How to Apply Authentic Assessment in Indonesian Language Learning

Erwin Harianto

IAI Al Amanah Jeneponto

erwinharianto39@gmail.com

Abstract:

Educational reform is important to do in achieving the objectives of learning Indonesian in schools, through re-designing. it's time for a teacher to carry out the learning, teaching, and assessment process by changing the conventional form of assessment that is only results-oriented into a form of authentic assessment. Authentic assessment is an assessment that has many advantages, including: meeting the validity requirements of an assessment, accommodating student diversity, meeting competency achievement standards, and being oriented to student learning processes and outcomes that cover all aspects, from cognitive, affective, to psychomotor aspects. Authentic assessment includes a variety of assessment methods that allow students to demonstrate their ability to complete assignments and find solutions. Thus, student motivation will be awakened and students will enjoy learning.

Keywords: Authentic assessment, Contextual Learning.

Introduction

The teaching and learning process takes place in the process of teaching, learning, assessment, and evaluation. To get the output of a quality teaching and learning process, the four processes must be implemented and managed properly and meaningfully (manageable and meaningful). According to Permendikbud No.66 of 2013, authentic assessment is an assessment that is carried out comprehensively to assess starting from the input, process, and output of learning. Teaching will be successful if there is a structuring of situations to help students experience behavior change. Changes in students brought from the teaching process are an indication of the implementation of the learning process well.

Indonesian language learning aims to improve language skills which include listening, speaking, reading, and writing skills that have their characteristics (Sukirman, 2016). To achieve the objectives of learning Indonesian in schools, it is time for a teacher to carry out 'assessment reform' by changing the conventional form of assessment that is only results-oriented into a form of authentic assessment. In this case, the teacher applies an authentic assessment that is oriented to the process and student learning outcomes.

Authentic assessment is an assessment that is carried out as a whole on all competencies to be achieved including attitudes, knowledge, and skills competencies using various assessment techniques both on the process and learning outcomes, Komaruddin (Melograno, 2006) In addition, the authentic assessment includes various assessment

methods that allow students to demonstrate their ability to complete tasks and solve problems. Thus, student motivation will be awakened and students will enjoy learning. The formulation and types of authentic assessments include; portfolio assessment, performance assessment, product assessment, project assessment, systematic observation assessment,

Authentic Assessment

Assessment can be interpreted as an assessment or assessment. According to Sumarno, et al (Fajar, 2002: 89) assessment is a systemic process to determine the achievement of student learning outcomes, while according to Rustaman (Fajar, 2002: 89) suggests "Assessment is on the side of the assessed and used to reveal individual progress". Use in the teaching and learning process, assessment means a measuring tool to evaluate the results that have been achieved from the process. Zainal and Nasoetion (1997: 7) suggest the notion of assessment as a process of making decisions using test and non-test information. In this sense, the output from the research is the value of the quality of student learning outcomes.

Thus, the assessment can be interpreted as a process of collecting data and information that is carried out systematically, to reveal the progress of students individually to determine the achievement of learning outcomes in the context of curriculum achievement.

According to Blaustein (Ibrahim, 2002: 5), assessment is the process of gathering information and making decisions based on that information. Assessment usually refers to all the information that the teacher has obtained to make decisions about students and their class. Information about students can be obtained informally such as observations and verbal changes. It can also be formal with tests, homework, and written reports. Linn and Gronlund (Popham, 1995: 5) define classroom assessment as a general term covering the procedures used to obtain information about student learning (observations, performance levels, written tests) and consideration of giving grades about learning progress.

From the several definitions above, it can be concluded that assessment is a process of determining whether students know. This process is part of the activity, namely checking whether students are experiencing, getting feedback from teachers and students, and then using this information to guide the development of their learning experience. Assessment is a process of obtaining evidence or facts regarding knowledge, ability to use, and attitudes. Then based on these facts make conclusions that emphasize the process that describes what students know and can do.

One component of learning through a contextual approach (Contextual Teaching-Learning-CTL) is an authentic assessment. This CTL is one of the approaches in the Competency-Based Curriculum (KBK) that has been applied at the primary and secondary education levels since 2004. The application of competency-based learning requires teachers who understand and can provide a learning environment that can build and expand the experience of previous students and responsive to the diversity of student learning types.

According to Johnson (2002: 54), contextual understanding is a process that helps students see meaning in the learning materials they learn by connecting them with the context

of their daily lives. Meanwhile, The Washington State Consortionformulate the notion of contextual teaching as teaching that allows students to strengthen, expand and apply their academic knowledge and skills (Nurhadi, 2003: 12). In the competency-based curriculum (KBK), a teacher is expected to be able to plan to learn by the progress of students' mental development, taking into account the diversity of students using questioning techniques to improve student learning. Competency-based learning requires a teacher who can use contextual assessment as well, namely authentic assessment.

Terminologically authentic assessment can be interpreted as a real assessment, in the sense of an assessment that has or is carried out by the subject of learning. This evaluation technique motivates students' learning abilities not only in mastering/understanding the subject matter, but also in taking real actions and producing a real work as a manifestation of their acquisition/understanding of learning materials.

Authentic assessment is one of the assessment procedures carried out to obtain as much information as possible about how well the subject matter in a subject through indicators of material mastery, observation of work results, and assignments. In several forms developed with this evaluation tool, assessment is often carried out through presentations or performances by students in the provision of certain tasks or activities that directly have meaning in education. Paidi (2000: 15) states that in addition to emphasizing assessment actions, Authentic also requires direct and continuous assessment. With this concept, the assessment can be done at any time with a variety of assessment materials. With this direct assessment, it is hoped that students will be able to appreciate the creativity, initiative, opinions, and arguments that appear every time. In line with the above expression, Nurhadi (2003: 53) states that student learning progress is assessed from the process, not through the results. True learning should indeed be emphasized on efforts to help students to be able to learn, not emphasized on gaining as much as possible at the end of the learning period.

Data were taken from students when students carry out an activity, both inside and outside the classroom is called authentic data. Because the assessment emphasizes the learning process, the data collected must be obtained from real activities carried out by students during the learning process. Authentic assessment assesses the knowledge and skills (performance) obtained by students. Assessment is not only from the teacher but also from other friends or other people. Authentic assessment, better known as a classroom-based assessment, generally aims to reward student achievement and improve learning programs and activities. in detail can be described as follows: (1) to provide information about the progress of student learning outcomes individually in achieving learning objectives by the learning activities carried out, (2) to provide information that can be used to foster further learning activities, both for individual students and students throughout the class, (3) to provide information that can be used by teachers and students, to determine the level of student abilities, determine difficulty/easiness level. To carry out remedial, interior, or enrichment activities, (4) to motivate students to learn by providing information about their progress and stimulating them to make efforts to strengthen or improve them, (5) to provide

information about all aspects of each student's progress and in turn, the teacher can help effective growth to become a complete member of society and a person,

The functions of authentic assessment for students and teachers are (1) to help students realize themselves by changing or developing them in a better and more advanced direction, (2) to help students get satisfaction for what they have done, (3) to help teachers determine whether the teaching methods used are adequate, (4) to help teachers make administrative judgments and decisions.

Thus, both students and teachers can evaluate themselves because of authentic evidence. According to Nurhadi (2003: 53) authentic assessment has the following characteristics: (1) carried out during and after the learning process takes place; (2) can be used for formative or summative; (3) what is measured is skills; (4) Continuous; (5) Integrated; (6) can be used as feedback.

Nurhadi (2003: 53) suggests things that can be used as a basis for assessing student achievement in authentic assessments, including: (1) projects/activities and reports, (2) homework, (3) quizzes, (4) field trips, (5) student presentations or performances, (6) demonstrations, (7) reports, (8) journals, (9) written test results (10) student writings. The Ministry of National Education (MoNE) states that the assessment tools in the authentic assessment are in the form of collecting student work (portfolio), work (product), mastery (project), performance (performance), and written tests. It is different from Widodo (2002: 2) who agrees with Blanchard (2001) saying that authentic assessment has tools, namely student journals, quizzes, portfolios, and performance assessments.

Types of Authentic Assessment
Student Worksheet (LKS)

Student Worksheet (LKS) is a form of authentic assessment. This worksheet is in the form of assignments that are carried out by students both individually and in groups. This LKS helps student learning because through the LKS students can review the learning outcomes that have been taught through the questions that have been provided in the LKS. So that even though the teacher does not give assignments at the end of learning, students still pursue the LKS sheet.

Performance Assessment

Assessment in contextual learning places great emphasis on assessing the quality of student performance (Performance Assessment). (1) tasks that require students to use the knowledge and processes they have learned, (2) checklists that identify the elements of the action or outcome being examined, (3) a set of descriptions of a process and a continuum of quality values used as the basis for assessing the overall work of students, (4) examples of very good quality as a model of the task to be done.

With the above components, performance assessment not only provides evidence of how much information students have successfully collected but can provide an overview of how well the student can use one or more of the information he has to understand the phenomenon. To be clear, the performance referred to in this assessment is all forms of

student activity in the learning process, both in the classroom and outside the classroom.

Performance assessment of competency focuses on various student performances. In the performance assessment, the assessor observes the appearance/work of students by the guidelines that have been developed. Observations can be made using a checklist or rating scale. Assessment guidelines on performance tests are closely related to public issues. Rubrik is a list containing indicators of competency and its meaning. Rubrik is a tool for scoring, assessing, and determining the "grade" of a performance. Rubrik contains a list of specific standards to determine the level of student achievement.

For this reason, the checklist from the performance assessment must meet the criteria so that student competencies can be recorded validly. The Ministry of National Education (2002) stipulates several criteria that must be possessed by a checklist from a performance assessment, including (1) the criteria contain indicators that are by the competencies to be achieved, (2) the criteria are clearly defined, (3) the criteria and indicators are agreed with students, (4) discussed examples of applying the criteria, (5) there is a clear and educational level measure (providing motivation), (6) covers important aspects of competency, (7) emphasis on aspects in the rubric adapted to the level of students (beginner, intermediate, advanced). In addition, the criteria that have been set must be known and understood by students. So that students have a role to determine the criteria in the rubric. The role of students in determining the criteria in the rubric includes (1) the criteria that need to be notified to students and discussed so that the things that will be displayed later can be predicted, (2) provide opportunities for students to add appropriate criteria, (3) students are allowed to practice based on these criteria, (4) give an appropriate formative assessment.

The reporting of results in a rubric must meet the standards as (a) reporting contains feedback and the meaning of the quality of performance carried out by students, (b) feedback is descriptive and specific (related to competence), (c) reports need to be equipped with evidence, (d)) provides an opportunity to discuss the results (through conferences), (e) emphasizes what students have been able to do, (f) is meaningful for students as material for revision and improvement of abilities (Depdiknas, 2003).

Quiz

A quiz is an exercise given to students at the end of each lesson. This quiz is in the form of question points about the material that has just been given to students. Each time a student is given a quiz, in the next lesson the quiz results are returned accompanied by responses and corrections from the teacher.

In this way, students' motivation will be awakened, and students can reflect on their abilities and at the same time know where the student's shortcomings lie.

The following is the score criteria for each answer given by students:

SCORE	CRITERIA
5	Use appropriate strategies
	The computation is correct
	The explanatory writing is worth emulating
4	Using the right strategy
	The computations are mostly correct
	Explanatory writing is effective
3	Not using the right strategy
	The computations are mostly correct
2	Not using the right strategy
	Many computations go wrong
	The explanation writing is not satisfactory
1	Not using the right strategy
	The explanation is not satisfactory
	Not meeting the desired problem request
0	No answer

Journal

Journals are written records of what students have learned. Journals can be used to record or summarize aspects related to key topics understood, students' feelings about learning, difficulties experienced, or success in solving problems, comments made by students about the efforts made in achieving the competencies learned.

Journals are diaries that students use to write responses, comments, questions about the text they read, what students think about natural language learning, students' personal feelings about learning, or students' reflections on the whole learning process. In particular, journals can be diaries, logs, or other student notes.

Journals functioned to obtain information about students' perceptions, interpretations, expectations, and difficulties in learning listening skills, speaking skills, reading skills, writing skills, and the ability to apply language rules in communication. Journals provide information about students' interests, responses, and understanding of language learning. Journals are very helpful in developing students' reflection and introspection skills. Using a journal is very conducive to practicing thinking about why something needs to be done. The journal can be used to write questions, successes, thoughts, and frustrations. Using journals can obtain information about students' history while studying independently. Journal development steps include: (1) identification of competencies and sub-competencies in writing, reading, listening, and speaking; (2) identification of questions, experiences, feelings, obstacles experienced by students in the process of writing, reading, listening, and speaking; and (3) identify the follow-up that students want related to learning.

Journal writing in various language skills is related to the characteristics of each language skill. Aspects that are written need to be combined with questions so that journal

writing can be focused and easy to analyze. Journal writing related to learning to read is exemplified in the appendix.

Log Rating

Logs are an assessment tool to observe the frequency and type of learning experiences that have been carried out. Logs are widely used to record how much, how deep, and in what areas students carry out activities. For example, learning to read logs can provide information on how often students read, what books are read, how students respond and understand what they read.

Written Test Assessment

According to Komaruddin (Permendikbud No. 66 of 2013, 2016:198), regarding educational assessment standards, that the report on the results of the assessment of educators is in the following form:

1. Values and descriptions of the achievement of knowledge and skill competencies including assessment of integrated thematic learning outcomes.
2. Attitude descriptions are given for the results of the assessment of spiritual attitudes and social attitudes.
3. The overall assessment by each educator is reported to the parents/guardians of students in the form of reports on student learning outcomes.

In addition to using non-test assessment tools, assessment of learning outcomes also uses written tests. The use of this type of test is prioritized for summative assessment. Reading experience tests and writing tests can be in the form of objective tests or essays to measure students' ability to understand texts or to master limited writing skills.

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