

Authentic Assessment Model Development In Indonesian Language Learning

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AUTHENTIC ASSESSMENT MODEL DEVELOPMENT IN INDONESIAN LANGUAGE LEARNING

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Abstract: *Assessment is a key of successful learning. By considering that assessment is a determinant factor of successful learning, then it is important to develop an applicable assessment model to conduct authentic assessment in Indonesian language learning. This assessment model refers to Regulation of Educational and Cultural Ministry about examination carried out by educational units. The beginning step to do was carrying out preliminary survey, analyzing the survey of teacher and student needs. The analysis of teacher and student needs was done as basic to develop prototype of an authentic assessment model. The prototype needed to be validated by an assessor and an Indonesian language expert. The validation results were then used as reference whether the model was worth to use or needed revision.*

Keywords: *development, authentic assessment model, Indonesian language*

I. Introduction

Assessment has purpose to collect, process, interpret, and use information of cognitive, affective, and psychomotor competence achievements. In 2019, the government issued Regulation of Educational and Cultural Ministry number 43 year 2019 about Examination Promotion done by Educational units and National Examination. In this regulation, the government provides wider chance for teachers to do various recognized assessments known as authentic assessment.

Authentic assessment reflects learning, achievement, motivation, and behavior of students on relevant classroom activities in instructional manner to affective and psychomotor aspects (Putri, Zaim, & Refnaldi, 2019). It shows that authentic assessment does not only assess final learning outcome in the end of learning. (Nurgiyantoro, 2008) stated that authentic assessment is a best technique to assess students' performances. Performance assessment

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is one of authentic assessment forms since it prioritizes both process and product assessments. Therefore, all students' performances in learning activity serial could be assessed objectively, as it is, and done not merely based on final product outcome

Performance assessment is multi-dimensional assessment technique which could be done by written, activity, and task assessments. Performance assessment requires students to make products and/or demonstrate a certain proses. Students are expected to do activities based on their prior knowledge, as for example composing report or practicing certain knowledge. Therefore, students could show their cognition, skill, and strategy by creating respond or product. (Sarwanti, 2015).

Performance assessment requires students to practice and to apply their prior knowledge into various context based on the demanded criteria. Target of learning outcome achievement in this assessment consists of: 1) cognition, 2) psychomotor and applied science, 3) reliability in various communication, visual, art, and other skills, 4) product, and 5) attitude dealing with affection, behavior, value, interest, and motivation. Thus, in performance assessment, it could measure competences covering from cognitive, psychomotor, and affective aspects.

Performance assessment is authentic assessment since the given task to students reflects their real lives. this task is done during learning activity in the class, laboratory, or daily life. The realization of this assessment may in the form of report writing, writing sample, individual or group project, exhibition, and demonstration which require students to response orally. Other type of such assessment is portfolio in the form of systematic work sets of students which are analyzed for their advancement from time to time. Besides performance assessment, self-assessment is important to plan students' learning activities (Afrianto, 2017)

Assessment is authentic when we directly examine student performance on worthy intellectual tasks. It is a task realization demanding students to show their real actual performance meaningfully in implementing knowledge and skill (Wiggins, 1990; Mueller, 2005; Nurgiyantoro, 2016). Therefore, authentic assessment is not merely measurement of learning achievement but also actual performance during learning process.

This assessment allows teachers to measure directly to students' performances. For teachers, assessment is an activity in which could be used to evaluate strength and weakness of students as well as teacher performance in the class. Therefore, teachers should conduct assessment everyday by having planned and systematic schedule. It could be done if teachers arrange the plan properly and implement the plan appropriately into the tested lesson material.

Lund (1997) stated that there are eight authentic assessment characteristics as follows: (1) referring to purpose of the learning, (2) involving meaningful task, (3) developing high order thinking skill, (4) assessing by using the already known criteria by the students, (5) other clear assessment instruction, (6) providing chances for students to show their competences, (7) acknowledging presentation of students, and (8) assessing product and process. Those characteristics would be used as reference in developing authentic assessment instrument of 2013 curriculum Indonesian language learning.

In teaching-learning activity, teachers could assess performance by asking the students to demonstrate certain behaviors or skills to be authentically assessed. Authentic assessment brings demonstration a step ahead and emphasizes the importance of the concerned skill in real world situation context (Arends, 2008:242-243). This

statement is in line with Nurgiyantoro (2011:23) that authentic assessment emphasizes on student skill to demonstrate student's prior knowledge in real and meaningful manners.

Heretofore, assessment is frequently assumed as methods to measure learning outcomes. That is why it is assumed to be separated from learning. This assumption makes teachers allocate specific times to conduct assessment. However, it should not be used to measure learning outcome but also to improve learning process. Ideally, assessment could be used to improve skills of students in learning process. To change such teachers' mindsets are not easy. Therefore, to make teachers having reference of authentic assessment, there is a need to develop authentic assessment, especially in learning Indonesian language.

II. Methodology

This research uses *Research and Development* procedure from Borg and Gall (1983:775-776) with several stages: (a) *research and information collecting*, (b) *planning*, (c) *develop preliminary form of product*, (d) *preliminary field testing*, (e) *main product revision*, (f) *main field testing*, (g) *operational product revision*, (h) *operational field testing*, (i) *operational product revision*, (j) *operational field testing* (k) *final product revision*, and (l) *dissemination and implementation*.

Based on the explanation, the stages are formulated based on the needs of this research. The stage of this research are packaged into (1) preliminary study, (2) initial product design development, (3) product design, (4) product validation test, (5) revision toward product design of validity test result development, (6) limited test, (7) final design revision, (8) massive dissemination of the products, (9) final product, and (10) dissemination and implementation. This research was conducted until the eighth stage. The eight stages are drawn on flow of authentic assessment development in 2013 curriculum Indonesian language learning as follows:

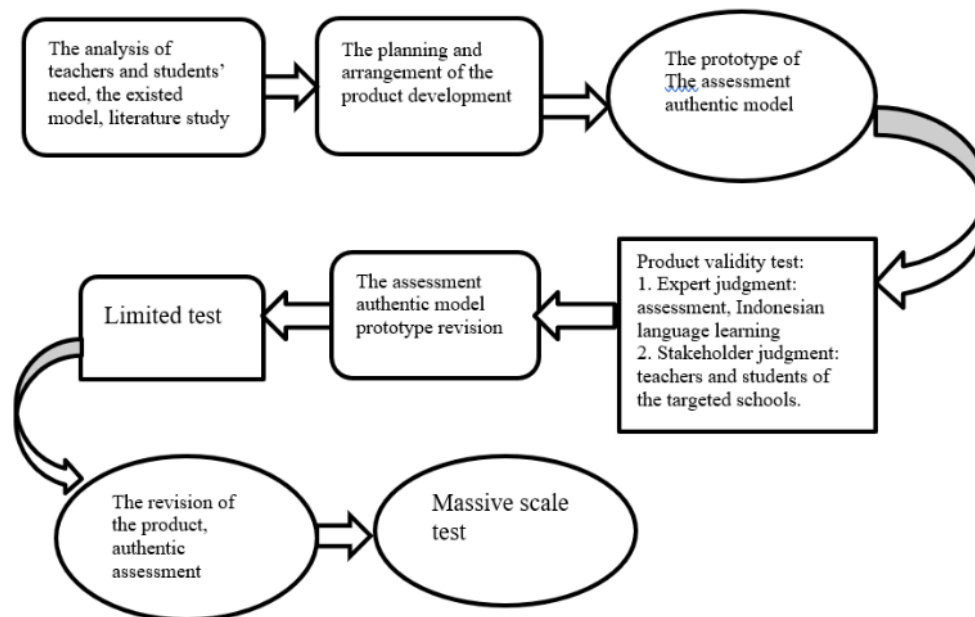


Chart 1 The Flow of Authentic Assessment Development in Indonesian Language Learning

Based on the research procedure, the first stage is preliminary survey. On this survey, the researcher analyzed teachers and students' needs of authentic assessment model based on applied curriculum and based on literacy study. The survey of authentic assessment model need was divided into two: teachers' needs and students' needs. The teacher need instrument consisted of ten question with different answers based on the investigated contents. Teachers could choose more than one answer. Students were given eight questions to investigate their needs of appropriate assessment instruments to students' characteristics. Students could choose more than one answer for each question.

To get characteristics data of authentic assessment model needs accurately, the instrument was made by using *Google form* application. The made instrument was delivered to both teacher respondents and students of JHS/SHS at several schools of Central Java province. Based on the monitoring result within five days, there were 28 teachers had contributed by filling the form. Meanwhile, the student need instrument was filled by 264 students of JHS/SHS. The results were then formulated and analyzed in term of authentic assessment instrument model need characteristics in learning Indonesian language.

III. Findings and Discussion

The findings are described based on the developmental stages. The first one was preliminary study. The need analysis of this research was in the form of several activities to collect information about the needs based on

factual and ideal condition of authentic assessment instrument. The analysis was done by concluding the questionnaire and the respondents' suggestions.

Based on the questionnaire result of students, on number 1, it was found 264 respondents from 255 (97%) thought that assessment was important thing in learning. It shows that most of students agree that assessment cannot be separated from teaching-learning. The first answer was strengthened by second answer which stated that teachers needed to conduct assessment in the class. 247 students (94%) answered that teachers needed to do assessment in the class to measure the mastered skills of students.

Besides students, the teachers also assumed that assessment was an important factor in learning. However, heretofore, dealing with assessment, it has become the main problems in learning. There are still many teachers having no ideas to conduct authentic assessment. Based on 28 filled questionnaires, 8 teachers (29%) answered that they did not know how to promote it. Dealing with second question, whether the teacher needed authentic assessment or not, all teachers (100%) admitted they needed it.

Both the teachers' and students' answers of those two questions were used as basis to plan and develop the product. based on the analysis of the needs, it could be known that the characteristics of authentic assessment model in learning Indonesian language are (1) authentic assessment packaged into a book, (2) complete content started from affective, cognitive, psychomotor aspects, (3) being capable to measure student performance during learning process both inside or outside of class, (4) the varied forms of assessment, (5) using communicative and systematic language, and (6) interesting graphics of the authentic book model.

The results of the model analysis was used as basis to plan and arrange product development. Then, it was continued to create *prototype* of authentic model in learning Indonesian language. The *prototype* needed to be validated by an assessor and an Indonesian language expert. Here is the conclusion of expert validation toward authentic assessment model book in learning Indonesian language at JHS.

Table 1 : Conclusion of Expert Validation

Expert 1	<p>Generally the authentic assessment model book for JHS was considered reliable but it would need several revisions on (1) affective assessment, (2) performance assessment, (3) appendices, and (4) several notes that concluded the opinion and writing rules.</p> <p>Based on the first expert validation, there was a need to revise the book. Those parts were used to improve the book.</p>
Expert 2	<p>The authentic assessment model book in learning Indonesian language at JHS needed revision on several parts, such as (a) psychomotor assessment aspect which should be directed on receptive and productive skills, (b) assessment should be directed to integrative applicative science, such as editing text, (c) the form of questions should be started by stimulus taken from videos, news, and other contextual texts, (d) reading skill should be directed to high reading skill, and (e) writing</p>

	<p>questions should be started by surrounding problems of the students, such as fever cases and other cases around them.</p> <p>The suggestion was very clear that the <i>prototype</i> of the book still needs improvement. Concepts of authentic assessment needs to be comprehended so that the developed assessment instruments would be based on authentic assessment principles.</p>
Expert 3	<p>Authentic model book in Indonesian language learning at JHS still needs some improvements. The notes of improvements are:</p> <p>(1) If it was seen from the whole things, especially the indicator examples and questions, the book did not only consist of authentic assessment but also other competence assessment of other language. To focus on authentic assessment, the indicator and question example creation should be based on authentic performance. (2) It was important to assert: what is the essential of authentic assessment. The writer should take actions: which definition should be followed and it was not enough only to refer other individuals' arguments. It would be the direction and limitation of the book content.</p> <p>(3) Actually, there are two keywords of authentic assessment: performance (<i>demonstration</i> or <i>doing something</i>) and meaning. Performance definition is adjusted to learning course characteristics. Meanwhile, meaning definition is the taught performance should be found in real world or actual working world. Assessments of Indonesian language learning outside of those two keyword scopes are not seen authentic assessment although it might be important.</p> <p>(4) In learning Indonesian language, performance of language could be seen from spoken and writing competences which are active-productive. Thus, these two components are closely related and could be exploited for learning (by using authentic assessment. Those two things should be the focus of this book composition. Those two linguistic competences are active-receptive and could be taught and assessed by authentic assessment model. However, task and response of the students should be transformed into performance also. As for example, retelling what has been read or listened both orally and in written manner.</p>

The results of those experts' validations became the basis of this authentic assessment model book revision in learning Indonesian language at JHS. The part to revise was authentic assessment concept. Authentic assessment concept should be clarified so that the examples of the instrument would be in line with the essence of authentic assessment. Besides that, it should be enriched by examples of writing and speaking assessment aspects as implementation of authentic assessment in learning Indonesian language.

Authentic assessment = performance assessment. It shows that the concept of authentic assessment and the instrument should refer on performance assessment. Assessment in which only assess cognition would not be included

as performance assessment. The development of authentic assessment should refer on *assessment for learning* and *assessment as learning* principles. Based on the principle, it should be conducted during learning process and is used to improve learning process. Meanwhile, by *assessment for learning*, students are given chance go learn and assess themselves (*self-assessment*) and assess their peers. Students are also involved to formulate assessing procedures, criteria, rubrics, and assessment guidelines. The revision of the book should refer on concept, principle, and form of *assessment for learning* and assessment as learning.

5 IV. Conclusion

Based on the experts' validations and Indonesian language learning, it could be concluded that the development of authentic assessment model only needed revision on content and linguistic aspects. The revisions would be as: (1) revising authentic assessment concept, (2) developing performance assessment instrument of language, such as speaking and writing competence which are active - productive, (3) developing operational verbs as the indicators which have operating meaning and not only merely on understanding level, such as mentioning and identifying, (4) revising the use of language and spelling based on Indonesian corrected spelling standard.

The development of the assessment model would be done based on the developmental flow as stated by Borg and Gall (1983). After having expert validation, the next revision and the following stages until the product development were considered worthy to be tested in both limited or massive scales.

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