

Implementing Authentic Assessment in EFL Classroom to Prepare Pre-Service Teachers for Curriculum 2013

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Abstrak

Artikel ini membahas tentang Penerapan Penilaian Otentik di kelas EFL untuk Mempersiapkan Calon Guru dalam Kurikulum 2013. Penilaian Otentik adalah unit yang akan menjadi titik diskusi dalam artikel ini. Bagaimana Penilaian Otentik memiliki pengaruh besar untuk pemahaman dan persepsi calon guru. Penilaian Otentik adalah hal penting yang harus dipahami oleh calon guru. Penelitian ini melibatkan 10 responden yang merupakan mahasiswa semester 5 Program Pendidikan Bahasa Inggris di Universitas Ibn Khaldun. Tujuan dari penelitian ini adalah untuk membantu calon guru memahami dan mempersiapkan tentang Penilaian Otentik. Untuk mengumpulkan data, peneliti mengikuti beberapa tahap, yaitu mengisi kuesioner, wawancara, dan observasi. Dari metode kualitatif, peneliti melaporkan bahwa tanggapan responden sangat beragam. Temuan penelitian menunjukkan bahwa kebanyakan mereka tidak cukup memahami apa itu penilaian autentik.

Kata kunci: *penilaian otentik, kurikulum 2013; guru pra-jabatan*

Abstract

This article aimed at the role of Authentic Assessment in Implementing In EFL Classroom To Prepare Pre-Service Teachers For Curriculum 2013. Authentic Assessment is a unit that will be the point of discussion in this article. How Authentic Assessment has big influences for understanding and perception of the prospective teacher. Authentic Assessment is an important thing that prospective teacher should understand. This study involves 10 respondents who were students of the 5th semester of English Language Education Program at Universitas Ibn Khaldun. The purpose of this study is to help prospective teacher understanding and prepare about Authentic Assessment. To collect the data the researchers follow some stages, namely filling out the questionnaires, interview, and observation. From the qualitative method, the researcher reported that the respondents' responses are very diverse. The research findings showed that mostly they do not understand enough what Authentic Assessment is.

Keywords: authentic assessment, curriculum 2013; pre-service teachers

ملخص البحث

تهدف هذه المقالة إلى دور التقييم الأصيل في التنفيذ في الفصل الدراسي في اللغة الإنجليزية كلغة أجنبية (EFL) لإعداد معلمي ما قبل الخدمة للمناهج الدراسية 2013. التقييم الأصيل هو وحدة ستكون نقطة المناقشة في هذه المقالة. كيف للتقييم الأصيل تأثيرات كبيرة لفهم وتصور المعلم المحتمل. يعد التقييم الموثوق أمراً مهماً يجب على المعلم المحتمل فهمه. تضمنت هذه الدراسة 10 أشخاص شملتهم الدراسة في الفصل الخامس من برنامج تعليم اللغة الإنجليزية بجامعة ابن خلدون. الغرض من هذه الدراسة هو مساعدة المعلمين المحتملين على الفهم والتحضير للتقييم الموثوق. لجمع البيانات، اتبع الباحثون بعض المراحل، أي ملء الاستبيانات والمقابلات والملاحظات. من الطريقة النوعية، أفاد الباحث أن ردود المشاركين متنوعة للغاية. أظهرت نتائج البحوث أنهم في الغالب لا يفهمون ما هو تقييم أصيل.

لكلمات المفتاحية: تقييم حقيقي، منهج 2013؛ مدرس قبل الخدمة

A. Introduction

Authentic Assessment is multiple forms of assessment that reflect on student learning, achievement, motivation, and attitude on classroom activity (O'Malley & Pierce, 1996). According to the Ministry of Education and Culture No. 81, the year 2013 published that authentic assessment is an assessment which is focused on measuring student's learning process with their behaviour, knowledge, and skill. Accordingly, teachers should be required to assess student's skill using performance, project and portfolio assessment. Performance assessment is an assessment which is conducted by observing student's activity; portfolio assessment is a continuous assessment process based of a set of information that a given period time; while project assessment is an integrated unit which cannot be finished at a given time; it requires the students to do a step of tasks to collect the data (Minister of Education and Culture No. 104 the year 2014). Moreover, Authentic assessment replicates real-world challenges and standards of performance that skills typically by students (Koh, 2017).

The implementation of the authentic assessment has some challenges for teachers, so the Minister of Education and Culture published curriculum 2013 to improve the implementation previous curriculum, which is the curriculum 2013 has relevancy with the authentic assessment. About the regulation of to Minister of Education and Culture No. 81a year 2013 about the implementation of curriculum 2013, teachers should be implemented authentic assessment as a student competence method. There are some steps in implementing a portfolio assessment in classroom activities. Those steps are: 1) the teacher should explain to the student that portfolio will give some benefits to teacher and students; 2) together with students, the teacher decides the sample of tasks; 3) the tasks are collected and organized into a special folder; 4) every task is identified based on the date, so the teacher can track the tasks of student progress during a given time; 5) together with student decides the criteria of scoring; 6) teacher can ask the student to check their work and at the same time help them to increased their skill;

7) if the students get a low score, teacher may give them second chances to improve with a given time; 8) finally, each of students work is collected into special folder (Gotlieb,1995).

At some cases, in reality, the implementation of Authentic Assessment is not easy, because of the lack of teachers' knowledge about the curriculum 2013. Thought that the implementation of authentic assessment did not run effectively because of the complex procedure and the class condition. For the fluent of implementing authentic assessment should there a good collaborator between the teacher and students. Kurebwa dan Nyaruwata (2013) claimed that the problem of a teacher experienced on the implementing authentic assessment is the lack of teacher knowledge on assessment system, also teacher more used the summative assessment than formative assessment. Furthermore, in previous, this problem was researched by Retnawati at 2016 with the title Vocational High School Teachers' Difficulties in Implementing the Assessment in Curriculum 2013. The lack of training in previous for teacher become a reason was not easily the authentic assessment to (Retnawati, 2016). There are many reasons, such as 1) the obstacle in-class activities; 2) the lack of themselves knowledge; 3) the parent involvement low; 4) the string to the norm. Moreover, Bonnie Keilty (2016) with the title Early Interventionists' Reports of Authentic Assessment Methods Through Focus Group Research described that in the implementation of authentic assessment should be focused to attitude and requirement the professionals to implement that. But, right now still not clear how an intervention which used clearly in authentic assessment what has an equal with curriculum 2013. Requires a maximal effort from implementing and or realization of authentic assessment to increase what is assessment expected. This concern has the aim to know the perception and the knowledge of an amateur teacher with the implementation of authentic assessment, and what is this implement can increase the knowledge of an amateur teacher in the future.

B. Research Method

The research design was a descriptive study where the researcher used quantitative and qualitative method. The data collection used 3 steps, which are observation, questionnaire, and interview. The setting was at 6 December 2019a in around FKIP Universitas Ibn Khaldun.

According to Richard Tewksbury (2009), the qualitative method is a research which is focusing on a value and a knowledge of how someone understood something. Moreover, Gumilar Rusliwa (2005) described that the qualitative method explains that the qualitative method more focusing on documenting and process which related to managing a character from the daily activity in reality.

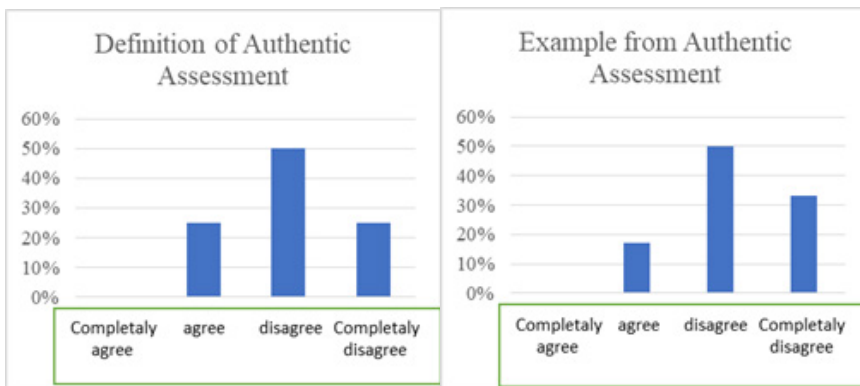
The First step is giving a questionnaire to 10 respondents which from class 5K English Education Department, Universitas Ibn Khaldun. The questionnaire focused on a statement related to this study for getting some relevant information with this study. The instrument consists of 10 questions with for Likert scale was also chosen.

The next step was we did to interview with 10 respondents. *Structured Interviews* is a kind of interview which is used in this study. According to Easwaramoorthy & Fataneh (2006) explained that *Structured Interviews* is a kind of interview which is a question have a set from the researcher and equals with a relevant topic.

The last step was observation for collecting data which we get from our interview and questionnaire. From the last step, we could get the relevant data to help us make a summary.

C. Results And Discussion

The observation is the last steps which we did to collecting data. Before we did the interview step, we should to ask the respondents to fill the questionnaire which is we made before and an equal with this study.

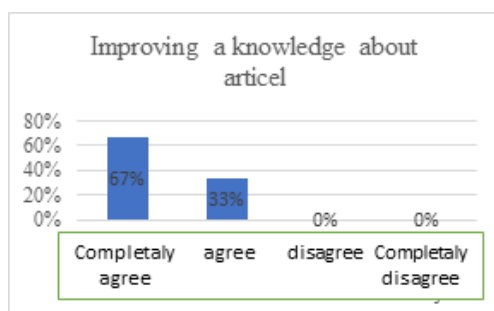


Statement 1

Statement 2

The data from the percentage of the first statement shows that most of the respondents involved do not know what Authentic Assessment is. However, not a few of the respondents who already know the meaning of Authentic Assessment, but still cannot understand how the application must be done.

Another data shows a percentage of the second statement. The respondents who asked to give an example of an authentic assessment, 50% of them could not. They cannot mention it at all.

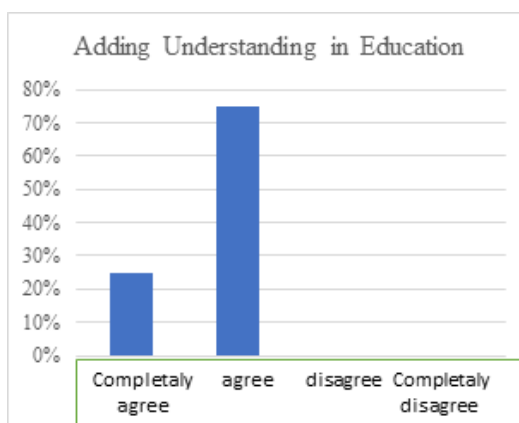


Statements 3

In addition to the questionnaire statement that discusses the definition and examples of Authentic Assessment, we also provide a statement that journal articles can help improve understanding in digital literacy. Can be seen in terms of the percentage above, 67% of respondents agreed to it. Also

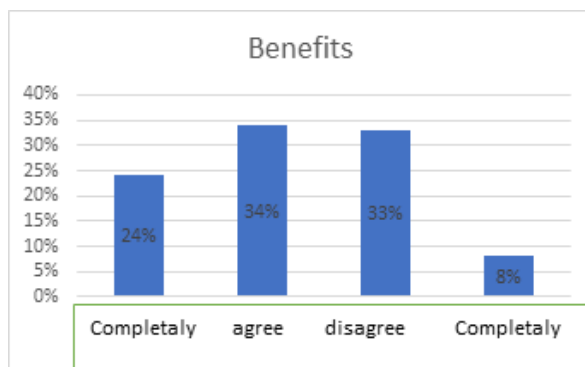
supported by the reason of the interview results of one of the respondents namely

"with a reading a journal article, I can add my knowledge, and it can be a reference when we will make an article", said the 3rd respondent.



Statements 4

It can also be seen from the percentage of statement 4 above that 70% of respondents agreed that reading and understanding articles could increase respondents' understanding of education. One of the respondents we asked, the 5th respondent said “many methods can I get and then I can apply at my studies”



Statements 5

The percentage of statement 5 shows, 34% of the respondents agreed that the existence of assignments related to the article was able to help them in terms of adding their insights and knowledge as stated by the 6th respondent

"My insight is increasing about the article. Now I can find out various types of articles and journals, and can help me in applying Authentic Assessment in C13".

It shows that this assessment can help the respondents in understanding an Authentic Assessment through articles.

Looking up to all of the data taken, explaining that the application of Authentic Assessment is not something easy to do, especially to be applied in the Curriculum 2013. Prospective teachers who are prepared to act on the implementation of Authentic Assessment must be truly supported, given understanding and training so that the competency of teacher candidates can improve and implement their objectives well.

D. Conclusions

A teachers' understanding of authentic assessment is more be references for whether the authentic assessment can be applied. Furthermore, in the 2013 curriculum is something that a teacher must be obliged to support his performance through Authentic Assessment. Although it is not easy, prospective teachers must understand and understand the intended purpose. The point is to prepare the teacher candidates for actual practice. The 2013 curriculum is very closely related to an Authentic Assessment, and therefore the role of the teacher is needed to help implement the program well. Good collaboration between students and teachers can help this assessment run as it should.

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