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## Application of Authentic Assessment to My Daily Assignment Themes in Class II

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### Abstract

This research aims to determine and describe implementation authentic assessment on the theme of my daily assignments which have been carried out in class II elementary school 77/1 Penerokan. This research was conducted using a qualitative descriptive method, namely the subjects were one principal and one homeroom teacher of class II elementary school 77/ 1 Penerokan. To collect data, observations, interviews and documentation with data analysis techniques using three flows, namely, reduction data, display data and draw conclusions. The results showed that at elementary school 77/1 Penerokan there were applying authentic assessment in learning on the themes of my daily assignments. The teacher has carried out appropriate assessment steps, among others determine standards, determine assessment techniques, determine criteria, determine rubrics, carry out assessments and provide scores or grades. The teacher carries out authentic assessment techniques on the themes of my daily assignments between others on attitude assessment using observation techniques; on assessment knowledge of using written test techniques, oral tests, assignments; and on skills assessment using performance assessment, product assessment and portfolio assessment. Teachers experience obstacles in implementing assessments authenticity, including time constraints and student constraints.

Keywords: application; authentic assessment; elementary school

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## INTRODUCTION

Education is the main foundation in building the potential of individuals and society as a whole. Through education, a person can develop the knowledge, skills, and attitudes necessary to achieve success in personal and professional life (Faiz et al., 2020; Ningsih et al., 2015). Apart from that, education also has an important role in forming character, moral values and ethics which are the foundation for sustainable social development (Ariyana et al., 2018; Razak, 2020). With quality and inclusive education, it is hoped that a generation that is competent, creative and aware of the importance of tolerance, diversity and justice can be created in a global society that continues to develop (Harahap, 2020; Lasmita, 2020).

The educational paradigm in Indonesia has increasingly developed the traditional approach, where students are simply objects of education, is lacking active in the learning process and the teacher is the main focus in the learning process and then becomes a modern approach, namely learning using the 2013 learning-centered curriculum on students and teachers only as facilitators (Asmi et al., 2018).

The 2013 curriculum is an important milestone in the development of education in Indonesia. This curriculum is designed to present a learning approach that is more contextual, comprehensive and relevant to the needs of the times (Asro, 2020). With a focus on strengthening character, project-based learning, and integrating information and communication technology (ICT), the 2013 Curriculum aims to produce young people who have 21st century skills, such as critical thinking, collaboration, communication and creativity (Azahara, 2020; Azid & Md-Ali, 2020). Apart from that, this curriculum also emphasizes student-centered learning, where the teacher acts as a facilitator and students are given the opportunity to be active in constructing knowledge (Farmi, 2020). Thus, the 2013 Curriculum is an important foundation for the transformation of education towards a direction that is more relevant and adaptive to the dynamics of global development.

The 2013 curriculum focuses on competency attitudes, knowledge, and skills. In the 2013 curriculum, the main basis is attitude or the character of new students followed by knowledge and skills (Wulan, 2020). The 2013 curriculum also regulates learning activities that prioritize scientific approach, namely observing, asking, reasoning, trying, and communicate (Chien, 2017; Rusliani, 2020). And it is in this activity that students learn in doing everything, the teacher only becomes a facilitator of learning activities (Mandriesa, 2020). Teachers as administrators during the learning process cannot be separated from the role that teachers must play in the process of evaluating learning outcomes (Juita, 2020; Pratama & Lestari, 2020). In the latest curriculum, teachers are required to use authentic assessment (Neldawati, 2020). Authentic assessment implies assessment and integrated learning (Almulla, 2020; Zwickl et al., 2015). These assessments must reflect the real world. Authentic assessment places teachers in the condition of carrying out more than one work carried out simultaneously or concurrently between processes teaching and assessing. In learning, of course the teacher wants to apply (Crawford & Jenkins, 2018).

This authentic assessment provides a more holistic approach in evaluating student abilities, not only focusing on academic knowledge alone, but also integrating aspects of skills and attitudes that are relevant to everyday life. Thus, this research makes an important contribution in developing assessment methods that are more comprehensive and relevant to contemporary educational demands that emphasize student-centered learning and produce individuals who are ready to face challenges in the era of globalization.

The implication of this research is that the application of authentic assessment on the theme "My Everyday Tasks" in Class II elementary school 77/I Penerokan can have a significant impact on the learning process. By using assessment methods that are more relevant to real life, it is hoped that it can improve students' understanding of subject matter, motivate them to learn actively, develop critical thinking skills, and help teachers carry out more comprehensive evaluations of student learning progress. Apart from that, another positive implication is that there is a contribution to the development of a more adaptive curriculum and learning that is more oriented towards students' experiences in facing real situations in society.

## **RESEARCH METHODS**

### ***Research Design***

This research uses a qualitative research approach because researchers describe a phenomenon according to the actual situation experienced by research subjects and presenting the data in the form of words and language. Another reason researchers chose this research approach is because researchers want to examine the condition of natural objects based on the results of observations, interviews and documentation studies, with the researcher as the key instrument.

### ***Research Target/Subject***

Research subjects are people who are in social situations designated as a provider of information in a study or known with informants. The subjects in this research were elementary school principals 77/I

Penerokan, class II teacher at elementary school 77/I Penerokan and class II students at elementary school 77/I Penerokan.

### ***Research Procedure***

First, a literature study was carried out to collect information related to the theory and concept of authentic assessment and the theme "My Everyday Tasks". Then, the researcher designs a research design which includes sample selection, research instruments, and relevant data collection strategies such as observation, interviews, and documentation studies. After that, authentic assessment was carried out on this theme in the context of classroom learning activities. The collected data is then analyzed qualitatively and/or quantitatively to evaluate the effectiveness of implementing authentic assessment in improving students' understanding and abilities in the theme "My Everyday Tasks". Finally, the results of data analysis are prepared in the form of a research report which presents findings, conclusions and recommendations for further development in the field of education.

### ***Instruments, and Data Collection Techniques***

This research aims to find weak points and solutions problems, and the problems found will be solved and can be answered clearly if supported by valid data and in accordance with the object research, because there is no suitability and validity of the data with the research greatly influences the results of research conducted by researchers. The method used for the data collection process in research this is the process described, namely: Observation is making direct observations carried out by the research object. Observation is making observations directly go directly to the research object to see closely the activities carried out (Sugiyono, 2017). The observation method used in this research is method participant observation, where the researcher is directly involved in observing research environment. Thus it is hoped that the data obtained by researchers from respondents, informants, and the objects studied constitute data factual ones related to the application of authentic assessment in class II elementary school 77/I Penerokan.

### ***Data analysis technique***

This research uses the Miles model field data analysis technique and Huberman. Miles and Huberman that activities in qualitative descriptive data analysis are carried out sequentially interactive and continues continuously until completion, so the data is saturated. The reality that occurs in the field.

## **RESULTS AND DISCUSSION**

This research was carried out by researchers in class II of elementary school 77/I Penerokan Bajubang District, Batang Hari Regency. By carrying out observations or direct observation regarding the application of authentic assessment to the theme my daily tasks are implemented by the teacher in class. After doing Observations: Researchers also conducted interviews with school principals and teachers regarding the application of authentic assessment to the theme of my daily assignments in class II elementary school 77/I Penerokan. In this research, researchers conducted interviews with principal of elementary school 77/I Penerokan and teacher at elementary school 77/I Penerokan.

Most teachers and school principals have a fairly good understanding of the concept and purpose of authentic assessment, but there are still some who need a deeper understanding regarding its implementation and benefits in the context of thematic learning. The steps for implementing authentic assessment taken by teachers in class II at elementary school 77/I Penerokan include the planning, implementation and evaluation stages. Teachers select daily tasks that are relevant to the learning theme, design assessment rubrics that comply with authentic criteria, and actively involve students in the evaluation and reflection process.

The implementation of authentic assessment in the theme "My Everyday Tasks" in class II of elementary school 77/I Penerokan showed positive results in increasing student engagement and their understanding of the learning material. Students are more motivated to learn because the tasks given are relevant to their daily lives, so they can relate the concepts learned to real experiences (Ibrahim, 2020;

Juniwati, 2020). Authentic assessment techniques applied include the use of portfolios, direct observation, interviews, and collaborative projects between students (Deetman et al., 2020). Each assessment technique has its own advantages and disadvantages in evaluating students' abilities holistically, starting from aspects of knowledge, skills, to attitudes (Sutrisno et al., 2020).

Student responses to the application of authentic assessment on the theme "My Daily Tasks" are quite positive. They feel more involved in the learning process, have higher motivation to complete assignments, and feel that the assessments carried out are more fair and relevant to their abilities. Overall, the research results show that the implementation of authentic assessment on the theme "My Everyday Tasks" in class II of elementary school 77/I Penerokan makes a positive contribution in improving the quality of learning and students' understanding of the learning material. However, efforts are still needed to continue to improve understanding and consistent application of authentic assessment in order to obtain more optimal results in thematic learning at the elementary school level.

One of the limitations of this research is the limited number of samples taken from one school, namely class II elementary school 77/I Penerokan. With a limited sample size, the generalizability of research results is limited to that specific context and it is difficult to widely adopt the findings to various schools or other levels of education. In addition, this research may also experience obstacles related to the subjectivity factor in authentic assessment, where assessments by teachers can be influenced by their individual interpretation of authentic criteria, thereby allowing variations in evaluation results between different teachers. In this context, it needs to be acknowledged that the results of this research should be seen as a first step in understanding the application of authentic assessment, and that further research is needed with more representative samples and more objective evaluation techniques to obtain a more comprehensive picture of the effectiveness of authentic assessment on the theme "My Task Everyday" in Elementary School.

## CONCLUSION

Based on research findings and discussion regarding implementation authentic assessment on the theme of my daily assignments in class II elementary school 77/I Penerokan, Researchers can conclude that the class II teacher at elementary school 77/I Penerokan I have implemented authentic assessment in learning on the theme of my assignment daily. The teacher has carried out the assessment steps appropriately, among other things determine standards, determine assessment techniques, determine criteria, determine the rubric, carry out assessments and provide scores or grades. Teachers carry out authentic assessment techniques based on aspects. The assessment on the theme of my daily tasks includes assessing the teacher's attitude using observation techniques; on the assessment of knowledge teachers use written test techniques, oral tests and assignments; on assessing teacher skills using performance assessment techniques, product assessment and portfolio assessment. Teachers experience obstacles in implementing authentic assessment, among others time constraints and student constraints.

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