



Implementation of Authentic Assessment on the Theme of the Beauty of My Country

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Abstract

This research aims to determine the implementation of Authentic Assessment in the theme of the beauty of my country with the sub-theme of the natural beauty of my country for class students IV Elementary School 68/1 Kembang Paseban. This research uses a descriptive approach qualitative. Data analysis techniques are carried out by data reduction, data presentation and drawing conclusions Test the validity of the data using triangulation techniques, namely triangulation of sources, techniques and time. The results of this research indicate that the implementation of authentic assessment in The theme of the beauty of my country with the sub-theme of the natural beauty of my country for class students IV elementary school 68/1 Kembang Paseban is not yet implemented optimally because experienced several obstacles, including several assessment techniques that still exist assessment techniques that have not been implemented, and teachers assume that they exist teacher assessment feels burdened by the many aspects that will be assessed, and feels lack of time to carry out authentic assessments.

Keywords: Authentic Assessment; Curriculum; Implementation

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INTRODUCTION

Education is the main foundation in forming individuals, society and civilization as a whole. Through education, individuals are provided with knowledge, skills, and values that help them develop personally and professionally (Farmi, 2020; Novita, 2020). Apart from that, education also has an important role in advancing society, reducing social disparities, and creating more equal opportunities for everyone (Juita, 2020; Wulan, 2020). With a quality and inclusive education system, every individual has the opportunity to reach their maximum potential, contribute positively to the nation's progress, and create a more civilized and sustainable world.

The 2013 curriculum is a curriculum innovation created by the government as a refinement of the previous curriculum (Azid & Md-Ali, 2020; Otara et al., 2019). The 2013 curriculum is a curriculum which was developed by prioritizing understanding, hard skills, soft skills and character education in the form of attitudes, skills and knowledge (Neldawati, 2020; Qoryana, 2020). As implementer in the 2013 curriculum, a teacher plays an important role in learning, therefore a teacher must be able to carry out assessments (Handayani et al., 2020; Ridho et al., 2018). Assessment functions to measure the level of achievement of learning objectives.

The 2013 curriculum applies an authentic system in its assessment. Evaluation Authenticity is a term coined to describe various assessment methods alternatives that allow students to demonstrate

their abilities in completing tasks and resolving problems (Handayani et al., 2020). Authentic assessment tries to combine teacher teaching activities, activities student learning, student motivation and engagement, and learning skills. Because Assessment is part of the learning process, teachers and students share understanding of performance criteria.

Authentic assessment must describe attitudes, skills and knowledge what students already have or don't have, how they apply it knowledge, in terms of what they have or have not been able to apply learning gains, and so on. On that basis, the teacher can identify the material what is appropriate to continue and for what material remedial activities should be carried out done. Authentic Elementary School assessment in the 2013 Curriculum is an assessment that includes the domains of attitudes, knowledge and skills. Attitude assessment takes priority because elementary school is a school that is the foundation of education for generations nation's next generation. Attitudes must be built from the start so that later they will be able to become successor to a virtuous nation.

Principles for carrying out authentic and conclusive assessments that the principles in carrying out authentic assessments are carried out carefully objective, transparent, economical, integral, accountable and educative. Assessment as a monitoring process for a series of learning activities to monitor activities for each student to gain a comprehensive understanding. In carrying out assessments, especially authentic assessments, of course there are various techniques for applying authentic self-assessment. Assessment is carried out holistically covering aspects of attitudes, knowledge and skills for each level education. Authentic assessment aims to measure various internal skills a variety of contexts that reflect the real world sites where those skills are used. Attitude assessment is related to students' attitudes towards the material lessons, students' attitudes towards teachers/instructors, students' attitudes towards learning processes and attitudes related to values or norms related to learning material.

RESEARCH METHODS

Research Design

This research uses a qualitative descriptive approach which aims to understand the phenomenon in depth and comprehensively. Through this approach, researchers focus on detailed descriptions of observed circumstances or events without manipulating variables or interventions. Qualitative methods allow researchers to explore the meaning, perceptions and subjective experiences of participants, resulting in a rich and in-depth understanding of the context studied. By utilizing techniques such as observation, interviews and document analysis, this research can provide a comprehensive and in-depth picture of the topic under study.

Research Target/Subject

Research that focuses on fourth grade students of elementary school 68/1 Kembang Paseban is interesting to do because this group represents an important developmental stage in basic education. In this context, research can explore various aspects related to learning, psychological and social-emotional students at that stage. From an educational perspective, research can pay attention to effective teaching and learning processes, appropriate curriculum needs, and teaching strategies that suit the characteristics of fourth grade students. On the psychological side, research can pay attention to the cognitive, social and emotional development of students at that age, which is important to support their holistic development. Apart from that, aspects of the school and social environment around students can also be the focus of research to understand their impact on the learning and welfare of class IV students at elementary school 68/1 Kembang Paseban in more depth.

Research Procedure

Research Procedure begins with the preparation stage, including the development of research instruments and preparations related to the authentic assessment approach that will be applied. Furthermore, research involves collecting data through various methods, such as observation to observe

learning activities, interviews with teachers to understand curriculum implementation, and analysis of documents related to learning materials. The collected data was then analyzed qualitatively to identify patterns, trends and findings related to the effectiveness of authentic assessment in deepening students' understanding of the themes and subthemes studied. The results of this analysis are then used to formulate conclusions and recommendations that are relevant for curriculum development and better assessment practices in the future.

Instruments, and Data Collection Techniques

Data collection techniques using observation and interviews are two methods that can complement each other in obtaining comprehensive information. Observation allows researchers to observe behaviour, interactions, and situations directly, thereby obtaining an accurate picture of the observed context. On the other hand, interviews make it possible to obtain more in-depth information through direct dialogue with respondents, thereby gaining a more detailed understanding of the views, experiences and perceptions they have regarding the topic under study. The combination of these two techniques allows researchers to obtain rich and varied data, as well as obtain diverse points of view that can support the analysis and findings in the research.

Data analysis technique

After collecting data from the field through observation, interviews and documentation, the essential next step is to analyze the data. This data analysis process aims to identify patterns, trends and relationships between variables that are relevant to the objectives of the research or investigation being carried out. By analyzing the data carefully, it will be possible to gain a deeper understanding of the observed phenomena and produce findings that can be the basis for making decisions or preparing recommendations.

RESULTS AND DISCUSSION

After the learning implementation is complete, the next step is mandatory carried out by the teacher is to carry out assessments. Based on the author's phenomenon find it in the field in the Implementation of Authentic Assessment on the Beautiful Theme My Country with the Subtheme Natural Beauty of My Country for Class IV Students at elementary school 68/1 Kembang Paseban has not been implemented optimally, because it has experienced several problems constraint.

First, teachers do not understand the concept of authentic assessment because teachers The reason is that they have only been teaching for a year using the 2013 curriculum. The author himself believes that this is not the answer of a teacher professional. Because the role of the teacher in the 2013 Curriculum is one of being a teacher evaluator.

Teachers must understand techniques, evaluation, both tests and non-tests which include types of each technique, characteristics, development procedures, and methods determine whether it is good or not in terms of various aspects, validity, reliability, power different and the level of difficulty of the questions. So even though the teacher is new to teaching. This year's 2013 curriculum requires teachers to understand authentic assessment which is a component of the 2013 Curriculum. Moreover, this teacher has already done so Participate in training on the 2013 Curriculum.

Second, of several assessment techniques there are still assessment techniques that have not yet been implemented held. On the attitude indicators, the teacher only carries out assessments with observation and self-assessment techniques. Ideally, there are several attitude assessment techniques namely, observation, self-assessment, peer assessment and journals. Whereas for indicator of knowledge that the teacher has carried out all assessment techniques. In terms of the teacher's skills only carry out performance techniques and product. Ideally there are several skills assessment techniques, namely, performance, projects, products and portfolio.

In the author's opinion, the implementation of authentic assessment is not optimal. Ideally teachers should implement all assessment techniques according to characteristics 2013 curriculum

assessment. Assessment must use a variety of techniques. Technique the assessments that can be selected include written, oral, portfolio, performance, project, self-observation and assessment. For assessments carried out by teachers on attitude indicators. The author sees that teachers only make assessment formats without doing it the assessment (Lasmawan, 2015). Teachers assume that assessment techniques are especially for knowing the child's spiritual attitude is the task of the religious teacher. So that teacher only ask for attitude assessments based on observations from religious teachers.

The teacher also assumes that he understands the characteristics of the participants his education. So the teacher fills in the assessment format at the end of the semester. Teachers should have their own assessment of each learning process (Juniwati, 2020; Sukiminiandari et al., 2015). Because one of the characteristics of assessment in the 2013 curriculum is: sustainable. The purpose of this assessment is to get an overview complete regarding the development of student learning outcomes, monitoring processes and progress and continuous improvement of results in the form of process assessments, and various type continuous repetition (Oktaviani, 2020; Prastuti, 2020). And it seems that teachers still tend to carry out assessments using old curriculum, this can be seen because teachers still prioritize assessment on knowledge indicators compared to attitude and skills indicators (Asiyah, 2020). Whereas assessment principle, assessment must be carried out comprehensively and continuously, means assessment by educators covers all aspects of competency using various appropriate assessment techniques, to monitor the development of abilities learners.

Third, the teacher thinks that with the assessment the teacher feels burdened with the many aspects to be assessed, and feel short of time in carrying out authentic assessments. According to the author, it is also not answers from a professional teacher (Korthagen, 2010; Syahri et al., 2018). Because a professional teacher must responsible for monitoring student learning outcomes through various evaluation techniques, starting from observing student behavior to learning results tests, as well as assessments this is the daily food that teachers have to deal with (Rahmadiyahani et al., 2020).

This research has significant implications in the educational context. The results of this research can provide in-depth insight into the effectiveness of authentic assessment methods in increasing students' understanding and appreciation of the natural beauty and culture of their country. The practical implications include developing assessment methods that are more relevant to learning content, increasing student learning motivation, and recognizing the various forms of intelligence and talents that students have in facing learning challenges (Harahap, 2020; Setya, 2020). Apart from that, the results of this research can also provide valuable input for developing a curriculum that is more oriented towards meaningful and applicable learning for students in understanding and preserving the natural and cultural diversity of their country (Razak, 2020).

Like every research, this research also has several limitations that need to be considered. One of them is the limitation in generalizing the results, considering that this research focuses on one group of fourth grade students in one particular school. This means that the research results cannot be directly applied widely to different contexts. In addition, time and resource constraints also affect the depth of analysis and data collection, so some aspects may not be very detailed. In addition, the possibility of external factors that are not fully controlled, such as learning environment conditions, can also influence the validity and reliability of research results. Therefore, it is important to consider these limitations in interpreting and interpreting research results.

CONCLUSION

Based on the results of research findings as revealed in the previous discussion was that the Implementation of Authentic Assessment on the Beautiful Theme My Country with the Subtheme Natural Beauty of My Country for Class IV Elementary School 681/ Kembang Paseban is applied through the competency attitude of the user observation techniques, self-assessment, peer and journal assessment, moderate assessment knowledge competency uses written test techniques, oral tests and assignments. For skills assessment using performance techniques, product projects and portfolio.

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