

CHAPTER I

INTRODUCTION

1.1 Background

Education is an important role in improving the prosperity of society. Education will produce reliable human resources (SDM) in managing natural resources, using technology, and providing services. Human resources (SDM) will be a valuable asset in developing the nation's progress. Therefore, each state should identified quality of education as one of the highest national priority. To improve the quality of education considers changes in the curriculum be one solution to making education relevant to the demands of globally according to the statement of M.Nuh (Momod, 2013) that changes the curriculum is the government's efforts to improve the quality of education in Indonesia

There are strong reasons and obvious foundation when curriculum has been changing time by time. These changes are encouraged by desire to improve, develop, and increase the quality of the national education system continuously. The curriculum is a set of planning and setting the objectives, content and learning materials and methods used to guide the learning activities organizer to achieve educational goals (Haryati, 2009). The changes of national education curriculum will impact to changes some elements contained in curriculum. The elements are competence of graduates, content standards, process standards, and assessment standards.

Now, Indonesia is trying to implementation the Curriculum 2013. Graduate competencies described in three dimensions: *(a) attitudes, (b) skills and (c) knowledge*, accordance with the Peraturan Menteri Pendidikan dan Kebudayaan No.53 Tahun 2013 on Competency Standards for Primary and Secondary Education. Attitude is part of the affective domain, a domain of psychomotor skills, and knowledge domain. So the order of taxonomy education curriculum in 2013, is the

main attitudes, followed by skills, knowledge as last domain. The attitude should be promoted first, continue to skills, and the last is the knowledge. In fact, one of important points in implementation of curriculum which often ignore is the assessment standard. It is very important part in National Education Standards as required to improve the quality of education. Therefore, a good curriculum and the learning process that really needs supported by a good appraisal system, planned and sustainable.

Three aspects of graduate competencies form the basis of assessment standards emphasize that task of the teacher is not only to provide information to students, but also should be a facilitator, conduct learning facilities even be a subject to determine student achievement. As the most important learning resources in the school, teacher is very important to improve the standard of education because efficiency and equity of school depends on the ability of the teacher, human resources of teacher and motivation to provide the best performance. Teachers as a spearheads in the implementation of curriculum required to understand and apply it optimally and earnestly, because teachers also play a role in improving the standard of education. In addition, teachers also should know how to conduct a valid assessment to be able to measure student learning outcomes accordance with demands of curriculum. There are various forms of assessment can be made by teachers to assess the student learning outcomes, one of them is daily exam (UH). UH is a form of technical exam which its implementation concerned left to the teacher and activity undertaken by teacher periodically to measure the achievement of competence after completing a basic competence (KD) or more. UH used as one consideration aspect to determine the cumulative value of students' competence achieve will be presented on the report. In conduct the valid assessment, teachers must capable to develop instrument that containing measured dimensions of competency. Assessing the learning outcomes by educators conducted continuously to monitor the process and progress of student learning including to improve the effectiveness of learning activities. In assessing student learning outcomes, teachers must obey and follow

assessment standard. Basic assessment and appraisal standards that have been set in Permendikbud No.66 Tahun 2013.

Research about assessment has been carried out previously by Gultom (2012) that analyzed physics teachers' understanding about assessment at several schools in Medan. Found that in general assessment, that conducted by physics teachers (even have educators certificate or not) in several SMA in Medan is less accordance with demands of KTSP, Assessment was conducted without a description of learners' progress caused the teachers' understanding about assessment standards very limited, socialization and guidance rarely added facility factor and students' interest in learning is low. Reinforced by the results of research by Handayani (2012) explain that teachers assessed students tend through objective and subjective exams and teachers' low understand about assessment make they concluded assessment just as examination. Literature studies also show that many teachers are confused and do not understand, especially in the assessment form of curriculum 2013. In accordance with what was delivered by Waruwu as Director of Education Training & Consulting, Jakarta in her journal "Rangkuman Berbagai Pokok Pikiran Seputar Kurikulum 2013" assessment became a difficult part to be implemented by educators alike with statement of Rusilowati, Professor of the Faculty of Mathematics and Natural Sciences (MIPA) Semarang State University (Unnes) at Curriculum 2013 socialization during December 2013 in the city of Semarang that some teachers didnot understand assessment concept actually.

Based on description above, this research wil focused on studying assessment implementation in daily exam by physics teachers in some piloting schools the curriculum 2013 in Medan. This research is important because the new curriculum 2013 will be implement in year 2015 to change previous curriculum and need to know how far the physics teacher in piloting schools have been implemented assessment standart. If assessment's mechanism and procedure has implemented incorrectly and invalid so it produce negative impacts such as students' assess administration inaccurate, teacher does not know the level mastery of student, teacher

is not able to arrange student's report progress of learning, teachers do not find alternative solutions to develop their ability in teaching and learning and finally the curriculum goal does not achieve.

1.2 Problem's Identification

1. Teachers only carry out daily exam by tests and measure knowledge competency only.
2. Teachers do not conduct the intergration assessment among competency of attitude, skill and knowledge.

1.3 Limitations of the Study

Based on the background problems described above and the identification of problems that have been described, considering the factors involved in the assessment standards is very complex, as well as to research more focused, then the problem will be limited based on the information in the search and the places or schools that will investigated. This study will be limited as follows:

1. The research do in high school (SMA) in Medan, 2013-2014 academic year.
2. The research do on teachers who teach physics especially in class X.
3. The data will be only gathering from the target schools.

1.4 Problem Statement

Based on the background of the issues, identifying problems, and limitation issues, the problems in this study can be formulated as follows:

1. Is the daily exam that conducted by physics teacher in senior high schools in Medan accordance with demand of curriculum 2013?
2. How far physics teacher have implemented the assessment standard of daily exam (UH) demand to Curriculum 2013?

1.5 Objectives

Based on the background of the issues, identifying problems, limitation issues, and the problems in this study, the objectives of this research can be formulated as follows:

1. Knowing the congruence of daily exam that conducted by physics teacher in senior high schools in Medan with demand of curriculum 2013.
2. Knowing how far physics teacher have implemented the assessment standard of daily exam (UH) demand to Curriculum 2013.

1.6 Advantages of Research

The researchers are expected to be useful for:

1. Providing information about the uniformity of implementation of assessment at Daily Exam (UH) that conducted by physics teacher with assessment standards and curriculum set up by the government at several senior high schools in Medan.
2. Increase the researches knowledge about assessment.
3. Become a motivation for teachers to improve their ability in conduct the assessment.