

AUTHENTIC ASSESSMENT IN PRACTICUM ACTIVITIES ON THE SCIENCE LECTURE

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Abstract: This study aims to find out the application of authentic assessment in practicum activities on science lecture. This research is important because an authentic assessment can provide a comprehensive report about students' learning outcomes that include cognitive, affective and psychomotor skills. This is an expo-facto research. Sample in this study were students on science lecture at Primary School Teacher Education Departmen Faculty of Teacher Training and Education of Pasundan University Bandung. The instruments used student perception questionnaires, observation sheets, and interview guidelines. Data was analyzed by technique descriptive statistics. The results Showed that the authentic assessment in practicum activities has been applied Although not yet optimally. The student response of the authentic assessment on lectures showed positive results.

Keywords: Authentic Assessment, ScienceLecture

1. Introduction

Enhance countries can be seen from the quality of human resources and the quality of education contained in the country. This makes education is very important for the development of a country. Education can make human resources properly empowered. So even in Indonesia put education as the primary and essential. It can be seen from the contents of the 1945 opening of the fourth paragraph which asserts that one purpose of the Indonesian nation is the nation's intellectual life.

One form of educational innovation in Indonesia today is the implementation of Curriculum 2013. Kunandar (2014) explains that this 2013 curriculum aims to prepare Indonesian man to have the ability to live as individuals and citizens who believe, productive, creative, innovative, and affective and able contribute to society, nation, state, and world civilization. The curriculum was developed in 2013 on the theory of "education based on standards"(standards based education), and the theory of competency-based curricula (competency based curriculum). Education based on the standards set their national standards as a minimum quality of citizens broken down into content standards, process standards, competency standards, the standards of educators and education personnel, standards of facilities and infrastructure, management standards, standardized funding and assessment standards of education (Kunandar, 2014).

With regard to the assessment process in education, Permendiknas 27 year. 2007 and No. 66 year 2013 on the understanding gained Education Assessment Standards of education assessment is a process of collecting and processing information to determine attainment of learning outcomes of students who carried out systematically and continuously (Abdul, 2015). But unlike the assessment of conventional learning where the teacher only focuses on assessment is summative or assessment focuses on the results obtained by the students at the end of the learning process, the ultimate goal of education today is to develop competence of learners to pass judgment on the learning process that they do (Birenbaum & Dochy, 1996).

2. Related Works/Literature Review

In the 2013 curriculum assessment is made using authentic assessment. Authentic assessment aims to measure a range of skills in a variety of contexts that reflect real-world situations where those skills are used. According Permendikbud No. 103 2014 2013 curriculum implement authentic assessment to assess the progress of learners that includes attitudes, knowledge and skills. Hence the authentic assessment, assessment covering all aspects of the personality of students, such as moral development, emotional development, social development and other aspects of the personality of other individuals.

Kemendikbud (2014) defines authentic assessment (Authentic Assessment) as an assessment or measurement significance on the study of students to the realm of attitudes, skills and knowledge. so, authentic assessment is a form of assessment requires the learner to demonstrate the real world performance significantly, which is the essence of the application of knowledge and skills. Authentic assessment emphasizes the ability of the learner to demonstrate knowledge in a real and meaningful. The assessment activities are not just ask or tapping the knowledge that has been known to the learner, but the real performance of the knowledge that has been mastered. This is as expressed by Callison (2009) which says that authentic assessment is an assessment process in which involves a range of performance that reflects how students learn, achievement of results, motivations, and attitudes related to learning activities.

In connection with the definition of authentic assessment, some researchers have different views. Hart (1994) argues that authentic assessment is an assessment of performance in the learning process. But there are those who say that there is a difference between the performance appraisal with authentic assessment. As opinions Mayer (1992) which says that the difference between the both is any authentic assessment is an assessment of performance, however, is not true. Authentic assessment can establish a valid assessment and accountability. This means that the results of these assessments can really interpret the ability of learners during and after the learning process. Therefore, the assignment given to students should be able to describe the competencies required in the assessment.

According to (Gulikers, Bastieaens & Kirschner, 2004) argues that there are five dimensions that are interrelated to create authentic assessments are:

- a. Tasks or assignments that accommodate cognitive, affective and psychomotor learners. The task given should also be meaningful to them.
- b. Classroom or learning environment should be able to support learners to be able to explore and optimize the capabilities, both in the cognitive, affective and psychomotor. Learning should be designed to provide a snapshot condition or situation that will be experienced by learners when they become a professional.
- c. Social interaction. Factors in the social environment activities are divided into two kinds, namely in the form of collaborative activities, and individual activities. In collaborative activities, authentic assessment obtained from looking at interactions between learners in solving a problem. While in individual activities, data authentic assessment done by looking at how each learner competing and trying to solve the problem individually.
- d. Results of authentic assessment is something original assessment that describes the overall capability of each individual. The results of the assessment may take the form of a product or an idea of learners.
- e. And authentic assessment criteria of the standard. The standards and criteria of authentic assessment is transparent assessment, the assessment focuses on the ability or competence to be possessed by learners, and assessment is conducted by using a rubric or portfolio.

The application of authentic assessment has the potential to bring a variety of benefits and advantages, which learners can play an active role in the assessment process, so as to reduce the anxiety of learners, and are not afraid of getting bad grades that can interfere with self esteem because Ratings authentic formed of an assessment of learning activities that are constructivism, meaning that the assessment carried out on the establishment of a knowledge learner based on the experiences and problems found in everyday life, so it will feel more meaningful learning (Herrington, 1998). Authentic assessments provide valuable information to educators on the progress of learners and the success of the instruction. Through the curriculum in 2013, authentic assessment becomes a serious emphasis. In the execution of the authentic assessment educators must consider the balance between competence assessment of attitudes, knowledge and skills in accordance with the development of the characteristics of learners.

3. Material & Methodology

a. Data

The instrument used was a questionnaire and observation sheet practicum as well as an interview guide. The Subjects is Students who take courses Konsep Dasar IPA SD (KDISD), Pembelajaran IPA SD (PISD).

b. Methods

This study is a descriptive research study or assessment survey to profile of the student assessment in science lecture at Primary School Teacher Education Departemen Faculty of Teacher Training and Education of Pasundan University Bandung. Data was analyzed by technique descriptive statistics.

4. Results And Discussion

Data from the questionnaire concerning the application of authentic assessment conducted by lecturers obtained by looking at the response and perception of current students learning in science through the activities of practicum can be seen in the table below.

Summary Table Percentage Achievement Indicators Assessment Authentic
By Activity practicum of Students

No.	Indicator Rate Authentic	Percentage of Achievement (Course)	
		KDISD	PISD
1	Assignment is authentic	20%	19%
2	Environmental Aspects of Learning	23%	22%
3	Aspect Social Interaction	18%	21%
4	Assessment authentic	25%	24%
5	Assessment Criteria authentic	14%	13%

Based on the calculation of the percentage of achievement of the implementation of authentic assessment to the practicum activity as in the above table, the indicators which gets the highest percentage for each course is an aspect of assesment autentic. The lowest was authentic assessment criteria. This shows that the practicum activity has woken lectures good assesment autentics based on authentic assessment indicators, but there are still some aspects that can be improved. As in the indicator, first the assignment that is authentic. Given assignment should be a task that has a complex indicator or task that requires students devdelop high rate capability (high order thinking).This is in line with the opinions Savery and Duffy (1995) which says that involve students in completing the task contextual help them develop problem solving skills. Based on these results, the assignment given have not been able to integrate the cognitive, affective, and psychomotor, and have not been able to see, assess and compare the ability of the start of each student. Assignments given in the learning process also has not been able to provide a deep meaning for the students, this is because a given task is a task that is common or routine they can.

Second, aspects of the learning environment. Brown (1989) says that the environmental aspects which are built into the learning process should be consider cognitive, affective, and psychomotor learners. Based on the research, aspects of learning environment that is necessary to be improved is the aspect create an atmosphere, content, learning environment in accordance with the problems in our daily lives as prospective elementary school teachers and the provision of sufficient time to see the activities of the students during the lecture. As noted Wiggins (1989) that one of the important factors to look at the success of authentic assessment on the environmental aspects of learning are giving the time good enough for students or for teachers to see the activities of learners who wakes up in the learning process.

Third, social interaction aspect. Social Interaction in science lecture already unfolded pretty well, as for aspects were deemed still need to be improved is the lecturer should be able to design a college atmosphere that is not only thick with collaborative learning environment. but it can also provide a space for students to compete. Collaborative learning environment will be very beneficial to students when later confronted with situations that do require them to work (Slavin, 1989). While the mental atmosphere of the competition will train students to be ready to compete in a positive future.

Fourth, authentic assessment results. Results of authentic assessment is a product or performance of learners that are relevant to everyday life or in connection with their profession later (Wiggins, 1989). As for the things that need attention for improved on this indicator is how professors make an

assessment instruments and rubrics that include or relate to various indicators of learning (multiple indicators of learning).

Fifth, authentic assessment criteria. On this indicator, there are several aspects that have not achieved optimally, including the assessment does not yet include affective, cognitive and psychomotor. Assessment conducted on the lecture has not done openly, using a rubric and assessment of student portfolios. Based on these descriptions, indicates that the application of authentic assessment in science subjects in Prodi PGSD still not optimal. One indicator that is also important to note is how to design a learning instrument or authentic assessment and contextual to make learners or students are able to develop competencies relevant to their future profession is a teacher. Application of the lectures authentic assessment should also be a challenge for the lecturers to improve pedagogical competencies and deliver lectures better (Darling & Snyder, 2000).

Based on the results of the questionnaires recapitulation of the lectures show that the majority of lecturers are already implementing aspects contained in the questionnaire. These aspects have become a routine to be performed by each lecturer based on lecture plan drawn up before the course is conducted by targeting CPL (soft skills skill and hard and other competencies) for each discussion/meeting. The assessment process has also been implementing aspects of authentic assessment, although still not optimal and can still be improved. These aspects can help improve the quality of learning in each subject, so it needs to be properly designed in order to accelerate student learning and the learning process meaningful. As said Mueller (2005) which says that the authentic assessment applied to learners will be able to deliver learning that is meaningful to them, it is because authentic assessment is a form of a task that requires the learner to perform in the real world significantly which is the application of the essence knowledge and skills.

5. Conclusions

Based A review and analysis of data, it can be concluded that, overall, the process of authentic assessment in science lecture at Primary School Teacher Education Departmen Faculty of Teacher Training and Education of Pasundan University Bandung has been implemented but is still not optimal and still there are several aspects that need to be improved. The results of interviews conducted with lecturers at the department of science subjects are mostly lecturers already implementing aspects required in the lecture. While the views or students' perceptions of authentic assessment applied by the lecturers get a positive response.

From the results that have been obtained by researchers, it is recommended that the study program can recommend professors to use authentic assessment as an alternative in evaluating student learning outcomes. As well as further research to formulate a module or a guide for lecturers to implement authentic assessment on the course.

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