AUTHENTIC ASSESSMENT MODEL IN SOCIAL STUDIES LEARNING TO IMPROVE THE SOCIAL SKILLS

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ABSTRACT
This developmental research aims to produce a character-based authentic assessment instrument on Psychomotor domain in Social Faculty on State University of Medan. The subjects in this study are: (1) Five experts for product validation that have criteria as experts: (a) PIPS, (b) character education, (c) authentic assessment instruments, (d) Indonesian, and (e) psychology; (2) Lecturers; and (3) Students of Social Faculty on State University of Medan. The method used in this study is developmental research method on the type of formative research which its development is focused on two phases: preliminary phase and formative evaluation phase to include self evaluation, prototyping (expert reviews, one-to-one and small group), and field test. Data were collected through questionnaires and field trials. The results of the expert validation showed that character-based authentic assessment instrument on psychomotor domain are valid and have very good category. The results of field trials (small scale and large scale) indicate that character-based authentic assessment instrument on psychomotor domain have very good validation and effectiveness. Thus, based on the results of expert validation and field trials, it can be concluded that the character-based authentic assessment instrument on psychomotor domain are valid, effective and have very good category, so that the instruments are eligible in measuring he values achievement of the students' characters especially on psychomotor domain.
Keywords: authentic assessment; skills, character; IPS (social study)

INTRODUCTION

Social study (IPS) is a whole educational program that essentially question human in physical environment and social environment. IPS education is not always the academic level of the university, but also functional learning materials for students in schools and further can be used as an introduction to the continuation of social studies. In American schools, IPS education or teaching is known as social studies. So IPS is a translation of social studies. The understanding of social studies proposed by a social scientist named Banks cited by Sapriya in his book *Pendidikan IPS* (2009: 10), according to Banks, social study is: "The social studies is that part of the elementary and high school curriculum which has the primary responsibility for helping student to develop the cognitive, psychomotor, affective and values needed to participate in the civic life of their local communities, the nation and the word" According to Jarolimek in (Supardan, 2015: 13), the objectives of social studies are categorized into three objectives groups, namely (1) understanding that related to knowledge and knowing, (2) attitudes that related to values, appreciation, ideals, and feelings, (3) skills that related to the use and social studies learning usage and the ability to acquire new knowledge. Sapriya (2009: 12) suggests that IPS learning at school level aims to prepare learners as citizens who possess knowledge, skills, attitudes and values that can be used as an ability to solve social problems and decision-making ability in participating in various community activities to become a good citizen. Thus, it can be concluded that IPS learning aims to foster the learners' social cognitive, social psychomotor, and social affective.

Permendiknas Number 22 of 2006 states that "learning activities as well the situation in IPS learning are expected to be able to introduce the concepts related to community life and the environment, have basic skills for logical and critical thinking, curiosity, inquiry, problem solving and skills in social life, have commitment and awareness of social values and humanitarian, and have the ability to communicate, to cooperate and to compete in a plural society, locally, nationally and globally. It is appropriate that the permendiknas is used as the main orientation in the implementation of social studies, either at elementary

school level to college level. Therefore, the purpose of IPS learning is not only providing an understanding of social knowledge but more emphasis on fostering the learners' social skill.

Social skill in IPS is the ability to interact with others in a social context with a specific way that socially can be accepted or assessed and benefited others. According to (Sjamsuddin and Maryani, 2008: 6), social skill is a skillful ability that is visible in action, able to search, choose and manage the information, learn new things that can solve everyday problems, have communication skills both oral and written, to understand, to appreciate, and to be able to cooperate with others, to transform academic capability and to adapt to the development of global society. But the facts in the field shows that IPS learning objectives have not been achieved optimally, even the learning still tends to verbal culture, which means IPS learning only fosters social knowledge of learners, while social skills are neglected.

Verbal learning and learning achievement of IPS that have not been achieved optimally can be seen from the way of educators assign the tasks to the learners. The results of initial observations conducted by the researcher on several lecturers who teach at the Faculty of Social Sciences, found that almost half of the lecturers teach at the Faculty of Social Sciences which that is 49% who assess on the cognitive domain, while the assessment of the psychomotor domain is still less to be applied. This is based on the results of a questionnaire distributed by Vice Rector 1 Unimed to the Faculty of Social Sciences. The questionnaires were filled by the students in relation to lecture duties which showed that lecturers were more dominant in providing routine and formative tasks that were more cognitive" (Setiawan, 2015). This condition is certainly not in accordance with the purpose of IPS education that trains FIS students have intellectual skills and social skills.Other facts in the field also indicate that not only IPS learning process has problems but also the assessment is not yet in accordance with the purpose of learning. The problem was found that IPS teachers were less creative in developing authentic assessments so that the assessment only focused on the cognitive domain, while the psychomotor domain was not assessed, even considered the same as the cognitive domain.

The findings are in accordance with the results of the research conducted by Yustitia (2016: 828) that "primary schools (SD) teachers in the Education Office of Gayungan District, Surabaya are largely less understanding the national curriculum, especially in the development of authentic assessments. They have not understood the Permendikbud Number 53 Year 2015 on Assessment and also do not understand the assessment guidance in SD".

The results of research Janet Alleman (2012) published in the International Journal entitled *Authentic Assessment in Social Studies*. From the findings it can be concluded that "the study detects a weakness in the assessment of practices regarding the learners' needs, even it is found that there is a misunderstanding of the concept. A holistic assessment plan must solve the variety of goals including attitudes, values and dispositions to knowledge and skills. The stages of assessment in learning are various (preliminary, formative, summative), but the assessment component must build authentic application. Although this article and assessment tool provided focused on social studies, basic principles as well as the tools used can be easily modified and applied to other content areas. Teachers are faced with many new obligations, responsibilities, initiatives and challenges. Many teachers are asked to make changes to the curriculum. It is recommended to the teachers in Singapore to adopt, adapt, improve and extend the classroom practice by bringing a standard of living for their students including an assessment component that enhances students' self-efficacy because they realize that academic success is a challenge to balance the discourse of accountability with teh teachers and the students as equal partners".

Therefore, learning IPS with a verbal culture that fosters and assesses only on aspects of social knowledge to make learners are not able to explore their knowledge and not make them skilled in using social science. For that reason, authentic assessment is very important to be developed and adapted to the purpose of IPS learning, especially on the learners' social skills to be achieved. According to the National Council for Social Studies (NCSS, 1994) "skills that need to be developed in IPS education include: (1)

skills in obtaining and processing data; (2) skill of conveying ideas, arguments and stories; (3) skills of composing new knowledge; and (4) participatory skills in the group ". Social skills are measured through authentic assessment of the psychomotor domain.

Myers (2004: 296) suggests that "Assessing and evaluating student progress is a complex endeavour. Good teachers will develop a range of tools for helping with this task. Some will be traditional forms with which we are all familiar and some will be newer forms such as performance or authentic assessment, which have been developed in response to recent knowledge about teaching and learning. It is important to remember that each of these tools has strengths and weaknesses and teachers need to be able to select appropriate ones to serve their particular assessment and evaluation purposes". According to Kusmijati (2014: 55) "the teacher must also be able to determine what can be obtained or achieved from the learning process that has been performed. Furthermore, the teachers should be able to determine whether the planned program can be implemented as expected, it means that the competencies developed in the learners are accordance with the expectations. All this can be known and answered, if the teachers do assessment and evaluation well ". Thus, an authentic assessment is necessary to be developed in the IPS learning that aims not only to assess and evaluate, but also improve the learners' social skills.

Hosnan (2014: 387) defines "assessment or authentic assessment as a significant meaningful assessment of the learners' learning outcomes for the affective, psychomotor and cognitive domains". The term of assessment is a synonym of scoring, measurement, testing, or evaluation. The term of authentic is synonymous with original meaning, real, valid, or reliable. In everyday academic life, the phrases of authentic assessment and authentic judgments are often exchanged. Muslich (2009: 47) states that "authentic assessment is a process of collecting various data that can provide insights or information about the development of a student learning experience."Burton (2011: 3) states "authentic assessment is a set of judgments that connect knowledge with direct practice. In authentic assessment there are several assessment techniques that can be done, among others are skills assessment, product assessment, project appraisal, portfolio assessment, self-assessment, peer assessment, written examination, and observation ". According to Hibart in Hosnan (2014: 388) suggests "various types of authentic assessments are: (1) performance assessment, (2) observation and questions, (3) presentations and discussions, (4) project and investigation, and (5) portfolio and Journal ".

From the several types of authentic assessments t presented by experts in the national and international journals, the authentic assessment developed in this study consists of: (1) project assessment; (2) critical book report; (3) journal review; (4) idea engineering; And (5) mini research. The research results conducted by Kusmijati (2014: 61) suggest that "the outcomes of the learning process in the psychomotor domain, behavioral changes in particular individual social development, are most appropriate when they are applied to authentic assessment of learning. This is one of the reasons why authentic assessment is important and should be applied in learning ".

The authentic assessment in IPS learning is expected to improve the learners' social skills. Therefore, authentic assessment in IPS learning should be developed and adapted to the achievement of expected social skills. The suitability between authentic assessment and social skills is presented in Table 1.

Table 1 . Appropriateness of Authentic Assessment and Social Skills

No.	Social Skills	Authentic Assessment
1.	Obtaining and processing data	Project assessment and Mini research
2.	Conveying ideas, arguments and stories.	Critical book report and Journal review

3.	Arranging new knowledge	Engineering ideas
4.	Participating in groups	Project assessment and Mini research

RESEARCH METHODS

This research was conducted in FIS Unimed. The study was conducted from May to October 2016. The research subjects were: (1) Five experts for validation of products with criteria are: (a) PIPS, (b) character education, (c) authentic assessment instruments, (d) Indonesian, and (e) psychology; (2) Lecturers; and (3) Students of Social Faculty on State University of Medan. The method used in this research is developmental research of formative type (Tessmer, 1999: 122). According to Tessmer, developmental research is focused on two stages: preliminary stage and formative evaluation stage which include self evaluation, prototyping (expert reviews, one-to-one, and small group), and field test. The instruments used in this study are: (1) expert validation questionnaire and (2) skill assessment instruments. The assessment criteria for the expert validation questionnaire are classified on four levels with the following ratings: (1) Not good, (2) Good enough, (3) Good, and (4) Very good, Sudjana (2007: 106).

Data analysis is used to validate the character-based authentication assessment tool in the developed psychomotor domain. Analysis of the assessment results given by the experts to the quality and feasibility of the product used descriptive analysis with Average Percentage of Score (PRS) formula proposed by Sudjana (2007). Analysis of the assessment result from field trials aims to measure the effectiveness of the product by calculating the ideal mean (Xi) and unit width region (Sbi), and then adjust it to the classification of product effectiveness as presented in Table 2.

Table 2 . Classification of Product Effectiveness

Formula	Score Mean	Claasification
X > Xi + 1,8 . Sbi	X > 80	Sangat tinggi
Xi + 0,6 . Sbi < X ≤ Xi + 1,8 . Sbi	60 < X ≤ 80	Tinggi
Xi - 0,6 . Sbi < X ≤ Xi + 0,6 . Sbi	40 < X ≤ 60	Sedang
Xi - 1,8 . Sbi < X ≤ Xi - 0,6 . Sbi	20 < X ≤ 40	Rendah
X ≤ Xi - 1,8 . Sbi	X ≤ 20	Sangat rendah

Based on table 2, it is concluded that the authentic assessment instrument in IPS learning is said to be good if it reaches high classification that is the average score is above 60.

DISCUSSION
The Development of Authentic Assessment in Social Studies

The development of authentic assessment instruments in IPS learning is conducted to meet the authentic assessments that are considered not able to measure the social skills well. The development of authentic assessment instrument in IPS lesson is conducted in two steps, that is to arrange the assessment instruments, and to define the assessment aspect and the descriptor. The authentic assessment instruments in IPS learning which is developed to improve the social skills is divided into five types of assessment instruments: (1) project assessment; (2) critical book report; (3) journal review; (4) idea engineering; and (5) mini research.
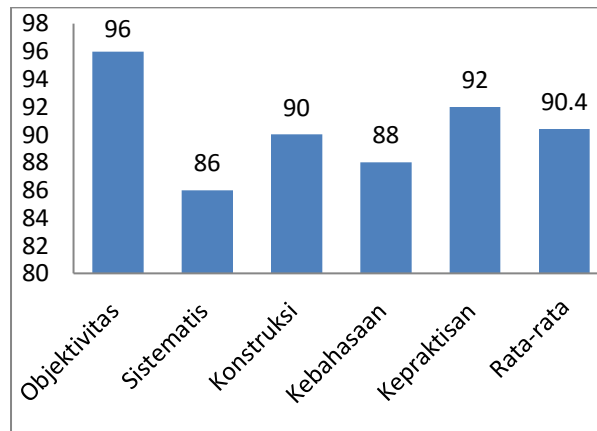
Expert Validation
Based on the acquisition of experts' validation score can be presented in table 3.

Table 3. Expert Validation Results

Component	Sub-Component	Score	%	Criteria
Objectivity	1. The ability of the instrument to measure student ability	25	100	Very Good
	2. The ability of the instrument to measure students according to the actual circumstances	23	92	Very Good
Rata-rata			96	Very Good
Systematic	1. Instrument compatibility with learning indicators	22	88	Good
	2. Assessment instruments are systematically and coherently arranged	21	84	Good
Rata-rata			86	Good
Construction	1. The truth of the sentence arrangement on the developed assessment instrument	22	88	Good
	2. The writing of sentences on the developed instrument has no double meaning	23	92	Very Good
Average			90	Good
Linguistic	1. Proper use of Indonesian language rules on writing developed instruments	22	88	Good
Rata-rata			88	Good
Practicality	1. Ease of implementation of assessment instruments developed	24	96	Very Good

Component	Sub-Component	Score	%	Criteria
	2. Ease of assessment instruments developed for general use	22	88	Good
Average			92	Very Good
Total Average			90,4	Very Good

The acquisition of the average score on each skill of developed assessment component based on the expert's validity is presented in graph 1.

Graph 1 . The Acquisition Result of Expert' Validation

Graph 1 shows that the aspects of objectivity, construction, practicality and average of the five aspects are categorized as *very good*, while for the systematic and linguistic aspects it obtains the *good* category. Thus it can be concluded that the validation results on authentic assessment on IPS learning developed is very well and can be used without any record for revision because there is no aspect that is categorized *less good* or *very less good*.

Field Trials
The implementation of field trials is divided into two scales, small-scale trial and large-scale trial which are applied to the department /study program in FIS Unimed, namely: (1) Department of PPKn, (2) Department of History Education, (3) Department of Geography Education, and (4) Study Program of Anthropology Education.

The subjects on small-scale trials are 4 lecturers (each lecturer represents the department/study program) as the assessor and 40 students (10 students each represent the department/study program) as the assessed, while the subjects on large-scale trial are 4 lecturers (each lecturer representing the department/study program) as the assessor and 100 students (each 25 students represent the department /study program) as a assessed. Small-scale trials were conducted for three weeks precisely on September 7-26, 2016, by applying five different assessments in each class representing each department/study program of FIS Unimed. The results of small-scale trials are presented in Table 4.

Table 4 Small Scale Trial Results

No	Interval	Project	MR	CBR	JR	RI
1	**68-72**	10	8	10	9	12
2	**73-77**	0	2	0	3	7
3	**78-82**	14	10	16	15	12
4	**83-87**	0	6	0	8	3
5	**88-92**	8	8	13	4	6
6	**93-97**	0	6	0	1	0
7	**98-102**	8	0	1	0	0
∑		3340	3310	3250	3190	3120
X		83,5	82,75	81,25	79,75	78
Classification		ST	ST	ST	T	T
Effectiveness		E	E	E	E	E

From table 4 it is known that the five authentic assessment instruments in Social Studies learning are effective for measuring social skills. It is based on the average score on each instrument which exceeds the value of 60 or has a *high* and *very high* classification.

From table 4, it is also found that the learners' social skills on the indicators of measuring and processing the data, as well as the indicators of participating in the group obtained an average score of 83.12 with a *very high* classification. It is obtained from the average of project assessment instruments and mini research. In the indicator of conveying ideas, arguments and stories obtained an average score of 80.50 with a *very high* classification. This is obtained from the average instrument of critical book report and journal review. In the indicator of composing new knowledge obtained an average score of 78 with a *high* classification. This is obtained from the idea engineering instrument. Thus, the application of authentic assessment instruments in IPS learning in small-scale trials is considered able to measure social skills because the instrument achieves effective criteria without need an instrument revision. So that field trials can proceed with large-scale trials. Large-scale trials were conducted for three weeks precisely on 28 September-17 October 2016 by applying five different grades in each class represent each department/study program of FIS Unimed. The results of large-scale trials are presented in Table 5.

Table 5 . Large Scale Trial Results

No	Interval	Project	MR	CBR	JR	RI
1	**69-72**	25	26	16	12	25
2	**73-76**	0	0	10	15	0

3	77-80	35	42	31	28	20
4	81-84	0	0	0	0	0
5	85-88	0	0	22	19	20
6	89-92	30	29	19	23	20
7	93-96	0	0	2	3	15
8	97-100	10	3	0	0	0
∑		8250	8090	8120	8175	8275
X		82,5	80,9	81,2	81,75	82,75
Classification		ST	ST	ST	ST	ST
Effectiveness		E	E	E	E	E

From table 5 it is known that the five authentic assessment instruments in Social Studies learning are effective for measuring social skills. It is based on the average score on each instrument that exceeds the value of 80 and the overall has a *very high* classification. From table 5 also obtained that the learners' social skills inn indicators of measuring and processing data, and the indicators of participating in the group obtained an average score of 81.70 with a *very high* classification. This is obtained from the average of project assessment instruments and mini research. In the indicator of conveying ideas, arguments and stories obtained an average score of 81.48 with a *very high* classification. This is obtained from the average instrument of critical book report and journal review. In the indicator of composing new knowledge obtained an average score of 82.75 with a *high* classification. This is obtained from the idea engineering instrument. Thus, the application of authentic assessment instruments in IPS learning to large-scale trials is also considered able to measure social skills because the instrument achieves effective criteria without need for instrument revisions.

The results of observation indicate that the authentic assessment in IPS learning actually has been applied, but there are still deficiencies in the implementation. The deficiencies are: (1) there is a department or study program that has not applied all types of assessment; (2) there is no assessment descriptor for each type of assessment; and (3) there is no paying attention to social skills that will be achieved. Based on the observation result, the authentic assessment instrument in developed IPS learning to improve social skills is divided into five types of assessment instruments: (1) project assessment; (2) critical book report; (3) journal review; (4) idea engineering; And (5) mini research.

Authentic assessment on IPS learning is developed to measure the social skills. The results showed that the authentic assessment of developed IPS learning was valid, effective and able to improve the social skills of FIS Unimed students. The validation conducted by experts on the development of authentic assessment of the IPS learning on the objectivity aspect, construction, practicality and the average of the five aspects obtained the category *very well*, while for the systematic and linguistic aspects obtained *good* category. Thus, validation from the experts to authentic assessment instrument of IPS learning to improve the developed social skill can be declared valid, *very well* categorized and can be used in field trial without any record for revision because there is no aspect that categorize *less good* or *very less good*. The field trials were conducted on two scales: small and large scales. In the field trials, the lecturer acts as the

assessor who uses the authentic assessment of the developed IPS learning to measure and improve the students' social skills, and the students act as assessed subjects.

The results of small-scale trials show that the authentic assessment instrument of IPS learning to improve social skills achieved the effective criteria. It is based on the average score on each instrument that exceeds the value of 60 or has a *high* and *very high* classification. From small-scale trials also found that lecturers or students do not experience obstacles in applying authentic assessment instruments of IPS learning. In small-scale trials it also shows that authentic assessment of IPS learning is appropriate for measuring social skills. This is because each instrument of authentic assessment on developed IPS learning has a specific purpose to measure certain indicators.

The instruments of project assessment and mini research aim to measure social skills on two indicators: measuring and processing data, and participating in gaining group. The instruments of critical book report and journal review aim to measure social skills on one indicator: conveying ideas, arguments and stories. The instrument of idea engineering aims to measure social skills on one indicator that composes new knowledge. The results of small-scale trials show that the five authentic assessment instruments in IPS learning obtained an average score of 81.05 with *very high* category. In other words, students have high social skills after applying an authentic assessment instrument on the developed IPS learning.

In the large-scale test results are also not far different from the results of small-scale test but on average score obtained by students have increased. The results of large-scale trials show that authentic assessment instruments on IPS learning to improve social skills achieved effective criteria. It is based on the average score on each instrument that exceeds the value of 60 even the whole instruments of authentic assessment on learning social studies have *very high* classification. From large-scale trials also found that lecturers or students do not experience obstacles in applying authentic assessment instruments on IPS learning.

On large-scale trials also show that authentic assessment of IPS learning is appropriate for measuring social skills. This is because each authentic assessment instrument on developed IPS learning has a specific purpose for measuring certain indicators as well as on small-scale trials. The results of large-scale trials show that the five authentic assessment instruments on IPS learning obtained an average score of 81.82 with *very high* category.

Thus, students have very high social skills after applying authentic assessment instruments on the developed IPS learning. Even the social skills of students obtained from large-scale trials have increased in comparison with the results of small-scale trials. It is based on the average total score obtained from the whole instruments of authentic assessment on learning social studies, that is equal to 81,05 in small scale trial and equal to 81,82 on large scale trial, so that it obtained 0,77. In other words, after using authentic assessment instruments on developed IPS learning to improve social skills, students are able to engage in activities related to real-life activities and social circumstances as reflected by the five authentic assessments (project assessment, mini research, critical book reports, Journal review, and idea engineering).

The findings of this study are supported by several previous studies published in journals and articles on a national and international scale. Among them are: Myers' (2004) study resulted that "Authentic assessments are a particular form of performance assessment where students are required to perform a real-life activity and an assessment is made based on that activity. Students in a grade 3 class studying their community, for example, might be asked to do an assessment of the area around their school (sidewalks, parks, public places) for wheelchair accessibility and prepare a report for a relevant civic body such as a committee of city council. The activity does not necessarily have to relate to contemporary situations," Thus, the authentic assessments are not merely assessing knowledge but also training the learners to learn from real circumstances. Abidin's research (2012) resulted that authentic assessment

guided learning through the creation of various learning activities undertaken by students during the learning process in which contained character content.

Authentic assessment gives a real picture of students' ability to read and measures the achievement of student character's development. Based on these facts the use of authentic assessment will contribute to the improvement of the students' reading comprehension and character development skills. Another study, Maryam (2012) obtained the data that all Indonesian language teachers have applied authentic assessment in learning. The teachers apply a variety of authentic assessment models that show there is a factor of creativity in applying assessments. Nevertheless, the teachers still experience various obstacles in applying authentic assessments. Mansur HR (2015) in his research concluded that 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. Based on the results of field trials, it can be concluded that the authentic assessment instruments in learning developed IPS is declared valid and effective. The valid statement is obtained from the validity of the instrument by considering the scores and opinions experts' opinions. The effective statement is obtained from the process of applying authentic assessment instruments in IPS lesson taking into account the results of field trials. At the time of field trials, the lecturers or the students did not experience significant constraints and the authentic assessment instruments on social studies were also declared able to improve social skills that can be seen from the percentage of scores obtained by students at the time of small-scale trials and large scale. Thus, the authentic assessment instruments in developed IPS learning in this study are stated to be valid and effective, and can improve social skills.

Some of the results above show that the authentic assessment is an innovation of assessment development used as an instrument for measuring learners' abilities which consists of cognitive, effective, and psychomotor. Authentic assessment, especially on the psychomotor domain of guiding the teachers in fostering the learners to have skills matched the purpose of the learning.

Based on the above description, it can be concluded that authentic assessment in developed IPS learning is declared as valid, effective and can improve the learners' social skills. Thus the instruments of authentic assessment in IPS learning are feasible to be used as the instruments which measure the aspect of social skills.

CONCLUSIONS
In this study, the authentic assessment instruments in IPS learning to improve the social skills are developed into five types of assessment, namely: (1) project assessment; (2) critical book report; (3) journal review; (4) idea engineering; and (5) mini research. The authentic assessment instrument in IPS learning is validated by 5 experts and tested on the lecturers and the students of FIS Unimed. The expert validation and field trials show that the authentic assessment in developed IPS learning meets valid, effective and enhances social criteria of learners.

Some suggestions from the author are: (1) To the lecturer, is expected to adjust the type of authentic assessment that will be conducted with the characteristics of the students and adjust the assessment descriptor with the purpose of assessment; (2) For other researcher who conduct the development research, is suggested that the developed product should be in accordance with required by the subject of the research sample and the research should be conducted in the research location that has facilities and the parties that support the research so that the research can be carried out according to plan; and (3) If other researcher conducts a research with the same model and instrument but the research sample is different, so the result tendency is not much different from the result of this research and expected to obtain the research results that are more optimal.

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