IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN HISTORICAL LEARNING IN MADRASAH ALIYAH NEGERI (MAN) PEKANBARU CITY

Zulfa Hendri1, Kurniawati2, Umasih3, Jufrianis4

1,2,3Program Study Magister History Education, Universitas Negeri Jakarta,
4Post Graduate, Universitas Negeri Jakarta

Email: zulfahendri.pres@gmail.com1, kurniawati@unj.ac.id2, umasih_sejarah@yahoo.co.id3, jufrianis93@gmail.com4

ABSTRACT

Purpose: The purpose of this study was to determine how the implementation of authentic assessment in history learning at Madrasah Aliyah Negeri (MAN) 1 and MAN 4 Pekanbaru City.

Design/methodology/approach: The research method used is a qualitative case study. A research location is in MAN 1 and MAN 4 Pekanbaru City. Sources of data in this study were informants, namely the principal, vice principal in the field of curriculum, teachers and students, learning activities and documents. Data collection techniques using interview methods, documentation study, questionnaires and observations.

Findings: The results of this study indicate that history teachers have a good understanding of authentic assessment in the 2013 curriculum in MAN 1 and MAN 4, Pekanbaru City, history teachers have carried out knowledge assessments and skills assessments well, while in terms of analysis and reporting of authentic teacher assessment results using processing software online scores; The obstacles experienced by history teachers are the plurality of students with different backgrounds and characters, while the factors that support teachers in implementing authentic assessments are quality students, the availability of facilities and learning resources and the existence of value processing software.

Research limitations/implications: State your limitation here.

Practical implications: Result of this study can be used as reference in implementation of Authentic Assessment of any subject.

Originality/value: This research is original because there is no similar research that been conducted in MAN Pekanbaru City.

Paper type: Research paper

Keyword: Assessment, Authentic, History learning

Received: October 14th, 2020
Revised: November 18th, 2020
Published: November 30th, 2020

I. INTRODUCTION

Indonesia’s diversity is shown by social differentiation in the form of religious, cultural, ethnic, social, and so on. According to the Badan Pusat Statistik (2015) Indonesia has 1340 ethnic groups with 719 languages as a means of distributed communication to 2,342 islands out of 13,466 islands owned by Indonesia. With a population of 237,641,326 million people, making this country the 4th most populous country in the world. With the distribution of the population that is concentrated in six major islands, namely Sumatra (21.3 percent), Java (57.5 percent), Kalimantan (5.8 percent), Sulawesi (7.3 percent), Maluku (1.1 percent) and Papua (1.5 percent). This diversity is more complete with the various religions / beliefs of the
nation's children, consisting of six official religions and hundreds of other beliefs. Faiz (2016) in their review mentions; really there is no place in the world, except maybe Central Asia, like the archipelago, is the place where almost all the great cultures of the world exist, side by side or fused together.

An understanding that creates and maintains the sovereignty of a country (nation) by realizing a common identity concept for a group of people. Substantially, Indonesian Nationalism has two elements: (1) Awareness of the unity and integrity of the Indonesian nation which consists of many ethnicities, ethnicities and religions, and (2) Consciousness with the Indonesian people in eliminating all forms of colonialism and oppression from Indonesian soil Ruslan (2014).

During the Old Order era, the desired historical learning in Pancawardhana Education was an elaboration in the State Policy Outline (GBHN) as President Soekarno’s speech on August 17, 1959 which contained the Political Manifesto of the 1945 Constitution, Indonesian Socialism, Guided Democracy, Guided Economy, and Indonesian Personality (Manipol USDEK). The implementation of the Usdek Manipol is outlined in the Instruction of the Minister of Education Number 2 of 1960. Where history learning must be proclamation-centric and the chatology of the Indonesian socialist society (Umasih, 2014).

During the New Order era, the philosophy of Humanism that animated the 1984 curriculum (the 1975 curriculum that was perfected), expected the role of history to be a driving force for patriotism and nationalism so that it gave rise to the History of National Struggle Education (PSPB) subject, although in the end the 1994 Curriculum, PSPB subjects were eliminated, because considered indoctrination carried out by the New Order. In the 1994 curriculum, there was a historic leap in our educational curriculum, from being teacher centered to student centered. History education in the 1984 and 1994 curricula received an allocation of 2 (two) lesson hours per week for grades 1, 2 and 3 in high school.

Post-reform, in the 2006 Curriculum or what is commonly called the Education Unit Level Curriculum (KTSP), history subjects did not get a good place, where history subjects were only allocated 1 (one) lesson hour for class X, and 1 (one) Class hours for classes XI and XII for the Science major (Natural Sciences) and 3 (three) hours of lessons for the Social Sciences major. It was only in the 2013 curriculum that history subjects received a special place which was expected to be able to form the character of Indonesian personality for students. History Subjects are divided into two subjects (Mapel), namely Indonesian History Map and History Map. Indonesian History Map is a compulsory lesson with a time allocation of (2) two hours of lessons for each grade level, and history lessons become the subject of choice for social science specializations with a time allocation of 3 (three) lesson hours for class XI and 4 (four) lesson hours for classes XII.

History learning in the 2013 curriculum is a challenge that must be proven, whether high school history students and teachers are able to take responsibility for history lessons that have been allocated more time to provide the formation of Indonesian personality characters according to the objectives of the history subject itself, namely (1) developing knowledge and understanding regarding the life of the people and nation of Indonesia and the world through the historical experiences of the Indonesian nation and other nations; (2) developing a sense of nationality, love for the country, and critical appreciation of the results and achievements of the Indonesian nation and mankind in the past; (3) build awareness of the concept of time and space in historical thinking (historical awareness); (4) develop historical thinking skills, historical skills, and insight into historical issues, and apply these abilities, skills and insights in today’s life; (5) developing behavior based on values and morals that reflect the character of oneself, society and nation; (6) instilling an attitude oriented towards present and future lives based on past experiences; (7) understands and is able to handle controversial issues in order to study problems that occur in the community; (8) develop international understanding in examining actual and global phenomena (Pratama, Maskun, & Lestari, 2019). For this reason, the evaluation of history learning must be carried out to see the achievements of the implementation of the 2013 curriculum, especially in history learning. The evaluation process is carried out by assessing the process and student learning outcomes. Learning outcomes include academic skills, historical awareness, and nationalism. Thus the evaluation includes not only cognitive aspects, but also affective and psychomotor aspects of students (Azmi, Halimah, & Pohan, 2017).

History teachers have an important role in the whole learning process. Apart from developing forms of learning aids mechanically and developing education that focuses on the progress of learners, history teachers also play an important role in making history lessons lively and interesting. Teachers are also required to be more creative in developing questions and rubrics and scoring according to the needs of students and teachers are expected to have a record of the attitudes or character values that students have during the learning process. Of course this adds to the burden on teachers in carrying out assessments, because in this case the teacher must be able to redesign the following questions and rubrics and scoring in authentic assessment (Abdullah, 2017). Authentic assessment is an activity to assess students who emphasize the process and results with various assessment instruments that are tailored to the competency demands that exist in competency standards or core competencies and basic competencies. Authentic assessment refers to the
achievement of learning outcomes based on the scores obtained against the ideal score rather than being
compared to other students. In authentic assessment, teachers conduct assessments of basic competencies,
core competencies and competency standards of graduates (Samsinar, 2019). The importance of evaluation in
learning can be seen from the objectives and functions of the evaluation and the learning system itself.
Evaluation cannot be separated from learning, through teacher evaluation can see the level of ability of
students. The teacher can also see the various developments in the learning outcomes of students both
cognitive, affective and psychomotor. In the end, the teacher will get an overview of the effectiveness of the
learning process (Arifin, 2012). This is in line with the research by Ruslan, Fauziah, & Alawiyah (2016) in
the Scientific Journal of Student Teacher Education at FKIP Unsyiah Elementary School Volume 1 Number
1, August 2016, entitled Teacher Constraints in Implementing Authentic Assessment in SD Pudie Regency
which states that the many assessment formats make teachers burdened in conducting detailed assessments.
In addition, the teacher was confused about providing a description of the attitudes, knowledge and skills
associated with the real life of students. Although there are frequent trainings on the 2013 curriculum, not all
teachers understand authentic assessment. The attitude assessment aspect is very difficult because the teacher
cannot monitor all students.

Research on assessment in learning, especially authentic assessment in history learning, tends to be less
than research on learning models or implementation. Even though research on assessment is very important
considering that in the 2013 curriculum authentic assessment assesses students based on the learning process
not the result, because authentic assessment does not only measure what students know but emphasizes what
students can do by focusing on aspects of knowledge, skills and attitudes that consider that students have
different abilities and potentials.

Based on interviews on March 17, 2019 with classroom history teachers and curriculum staff of MAN 1
and MAN 4 Pekanbaru City, information was obtained that authentic assessment has been applied in history
learning according to the demands of the 2013 curriculum covering two aspects, namely aspects of
knowledge in the form of written and oral tests and aspects skills in the form of portfolios and performance.
Even so, the implementation of authentic assessment is much more complicated because many instruments
are needed. Besides that, paying more attention to each student is not an easy thing and the theory is not
always suitable for the conditions in the field. From the above problems, it can be seen that the
implementation of authentic assessment in the 2013 Curriculum has not been optimal, so the researchers
conducted a study entitled Implementation of Authentic Assessment in History Learning at Madrasah Aliyah
Negeri (MAN) Pekanbaru City.

II. METHODOLOGY

This study aims to describe and analyse in depth the implementation of authentic assessment. Therefore,
this study uses qualitative research methods with a case study research design. Sources of data are
informants, namely the Deputy Principal of the curriculum field, teachers and students, learning activities and
documents. Data collection techniques by interview, documentation study, questionnaire and observation.
The data validity test was done by triangulating sources and techniques. The data analysis technique used is
interaction analysis with the steps of data collection, data reduction, data presentation and drawing
conclusions or verification. This research took place in MAN 1 and MAN 4 Pekanbaru City.

III. RESULTS AND DISCUSSION

A. Teacher's Understanding of Authentic Assessment

Authentic assessment is a serious emphasis where the teacher must apply it in every learning process to
measure the success of learning carried out by the teacher in the classroom as well as to measure the success
of students in mastering the specified competencies or material.

Therefore, it is appropriate for teachers to have a good understanding of authentic assessment. History
teachers at MAN 1 and MAN 4 Pekanbaru City have different opinions and have not been able to perfectly
explain the meaning of authentic theoretical assessment because they emphasize their experience and
understanding subjectively. Even so, it can be said that the teacher has a fairly good understanding of
authentic assessment because it includes elements of the authentic assessment itself, such as assessments
carried out directly and thoroughly, seeing the process and results as a whole. This is in line with the opinion
of Iskandar (2013) which states that authentic assessment is an assessment carried out comprehensively to
assess starting from input, process, and output (output) of learning which includes the realms of attitudes,
knowledge, and skills that assess the readiness of participants. Students and the process and learning outcomes as a whole. After understanding authentic assessment well enough, teachers are also expected to understand the function of authentic assessment itself. This becomes very important because understanding the authentic assessment function of the teacher can improve the quality of the learning process. History teachers’ understanding of the authentic assessment function is in line with Majid (2014) opinion regarding the authentic assessment function which includes describing the level of competence mastered by students, the basis for implementing learning outcomes evaluation, finding learning difficulties of students, finding weaknesses and deficiencies in the learning process carried out by educators, and can be used as a control for teachers as educators.

After knowing the function of authentic assessment, the teacher must clearly understand the types of authentic assessment so that the goal of carrying out authentic assessments can be achieved. Teachers have the same understanding of the types of authentic assessment but with different levels of knowledge. Even so, it can be said that teachers have a fairly good understanding of the types of authentic assessments because they can mention several, namely essay, written assessments, performance assessments, portfolio assessments, and project assessments. This is in accordance with the opinion of Muslich (2011) which states that authentic assessment types consist of performance assessment, self-assessment, essay assessment, portfolio assessment and project assessment. After knowing the types of authentic assessment, the teacher also needs to know the techniques and instruments used in authentic assessment so that the selected assessment techniques are in accordance with the learning objectives and in accordance with the character and needs of students. Selection of the right assessment technique not only helps students obtain information about learning outcomes, but provides instructions to students so that from the start they can know the concrete steps that must be taken in the learning process. Therefore, the assessment techniques that will be chosen by the teacher must provide opportunities for students to find out what has been achieved and what has not been achieved.

Therefore teachers must be able to choose assessment techniques that allow teachers to provide positive and meaningful feedback to students. In understanding the assessment technique, the teacher has a fairly good understanding, namely the knowledge competency assessment technique through oral tests, written tests and assignments. Meanwhile, skills competency assessment techniques are carried out through performance, project and portfolio assessments. Before carrying out the assessment, the teacher first makes an assessment plan by preparing a lesson plan based on basic competencies. The RPP which has been prepared is in accordance with the demands of the 2013 curriculum in Permen No. 22/2016 which includes: school identity; subject identity or theme / sub theme; class / semester; subject matter; Time Allocation; learning objectives; basic competencies and indicators of competency achievement; learning materials; learning methods; learning Media; Learning Resources; learning steps and assessment of learning outcomes using various kinds of assessment techniques, in the form of portfolios, performance, discussions, multiple choice questions and descriptions besides that in the lesson plan, rubrics and instruments for carrying out assessments have been compiled, such as planning knowledge assessments using description questions and multiple choice questions and there is a discussion sheet to assess skills knowledge.

B. Authentic Assessment Results by Teachers

Periodic assessments by the teachers are carried out to monitor the achievement of core competencies (KI) and basic competencies (KD) in history learning in the form of formative and summative tests, the benchmarks of which are the students’ minimum completeness criteria (KKM). KKM for historical subjects (History of Indonesia and History of Specialization in MAN 1 and MAN 4 Pekanbaru City for class X is 76, for class XI is 78, and for class XII is 80. The domain of students' cognitive, affective and psychomotor values in each semester is taken from 80% of the average daily assessment value (RPH) and 20% of the Final Semester Assessment Value (PAS). When viewed from the achievements of the results of history learning in MAN 1 and MAN 4 Pekanbaru City above, category B (good), if it refers to the assessment guidelines student learning outcomes submitted. Directorate General of Education Ministry of Religion RI.

C. Understanding Student Characteristics

The ability of teachers to treat students as whole individuals, treat students fairly regardless of ethnicity, religion, race and social status, create close relationships with students, create positive interactions between students and teachers and between students and students, and guide students to excel optimally according to their potential is an important part of entering the world of student learning.

The teacher of historical subject in the perception of students in MAN 1 Pekanbaru City as much as 54.83% are able to treat students as a whole person, 85.59% can treat students fairly regardless of ethnicity, religion, race and social status, 81.95% can create a close relationship with students, 85.68% can create positive interactions between students and teachers and between students and students, and 71.36% can guide
students to achieve optimally according to their potential. Whereas for the historical subject teachers in the perceptions of students at MAN 4 Pekanbaru City as much as 76.17% were able to treat students as whole individuals, 80.00% could treat students fairly regardless of ethnicity, religion, race and social status, 87.66% can create a close relationship with students, 88.94% can create positive interactions between students and teachers and between students and students, and 84.68% can guide students to achieve optimally according to their potential.

D. Results of assessments by school leaders

In carrying out the role as a teaching leader (Instructional Leadership), the Head of MAN 1 and MAN 4 Pekanbaru City did this by conducting teaching supervision. Supervision is carried out with a variety of approaches (collegial, clinical, and individual approaches), depending on conditions and needs. For class visit supervision, it is carried out by (1) visits without notifying, (2) visits by notifying / scheduled, and (3) supervision due to invitations from certain subject teachers. Supervision is carried out to ensure that learning services for all teachers and students in improving teaching abilities including personal and social growth are facilitated according to the learning objectives.

In both MAN 1 and MAN 4 Pekanbaru City, supervision is regularly carried out by 2 (two) entities, namely the Madrasah Superintendent and the Madrasah Head. In its implementation, the Madrasah Principal is coordinated with the Curriculum Sector, as a field that ensures the implementation of quality learning in madrasah. Interview with MZ, Head of MAN Pekanbaru City For historical subjects, competently, our teachers have sufficient abilities about historical knowledge, their pedagogical abilities are also relatively good.

Based on the results of interviews with school principals and continued checking the validity of school data regarding education certificates and teacher linearity certificates, the majority are alumni from the Faculty of Teacher Training and Education (FKIP) of various universities. In addition there are also those who have certified educators (Interview with MZ, Principal of MAN 1 Pekanbaru City). This is what makes it easier for 4 (four) out of 6 (six) History Subject Teachers at MAN 1, who are indeed their first experience of teaching at this madrasah, to be adaptive and competent as a teacher. In terms of age, these teachers are part of the millennial generation. This makes the learning relationship between students and teachers closer, besides that millennial is creative, it is also reflected in the media and learning methods of millennial history teachers - also creative, from our findings on supervision and information from students (Interview with MZ, Principal of MAN 1 Pekanbaru City).

IV. CONCLUSION

Components of learning quality targeting (1) Teacher Performance in Classroom, (2) Learning Facilities, (3) Classroom Climate, (4) Learning Attitudes, and (5) Student learning motivation in student learning. The performance of subject matter teachers in MAN 1 and MAN 4 in Pekanbaru City in general often links the subject matter of textbooks History with the situation of daily life of students or with relevant problems, often using at least one history source (magazines or journals) as a reference in learning History, often preparing summaries of teaching material, often trying to find out the characters and variations of student learning styles, often creating positive relationships between students and teachers - students with students, often using instructional media, and often in fairness discussing assignments with students.

The mastery of history learning materials in MAN is also quite fulfilled, because the basic knowledge of teachers linear with social studies, or even 71.42% are alumni from the faculty of education and education (FKIP) with majors or study programs in Historical Education. History learning planning is also done quite well, evidenced by the documentation of the document when the research was conducted in Teacher Workbooks I, II, III and IV as stipulated in the Minister of Education and Culture (Permendikbud) Regulation No. 15 of 2018 concerning the fulfillment of the workload of Teachers, Heads School, and School Superintendent. But in its implementation, many teachers are not consistent in implementing the Learning Program Plan (RPP) that they compile. The teaching activities of Indonesian History subject in the General group (A), as well as History in the Social Sciences (C) specialization group, there are no differences in approaches, strategies, methods or learning models carried out, only limited to differences in teaching materials. So that curriculum changes are considered still at a theoretical level that is difficult to apply in the field (Kurniawati, 2018).

For direct learning facilities, learning facilities at MAN 1 are sufficient, with the availability of history learning package books for students, the availability of media and historical learning tools that can still be used, and the availability of supporting history books in the madrasa library. Whereas for MAN 4 Pekanbaru City, all of them are in inadequate condition. Direct learning facilities such as textbooks, supporting books...
and teaching aids are still lacking, so teachers who teach subject subjects deal with the use of smartphones. The same thing is also seen from the perspective of indirect learning facilities between these two madrassas.

Even so, the class climate consisting of student cohesiveness, involvement in learning, student satisfaction in learning, and teacher support in learning created quite well in MAN 4 Kota Pekanbaru, better than MAN 1 Kota Pekanbaru. This is driven by the higher attitudes and learning motivation of MAN 4 Kota Pekanbaru students in learning history.

REFERENCES


