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Authentic Assessment Development Skill Aspect in Class IV SD

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Abstract

This study aims at finding an assessment instrument that can be employed in carrying out the authentic assessment of skills aspects in the fourth grade of elementary school.

This study was included in the type of research development is a research process used to produce the product in form of an authentic assessment of skill aspects in the fourth grade of elementary school. The subjects in this study were students and teachers of fourth grade at SD Percobaan Medan City, and validation experts as many as five people who have criterion such as: (a) PPKn material experts, (b) IPS material experts, (c) Indonesian material experts d) Indonesian experts, and (e) design experts. As the object of research is the development of an authentic assessment instrument of student skills aspects.

The findings of the initial analysis of the fourth grade teacher book and the theme book of 7 Cita-Citaku Element with the subtheme of Me and Cita-Citaku, My Ideal Pursuit, and Gain Achieved the Idea, that there is no detailed instrument of skill assessment on each subtheme of learning. Based on the acquisition of validation scores from each expert the average score score on the study material PPKn 92.85% with the category is very valid, the average score score in the study of the material of social studies 78.57% with valid category, the average score on the score 94.64% of Indonesian subjects with highly valid category, average score on linguistic study 93.75% with very valid category, and average score score in 85.93% design study with very valid category. The results of trial 1 and trial 2 acquired an average grade of 94.53% with very valid categories. Based on an authentic assessment instrument questionnaire the aspects of the 2013 curriculum skills provided to teachers have no difficulty using the instrument, so the authentic assessment instrument of the skill aspect is valid and usable.

Keywords: Authentic Assessment, Aspect, Instrument Appraisal.

1. Background

The educating and studying process in the classroom begins with preparing the facilities and infrastructure, one of which is to plan the learning activities, one of the aspects that must exist in the planning is the goal or competence as the target to be achieved. Based on the plans and objectives that have been established then carried out learning activities. In time of the learning activities went on, they appeared a few questions that arise, what goals to be achieved, how far students can receive the subject matter, and have effective lessons received by students. The question can be answered after the assessment.

Changes in standard content elements in the 2013 curriculum make teachers who have been using traditional judgments to change how they are judged to be authentic judgments based on curriculum demands. Authentic assessment of the 2013 curriculum is as stated mulyasa (2013: 66) from the focus on knowledge through output assessment (outcome) to be based on capability through the assessment process, portfolio and assessment of the output as a whole and comprehensive.

The concept of the Curriculum 2013 is an authentic evaluation based on the evaluation of the Education and Culture Minister of the Republic of Indonesia Number 104 of 2014 on the evaluation of studying outputs by teachers in primary and secondary school. Authentic assessment is a form of evaluation that needs learners to display attitudes, employing knowledge and Skills obtained from studying in carrying out tasks in real situations. When applying authentic evaluations to achieve the learners' studying outputs and achievements, educators apply criteria relating to knowledge mapping, observation and try practices, and the value of out-of-school achievement.

Retnawati (2016:43) conclude:

According to this study and other researchers' research findings, the keywords of the educators' troubles are the lack of educators' holistically insight of Curriculum 2013, including the implementation of assessment, such as planning, conducting and reporting the findings of learners' achievements.

The results show that teachers have difficulty understanding the Curriculum 2013. The difficulties encountered are applying such assessments as planning, implementing and reporting student learning outcomes. The same thing is also explained by Setyowati (2013: 320) that the assessment of Curriculum 2013 which implemented is quite complicated because it consists of three aspects that are assessed by the evaluation of attitudes, knowledge and skills. Of these three aspects are further elaborated in several indicators. The teacher finds difficulties with the number of indicators that need to be assessed, especially on aspects of attitude

assessment. Teachers assess attitude assessment through observation sheets in the classroom while in the classroom teachers should also focus on the teaching process, which means the teacher's work so increased to be an observer for learners. Another perception that the teacher expressed was about the limitations of the age that is not young again and the lack of ability in the field of technology.

The convenience gained by teachers to conduct authentic assessments is that of the 2013 curriculum educator book as a guide for educators to conduct authentic evaluations, there are several assessment formats for assessment of aspects of knowledge, attitudes and skills. In line with the teacher book for teachers, there are also student books to assist students in learning activities.

Student books contain learning materials and student learning activities that can develop students' creativity in learning activities. Student books invite students to learn more learning information from the various learning activities that have been designed in the student book. Learning objectives have been achieved if teachers can use the teacher books and student books appropriately as a guide in conducting learning and assessment activities.

According to the assessment guideline stated by the Education and Culture Ministry in 2013, skills evaluation is able to be carried out through portfolio evaluation, performance and project appraisal. Nothing all basic abilities are able to be evaluated by performance appraisals, project appraisals, or portfolios, the determination of evaluation techniques are depend upon the ability competence attributes to be evaluated.

Although authentic evaluation is appropriate for assessing students' abilities especially on the skills aspect, but not all teachers understand the concept and implementation of authentic assessment. How can an authentic assessment be used for practical purposes in a learning activity if the teacher does not understand the concept. In accordance with the findings of observations and initial talks implemented by investigator on Monday, December 11, 2016, it is known that 20 of the 24 classroom teachers at SDN Experimental Medan stated that teachers carry out an authentic assessment of aspects of skills based on a limited understanding of the guidelines contained in Teacher books, skills assessment is still influenced by assessment on the cognitive aspect. Added also by the teacher that in the manual, teachers do not know in detail the assessment of skills so that it encourages teachers to assess skills similar to doing a cognitive assessment.

A lack of teacher's understanding of authentic assessment of skill aspects is not supported by examples of adequate appraisal instruments in the teacher's book as a teacher's guide for assessment. Referring to initial analysis implemented by the investigator found in the book of class 4 teacher of theme 7 aspiration there are some skill competence where instrument of assessment generally only done by using checklist. In some assessments it is not equipped with an assessment rubric, for example on subtema 1 in Lesson 1 for basic competencies of PPKn (3.1), learning 4 Social Science competencies (3.7) and learning 5 basic Indonesian competence (3.2). Another constraint faced by teachers is the lack of in-depth material in the student book makes it difficult for teachers to assess authentic aspects of skills.

The format of the assessment contained in the teacher manual has not explained the skills aspect firmly and clearly, the limited understanding of the assessment makes the teacher mistaken in making an assessment that impact on learning outcomes that are not suitable with the competence of learners, it takes understanding and strategy in the assessment of skills aspect to be able Implemented effectively and teachers focus on managing learning. Therefore, to make it easier for teachers to understand the authentic assessment that suits the curriculum requirements of 2013 researchers feel the real need to build an authentic evaluation instrument that can help teachers to assess especially on skill aspect, the researcher uses 4 D models according to Thiagarajan (In Trianto, 2011: 189). The product developed in the form of an authentic assessment instrument guidance of the abilities aspect in class IV theme 7 My ideals complement the assessment instruments in the 2013 curriculum teacher books.

Assessment done conventionally by teacher if done continuously will not give knowledge to teacher, that result of learning does not represent ability owned by student. Authentic evaluation give a chances for educators to know the grade of students development. Authentic evaluation is able to be employed to increase the studying procedure according to educational evaluation standards. The researcher conduct research type of research and development entitled "Development of Authentic Assessment of Aspects of Skills in Class IV SDN TrialMedan"

2. Theoretical Framework

2.1. Authentic Assessment

Ridwan (2016: 23) describes authentic evaluation as a type of evaluation that leads learners to show the abilities and capabilities needed to solve problems and conditions encountered in the daily real life. Meanwhile, Asih and Sani (2014: 48) assert that authentic evaluation is a holistically evaluation to assess studying inputs, processes, and outputs, which include the three fields of attitude, knowledge, and skill.

Ruby (2015:62) explain the authentic assessments used developed the communication skills of the learners like the use of interviews, debate, panel discussions and the like and the development of scientific skills was

found to be limited.

16 mendikbud in Teacher Training Material Curriculum Implementation 2013 SD Grade 4 (2013: 61) explains that the term, "authentic" is a similar meaning of original, real, valid, or reliable. Kunandar (2014: 35) reveals that authentic evaluation is an practice of assessing learners who emphasize what should be evaluated in real terms, both process and outcome with various evaluation tools tailored to the requirements of existing capabilities.

2.2. Authentic Assessment Characteristics

20 Kusmijati (2014: 56) explains that one of the elements of change in the 2013 curriculum is authentic. Authentic evaluation is used on learning by scientific approach (scientific) Rule's in Keyser (2008:5) explain literature review of examples of authentic evaluation in college education summarized that here are four attributes of authentic activities:

- 1) involving real-world problems that mimic the work of professionals;
- 2) including open-ended inquiry, thinking abilities, and meta-cognition;
- 3) engaging learners in discourse and social instruction; and
- 4) empowering learners through choice to direct their own instruction.

Kirschner (2006:10) Newmann and associates identified three key criterion characterizing successful authentic and intellectual performance in many fields of work: construction of knowledge, disciplined inquiry, and value beyond school.

Based on some of the above opinions, the characteristics of an authentic assessment centered on the learner, integrated with learning, real, sustainable, and individual. The experiences experienced by students form the characters in learners such as the willingness to take risks, creative, develop high-order thinking and creative thinking, responsibility for task and sense of belonging. Learning activities provide an overview of the problems that occur in real life.

2.3. The Benefits of Authentic Assessment

Ridwan (2016: 28) describes related to authentic assessment in learning, some of impacts were as follows:

1. Authentic assessment involves learners in learning, including using media or equipment preferred by learners.
2. Authentic assessment involves learners in synthesizing information and using critical thinking skills.
3. Authentic assessment involves learners learning while doing assessment.
4. Authentic judgments know how learners think, and not just know what they remember.
5. Authentic assessment helps learners to understand their academic abilities and helps teachers know how best to teach them.

Added Wiggins (1993:229) Authentic evaluation shares many usages for increasing deeper, more engaged studying:

- a. It includes "ill-structured", unpredictable challenges and functions, and that is why, it facilitates learners rehearse for the complicated ambiguities of the "game" of working and professional life.
- b. It appreciates that there is able to be more than one answer.
- c. It answers to the demands of external stakeholders (e.g. industries, professions) for universities to provide more relevant experiences that enhance graduate employability, including the promotion of authentic graduate competencies.
- d. It demands learners to build special responses rather than to choose responses from pre-existing options and focuses learner practices on complicated higher order thinking skills.
- e. It demands learners to be aware of the criterion that will be assessed, motivating them to reflect on and evaluate their own work and effort.
- f. It is holistic and integrated, employing work samples collected over time (sometimes to create a portfolio).
- g. It is useful for grounds for creativity and personal reasoning and enables the promotion of especially graduate attributes.
- h. Its "test validity" depends upon whether the test simulates real-world "tests" of ability.

According to the opinion proposed above, it can conclude the benefits of authentic evaluation basically to know the success of learner studying since the beginning of instruction activities that serve as a bait for students and teachers to achieve learning objectives so that the achievement of the effectiveness of learning

2.4. Skills

According to Suparno (200: 27). Skill is a science that is outwardly within human beings and needs to be studied in depth by developing the skills they possess

According to Bloom (1979) psychomotor domains associated with learning achievement achievement through manipulation skills that involve muscle and physical strength.:

2.5. Skills Assessment Techniques

According to Ridwan (2016: 233) skills assessment techniques are as follows:

1. The practice test

Practice tests are conducted to assess students' competencies in specific skills. The practice test can use observation sheets or use standardized equipment (Ridwan 2014: 229).

A. Characteristics of practice tests

Some points to consider in carrying out the practice test are as follows:

1. How to construct and administer practice tests should be the same for learners.
2. The test taker needs to be given a clear explanation of what should be prepared, including the time of the test.
3. Information submitted to learners of test participants should include what components will be assessed and how the assessment criteria. These criteria are used in rating scale, checklist, or anecdotal notes to be used by the assessment team.
4. Assessments tested can be done with the availability of room, equipment, cost, and time.

Here is an explanation of the checklist and rating scale instruments.

A. Checklist (check list)

Ahmadi and Amri (2014: 301) stating that checklists are a list of subjects and aspects to be observed, the teacher only checks on every aspect in accordance with the observations made. Added by Komalasari (2013: 154) states that in order to observe student performance, teachers can use checklists or rating scores. Here is an example of a checklist by Ridwan (2016: 238).

B. Rating Scale

Komalasari (2013: 155) explains that performance appraisals that use the scoring scale allow teachers to assign an intermediate value to the mastery of certain competencies. The rating scale is stretched from imperfect to perfect, eg: 4 = very good, 3 = good, 2 = enough, 1 = less. Furthermore, Ahmadi and Amri (2014: 301) state that the assessment scale instrument provides a solution to the shortcomings of checklists that are only able to record the existence of certain phenomena and can not measure the intensity of the phenomenon.

According to some opinions above, it is able to be summarized that portfolio evaluation is an one activity on the works of learners at a certain period. Portfolio shows the progress of student learning progress through his work, for example, poetry, drawings, discussion results, essay, and so forth.

2. Project Assessment

Ridwan (2014: 235) describes Project learning is a learning task that have to be accomplished by learners in a period of time. The assignments can be a research, posters, artwork, and so on. Project appraisal is done related to the process and the resulting product. Added Komalasari (2013: 163) that project evaluation is an assessment practices against assignments that have to be accomplished within a period of time. Furthermore, Kurniawan (2014: 236) discloses that project assessment is an assessment of the tasks that the learners do in a given certain of 15 e.

Based on the opinions of the experts above, it is able to be stated that the project evaluation is an evaluation of the assignments accomplished by learners individually or in groups

In the assessment of the project, there are at least three things to consider, namely as follows:

- 2.1. The ability of learners in choosing the topic, finding information and managing the time of project work or data collection, and report writing.
- 2.2. The relevance or relevance of the project to the subject, taking into account the teaching and skills in the lesson.
- 2.3. The authenticity of the project, which should be the work of the learners, taking into consideration the learners participation in form of advices and support for the project's work.

3. Portofolio

According to Ridwan (2016: 291) portfolio is a collection of work results of learners for a particular theme that is completed within a certain time in an effort to achieve the goal of learning. Portfolio assessment is an authentic assessment that describes what a learner can do after understanding how. Furthermore, Kunandar (2014: 293) explains that portfolio evaluation is an ongoing evaluation referred to a collection of data that indicates the promotion of a learner's ability over a certain of time.

The same opinion is also explained by Komalasari (2013: 165) which states that portfolio evaluation is an continuously evaluation referred to a collection of data that indicates the progress of learners' abilities within a period of time.

In addition to the need for evaluation of learning outcomes and skills, the portfolio can be utilized to:

1. Knowing the progress experienced by learners,
2. Knowing the weaknesses of the learning process,
3. Give awards for the work performance of learners,
4. Improving the effectiveness of the studying procedure,
5. Accelerate the growth of positive self-concept in learners,
6. Improving the ability of learners to perform self-reflection, and

7. Helping learners in formulating learning objectives.

According to some opinions above, it is able to be summarized that portfolio evaluation is an evaluation activity on the works of students at a certain period. Portfolio shows the progress of student learning progress through his work, for example, poetry, drawings, discussion results, essay, and so forth. Here's an example of a portfolio assessment section by Ridwan (2016: 315):

2.6. Development Research

Hasyim (2016: 58) argued the research type of research and development in education is a procedure that is employed to develop and validate research products. In form of a new product, or refining an existing product, which can be scientifically justified.

Based on the expert opinion above, it can be concluded that the development research is a process used to develop education and learning to produce a product and validate the learning product.

2.6.1. Research Development Steps

The educational problem-solving steps raised by Plom in Hasyim (2016: 61) are comprised of preliminary research phase, design phase, realization / construction phase, 4th phase, evaluation and revision (Test, evaluation, and revision), and implementation. These four steps can be described as follows:

1. Initial Investigation Phase (preliminary investigation)

One important element in the design process is to conduct needs analysis (need assessment) to find the sub-components of learning problematic. Problems are gained by finding, gaps with what is happening significantly in learning with desired learning situations, hence the need to investigate the cause of the gaps. Researchers of course require information and data so as to recommend the components of the cause. The preliminary exploration is called with needs or problem analysis. Plom and Wolde (1997: 8) stated "in this investigation crucial dimensions are the essential dimensions of the investigation is to collect and analyze information, Define a problem and find the potential developed from one component of the learning system that has not been optimal. At this stage evaluation evaluation can be used with objective oriented evaluation model for classroom learning procedure, supported by qualitative and quantitative data collection techniques.

2. Phase design

The researcher will design the learning and learning equipment components at this stage that will be designed which include the design of the grille, the objective, and the approach to be designed. Then the findings of the design that has been founded can validated existing validation techniques such as data triangulation techniques that design is validated by experts and peers. The findings of this designation is called the first prototype.

3. Realization Phase / Construction

Design is a work program or blue print to be implemented in order to attain solutions in the phase of realization / construction. In this stage has created a model of learning design with one of the learning system components that are prioritized to be improved, for example the preparation of Learning Implementation Plan (RPP) as product design and draft module design results.

4. Test phase, evaluation and revision

RPP and draft modules are evaluated by science experts and revised. Based on the evaluation results found which are satisfactory and which ones still need to be developed.

5. Implementation Phase (implementation)

After the evaluation is evaluated and the product is obtained, the product amaka can be implemented. In a limited trial, followed by a revision, and a field test followed by a final revision. Once completed the product has been considered operational to be developed.

3. Research Methods

3.1. Location and Time of Study

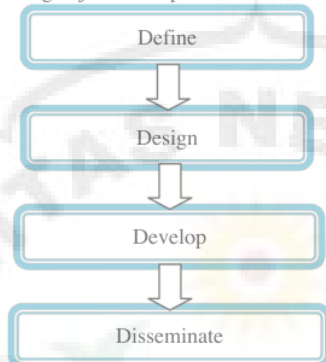
This research was conducted in the fourth grade of SD Negeri Experiment Medan which is located at Jalan Sei Petani No.59, Medan City. Researchers chose the school because it has implemented the 2013 curriculum and in the school we have never done the research type of development of an authentic evaluation of abilities aspects. This research will be conducted in the even semester of the academic year 2016/2017.

3.2. Subjects and Research Objects

The subjects of this study are the fourth graders of SDN Experiment in Medan City, and the product validator experts are 4 people who have criteria 1. PPKn, IPS, and Bahasa Indonesia experts, 2. Linguists, 3. Research design experts. The object of study in this research is to discuss teacher and student books in accordance with Curriculum 2013 skill aspect by employing authentic evaluation instrument in class IV SDN Trial in Medan City theme 7 aspiration.

3.3. Research Development Model

The model of development to be planned in this study follows the path of Sivasailam Thiagarajan, Dorothy S. Semmel and Melvyn Semmel (1974). According to Thiagarajan, and Semmel (in Trianto, 2011: 189), the 4-D models consist of four stages: (1) degination stage, (2) design stage, (3) development stage and (4) dissemination stage. The following main threads of Thiagarajan development model, Semmel&Semmel.



Gambar 3.1: Thiagarajan development model flow

4. Research result

4.1. Instrument Validation Results

Based on validation result of instrument performed by validator viewed the validation results of the instrument performed by the validator, Acquisition the average score is categorized into the category is very valid and can be used. Furthermore, the validation results of this expert team are referred to the prevalence criteria set out in chapter III. Then referring to these criteria is able to be summarized that the designed assessment instrument meets the criterion is very valid and is able to be used.

4.2. Trial Results

Experimental test of the instrument developed by the investigator and validated by the expert needs to be tested to determine validation and whether the pruduk can be used or not. Before field trials researchers discuss with teachers. At the time of the discussion the researcher explained to the teacher how to use the instrument which begins by understanding the indicators developed in accordance with the learning activities and the type of assessment. This is done will the teacher difficulty in assessing the students with the developed instruments. Based on themes and sub themes of learning activities, basic competencies and indicators of learning activities are then grouped by type of assessment, ie assessment of practice tests, project appraisals, and portfolioassessment.

Based on the validation results conducted by the expert note that the average value on the validation of PPKn material review in the category is very valid, validation of IPS material review with valid category, validation of Indonesian material review with very valid category, validation of Language with very valid category, Validation of category design experts is very valid. The overall findings of the validation of the authentic instruments of skill aspects with categories are very valid. Based on a trial with very valid category. According to the results obtained, the assessment instrument is valid and can be used as a guide in implementing the authentic evaluation of abilities elements of the 2013 curriculum.

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