

Implementation of Authentical Assessment of Curriculum 2013 at the Senior High School (SMA)

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Abstract: This study is a descriptive character which generally aims to describe the steps to implement an authentic assessment of the Curriculum 2013 on Economics subjects in high school with the formulation of the problem: how to implement the authentic assessment of the Curriculum 2013 on Economic subjects in high school? Based on the formulation of the problem then, the expected benefits are: (1) for the teacher, provide practical information about the form and instrument of authentic assessment as well as the steps to implement the authentic assessment of Curriculum 2013 on Economic subject in SMA; (2) for the education unit, providing additional information on authentic assessment to be used as reference in implementing authentic assessment in educational unit; (3) for school supervisors / madrasah, can be used as a reference in doing academic supervision of teachers in the target schools. Authentic assessment is a form of assessment that requires learners to display attitudes, using the knowledge and skills gained from learning in performing tasks in real situations. Authentic assessment includes attitude, knowledge, and skill assessment. Forms of attitude assessment include: (a) observation; (b) self-assessment; (c) peer assessment; and (d) journals, while the form of knowledge assessment includes; (a) written test; (b) observation of discussion, questioning, and conversation; and (c) assignment, while the skill assessment form includes: (a) performance; (b) project; (c) products; (d) portfolio; and (e) written tests. Steps to implement authentic assessment include; (1) planning that includes basic competence analysis, determining learning objectives, designing learning scenarios and determining the form and assessment instruments to be used; (2) implementation, that is carrying out the learning activities as well as performing an authentic assessment; (3) analysis or processing of value; and (4) reporting of assessment results.

Keywords: implementation, authentic assessment, curriculum 2013, economic subjects.

1. INTRODUCTION

According to the Regulation of the Minister of Education and Culture (Permendikbud) Number 59 of 2014 on Curriculum 2013 SMA / MA, the development of Curriculum 2013 is based on the challenges faced by education in Indonesia, both internal challenges and external challenges. Internal challenges are related, among others, to the quality of education that refers to (eight) National Education Standards which include content standards, process standards, graduate competency standards, educator standards and education personnel, equipment and infrastructure standards, management standards, financing standards and standard of educational assessment. Other internal challenges related to the development of Indonesian population are seen from the growth of the productive age population. Currently the number of Indonesians of productive age (15-64 years) is more than unproductive age (children aged 0-14 years and parents aged 65 years and over). This population of productive age will peak in the year 2020-2035 when the figure reaches 70%. Therefore, the

great challenge faced is how to strive for the abundant productive human resources can be transformed into human resources that have the attitude, knowledge, and skills through education in order not to become a burden.

The external challenges that are the reason for the development of the Curriculum 2013 are related to the flow of globalization and various issues related to environmental issues, advances in technology and information, the rise of creative and cultural industries, and the development of education at the international level. External challenges also related to Indonesia's participation in the International Trends in International Mathematics and Sciences Study (TIMSS) and the International Student for Student Assessment (PISA) program since 1999 have also shown that the achievements of Indonesian children are not encouraging in the number of reports issued by TIMSS and PISA. This is due to the fact that the number of test materials questioned in TIMSS and PISA is not contained in the Indonesian curriculum.

The challenge becomes a rational need for curriculum change. Curriculum changes, from KTSP 2006 to Curriculum 2013 include changes to 4 (four) curriculum elements, namely changes to Graduate Competency Standards (SKL), Content Standards, Process Standards and Assessment Standards (Kemendikbud, 2013)

In the Competency Based Curriculum (KBK) 2004 and KTSP 2006, SKL is derived from the Content Standards so that the emphasis is more on the knowledge aspect, whereas in the Curriculum 2013, SKL is derived from the need, so it is specified as SKL Attitude, SKL Knowledge and SKL Skills, for three aspects this is the attitude, knowledge and skills needed by society and the world of work.

Changes to the Content Standards, namely KBK 2004 and KTSP 2006 Content Standards are formulated based on subject objectives (SKL Subject) broken down into Standard Competencies (SK) and Basic Competencies (KD) Subjects, while the Curriculum 2013 Content Standards are derived from SKL through Core Competencies (KI). KI is the level of ability to achieve the SKL a student must have at each grade level. KI comprises KI spiritual attitudes, KI social attitudes, KI knowledge and KI skills.

In the Standard Process which is the criteria of the implementation of learning, the changes that occur are, in KBK 2004 and KTSP 2006 learning activities tend to be content-based so that more focused on the teacher, while the Curriculum 2013 activity-based learning activities through scientific and contextual approach so that learning activities more centered on the learner.

The changes that occur in the Standard Assessment, in KBK 2004 and KTSP 2006 assessment more emphasis on aspects of knowledge. While the assessment on Curriculum 2013 includes three aspects of attitude assessment, knowledge and skills according to SKL to be achieved. The values of these three aspects are described in the student report card. It shows that the assessment in the Curriculum 2013 approach is primarily an authentic assessment.

In order to implement the Curriculum 2013, Kemendikbud has organized education and training (training) on Curriculum Implementation 2013. The training is meant, among others, training of National Resource Preparation, National Instructor Training and Training of Target Teachers. Besides, to further strengthen the implementation of Curriculum 2013 has also been done training assistance implementation Curriculum 2013 for National Instructor who will accompany the target teachers in implementing the 2013 Curriculum in educational units. The series of training are intended to make teachers better prepared and have no difficulty in implementing the Curriculum 2013.

Therefore, it is deemed necessary to strengthen teachers' understanding of the 2013 curriculum and its implementation in learning activities. One of the strengthening efforts in question is to hold a seminar on Implementation of Curriculum 2013, as conducted by the MGMP Economic Makassar. For this purpose, the authors compiled this paper to serve as a discussion material in the seminar and also as a reference in implementing the Curriculum 2013.

However, given the extent of problems experienced by teachers in implementing the Curriculum 2013, and limited time in the seminar, the authors limit the discussion on "Implementation of Authentic Rating of Curriculum 2013 on Economics Subjects in Senior High School."

2. RESEARCH METHODS

This study was conducted to describe the steps to implement an authentic assessment of the Curriculum 2013 on Economics subjects in Senior High School. Authentic Assessment is a form of assessment that requires learners to display attitudes, using knowledge and skills gained from learning in performing tasks in real situations (Permendikbud No.104

Year 2014). Authentic assessment is a comprehensive assessment to judge from input, process, and output (output) learning, which includes the areas of attitude, knowledge, and skills.

Authentic assessment forms include assessment based on observation, field assignments, portfolios, projects, products, journals, laboratory work, and performance, as well as self-assessment. While non-authentic assessment forms include tests, tests, and exams.

3. RESULTS AND DISCUSSION

Steps to implement an authentic assessment focusing on economic subjects. These steps include planning, implementation, analysis and reporting.

A. Planning:

The implementation of the authentic assessment of the 2013 curriculum begins with planning. Planning activities include:

1. Analyze Basic Competence (KD) of Core Competence 3 (KI-3) ie aspects of knowledge that will be learned to learners. The analysis is intended to develop the Indicator of the KD and further determine the learning material which is the content of the KD.

Example:

An economics teacher will teach KD: 3.2 "Analyze economic problems and how to overcome them" (Permendikbud Number 59 of 2014). So first the teacher develops an indicator of KD 3.2.

The KD 3.2 indicator, for example:

- 2.2.1 Explain the essence of economic problems.
- 2.2.2 Identify the causes of scarcity
- 2.2.3 Identify how to overcome scarcity.
- 2.2.4 Identify the needs and means of satisfying the needs.
- 2.2.5 Describe the reasons for making choices in meeting needs.

If the indicator of KD 3.2 as mentioned above, then the subject matter and description of the learning materials are: Economic problems and how to overcome them

- a. The core of economic problems
- b. Factors that cause scarcity
- c. How to overcome scarcity
- d. Various needs and tools satisfy the needs
- e. Reasons for making choices to meet needs

2. Analyze KD from KI-4 that is aspect of skill that will be achieved by learners in studied KD from KI-3.

If KD is to be learned is KD: 3.2 "Analyze the economic problem and how to overcome it", as the above example, then KD of KI-4 to be achieved is KD: 4.2 "Reporting the results of the analysis of economic problems and how to overcome them" (Permendikbud Nomor 59 Year 2014). Further developing indicators of KD 4.2.

Indicators of KD 4.2 are, for example:

- 1.2.1 Produce a report on the results of an analysis of economic issues and how to address them.
- 1.2.2 Reporting / presenting the results of an analysis of economic problems and how to address them.

If the indicator of KD 4.2 as mentioned above, then the skill content to be achieved by learners are:

- a. Reporting.
- b. Ability to report / present.

3. Determining the learning objectives to be achieved:

Ideal learning objectives contain elements ABCD, namely A (audience) ie students, B (behavior) namely the ability to be achieved (eg distinguish, explain, etc.), C (condition), ie conditions or activities that will be done students (eg reading text, watching pictures, discussions, etc.),

D (degree), ie level (eg correctly, according to procedure, with polite, confident, honest, etc.).

Based on KD 3.2 and KD 4.2 along with indicators to be achieved as described above, the learning objectives that can be formulated are as follows:

- (1) By observing images and question and answer learners can explain the essence of economic problems with discipline
- (2) Through group discussions the learners can identify the causes of the Scarcity with full responsibility
- (3) Through group discussions, learners can explain ways of dealing with scarcity honestly
- (4) Through group discussions, learners can help the various needs and tools of satisfying needs with discipline
- (5) Through group discussions learners can describe the reasons for making choices to meet needs with responsibilities.
- (6) Through group discussions, learners can create reports and report on the results of an analysis of economic problems and how to deal with them honestly.

4. Designing learning scenarios including assignment of students to achieve KD from KI-3 (knowledge) and KD from KI-4 (skill).

In designing a learning scenario, the teacher chooses the learning strategy that will be used in accordance with the characteristics of the 2013 Curriculum, such as; problem based learning, discovery learning, inquiry learning, and project based learning. Determination of learning strategies will be tailored to the characteristics of KD or learning materials that will learned to learners.

To teach KD 3.2 and 4.2 as exemplified above, the chosen learning strategy is problem based learning because the learning strategy is in accordance with the characteristics of KD 3.2. The teacher then determines the scenario or the learning steps according to the chosen learning strategy.

Scenario / learning activity steps from KD 3.2 and KD 4.2 with problem based learning strategy are as follows:

Phase 1: Student's orientation to the problem

- Students are asked to observe images / photographs of scarce economic resources and to mention what problems the image contains. Based on the main idea they found, the teacher wrote the topic of learning on the blackboard that is "Scarcity".
- Teachers with students discuss the notion of scarcity. Students are required to write down the notion of scarcity on the board.
- Students are asked to formulate a question (question) that they can examine (find answers) about scarcity. Examples of questions such as (1) why there is scarcity ?, (2) how to overcome scarcity? All student questions are written on the board.

Phase 2: Organize students to learn

- Tell students that they are learning through a simple investigation to find answers to their questions.
- Teachers divide students into groups of 4 - 5 people. Each group is given LKS to do (collect information)

Phase 3: Guiding individual and group investigations

- The teacher guides the students to conduct activities guided by the LKS.
- Learners do data scrutiny (associate) acquired about the factors that cause scarcity and how to overcome them.
- Teacher walks around observing students' work and providing assistance to needy groups

Phase 4: Develop and present the work

- Finish the students doing the task, the teacher asks the spokesperson of each group to deliver their work (communicate).
- Other students are asked to respond and the teacher acts as a facilitator

Phase 5: Analyze and evaluate the problem-solving process

- Teachers consolidate students' understanding by summarizing by asking questions, analyzing the student problem-solving steps.
- The teacher reminds the material to be learned at the next meeting.

5. Determining KD from KI-1 (spiritual attitude), and KD from KI-2 (social attitude) that can be integrated in learning KD from KI-3 and KD from KI-4.

Based on the learning scenario that has been compiled, then determine the KD of KI-1 and KD from KI-2 that can be integrated in the learning. and develop indicators.

Based on KD 3.2 and KD 4.2 to be learned as well as the learning scenarios that have been made as shown above, KD of KI-1 and KD of KI-2 to be integrated in the learning are as follows:

KD of KI-1 (spiritual attitudes) that are integrated are:

Be grateful for resources as a gift of God in order to meet the needs.

Sample Indicator:

- 1.1.1 Be grateful for the blessings and gifts of Almighty God
- 1.1.2 Be grateful for the human ability to control oneself in meeting the needs.
- 1.1.3 Give thanks when it comes to doing something.

KD of KI-2 (social attitudes) that are integrated are:

2.1 Be honest, disciplined, responsible, caring, creative, independent, critical and analytical in overcoming economic problems.

The contents of social attitudes that exist in the KD are: honest, discipline, responsibility, care, creative, independent, critical and analysis. But the content of the attitude should not be assessed as a whole in a single meeting because it must be adjusted also with the characteristics of the material to be learned and learning activities to be undertaken. For example in this example, the teacher will assess the attitude of honesty, discipline, and responsibility, then the attitude is made an indicator to be used as a reference in the assessment of the attitude.

Sample Indicator:

Honest

- 2.1.1 Does not copy the work of other people / groups.
- 2.1.2 Expressing feelings as they are.
- 2.1.3 Create reports based on data or information as is.
- 2.1.4 Non-cheating in repetition (formative tests).

Discipline

- 2.1.5 Entry classes on time
- 2.1.6 Orderly in following the lesson
- 2.1.7 Bringing textbook subjects
- 2.1.8 Collect tasks on time

Responsible

- 2.1.9 Active digging source

2.1.10 Doing the job well

2.1.11 Apologize if you make a mistake

2.1.12 Accepting the risk of action taken

6. Determine the form and instrument of authentic assessment that will be used to assess aspects of attitude (spiritual attitudes and social attitudes), knowledge and skills of learners in the learning.

Examples of Assessment Instruments to be used based on the KD example to be learned as described above are as follows:

1. Assessment of Attitude

1.1 Spiritual Attitude (Gratitude)

a. Forms of Assessment: Observation

b. Assessment Instrument: Assessment Scale

c. Example of Assessment Instruments:

No	Name	Assessed Aspects / Scores			Sum of Score	Value
		a	b	c		

Information

a = Thankful for the blessings and grace of God Almighty

b = Be grateful for human ability in self-control

c = Thanking you for doing something

Score:

4 = Always

3 = Often

2 = Sometimes

1 = Never

1.2 Social Attitude

a. Forms of Assessment: Observation

b. Assessment Instrument: Checklist

c. Example of Assessment Instruments:

Information:

a. Do not copy the work of other people / groups.

b. Expressing feelings as they are

c. Create reports based on data / information as is

d. Not cheat in doing test / formative test

e. Enter class on time

f. Orderly in following the lesson

- g. Work on the given task
- h. Gather tasks on time
- i. Actively digging the source

2. Knowledge Assessment

a. Forms of Assessment:

1) Written assessment

2) Observation of

Discussion, Ask

Answer, and Conversation

b. Assessment Instruments:

1) Test

2) Observation sheet

c. Example of instrument

Rating:

Each item has different scores and weights, depending on the level of difficulty of the problem and the depth of material being asked. The maximum weight of a set of tests is 10 or 100. The figure indicates the highest value that a learner might gain.

The value of each item obtained from the score obtained by learners divided by the maximum score multiplied by the weight of the problem. The final grade of the learner is obtained from the sum of the values of each item.

3. Skills Assessment

a. Assessment Type: Practice Test

b. Forms of Assessment: Rating Scale (Rating Scale)

c. Assessment Instruments:

Group task:

Discuss in groups and report the results of the discussion

You:

- (1) The core of economic problems
- (2) The cause of the occurrence of scarcity
- (3) How to overcome scarcity
- (4) Various needs and tools satisfy the needs
- (5) Reasons for making choices in meeting needs

B. Implementation:

At the stage of authentic assessment, the following activities are carried out:

- 1. Delivering KD or learning objectives to be achieved to learners.
- 2. Communicating the model or learning strategy that will be used in the learning activities.

3. Delivering aspects to be assessed in the learning activities of attitude, knowledge and skills, along with the forms and instruments of authentic assessment that will be used to assess these three aspects.
4. Implement learning activities in accordance with predetermined scenarios.
5. Conducting appraisals integrated with learning activities.

Examples of attitude, knowledge, and skill assessment from learning KD 1.1, KD 2.1, KD 3.2, and KD 4.2 economic subjects as Examples of learning above, are as follows:

1) Assessment of Spiritual Attitude (KD 1.1)

How to conduct a spiritual attitude assessment can be seen in Example 1 below.

Example 1: Assessment of Observation of Spiritual Attitude (Behavioral Behavior)

Information

a = Thankful for the blessings and grace of God Almighty

b = Be grateful for human ability in self-control

c = Thanking you for doing something

Scoring criteria:

4 = Always

3 = Often

2 = Sometimes

1 = Never

2) Assessment of Social Attitude (KD 2.1) Based on the examples of the learning design and assessment described above, an assessment of social attitudes including honest behavior, discipline and responsibility can be seen in Example 2 below.

Example 2: Assessment of Observation of Social Attitude

Information:

a. Do not copy the work of other people / groups.

b. Expressing feelings as they are

c. Create reports based on data / information as is

d. Not cheat in doing test / formative test

e. Enter class on time

f. Orderly in following the lesson

g. Work on the given task

h. Gather tasks on time

i. Actively digging the source

j. Do the job well

k. Apologize if made a mistake

l. Accept the risk of the action taken

C. Analysis (Value Processing):

The work of the learners should be analyzed immediately to determine the level of achievement of the competencies measured by the instrument so that it is known whether a learner requires or does not require remedial learning or enrichment program.

At the stage of analysis or processing of authentic assessment, the following steps are taken:

1. Analyze the data that has been collected.

After the data and information obtained from the aspects assessed from learners in learning activities, then the data are analyzed to determine the value of each aspect that includes the value of attitude knowledge and skills.

2. Combine the results of the analysis of various data obtained.

The results of data analysis from one source combined with the results of data analysis from other sources. For example in the assessment of students' attitudes, the data obtained from the observation, self-assessment of learners, assessment among learners, as well as journals created by educators. While the value of knowledge obtained from written tests, assignments and observations of questions and answers, discussions and conversations. While the value of skills derived from performance appraisal, project, product, written test and portfolio.

3. Apply final assessment criteria.

After combining the results of the analysis of the various data obtained from the assessment results, then determine the final value of each aspect by referring to the criteria that have been determined.

The final value obtained for the attitude domain is derived from the value of the mode (the highest value appears). While the final value for the domain of knowledge is taken from the average value. While the final score for the skill domain is taken from the optimal value (the highest value achieved).

D. Reporting:

Learning outcomes of learners are included in the student report card. Reporting the results of the assessment of learners conducted objectively, accountable, and informative. Therefore, the results of the assessment in the Curriculum 2013, which includes three aspects of learning that is the assessment of attitudes, knowledge, and skills, each described in the report card so that learners more informative and communicative.

4. CONCLUSION

Based on the above description, it can be concluded that to implement the authentic assessment used the following steps:

1. Planning, which includes:

- a) Knowledge KD and KD analysis Skills to be learned;
- b) determine the learning objectives to be achieved;
- c) designing learning scenarios;
- d) determine the KD of KI-1 and KD of KI-2 to be achieved in the lesson;
- e) determine the form and assessment instruments to be used.

2. Implementation, ie conducting learning activities in accordance with the scenarios that have been made while performing an authentic assessment that includes assessment of attitudes, knowledge, and skills.

3. Analysis or processing of values obtained through instruments that have been used.

4. Reporting of assessment results including attitude, knowledge, and skill assessment along with descriptions of each of these aspects.

5. SUGGESTION

To better understand the implementation of authentic assessment, it is recommended that:

1. District Education Office organize technical guidance (Bimtek) Implementation of the 2013 Curriculum Authentic Assessment in SMA.
2. The education unit conducts education and training in the school environment on the Implementation of Authentic Assessment in the learning activities.
3. The education unit carries out a school-based lesson study to review the development of the instrument and the implementation of authentic assessment in the learning activities.
4. The teacher organizes or participates in an authentic assessment implementation workshop in the Subject Teachers Consultative Group (MGMP).

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