

# The Implementation of Authentic Assessment in History Learning at Senior High School

*by Aman Aman*

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# **1** THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN HISTORY LEARNING AT SENIOR HIGH SCHOOL

**Sulis Setiani Kusuma Dewi, Aman<sup>4</sup>**

## **1** Abstract

This study aims to describe the implementation of authentic assessment in history learning in Senior High School (SMA), which is adjusted with assessment procedures related to the assessment of competencies that have been made by the government. This study is a qualitative naturalistic study that conducted in SMA N 1 Ngaglik and SMA N 2 Sleman, Yogyakarta. Technique of data collection was done by observation, interview and documentation. Data analysis technique was done by triangulation. The result of study shows that: both of schools carried out authentic assessment in learning activities although in its application there some shortcoming. 1) Planning, both of schools have been made a planning assessment that includes attitude assessment, knowledge and skill assessment, although the teacher of history in both of schools still have not made a grid for knowledge assessment. 2) Appraisal, both of schools conducted attitude assessment through observation technique and peer assessment, while SMA N 2 Sleman conducted attitude assessment by self-assessment technique. Knowledge assessment conducted by task of workbook, Deuteronomy, PTS, and PAS, beside written tests assessment in SMA N 2 Sleman also conducted by oral tests. Assessing skill both of school conducted by using performance assessment, in papers form. 3) Processing of attitude assessment activity conducted by do coordinating with BK teachers and homeroom teacher. While, assessing of knowledge and skill conducted by calculating average the value that obtained. 4) Follow-up activities carried out by conducting written test, whereas in SMA N 1 Ngaglik added oral test technique.

**Keywords: authentic assessment, history learning**

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## Introduction

The creation of an advanced country is heavily influenced by education. Improving the quality of education becomes something that important to be done by government and related parties. One of effort in improving the quality of education is by alteration the curriculum. Indonesia often conduct curriculum alteration or changes, with the result so many curriculum that have been applied in Indonesia, include Curriculum 1947, Curriculum 1952, Curriculum 1964, Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994, Curriculum 1999 (Suplemen), Curriculum 2006 (KTSP) (Tatang, 2010: 48), and the latest Curriculum 2013 which is now is still valid. Alteration or changes curriculum will be followed by a change of orientation to learning, so it is desirable to have good preparation from any fields and any stakeholders to avoid any difficulties that may be experienced.

The industrial revolution 4.0 becomes one of the things that will gradually be felt. Internet of Things (IoT) was a close term with industrial revolution. It means that industrial that have been exist will touch the virtual area by establishing human connectivity, machines and data. More and more the developing of era is certainly so influential on various or any things, especially education. Indonesian education has to prepare the learners to be human beings who can compete in society, especially in global world. Although education was required follows the development of times, it should be noted that there are values of characters and tradition that must remain

inherent in the students selves as their provision of life.

Curriculum 2013 is a curriculum that emphasizes learning on the value of characters that must be possessed by learners. It is because remember that the value of characters that must be possessed by learners can be used to complement the cognitive value of learners. It means, learning is doing to make the learners who have the competence of knowledge to follow the development of times accompanied by good character, it is to produce quality of education product. To support various aims of education, it is necessary to carry out learning that has good quality. Learning that can improve the competence of learners based on the development of the era, it means that must do minimize the conservative learning by concept of teacher centered.

A good learning should be support by evaluation system that qualified, it need assessment that can be measure the competencies of learners. It was done to see the development competencies of the learners, so the teacher will be easy to follow up on the learner itself. Authentic assessment became an assessment that government has been designed in implementing the learning evaluation process in curriculum 2013. Authentic assessment was a complex assessment because it is based on development of learner competence that includes attitude, knowledge and skill.

On implementing, the assessment step is becoming something that complex and difficult to implement by the teacher. Assessment in curriculum 2013 was seen has

more complexity than previous curriculum. Although government has been prepared the teacher through various trainings, but still there were many complaint that arise in field regarding attitude, but for the assessment of knowledge and skills was relatively not a constraint. The really new things are attitude assessment, where that assessment was the majority that complained by the teachers because it was considered difficult (Setiadi, 2016: 168). Authentic assessment became one of the obstacles in the implementation of curriculum 2013 because of its complexity (Retnawati, 2015: 400). It is becoming necessary to improve the quality of implementation of authentic assessment (Kartowagiran & Jaedun, 2016: 131).

History is the subject of nation's character builders, so the ideal learning history carried out through a process of activity that can encourages and stimulates the learners to reconstruct and gain historical knowledge and then occurs the process of value internalization related with the various aspects of social life and nationality. In addition to comprehend the values of humanity, so it can be brought changes in behavior as a process of developing the personality or character of the learners. In other words learning history is a process to build the independence of learners through the historical message in order to understand various aspects and issues of life and nation to be more critical, wise, empathy, have the spirit of nationality and then have a solid identity and dignity.

Assessment becomes one of the evaluation process undertaken to assess the achievement of learning objectives. It is related with the achievement of educational goals that have been design by government.

The previous educational goals was set out in all of subjects that can build the quality of learners be better. One of subject in curriculum 2013 that is closely tied with building characters value is history subject. So it expect implementation of good authentic assessment is to measure learners competencies in history, in order the various abilities that possessed by learners can be accurately valued.

### **Related Works/ Literature Review**

According to Wiggins (1990: 2), authentic assessment is an assessment that requires the learners to be individual who can transform knowledge to skill perform, in addition authentic assessment should bring the learners on various tasks that reflect the learning process that undertaken. According Majid (2015: 57), authentic assessment is the process of collecting various data that can give describe of learners development. Describe of learners development need to be known by the teachers in order to ensure students experience the process of learning correctly. Furthermore, Sani (2016: 23) explains that authentic assessments is a type of assessment leads the learners to demonstrate skills and competencies that acquire to overcome the problems and condition that will be faced in real world. Those competencies are combination of skill that based by knowledge and implemented by appropriate attitude. Authentic assessment not only look at process of learning and assessment became two separates things, but both of its becoming unity ones that continuous and mutually influencing one another. As an effort the learning of learners, so need assessment that has qualified, because assessment becomes integral part of the

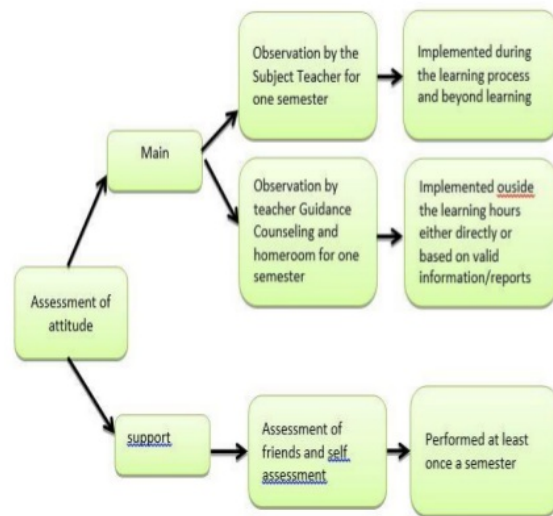
learning process (Sherazim & Khan, 2012: 314).

Traditional assessment is assessment that oriented to the knowledge realm assessment by using assessment technique that commonly used that is short answer or multiple choices. Meanwhile, according to Jacalyn (Yusof, 2012:726), authentic assessment is assessment that performed by presenting learners in tasks form that have purpose to prepared the learners in meet a demand of times. A good assessment will lead to the process achieving ideal learning goals. The achievement of learning automatically leads to the process of achieving educational goals as a preparation young generation in competing in global world. Rusman (2015: 250) argues that authentic assessment will be meaning full to the teachers to determine the best way for students to achieve the last result, albeit with different times. Construction of attitude, skill and knowledge will be achieved through the completion of tasks which the learners have been played actively and creatively. The involvement of learners in carry out of the tasks is very meaningful for their personal development.

Based on the various theories that have been presented, authentic assessment is collecting of various data that obtained from various activities of learners include attitude, knowledge and skills. Authentic assessment becoming assessment that did to measure competencies development of the learners significantly. Authentic assessment that based on demonstration various things that demonstrated by learners that include attitude, knowledge and skills is based on process of learning that done and based on assessment stage standard. Step of authentic assessment includes the formulation of

indicators, assessment of implementation, processing assessment and follow up assessment activities. Based on the Directorate of High School Development Directorate General of Primary and Secondary Education (2017: 23) there are various assessments in the curriculum 2013, as follows:

### 1. Assessment of attitude



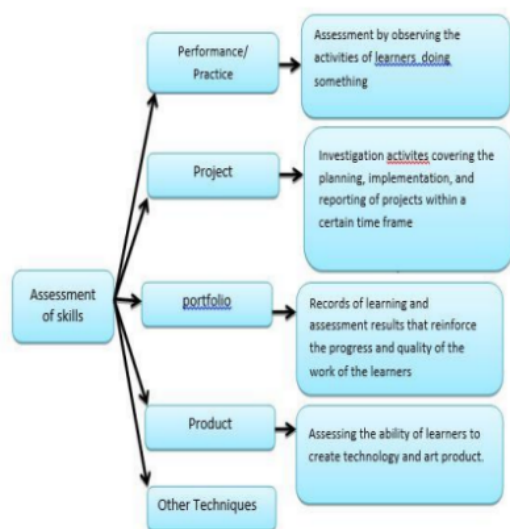
Scheme. 1. Assessment of attitude

### 2. Assessment of knowledge



Scheme. 2. Assessment of Knowledge

### 3. Assessment of skills



Scheme. 3. Assessment of Skills

Authentic assessment in curriculum 2013 has been implemented on all of subjects, includes history learning. Aman (2011: 2) argues that history learning is one a number of learning that contains tasks in building spirit of nationality. The main task of history learning is in context character building to the learners. History learning will arise empathy awareness among learners those are sympathy and tolerance toward others accompanied by mental and social ability to develop imagination and creative attitude, innovative and participative.

Basically, learning in curriculum 2013 focuses on three aspect developments, those are attitude, knowledge and skill. According to Muhidin (2013: 66) generally attitude is main competence in history learning, while knowledge competence and skill became hallmark. Another point argued by Hasan (2013: 176) that history subject in curriculum 2013 no longer a laden and memorizing learning, but shift to value-based education. Value-based learning should be supported by

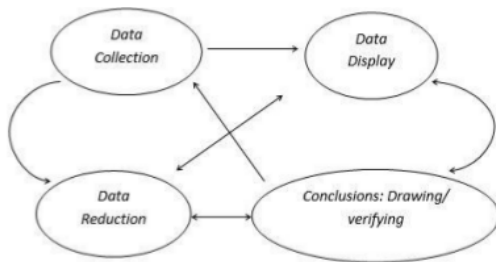
good competence from the teacher itself as a base learning. Teacher plays an important role in learning process because all of processes begin from planning, implementation and evaluation involves the active role from the teacher. Planning and implementation of good learning should be supported by step assessment that appropriate, so competence of learners can be measured optimally.

### Materials and Methodology

This study is a descriptive research that using qualitative approach, it is because qualitative research reviews participant perspective by strategies those are interactive and flexibility. Qualitative research intended to comprehend phenomena from the perspective of participants (Sugiyono, 2016: 53). This study conducted with nature condition so it called as naturalistic research. The naturalistic characteristic requires that the researcher be instrument of data collector, based on her/ his ability to adapt with various type of reality that cannot be worked by non-human instrument to grasp the meaning (Muhadjir, 2000: 148).

This study was conducted in two school of Senior High School that have same level and not includes in model school. School determination base on adjacent accreditation value or have same level. The schools that have been chosen are SMA N 1 Ngaglik and SMA N 2 Sleman, Yogyakarta, Indonesia. Study in SMA N Ngaglik conducted to two history teacher, 1 principal, 1 deputy of headmaster of curriculum, 1 BK teacher, 1 homeroom teacher and 4 learners. Same as study that conduct in SMA N 1 Ngaglik, study in SMA N 2 Sleman conducted to 2 history teacher, 1 principal, 1 deputy of headmaster of curriculum, 1 BK teacher, 1 homeroom

teacher and 4 learners. The study conducted for 1 year starting from March 2017 until March 2018. **Technique of data collection was through observation, interview and documentation.** Validity of the data gotten through triangulation, those are triangulation of source and triangulation of technique. Furthermore, data analysis that used was technique of data analysis according to Miles and Huberman that includes collecting of the data, reduction of the data, presentation of the data and conclusion (Miles, Huberman, & Saldana, 2014).



Scheme. 4. Data Analysis: Interactive Model

**Result and Discussion**

Table of comparison the result of **20** implementation of authentic assessment at SMA N Ngaglik and SMA N 2 Sleman.

No	Aspect	SMA N 1 Ngaglik	SMA N 2 Sleman
1.	Assessment planning	Teacher makes assessment plan that outlined in RPP. Assessment of knowledge and skill made based on syllabus and KD. Attitude assessment include of observation technique, peer	Teacher makes assessment plan that outlined in RPP. Assessment of knowledge and skill made based on syllabus and KD. Attitude assessment include of observation technique, peer assessment and self-assessment. RPP that have

		assessment band self-assessment. RPP that have been made include follow up activity that will be carried out in the remediation from and enrichment, not yet equipped with grille of knowledge assessment.	been made include follow up activity that will be carried out in the remediation from and enrichment, not yet equipped with grille of knowledge assessment.
2.	Implementation of assessment	Implementation of attitude assessment conducted by using observation technique and once using peer assessment. Knowledge assessment conducted by using written test, Deuteronomy, middle test, final test. While skill assessment conducted through task paper that match with learning materials.	Implementation of skill assessment conducted through observation technique, peer assessment and self-assessment. Knowledge assessment conducted through written test technique and oral test. Skill assessment conducted through presentation assignment, other assessment is doing paper and summary.
3.	Processing the result of assessment	Processing of attitude assessment conducted through doing coordinating with BK teacher and homeroom teacher, that commonly doing by meeting. Processing knowledge assessment	Processing of attitude assessment conducted through doing coordinating with BK teacher and homeroom teacher, that commonly doing by meeting. Processing knowledge assessment and skill through calculating

		and skill through calculating average of score.	average of score
4.	Follow up activity	Follow up of attitude assessment conducted through guidance the learner that has problem and violation and coordinated with homeroom teacher and BK teacher. Follow up of knowledge assessment and skill that have not reached KKM conducted through remedial. Remedial activities conducted through written test technique and oral test.	Follow up of attitude assessment conducted through guidance the learner that has problem and violation and coordinated with homeroom teacher and BK teacher. Follow up of knowledge assessment and skill that have not reached KKM conducted through remedial. The remedial activities were such us written test and replacement tasks.

teachers difficult, because there are many components that must be considered in making lesson plan. It means that the teacher still difficult to develop lesson plan independently because the planning component including in lesson plan itself.

Lesson plan that use in both of school has appropriate component with demand of curriculum 2013. Lesson plan is to make the learners to be more active and independent, it means have designed by system students centered that uses scientific learning. As a respond in implementation of learning, assessment tools were made to measure the achievement objectives. Lesson plan that have been made includes the assessment that will be used, such as attitude assessment, knowledge and skill assessment. In both of school have been completed by various technique that should be there in attitude assessment, such as observation technique, peer assessment and self-assessment.

In the authentic assessment guide revised edition the teacher demand to make grille first to make appropriate test accordance with KD and indicators of competence achievement. In practice, history teachers in both of school have not completed a knowledge assessment with grille of knowledge assessment itself. The study that has conducted by Setiadi (2016: 173) shows the same thing that there are still many teachers who ignore the role and function of the grille. This situation indicates that planning of knowledge assessment is not yet optimal. While in skill assessment of the teachers have chosen skill that can make learner more active. Learning history subject is different from sports and science learning those were easier to determine skill that will be developed by learners. History learning is

### Assessment Planning

Planning is an activity that first the teacher does to start a lesson or learning. Planning becomes foundation that can affect to the result that will be obtained. A good planning will support the implantation of appropriate learning and assessment and then meet a demand of learning objectives itself. Planning activity in SMA N 1 Ngaglik and SMA N 2 Sleman started with make a lesson plan (RPP).

Making lesson plan begins by reviewing and adjusting the syllabus and Basic Competence that will be studied. Lesson plan was made by the teacher with got help form MGMP forum. Demand of curriculum 2013 in term lesson plan is still make the



learning that full of theories so required the teacher to be more creative in determine the skill that must be develop accordance with the material is being studied.

In planning, lesson plan that made already includes attitude assessment, knowledge and skill performed until follow up activity such as remedial and enrichment that will be done. Beside it, it have equipped by indicator of assessment instrument and scoring rubrics that will be done by the teacher as step to process the students' score. It shows the teacher already has planning in conducting learning and assessing the learning.

### **Implementation of Assessment**

Implementation of learning is activity that performed accordance with planning that has been made before. In this learning implementation there is an interaction between educators and learners. The teachers' job in this activity is as facilitator for learners to develop their ability. Historical is learning that develops critical thinking of learners towards past that have been studied. Then, it will be examine the values that can be transferred from the past to now a day and future. According to Hasan (2013: 176), historical learning in curriculum 2013 is no longer oriented to memorizing technique but it based on value. In reality learning history in both of school conducted by minimize memorizing method to the learners. While, learning that based on value has conducted in those school although is not often. It was because less of competence of teachers in develop the value that accordance with material being studied.

Implementation of assessment that the teacher do does not always appropriate with

planning that has been made in lesson plan. The result of learning became different with the planning that has done. Learning that teacher done refer to scientific learning, it means implementation of assessment still put first learners' activeness. The teachers have made efforts to hone the critical thinking of learners to the material being studied. It was seen from the independence of learners that have done, it means learners got released to read the literatures that still related with the material, so the learners got more references. In addition, history learning in curriculum 2013 is no longer limited on learning just in classroom but also it can be done in community and classroom environment (Sardiman, 2015: 6). This type learning is still less done on history learning either SMA N 1 Ngaglik or SMA N 2 Sleman.

Learning in curriculum 2013 requires facilities and infrastructures including relevan books, but the teachers thought that teacher's book and student's book is not enough as learning reference. The limited the material in student's book with the study that have been done by Pujiono (2014: 260)[19] was that one of inhibiting factors in teacher to implementing curriculum 2013 was the limitation of new book, whereas learning in curriculum 2013 the learners requires to be active in find the material as a learning source. That situation make the teachers use other books and internet that can be accessed by the learners. This was accordance with the result that have been done by Mardiana & Sumiyatun (2017: 50)[20] it was that can be source of learning, but the other book and internet can be used as other source.

In implementation of learning the teacher history in SMA N ngaglik and SMA N 2 Sleman are conducting assessment activity.

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According to Rusman (2015: 250) authentic assessment tries to combine teacher activity in implementation of learning, learners' activity in learning, motivating, involvement of learners and learning skill. It is accordance with the study that have been done by Kartowagiran & Jaedun (2016: 138) who state that the teachers conduct assessing activity when learning is doing. Assessing activity includes attitude assessment, knowledge and skill. According to Muhidin (2013: 66) attitude assessment is main competence that has been there in learning history. Nevertheless, the attitude assessment that conducted by bot of school was not optimal, it was still has deficiencies in implementation of attitude assessment.

Attitude assessment that has conducted by SMA N 1 Ngaglik conducted by use observation technique and peer assessment that still rarely done. Attitude assessment in SMA N 2 Sleman has conducted by use observation technique and peer assessment and self-assessment. Peer assessment in SMA N 1 Ngaglik was rarely conducted because the teachers argued that technique only will make relation among learners, so it is not optimal to be implemented. Complaints against that technique accordance with study that have been done by Retnawati (2015: 398), states that type of self-assessment and peer assessment became the assessment technique that complained by the teachers. Assessing by observation technique has been conduct by both of school, but not found journal of attitude assessment through observation technique. It recognized by teacher if that was a hassle in attitude assessment.

Attitude assessment using observation technique requires more attention in its

implementation because it should be written into journal. While, the teachers still burdened by activities and other position. Finally, that activity was burden to be done by teachers. To overcoming the complexity in implementation of attitude assessment the teachers of SMA N 2 Sleman entered attitude assessment by observation technique into skill assessment. Besides, the teachers who routinely carry out the learning in the class will memorized with the learners who implement the learning. That result is different with the result of Setiadi (2016: 175) that tells the teachers was not memorize yet deeply the learners so the teachers got problem to do observation to the learners.

The implementation of knowledge in SMA N 1 Ngaglik conducted through written test and assignment, such as daily test, Middle Test, Final Test, and task of workbook and the other tasks. This proves that assessing by written technique still dominates cognitive assessment in learning, that result accordance with result of Novianto & Mustadi (2015: 13). Meanwhile, implementation of knowledge assessment that has been conduct in SMA N 2 Sleman already includes written test, oral test and assignment. Daily test in SMA N 2 Sleman was always conducted by using oral test and written test. It conduct by teacher to train the courage and critical thinking of learners, although in implementation it requires more time than assessment technique using written test.

Implementation of skill assessment is conducting through tasks that require the learners to develop their competence that related with psychomotor. Various skills assessment planning in lesson plan has not yet merged in implementation. Skill assessment in SMA N 1 Ngaglik and SMA N 2 Sleman

generally still use presentation assignment and paper, although once using task to make a maps. Nevertheless, presentation activity or paper that conducts can improve learner's ability. Skill assessment in SMA N 1 Ngaglik conducted through presentation technique that aims to train critical thinking of learners. It was because each group is obliged to give question to the other groups.

Skill assessment in SMA N 2 Sleman conducted to train the learners doing the presentation without bring out the book and just sticking on interesting power point that made by added video and pictures. In this activity learners ability in delivering the result of discussion or material will be assessed by the other groups. It is assessing related way of delivering and clarity of material. Skill assessment through presentation technique certainly can improve learners' ability, but will be more optimal if skill assessment can be conducted with more various, so the learner will not get bored. It shows the difficulties that teachers face in implementation of skill assessment. This result is accordance with study that has been conducted by Novianto and Mustadi (2015:13) who states that skill assessment was still limited on performance appraisal.

### **Processing the result of assessment**

Processing the result of assessment is activity that demands the objectives of the teachers. Assessment that gained in implementation of learning activity will be processed into values that include of attitude competence values, knowledge and skill. Processing attitude assessment conducted by look the result of observation and the other technique. Teacher of history subject in SMA N 1 Ngaglik sees that assessing attitude through

observation not always have to be written in journal, because the teacher will definitely memorize which learners who stand out well or out less well. It is accordance with assessment terms that have been designed by the teacher that just look assessment only on the last of semester. While attitude assessment in SMA N 2 Sleman according to the teacher it can be into skill assessment because related with attitude of learners. Same as SMA N 1 Ngaglik terms of assessment that has only provide one column for attitude assessment. This is certainly a drawback because there is no assessment that to be continue. In this implementation of attitude assessment was not accordance with theory that told by Majid (2015: 57) who states that authentic assessment is a process of collecting various data that can give representation of learner's development.

Generally, attitude assessment that made by history teacher in both of school did not run optimally. Nonetheless, the teachers added that all of the teachers here have a role to support religion teacher and teacher of civics. That situation shows that attitude assessment not only limited to certain teacher. That was accordance with study of Retnawati, Hadi & Nugraha (2017: 35-36), attitude assessment (spiritual and social) was specially conducted by religion teacher and civics teacher, while the other subject teachers rate indirectly and the result will be coordinate to the homeroom teacher.

BK teacher and homeroom certainly has contribution in assessing their learner, so it can help final result of attitude assessment. Learners assessed by BK teacher and homeroom teacher, so coaching can be done by history teacher when history learning progresses or can optimized by BK teacher

and homeroom teacher. In both of school already have good coordination between history teacher and homeroom teacher. Coordination can be done when there is learner who gets infraction so it will be coordinated with BK teacher and homeroom teacher. Beside it will be conduct meet or dense in the last of semester to discuss attitude assessment of learners.

Processing of knowledge and skill assessment will be conducted by teacher through calculating average of values that have been obtained during implementation of learning. It is accordance with authentic assessment guidance from government and on its practice the teacher will be not faced difficulties in processing assessment.

#### **Follow up**

Follow up activity is becoming important to do because it is as the final process in learning process. Follow up activity generally is remedial activity. Remedial is conducting for learners who have not reached Ketuntasan Belajar Minimal (KBM) or minimum learning completion. Both of school used to remedial using the same question with when final test. This is different with planning of follow up activity that has been made before in lesson plan. SMA N 1 Ngaglik applied remedial through oral test as effort to improve the ability of courage learners when answer the question from history teacher. Through final value of assessment, the teacher will be known the achievement of learning objectives that have been designed in lesson plan. It is related to the success that have achieved and shortcoming that requires more attention as effort of improving teacher's competence in implementation process of learning.

#### **Conclusion**

A good learning process consists of planning of learning that implement according with character of learners and conduct in learning based on improving ability of learners, then conduct the assessing to measure the success rate and learning objectives achievement. Authentic assessment becomes new assessment which has an assessing system more complex than before. This assessment is match conducting to assess learner's competence gradually. It means assessing that has been conduct was to know development ability of learners in attitude aspect, knowledge and skill. Implementation of authentic assessment in field still finds difficulties, especially difficulties that experienced by teacher. The difficulties that faced by the teacher such as on planning of learning in process of made lesson plan and grille of knowledge assessment and implementation of attitude assessment. Various technique of assessment cannot be optimized by the teacher and assessment technique that have been conduct still limited on commonly assessment technique. It made government should make a good preparation in applied a new curriculum. Training and seminars should be should be conduct to support enhancement competence of teacher, so new curriculum can be well implemented. This study is expected can be reference as a form of review for the government to make efforts in improving teacher's ability in conducting or doing authentic assessment accordance with difficulties and problem that will be faced or founded in field.

#### **Acknowledgement**

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# The Implementation of Authentic Assessment in History Learning at Senior High School

## ORIGINALITY REPORT

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SIMILARITY INDEX

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