The Implementation of Authentic Assessment in Cultural History of Islamic Subject

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Abstract: This research was focused on the implementation of instructional authentic assessment in the Cutural History of Islamic Subject; class VIII, Perguruan Thawalib Putri Padang Panjang. This study aimed at describing the implementation of authentic assessment by teachers in teaching Cultural History of Islam. The design of this research was qualitative and the data collection techniques were observation and interview. The data were analysis by using Interactive Analysis Model of Miles and Huberman. The results obtained indicate that the implementation of authentic assessment had not been fully implemented by the teacher of Cultural History of Islam both in the affective and psychomotor, while the cognitive domain has been performed well.

Keywords: Curriculum 2013; authentic assessment; cultural history of Islamic subject; secondary school.

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INTRODUCTION

This research was done in Thawalib Putri Padang Panjang boarding school, that the curriculum 2013 had applied in 2015 until now (the interview result with the teacher of Cultural History of Islam, Tuesday, 1st December 2015). According to Tyler (2013) curriculum is viewed as an interaction between students and teachers that is designed to achieve specific educational goals". Curriculum is not only a learning content and the relationship between the teacher and the student, meanwhile a number of educational experiences, social culture, sport, art inside or outside of the school in order to help people to get progress and change their

behavior based on the goal of education (Apple, 2004; Dewey, 2013; Schmidt et al., 2001).

The curriculum was being changed from KTSP (School Based Curriculum) into Curriculum 2013 and it is become the new paradigm for teachers. In KTSP, the teacher is an important facilitator in instructional process. Meanwhile, in curriculum 2013, the teacher is the motivator and facilitator. In Curriculum 2013, not only focus on the result but the main important is the learning process which is passed by the students. The teacher is expected to lead the students well, so it can activate and motivate the students to develop all of their abilities in the class.

Furthermore, the data which were gotten by the researchers about the change of curriculum remains the problems. The problems are the decrease of school preparation, teacher preparation, medium and infrastructure, student`s packet book, until the complicated assessment known by authentic assessment (the interview result with the teacher of Cultural History of Islam, December 7th 2015). Curriculum is not only a learning activity but involve building condition, school condition, willingness, belief, knowledge, skill, and the behavior of the people who help the students (Nata, 2016; Roqib, 2009).

The phenomenon happened in the Thawalib Putri Padang Panjang were the teachers did not start learning by making lesson plan, did not apply interesting method and media that were needed by the students to gain students' motivation and students' achievement. Through Curriculum 2013 or integrated curriculum presently an authentic assessment can be applied. Lam, Alviar-Martin, Adler, & Sim (2013) states that "curriculum integration" refers to curricular programs that aimed at making subject matter more relevant to students' experiences".

The change of curriculum 2013 also available in assessment. One of the issues is authentic assessment. According to Gulikers, Bastiaens, & Kirschner (2004); Wiggins (2011) an authentic assessment is designed not only to be assessment tools but also to be exercise through students' understanding of topic and knowledge". Moreover, according to (Kunandar, 2014), authentic assessment is the activity of reviewing the students which emphasize in what have to be assessed, not only the process but also the result which many assessment instruments that related to competency standard (SK), main competency (KI) and basic competency (SK).

Curriculum 2013 strengthen the friction in doing assessment, the assessment through test (measuring knowledge competency based on the result only), authentic assessment (measuring attitude, skill, and cognitive based on the process and the result). In authentic assessment, the students are able to apply the concept or theory in the real world. Authentic means the real condition that should be had by the students (Bell, 2010; Mueller, 2005; Rule, 2006)

In authentic assessment, the teachers should be able to do cognitive, affective, and psychomotor domain. However, the teachers did not understand well toward assessment given to the students so that among the three competencies (cognitive, affective, and psychomotor) the dominant one is cognitive which was applied by the teachers. Curriculum 2013 just applied in early 2015 related to the interview of the researchers with the teacher of Cultural History of Islam on December 7th 2015.

The review of authentic assessment lately found in Pakistan was written by (Azim & Khan, 2012). The finding showed that "replacement of traditional paper-pencil test with authentic assessment resulted in active participation of teachers and students in teaching and learning process. The finding also revealed considerable improvement in high order skills of the students". The next finding by Rourke & Coleman (2011) in Australia state that "social networking tools such as weblogs can provide one means of achieving this goal when online courses design their assessment to encourage both collaborative learning and reflective practice".

In Swedes, the finding was written by Palm (2008) both similarities and differences of the meanings of authentic assessment may be useful in communication involving these concepts, both from the writer's and from the reader's perspective". Gulikers et al., (2004); Gulikers, Bastiaens, Kirschner, & Kester (2006) in French state that "exploring assessment authenticity from a practical viewpoint, by examining the perceptions of the users, has additional value over only a theoretical

examination of assessment authenticity. This corroborates the idea that authenticity is, at least partly, subjective".

Authentic assessment is closed to measurement and evaluation. Furthermore, before reviewing authentic assessment problem, first reviewing about measurement, assessment, and evaluation.

Hargreaves (2001) states that V rather than to certify and select pupils or to make school's accountable". Kelly (2009) states that the goal of assessment is clearly set out by the TGAT Report (DES, 1988), and this purpose was suggested by the National Curriculum that the assessment program should be able to meet formative, diagnostic, summative, and evaluative.

Evaluation according to Gawronski & Bodenhausen (2006) is the process to determine the degree of behavioral changes. Evaluation concept is important in two aspects 1) it implies that evaluation must appraise the behavior of students; 2) it implies that evaluation must involve more than single appraisal at one time to see whether changes has taken place. Menix (2007) states that evaluation becomes a judgment process using criteria or desired outcomes. The judgment process compares evaluation data and purposes related to criteria of worth determination, value, success or failure".

According to Burke (2009); Darling-Hammond & Snyder (2000), an authentic assessment is the process of collecting data by the teacher about the development and the achievement done by the students through variant technique which can express, proof, or show correctly the purpose of the learning and ability (competency) are truly mastered and be achieved. Kunandar (2014) defines authentic assessment as the activity of evaluate the students which emphasize in what have to be assessed, not only the process but also the result by using instrument related to the standard competence and basic competence

(KD). J. Gulikers, Bastiaens, & Kirschner (2006); J. T. Gulikers et al., (2004); J. T. Gulikers, Bastiaens, Kirschner, & Kester (2008); J. T. Gulikers, Kester, Kirschner, & Bastiaens (2008) state "authentic assessment as an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the professional life".

In short, from the definitions above it can be concluded that authentic assessment is an assessment done in whole term by the teacher, involve affective domain include KI-1 and KI-2 in the lesson plan which has to be applied, the assessment of cognitive competency include KI-3 and psychomotor in KI-1. The whole assessment is done start from the learning process until the evaluation.

METHOD

This research was qualitative. Qualitative is one of research procedure that produces descriptive data in form of words, writing, and behavior of the people being observed. Next, Miles, Huberman, & Saldana (2013) explain that qualitative is conducted through an intense and or prolonged contact with a "field" or life situation (Basrowi, 2008).

The techniques of data collection were observation and interview. According to (Basrowi, 2008), obseravation is method or the way of analyzing and holding sistematically of behaviour by seeing or observing personal or group directly. Next, Marshall (1995) states that through observation, the researcher learn about behavior and the meaning attached to those behaviors.

Interview as "a meeting of two persons to exchange information and idea through question and responses, resulting in communication and join construction of meaning about a particular topic"(Brinkmann, 2014; Burnard, 1991; DiCicco-Bloom & Crabtree, 2006). Interviewing is the meeting of two people to share information and ideas

through questioning and answering so the meaning can be constructed in certain topic (Sugiyono, 2010). The interview will explore the data in form of saying, action, and setting from client who is representative to be interviewed by using the guiding of interview, note book, and tape recorder (Hanafi, 2014).

The technique of analyzing data used by the researchers was qualitative data which follow the concept made by (Miles et al., 2013). According to Miles et al. (2013), there are three kinds of activities in analyzing qualitative data, (data reduction), (data display), and (data verification)". The following below are the explanation of the three components. Based on the analysis data mentioned by (Miles & Huberman, 1994), the three steps can be described as follow.
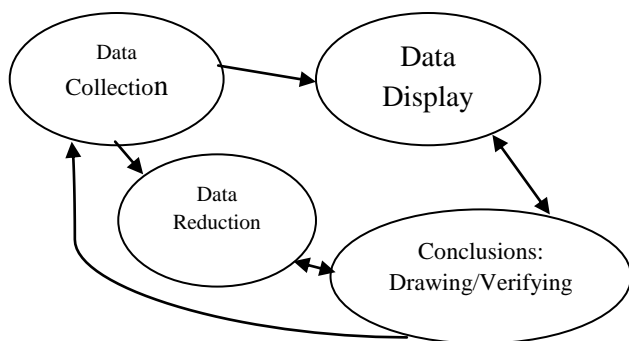

Figure 1: Interactive Analysis Model of Milesand Huberman (1992)

The explanation of the three model are the first step data reduction is choosing selected data, focusing, simplification, abstraction, and transforming "incomplete data" found in the written field. The reduction data done continually in certain project oriented by qualitative. The second step is the data display where the information is collected and arranged and allows the conclusion described and taking action. The last step is verification starting by collecting data, the qualitative research decide what the "meaning" of something is, write arrangement, pattern, explanation, the configuration, clausal plot, and proposition, the final conclusion can be happened if the data

collecting finished, similar with the data got from written field, coding, saving, and the improvement methods used even the researchers' experience (Emzir, 2010).

RESULTS AND DISCUSSION

Based on the interview result and the researchers' observation with the teacher of Cultural History of Islam on Monday, December 7th, 2015 showed that the assessment can be seen from three aspects, they are affective assessment, cognitive assessment, and psychomotor assessment which refers to assessment standard. In Curriculum 2013, the assessment refers to Permendikbud Number 66 in 2013 about educational assessment standard. It aimed at guarantee the assessment planning of students related to competency and principles, the applying of assessment transparency, educative, effective, efficient, and reporting objectively, accountably and also informatively.

The affective assessment applied by the teacher of Cultural History of Islam available in spiritual behavioral competence (K1) and social competence (K2) which is available in the lesson plan related to the application. The assessment of spiritual and behavioral competence applied by observation of the teacher, where the teacher identifies the aspects of what is going to be observed related to empirical data. The example of spiritual behavior identified by the teacher is starting the lesson by praying, this case is applied before the lesson begun. In social behavior, the students are ordered to be discipline for not being late in the learning process.

The types of affective assessment applied are the assessment of observation, self, and journal. First, observation assessment is the assessment technique applied continuously using sensory perception, not only directly but also indirectly by using the guiding or observation sheet which contains some indicators of behavior or aspect being observed. In learning

process, the teacher continuously observes students` behavior till the end.

Second, self assessment applied by asking students to express the strength and the weaknesses of themselves to achieve spiritual and behavioral competence. According to Kunandar (2014) the use of self assessment technique can give the positive impact into personal behavioral development. The advantages are to create students' self confident, to realize the power and the weaknesses, and to support themselves to be honest.

The third, the journal assessment applied by the teacher by observing how the behavior and students' attitude was even the strength and the weaknesses of the students. The teacher has

a special note for every student which will guide the teacher build and grow the students. If there are excellent student, they will be given guidance and the development in order to increase their ability. Meanwhile, for the students who are still poor in their ability, they will be given an intensive guidance. For example A is on time to collect his task, he will be rewarded and B is late to collect his task so he will be lead by advising and showing the problem of B in doing a task. However, affective assessment in peer aspect and interview are still not applied in Thawalib Putri Padang Panjang (the Interview Result with the Teacher Cultural History of Islam, December 10th, 2015). The following is the assessment heading of affective assessment.

Table 1. The Implementation of Affective Assessment (KI. 1 and KI. 2)
in Class VIII Thawalib Putri Padang Panjang

No	Affective Assessment	Evaluation Aspects		Implementation	
				Yes	No
1	Observation	a.	Spiritual Behavioral Competence		
			1) The habit of praying before and after studying	√	
			2) The habit of gratitude of God mercy	√	
			3) Praying together orderly	√	
		b.	Social Behavior Competency		
			1) The habit of having respectful to the teacher and peer	√	
			2) Being on time to enter the class	√	
			3) Speaking politely and well mannered	√	
			4) Being respectful of doing homework	√	
2	Self Assessment	a.	Spiritual Behavioral Competence		
			1) The habit of doing good action	√	
			2) Fasting on Monday and Thursday	√	
			3) Doing "Tahajud" praying	√	
			4) Making friendship without differentiating	√	
		b.	Social Behavioral Competence		
			1) Obeying school regulation	√	
			2) Greeting the teacher	√	
			3) Respecting the teachers and friends	√	
			4) Following the lesson well	√	
3	Journal	a.	Being on time on collecting the task	√	
		b.	Demonstrating the material	√	
		c.	Asking and discussing	√	
		d.	Making homework in school	√	
		e.	Being late to collect the task		√
4	Peer assessment	-			√
5	Interview	-			√

Furthermore, the assessment of cognitive domain that has been done by teacher of Cultural History of Islam was written and spoken test. In the written test, the teacher gave the instrument in form of essay. Kunandar, (2014) states essay is the assessment where the students are ordered to remember, understand, and organize their ideas or the things which has been studied by expressing the ideas into writing essay through their own word. Next, the spoken test implemented by the teacher Cultural History of Islam was giving the spoken question related to the material taught by the teacher in the classroom. According to Kunandar (2014), the spoken test is a test which is used to measure competence achievement, particularly cognitive where the teacher gives the question to the students verbally and respond directly by the students in verbal too. Moreover, project task, the instrument given by the teacher is homework that has to do by the student. The following is the type of the implementation of cognitive assessment appropriate with the researchers' interview with the teacher of Cultural History of Islam, December 10th, 2015.

Table 2. The Implementation of Cognitive Assessment (KI 3) in Class VIII Thawalib Putri Padang Panjang

No	Cognitive Assessment	The Indicator of Achieving Competency	Instrument	Implementation	
				Yes	No
1	Written Test	Describing the history building of Dinasti Ayyubiyah	- Brief answer	√	
			- Multiple Choice	√	
			- Essay	√	
			- Filling	√	
			- True or false		√
			- Matching		√
2	Spoken test	Explaining the history building of Dinasti Ayyubiyah	List of questions	√	
3	Project task	Making the summary about the building of Dinasti Ayyubiyah	Homework	√	

The final domain assessment was psychomotor. The assessment was done by teacher of Cultural History of Islam was the project and performance assessments which were an assessment of action or practice test effectively and can be used to collect informations about behavior or skill which is expected to be occur in students (Kunandar, 2014).

The assessment done by the teacher by asking students to review the material that has been thaught by the teacher in form of questions. When the students are able to answer the questions given by the teacher, it means that one of competence has been implemented. Because this performance assessment is an assessment when the students are asked to demonstrate knowledge into context related to the criteria given.

Furthermore, the competence that has been realized in assessment is portfolio assessment. According to Gordon (2003); Maki (2002); McMullan et al., (2003), portfolio assessment is continually assessment based on information that show the development of students' ability in one certain period. The portfolio task given by the teacher to the students is resuming each material which will be taught in the class.

The teacher will evaluate the students' ability in making resume and rehearse what has been written by the students when the teacher asked them to explain. The aspects evaluated are students' ability in resuming the material, using paragraph, understanding what is the written, and students' ability to deliver what has been written. The following is the assessment rubric of psychomotor assessment.

Table 3. The Assessment Rubric of Physicomotor (KI 4)
in Class VIII Thawalib Putri Padang Panjang

No	Psychomotor Assessment	Aspects	Implementation		
			Good (3)	Sufficient (2)	Less (1)
1	Performance Assessment	a. Telling the history building of Dinasti Ayyubiyah	√		
		b. The developing of what has been achieved in Dinasti Ayyubiyah		√	
		c. Explaining the positive value from the behavior of Salahuddin al-Ayyubi	√		
2	Project	-	-	-	-

Score = $\frac{\text{Total Score gotten X 100}}{\text{Maximum Score}}$

Table 4. The Rubric of Portfolio Assessment
in Class VIII Thawalib Putri Padang Panjang

No	Assessment	The Ability Assess	Assessment Result	Signature	
				Teacher	Student
3	Portfolio	a. Making summary about the history building of Dinasti Ayyubiyah period	80		
		b. Making summary of the developing in Dinasti Ayyubiyah period	85		
		c. Writing the leadership of Salahuddin Al-Ayyubi	80		

The technique of the second data collection in this research is observation. The researchers observe the aspects of competence which will be evaluated in instructional process. Based on the observation done by the researchers on Tuesday 1st, 2015 showed that the three aspects of assessment done by the teacher overall is still not implemented yet. The following is the type of assessment done by the teacher of Cultural History of Islam in Thawalib Putri Padang Panjang.

Table 5. The Assessment Rubric of Observation
in Class VIII Thawalib Putri Padang Panjang

No	Aspect Being Assess	The Type of Competency Assessment	Implemented	
			Yes	No
1	Affective Competency	1. Observation	√	
		2. Self Assessment	√	
		3. Peer Assessment		√
		4. Journal	√	
		5. Interview		√
2	Cognitive Competency	1. Spoken Test	√	
		2. Written Test	√	
		3. Project Assessment	√	
3	Psychomotor Competency	1. Project Assessment	√	
		2. Project		√
		3. Portfolio	√	

The following are some findings relevant with the authentic assessment. The first finding, according to Lam et al., (2013)"while echoing previous studies conducted in various countries, highlight implementation difficulties in setting where high stake examination and disciplinary based curriculum prevail". The second finding, according to Menix (2007) that "the predetermined goals or outcomes guide organizational processes determine effectiveness. The article further reinforces the importance of valid and reliable data collection used to conduct evaluation processes, then subsequently determine the worth, effectiveness, and success or failure of learning and program outcomes. Key evaluation and effectiveness elements and their relationships are shown.

The third finding as stated by Jones, et. al. (20011) "the results of the SOAP approach supports the premise that quality clinical assessment requires nursing students' exposure to complex challenges undertaken in authentic clinical contexts, observed by registered nurses who are trained as assessors and have a strong educational and clinical background". The fourth finding, according to Van Lier (2014)"although authentic assessment have made great headway in the classroom setting, they use in informal education has lagged behind. By performing quality assessments, informal educations centers can prove not only to schools and program supporter that their programs are top quality but also ensure that students are receiving the most effective educational experience possible".

The fifth finding states by Chan, Sum, & Lau (2006) that the barriers were mainly related to the difficulties in implementation which was affected by the factors of school policy. However, over half of the Physical Education teachers did not understand the meaning of formative assessment (56%) and how to implement this approach (66.5%) in their school Physical Education curriculum.

Thus, Physical Education teachers will face barriers with the new assessment trend, if they cannot solve the current problems or there is not sufficient support from the school policy. The sixth finding was stated by Mena, Schmitz, & McLaughlin (2015) that "it was a positive experience for the graduate research mentors as well: they received help on their projects and developed professional skills such as mentoring and leadership, among others. Although there were some challenges for the instructors, it was a positive experience for them as well, and they were able to recruit some undergraduate students into their research groups".

The seventh finding was Karp, et. al. (2008) that shaping critical and authentic assessment experiences in teacher preparation deserve increased attention and deliberate planning throughout PETE programs if shifts in beliefs are to be made". The eighth finding by Menik (2007) states that the implementation of authentic assessment in Islamic education subject and behavior of the class VIII Junior High School 1 Sanden Bantul was not implemented because the instrument applied does not measure the indicators of studying. The score that had been achieved by the student was appropriate with Minimum Criteria Standard. Minimum Criteria Standard in behavioral competence was 80; 78 in cognitive, and 78 in psychomotor. If the students cannot achieve Minimum Criteria Standard score, the teacher will give remedial related to their problem. The tenth problem found by Suyatna & Rosidin (2016), he states the implementation of authentic assessment in grade VII Junior High School 5 Yogyakarta is not applied optimally. It is because the teacher does not apply the instruments which have developed in the lesson plan systematically.

CONCLUSION AND RECOMMENDATION

The implementation of authentic assessment had not been fully implemented by the

teachers of Cultural History of Islam both in the affective and psychomotor, while the cognitive domain has been performed well. The assessment of affective competence was applied by the teacher using observation, self-assessment and journal. The cognitive domain was applied by the teacher using written and spoken test, and project task. Finally, the assessment of psychomotor domain was applied by the teacher using performance and portfolio. It can be concluded that overall the implementation of authentic assessment was not applied yet. There were some aspects were not applied by the teacher such as peer assessment, and interview in affective domain.

The research discussed the implementation of authentic assessment. Hopefully the teachers will continually develop and learn comprehensively the theories of authentic assessment. Nowadays, the teachers are expected to apply affective, cognitive, and psychomotor authentic assessment. The authentic assessment will upgrade students' skill.

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