

2013 Curriculum Authentic Assessment Study in Madana Dun Ya Banjarmasin Extraordinary School

Fathimatuzzahra, Utomo, Jiyanta
Special Education Study Program
Universitas Lambung Mangkurat
Banjarmasin, Indonesia
fathimatuzzahra07@gmail.com

Abstract—Authentic assessment is one of the changes in the 2013 curriculum. In this assessment, the competencies of students assessed include attitudes, knowledge, and skills. An authentic assessment must be carried out by all education providers, including special education providers who provide services for children with special needs. This study aims to describe the implementation of authentic assessment in the D3/C class of SLB Plus Madana Dun Ya Banjarmasin which provides educational services for children with special needs. This study used a qualitative approach with case study research method. Data was collected using interviews, observation, and documentation. Data analysis was carried out through the process of data reduction, data presentation, and drawing a conclusion. The results showed that authentic assessment in the D3/C class of SLB Plus Madana Dun Ya Banjarmasin was modified according to the ability of each student. The obstacles faced by the homeroom teacher of the D3/C class in conducting authentic assessments are the different ability of each student, D3/C classroom which is still combined with D1/C and D2/C classes, and often students do not attend school.

Keywords—authentic assessment, the 2013 curriculum

I. INTRODUCTION

The 2013 curriculum is the development of the existed curriculum. The curriculum development includes changes in the assessment of student learning outcomes. In the press workshop of 2013 Curriculum Implementation presented by the Minister of Education and Culture in Pondok Cabe on January 14, 2014, it is stated that the assessment in 2013 Curriculum is an authentic assessment of aspects of attitude, knowledge and skills competencies based on portfolios. This assessment is different from the previous curriculum in the form of knowledge assessment through tests. Ref. [1] explained that authentic assessment of 2013 curriculum is the main approach in assessing learning outcomes by educators. This form of assessment requires students to display attitudes, using knowledge and skills acquired from learning in carrying out tasks in the actual situation. Authentic assessment is applied with the aim that students learn to master knowledge, train students' skills using their knowledge, and also provide opportunities for students to solve real-life problems. Through this assessment, students are expected to be more critical and different from each other.

Assessment of students' learning outcomes with an authentic assessment approach is set out in [2]. With the rule

of the Minister of Education and Culture, all education providers are obliged to use this assessment. This means, Regular and special education providers in Indonesia who have used the 2013 curriculum are obliged to use authentic assessments.

Special education is an education held for students with disabilities. The function of special education is to provide educational services for students who have difficulties following the learning process due to physical, emotional, mental, intellectual, and social abnormalities. Special education also provides educational services for students who have difficulties following the learning process because they have the potential for intelligence and special talents. Based on Ref. [3] concerning the Special Education Curriculum, it was explained that the curriculum for students with disabilities was a modified form of the 2013 Curriculum for regular education.

Referring to a number of explanations regarding authentic assessment above, the researchers saw the existence of an assessment of the application of knowledge in real life. This form of assessment was viewed by researchers as a unique approach in special education given the various obstacles that students with special needs have. Based on several explanations regarding the authentic assessment of the 2013 curriculum above, there is a need to see and describe the implementation of portfolio assessment in the field.

In other words, there is a need to deal directly with authentic assessments in the field. The researchers want to dig deeper into the assessment process starting from how the assessment was designed by the teacher, the type of authentic assessment used, and which authentic assessment techniques are used. The strengths and constraints faced by schools in carrying out authentic assessments that are touted as comprehensive assessments are the important reasons for this research to be carried out. The school chosen by the researchers to conduct this research is SLB Plus Madana Dun Ya Banjarmasin.

SLB Plus Madana Dun Ya Banjarmasin is one of the special education providers that had implemented the 2013 Curriculum. The school has provided educational services for children with special needs with various types of problems. Authentic assessment has also been carried out in this school, namely the assessment of attitudes, knowledge, and skills.

Because of these things, this study was conducted in SLB Plus Madana Dun Ya, especially in the D3/C class.

II. METHOD

This study employed a qualitative approach. The type of research used is a case study method to explore more in the implementation of authentic assessment in the D3/C class of SLB Plus Madana Dun Ya Banjarmasin. Referring to Ref. [9], interview techniques, observation, and documentation were used to collect data in this study. For this reason, the instruments used were interview guidelines, observation sheets, and documentation study guidelines. The D3/C class's homeroom teacher was the main informant in this study. Supporting information in interviews was obtained from the principal and two teachers who had taught in the D1/C and D2/C classes. Data analysis technique used in this study was Miles and Huberman model which include data reduction, data presentation, and drawing conclusion [4].

III. RESULT AND DISCUSSION

Attitude assessment in the D3/C SLB Plus Madana Dun Ya class was carried out using observation techniques by the homeroom teacher. Some aspects of attitudes assessed in this class include honesty, discipline, religious obedience, and tolerance. Attitude assessment can be carried out inside and outside the classroom. The process of planning and implementing an attitude assessment was adjusted to the indicators set in the teacher's book of D3/C class. The researchers considered that the implementation of attitude assessments in the D3/C class was still lacking, especially in the clarity of attitudes assessed. The attitude aspects considered was not specified by the homeroom teacher in the learning objectives, as mentioned in [5] that teachers must make the spiritual and social attitude competencies detailed in the indicators of achievement of competence as learning objectives. The researchers also deplore the homeroom teacher who only uses observation techniques to carry out attitude assessments. Meanwhile, there are several techniques that can be used to assess attitude competencies, namely observation, peer assessment, journals, and self-assessment [5], [6]. The results of the attitude assessment in the D3/C class using the observation rubric cannot be found. This also shows the lack of objectivity of the homeroom teacher in carrying out attitude assessments. In compiling reports on learning outcomes, attitude assessments rely more on the homeroom's memories in preparing student learning outcomes reports. In the end, attitude assessment has not been linked to the efforts to experience problems with student attitudes as mentioned in Kunandar [5]. Therefore, the teacher should make observation notes that cover the activities of students on a regular basis so the development of students can be seen as a result of the learning that has been carried out.

Viewed from the realm of knowledge or cognitive competence in [5], the level of the thinking process of students in the D3/C class is still at the level of knowledge. This is because the ability of students is still limited to the ability to know, identify, and mention. Knowledge aspects assessed in the D3/C class were assessed in the activities of appointing,

naming, and matching. Regarding this matter, the homeroom teacher has stated that there are intellectual barriers in students in the D3/C class so that the knowledge assessment is greatly simplified compared to the learning objectives in the teacher's book. Knowledge competence in the D3/C class was assessed through oral tests, written tests, and assignments. The implementation of the assessment was adjusted to the ability of students. Hence, the researchers understand the intellectual barriers in this class's students so that the assessment of knowledge in one student with another is different. Knowledge assessment with diverse techniques was an added value for the assessment results themselves. It can be assessed using a written test, oral test, self-assessment and assignment [5] – [7]. Thus, the assessment of knowledge in this class becomes more objective and represents the ability of students.

Skills assessment in the D3/C class was integrated with knowledge assessment. Skills assessed in the D3/C class include actions taken by students, including simple activities such as writing. Other activities such as making crafts were also assessed in skill competencies. Sport is also considered a skill that includes the ability to follow the movements learned in class. However, the assessment of sports and craft's making were equated with students of D1/C and D2/C classes. Because of the obstacles the students have, skills assessment in the D3/C class was done more based on students' performance. The skills assessment in this class was appropriate and quite good because it is integrated with knowledge assessment. This opinion is supported by the theory of [5] which states that skills or psychomotor are related to learning outcomes whose achievement through skills as a result of achieving knowledge competencies. The author regrets the implementation of skills assessment that does not involve project appraisal and portfolio assessment. Whereas portfolio assessment can reflect the development of students' skills within a certain period of time after understanding the way to solve a problem [6]. The product assessment was still carried out but more modifications were made so that the assessment was only in the process and not at the planning stage and the final results as stated in [7].

The constraints faced by the homeroom teacher to carry out authentic assessments are differences in each student, the classrooms that are still combined with other classes, and students who often do not attend school. In connection with these constraints, the teacher is a party who must work hard because even though there is an assessment reference in the teacher's book, there must be some modifications before it is used by students. Schools should also strive to separate classes as soon as possible so that the learning process does not interfere with each class. In addition, cooperation with parents is important to improve the discipline of students who often do not attend school.

In conducting authentic assessments, there are three things that must be considered by the teacher, namely the authenticity of the instruments used, authentic from the measured, authentic aspects of the condition of the students [5]. Based on the results of the findings above, the assessment in the D3/C class is still not authentic enough. Several assessment instruments that are adapted to the curriculum have been used. The assessment also includes aspects of attitude,

knowledge, and skills. However, authentic in terms of students, that is the assessment carried out from an input, process, and output is still not fully implemented. In the D3/C class, there is no pretest before students begin learning. Ref [8] stated that authentic assessment emphasizes the ability of learners to demonstrate knowledge that is real and meaningful. However, with the condition of students experiencing academic barriers, the assessment which is called meaningful is not defined to be applicable. This requires the teacher to carry out a more subjective assessment and does not leave a diary or track record of the learning process of students.

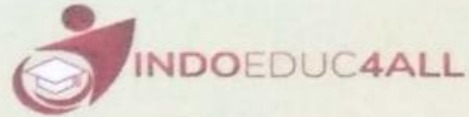
IV. CONCLUSION

The authentic assessment carried out in the D3/C class of SLB Plus Madana Dun Ya Banjarmasin was modified to suit students' abilities. Authentic assessment of attitudes, knowledge, and skills planned according to the D3/C class teacher's book 2013 curriculum provided by the government. The aspect that was considered also refers to the provisions in the teacher's book through several adjustments in its implementation. The assessment techniques used are observation, written tests, oral tests, assignments, and performance. The implementation of these three assessment competencies shows the effort to implement authentic assessments in schools. The techniques used for assessment have also varied. However, input assessments and learning processes have not been carried out at this school to meet the

three authentic assessment provisions. There are three obstacles faced by the homeroom teacher when carrying out authentic assessments. These three obstacles are the ability of students who are very different from each other, D3/C classrooms are still mixed with D1/C and D2/C classes, and students very often do not attend school. To overcome these obstacles, teachers must adapt to all the needs of students.

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Prof. Dr. H. Sutarto Hadi, M.Si, M.Sc
NIP. 19660331 199102 1 001

Rector

Lambung Mangkurat University, Indonesia