude need to have balance portions and to be implemented appropriately so the learners grow to be intellectual, skillful, and well behave. That is the reason learning Indonesian language needs authentic assessment.

Authentic assessment is natural methods to obtain functional and contextual information related to daily learning (Keity *et al*., 2009). Authentic assessment should utilize various techniques to measure the students' competences accurately. The use of certain techniques will affect to various used instruments. On assessing instruments, besides scoring, observing is needed, by using *check list*, scoring scale, or rubrics, using plural criteria, and at least consisting two criteria (Chatib, 2015:140).

Authentic assessment is a reflection, *or the real mirror,* about real learning condition of the students (Warsono and Hariyanto, 2013:266). The assessment is one of tasking form demanding learners to show their meaningful performance in real life by implementing knowledge and skills (Mueler, 2008; Nurgiyantoro, 2016).

The assessment allows the measurements directly toward learning performance as competence achievement indicators taught. For teachers, the assessment is an activity to see the strengths and weaknesses of the students and to evaluate teachers' performance in class. Therefore, the teachers should assess daily with systematic and planned schedules. It can be done when teachers design the plan well and implement accurately based on the materials tested. Teachers need to involve learners in assessing so they recognize their achievements. Therefore, authentic assessment is recommended.

The assessment has strong relevant correlation to scientific learning based on 2013 curriculum. It is due to the assessment's nature, performance based assessment, allowing to portray the learning achievement improvements in observing, questioning, reasoning, associating, and communicating or mapping. Therefore, the assessment should be done through various techniques, such as *performance,* attitude assessment, *paper and pencil test,* project, product, *portfolio,* and self – assessment (Kemdikbud, 2013: 5).

In teaching and learning process, teachers can implement performance task by asking the students to demonstrate specific behaviors or skills, then being

assessed authentically. The assessment takes demonstration into one step closer and to emphasize the intended skills or abilities into real world context (Arends, 2008:242- 243). The assessment emphasizes learners' ability to demonstrate their owned knowledge concretely and meaningfully (Nurgiyantoro, 2011:23).

The strengths and weaknesses of learning depends on how well the assessment is being developed. Assessment in 21 century education context must be directed to foster 21 century skills, critically and creatively think, collaborate and communicate, and to master information and technology media (Abidin, 2016:1).

Authentic assessment is important to develop aligning with the characteristics of 21 century education. Based on 2013 revised curriculum, the attitude assessment for subjects except religion and attitude plus civics lessons, are done indirectly. The teachers are only suggested to use the assessment in the form of journal to observe the attitude emerging during learning. The unobservable learners in terms of their attitude are assumed to have well attitude. To comprehensively assess knowledge and creativity are important to develop authentic assessment. Authentic assessment is expected to improve the outcomes and learning process because the assessment is carried out during the lesson.

Arranging the planning, executing, analyzing the score and utilizing them in learning are the whole complete series of the program and an unseparated unit to the others. The developed model cannot be separated one to another. The model should fit on to the model of learning Indonesian language done through three approaches: *genre pedagogy,* scientific, and CLIL. The main plot of the model is *genre pedagogy* with 4 steps: (1) building the context, (2) reviewing the text model, (3) guided constructing, and (4) constructing independently (Kemdikbud, 2016:8).

The activity to get knowledge (Basic Competence – 3) is done through scientific approach (observing, questioning, collecting information, reasoning, and communicating). The development of skills (BC-4) is continued by guided constructing steps and constructing independently.

CLIL approach is used to enrich learning with: (1) content in the form of model or task containing knowledge and character building and caring as Indonesian and world citizens, (2) the elements of language (communication) as important elements to state various language purposes in life, (3) every kind of text owning various cognitive structures to be realized for effective and better communication, and (4) cultures, using the language, communicating by involving ethics, politeness, grammatical structures, and cultures (among nationality and locals).

The model of the assessment allows teacher to assess and consider three approaches. Therefore, the assessment becomes a model to accommodate the teachers' needs. The steps to do in developing the authentic assessment on those identification upon teachers and students' need with orientation to research and development model by Borg and Gall (2007:589-593).

RESEARCH METHODOLOGY

The research uses *Research and Development* procedures by Borg and Gall (1983:775-776) with stages: (a) *research and information collecting, (b) planning, (c) preliminary form of product developing, (d) preliminary field testing, (e) main product revising, (f) main field testing, (g) operational product revising, (h) operational field testing, (i) operational product revising, (j) operational field testing (k) final product revising,* and *(l) disseminating and implementating.*

Based on the notion, the steps are formulated based on the needs. The research stages are packaged into several steps (1) preliminary survey, (2) initial product design development, (3) product design, (4) product validity test, (5) product revision based on product validity test, (5) limited test, (7) final design revision, and (8) massive developed product trial, (9) final product, and (10) dissemination and implementation. The first until eighth steps belong to academic field, meanwhile 9 until 10 becomes the industrial field. Therefore, the research is only done until eighth stage. Those eight stages are drawn into the steps of developing the authentic assessment model as follows:
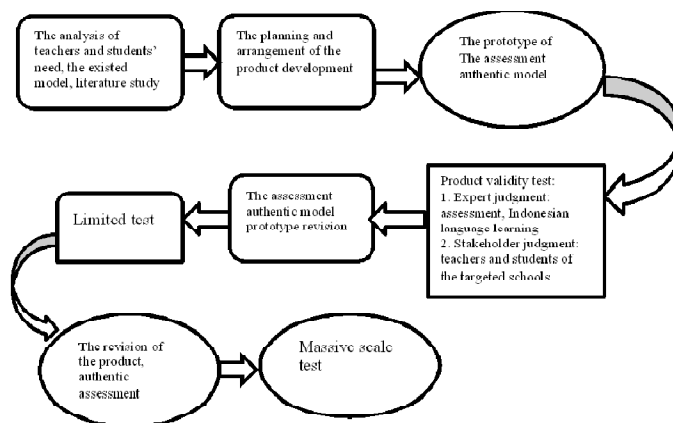

Figure 1:   The Flow of Developing Authentic Assessment in Learning Indonesian Language in JHS

Based on Borg and Gall procedures, the first step is to survey. In this stage, the researcher analytically investigates the teacher, student, and the assessment model need, and also literature study. The preliminary survey of the needed model is divided into two, instruments for the teachers and for the students. The instruments of the teachers consists 11 questions with 6 until 12 answers. Teachers can select more than one answer. For the students, 10 questions with 6 until 12 answers. The students can answer more than one answer options for each question.

To get the data of characteristics of the model needed, the instruments are spread to sixteen schools as respondents in Central Java: (1) SMP 1 Kudus, (2)

SMP N 3 Bae Kudus, (3) SMP Negeri 1 Wonogiri, (4) SMP Negeri 1 Sukoharjo, (5) SMP Negeri 12 Surakarta, (6) SMP Al-Azhar Syfa Budi Surakarta, (7) SMP Negeri 2 Salatiga, (8) SMP Negeri 21 Semarang, (9) SMP Negeri 1 Magelang, (1) SMP Negeri 1 Purwokerto, (11) SMP Negeri 3 Purbalingga, (12) SMP Negeri 1 Mondokan, Sragen, (13) SMP NEgeri 1 Talang. Tegal regency, (14) SMP Negeri 1 Sragi, Pekalongan, (15) SMP Negeri 1 Wedarijaksa, Pati, and (16) SMP Negeri 2 Purworejo. From those schools, the needs of the model are formulated and analyzed in learning Indonesian language.

FINDINGS AND DISCUSSION

The findings are described based on the development stages from preliminary survey. The analysis of the needs of the model is in the form of collecting information activity about the needs based on factual and ideal conditions of the assessment model. The analysis is done by concluding the questionnaires, interviews, and respondent observation in Central Java by using questionnaire, interviews, and observation in learning process and authentic assessment.

Based on the results of preliminary survey, it is known the characteristics of their needs toward the assessment model. It is concluded from the questionnaires, interviews, and observations toward the respondents, both teachers and students.

Based on the questionnaires, interviews, and observations, it is gained the characteristics of the assessment model *prototype*. The data are used as the base to describe the assessment model based on the teachers and students' perceptions. The analysis of the data toward the model is presented in graphic 1.
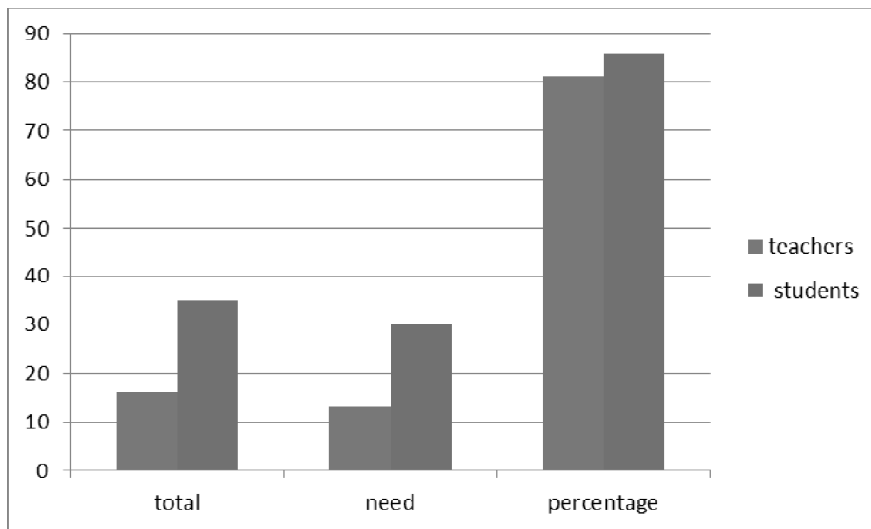
Graphic 1: The Result of Teachers and Students' need analysis

The first question related to whether teachers and student need the assessment model in learning Indonesian language. The questionnaire shows most of them support the authentic assessment model. Authentic assessment is considered to be able to assess the achievement of students objectively. The answer results of the respondents are 13 teachers (81%) need the model, while only 3 teachers (19%) do not need it. The learners supporting the model are 30 (86%), while the other 5 students (14%) not supporting it.

From the analysis result, it is the important to develop the assessment model. To proceed to the next step, planning and developing the product, an analysis of need characteristics based on the respondents' perceptions are conducted. The characteristics of the model as follow.

The Development Needs based on Teachers' Perceptions

The needs of the teachers toward the model cover six aspects: (1) authentic assessment form need, (2) types of questions, (3) the frequency of authentic assessment.

1)   *The Need of Authentic Assessment Forms*

The instruments of the need refers to the form of assessment published by Primary and High Directory of Education in Central Java, May 2017. The forms of the developed assessment are (1) written test, (2) spoken test, (3) tasking, (4) practicing, (5) projects, and (6) products. Meanwhile, portfolio is used to support practice, project, and product assessment. The teachers also can advise other forms of needed assessments. Based on the guideline published by Directory, to assess skill in learning the course can be done through written to measure their abstract and cognitive skills (reading, reading aloud, and writing). The results of the need analysis based on the form of the assessment model is stated in the graphic below.
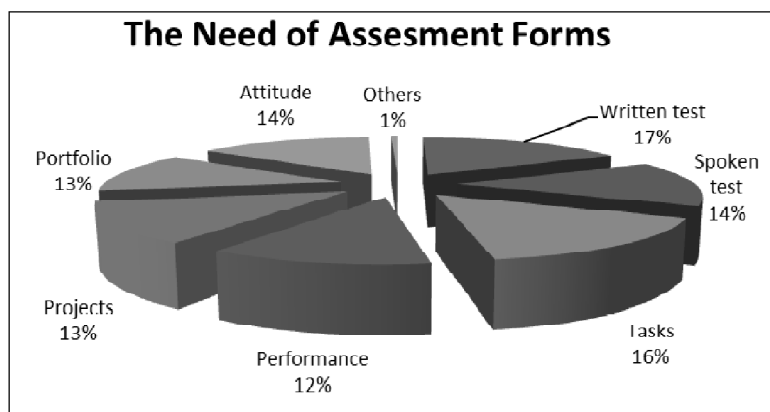
Graphic 2: The Need of Assessment Forms

Based on the graphic 2, 100% of the teachers expect the assessment in the form of written test. Test is still needed to measure learners' understandings of the text. Teachers still assume written test as an important assessment to do after one basic competence taught. The form of the assessment of tasking is chosen by 15 teachers (94%). Therefore, written test and tasking are still needed and used in the authentic assessment model. The oral test is excluded because it is used to check the learners' understanding as learning remediation. To assess skill or performances, the forms demanded are practice and products. The project is needed by 11 teachers (69%). Portfolio is excluded because it is considered as daily assessment. Portfolio is needed to describe learning achievement in a semester through sample and the best of the learners' works from basic competence dealing with skill. Therefore, it can be concluded assessment dealing with cognition is done through test and tasking. Meanwhile, the skills are taken from practices, products, and projects.

2)   *The Needs of Question Types*

What kind of types of questions needed by teachers are given through 12 options but summarized into seven, they are questions (1) giving exact answer, (2) only one answer, (3) open answer, (4) assessing the process, (5) quiz, (6) asking about certain knowledge, (7) motivating knowledge dealing with how and why.

Based on the analysis is known the teachers need open questions. The closed questions and only one answer question are less demanded. However, there are still some teachers willing those types of questions in low percentage (44%).

All respondents (100%) choose open questions to test how and why. Therefore, it can be concluded the teachers need assessment forms to assess process and result.

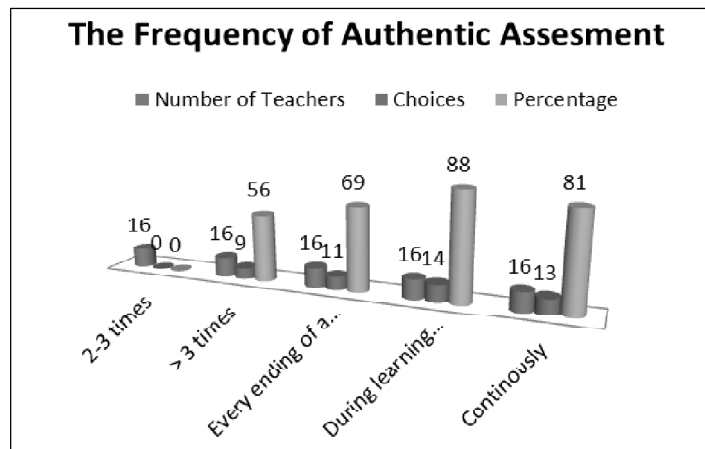### 3)   *The Need of Authentic Assessment Frequency*

The questions dealing with the frequency in one semester where authentic assessment is given is released into five options: (1) twice or three times, (2) more than three times, (3) in the end of each material or theme, (4) integrated during learning, and (5) continuity. The description of the frequency in one semester is drawn below in graphic 3.

Based on the table, 16 teachers (100%) need the assessment done during learning continuously. Therefore, the assessment is done during the learning process at least once in one Basic Competence taught.

The Need of Development based on The Learners' Perceptions

Although the survey is different with the teacher, however, generally, the need of the assessment model demanded by the learners is not too different. The forms of cognition assessment demanded is (89%) test and tasking (80%). The forms of skill assessment are (66%) practice, (66%) projects, and (74%) products. The types

of questions for cognition aspects, the learners choose multiple choices (80%), essay (57%), and quiz (66%).

Graphic 3: The Frequency of Authentic Assessments

From the survey of the assessment number frequency in one semester, the learners need at least three times (66%), done during learning (69%), continuously (60%). Therefore, the principles of the students' learning completion can be done by the teachers. The ideal one, the assessment is done in the end of each basic competence so the learners will have no burden in the next basic competence.

CONCLUSION

It can be concluded the characteristics of the assessment are (1) the assessment model contains various forms of assessment, (2) the assessment model contains different types of questions, (3)the assessment model accommodates the needs of assessment during the learning process. Based on the characteristics of the assessment model, they will be used to plan and arrange product development, then it continued by prototype making of the authentic assessment model for JHS.

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