



## Implementation of Authentic Assessment in Learning the Indonesian Language

**Rahmawati**

<sup>1</sup> Indonesian Language and Literature Education ,Universitas Negeri Makassar, Indonesia

Email: [rahmawatriskandar72@gmail.com](mailto:rahmawatriskandar72@gmail.com)

(*Received:* 17-07-2021; *Reviewed:* 27-07-2021; *Accepted:* 25-8-2021; *Published:* 27-08-2021)



This is an open access article distributed under the Creative Commons Attribution License CC-BY -4.0 ©2021 by author (<https://creativecommons.org/licenses/by/4.0/> ).

**Abstract.** This study aims to describe the implementation of authentic assessment in learning the Indonesian Language at Senior High School 1 Wonomulyo. The description of the implementation of the authentic assessment includes a description of the authentic assessment model carried out by the Indonesian language teacher. The type of research used is qualitative research with a descriptive qualitative research design. The population and sample in this study were two Indonesian language teachers at Senior High School 1 Wonomulyo. The data in this study were obtained through interviews, observations, and document analysis. The data were analyzed using qualitative data analysis techniques through four stages, namely: data collection, data reduction, data presentation, and concluding. The validity of the research data was obtained through the process of data triangulation. The results of the study indicate that the teacher has carried out an authentic assessment in learning the Indonesian Language under the provisions of the curriculum applied by the school. However, the implementation of the assessment is not following what is stated in the lesson plan. The assessment is adjusted to the conditions of the class and the material being taught. In the assessment of attitude competence, the teacher uses observations during the learning process and in various models of learning activities. In the assessment of knowledge competence, the teacher uses a written assessment. Meanwhile, in the assessment of skills competence, the teacher uses performance assessment, peer assessment, and open interviews

**Keywords:** Implementation of authentic assessment, authentic assessment model, learning Indonesian language.

## INTRODUCTION

In the learning process in the classroom, several aspects affect learning achievement. One aspect that affects learning achievement is the aspect of the assessment. Assessment is an activity that cannot be separated from learning activities in general (Syafi'i, Marfiyanto, & Rodiyah, 2018). All learning activities carried out must always be followed or accompanied by assessment activities (Angelis, Marzano, & Vegliante, 2015); (Rosenthal, 2020).

The assessment aspect is a very important aspect for teachers to master (Kulikova, Lekhtyanskaya, & Komova, 2021). With the assessment, teachers can reflect and evaluate the quality of learning that has been carried out and at the same time obtain information about the level of achievement of student competencies. Therefore, it is proper for teachers to understand and have skills in assessing student learning outcomes.

The implementation of the assessment carried out by the teacher turns out to still have limitations from various sides. Limitations can come from students or the teacher himself. These

triggers various efforts made by teachers to improve the assessment system in learning. One of them is to choose various types of assessments that can be used to facilitate the implementation of the assessment. The selection of this type of assessment must of course be adjusted to the learning situation being carried out.

In the world of education, there are several terms related to assessment. These terms often are used interchangeably, and not infrequently their usage is often confused or often equated in meaning. The terms in question are test (test), measurement (measurement), assessment (assessment), and evaluation (evaluation). Nurgiyantoro (2014) states that the assessment used here is synonymous and is used interchangeably with the term evaluation. Although there is a connection, the three terms in principle have differences.

Schools implement the 2013 curriculum, and one aspect that is used as a venue for change and arrangement concerning the implementation of the 2013 curriculum is the arrangement of assessment standards. Kunandar (2014) explains that one of the emphases in the 2013 curriculum is authentic assessment. This is in line with Yaumi (2013) which states that there are several advantages in the 2013 curriculum. One of the advantages in the 2013 curriculum is the use of authentic assessments to assess the success of students, which is not only seen from the ability to answer questions in writing but can also demonstrate good performance, doing work optimally through project and portfolio assignments, as well as attitude assessment.

Assessment includes various types, including project assessment, product assessment, portfolio assessment, attitude assessment, self-assessment, process assessment, and others. Brown (2004) in Abidin (2014) asserts that in learning assessment, several types of assessment can be distinguished, namely formal and informal assessments, discrete and integrative assessments, and performance assessments. Based on this type of performance assessment, the terms alternative assessment and authentic assessment were born which are currently being widely used in the world of education. Authentic assessment is concerned with assessing the process and results at the same time. Thus, the entire appearance of students in a series of learning activities can be assessed objectively, as they are, and not solely based on the final result (product) (Nurgiyantoro, 2011).

In connection with this assessment, the term evaluation in learning is also known. Evaluation is understood in various ways by experts. Yaumi (2013) states that in general evaluation is a process of determining the feasibility or value of something through careful study and assessment. Furthermore, evaluation is an analysis and comparison of the current progress compared to the previous plan, which is oriented towards improving the future implementation plan. Evaluation is the process of determining the worthiness or value of something which includes determining the value of the thing or person being evaluated.

Education in Indonesia currently has implemented the 2013 curriculum. Kunandar (2014) explained that the assessment in the 2013 curriculum refers to the Minister of Education and Culture Regulation No. 66 of 2013 concerning educational assessment standards. This educational assessment standard is prepared as an assessment reference for educators, education units, and the government in education units for primary and secondary education levels.

One of the emphases in the 2013 curriculum is authentic assessment. Actually, in the previous curriculum, namely the Education Unit Level Curriculum (KTSP), it has provided room for authentic assessment, but in implementation in the field it has not run optimally. Through the 2013 curriculum, authentic assessment becomes a serious emphasis where teachers in assessing student learning outcomes really pay attention to authentic assessments.

Yaumi (2014) explains that the use of authentic assessment to assess the success of students is not only seen from the ability to answer questions in writing, but also can show good performance, do work optimally through tasks based on the real world that demonstrate the application of useful knowledge and skills. Authentic assessment is a form of assessment that can describe the learning process and student learning outcomes. In this case, the teacher must be able to integrate the design, authentic assessment of text-based learning with the three aspects of assessment, namely aspects of attitude, knowledge, and skills.

A single assessment is not enough to provide an overview/information about the abilities, skills, knowledge, and attitudes of students. There are various models of authentic assessment. Kunandar (2011) describes seven techniques that can be used to collect information on student learning progress, including performance assessment, attitude assessment, written assessment, project

assessment, product assessment, portfolio use, and self-assessment. Meanwhile, Yaumi (2013) explains that there are five types of authentic assessments, namely written tests, performance assessments, work results assessments, project assessments, and attitude assessments. The outline of the authentic assessment model mentioned above is as follows.

#### *Performance Assessment*

Performance appraisal is an assessment of actions or practice tests that can effectively be used for the purpose of gathering various information about the forms of behavior that are expected to appear in students (skills). There are two things related to this technique, namely skills and performance.

#### *Interview*

Interviews can also be referred to as language performance assessments. In this activity, there is a question-and-answer session between the interviewee (student) and the interviewer (teacher/examiner) about what information the interviewer wants (Nurgiyantoro, 2011).

#### *Retelling Text or Stories*

Giving the task of retelling is usually done to measure understanding of the discourse that is heard or read orally or in writing. Assessment of student performance in addition to taking into account the accuracy of linguistic elements, also the accuracy and accuracy of the content or information contained in the discourse. The discourse chosen to be heard must be contextual, relevant, and in accordance with the development of the learner's experience. (Nurgiyantoro, 2011).

#### *Written Assessment*

The written assessment is done by written test. The written test is a test in which questions and answers given to students are available in written form. Broadly speaking, written tests can be divided into two parts, namely: (1) objective tests, namely questions by choosing answers (multiple choice, two-answer tests, and matchmaking); (2) non-objective, namely questions by supplying answers (filling in, short answers, and descriptions). Examples of the implementation of written tests include daily tests, midterm exams, school final exams, and others.

#### *Assessment Process*

Process assessment is an assessment carried out on the results of performance during the learning process. Assessment does not measure active or inactive or other types of qualitative measurements, but rather an assessment carried out on the learning achievements obtained by students at each learning stage. Thus, the process assessment is formative (Abidin, 2014).

#### *Attitude Assessment*

Attitude assessment departs from feelings associated with a person's tendency to act in response to something. In general, the attitude objects that need to be assessed in the learning process include students' attitudes towards (1) subjects/courses, (2) teachers/lecturers, (3) the learning process, (4) teaching materials.

#### *Project Assessment*

Project-based assessment is a form of assessment in education that intends to measure students' higher-order thinking skills. Project assessment is a form of an assignment to produce certain works which are carried out in groups with a certain period of time in relation to the assessment of learning outcomes. Project appraisal focuses on the planning, execution, and product of the project. In this regard, the teacher must carry out the preparation of research designs and instruments, collect data, analyze data, and prepare reports.

#### *Portfolio Assessment*

Portfolio assessment is a collection of student work that is collected intentionally, planned, and systematically which is then analyzed carefully to show the progress of students progress over time.

#### *Self Assessment*

Self-assessment is an assessment that asks students to assess themselves with regard to the tasks, status, process, and level of achievement of the competencies they have learned in certain subjects based on the criteria or references that have been prepared.

#### *Peer Assessment*

Peer assessment is one of the assessment models in which students give each other an assessment. The position of peers as evaluators is equal to oneself in self-assessment.

The problem that is formulated is "How is the authentic assessment model in learning the

Indonesian Language at Senior High School 1 Wonomulyo? Based on the problem formulation that has been described, the purpose of this study is "To describe an authentic assessment model in Indonesian language learning at SMA Negeri 1 Wonomulyo."

The theoretical benefit of this research is that the results of this study will be able to describe the facts on the ground regarding the implementation of an authentic assessment of learning the Indonesian language at Senior High School 1 Wonomulyo in the 2017/2018 academic year, in terms of the authentic assessment model used by teachers in learning Indonesian. The practical benefit is that this research will provide benefits for Indonesian language teachers, both teachers who have implemented 2013 curriculum learning and those who have not implemented 2013 curriculum learning. The results of this study can be used as an illustration to apply the better assessment.

## METHOD

Based on the title of this research, namely Implementation of Authentic Assessment in learning Indonesian Language at Senior High School 1 Wonomulyo. This type of research includes qualitative descriptive research. Qualitative descriptive research is research that produces verbal descriptive data that concretely comes from descriptive words about something. The data obtained from this study were then analyzed and interpreted qualitatively. This research was conducted to determine the authentic assessment model carried out by Indonesian language teachers at Senior High School 1 Wonomulyo. This research is categorized as qualitative research because the researcher describes the oral data obtained and then analyzed and interpreted its meaning qualitatively.

In this research, the researcher limits the use of the terms used so that these terms get an explanation and there are no differences in perception of other terms. Some operational definitions of the terms used are as follows. (1) Authentic assessment planning is a design made by teachers to carry out authentic assessments. (2) The implementation of authentic assessment is an assessment implementation activity to measure student learning outcomes, seen from the point of view of authentic assessment, namely the ability of students to demonstrate real and meaningful performance which includes aspects of attitude assessment, knowledge assessment aspects, and skills assessment aspects. (3) Authentic assessment model is a technique used by teachers to provide an overview of students' abilities. (4) Indonesian language learning is the implementation of learning in Indonesian subjects by students in the classroom

The population in this study were all Indonesian language teachers at Senior High School 1 Wonomulyo, totaling four teachers. The samples taken in this study were Indonesian language teachers in class X and class XI, totaling two teachers, namely Hasna P, S.Pd., M.Pd., and Alwi Ahmad, S.Pd.

The data in this study is used as information to be researched. The form of data is in the form of observations or field notes that contain information regarding the implementation of authentic assessments in learning Indonesian. Interviews with teachers include planning authentic assessments, implementing authentic assessments, and authentic assessment models used in learning Indonesian. The data sources for this research are written data sources and data sources for teaching and learning activities that occur in the classroom. The source of written data is the lesson plan (RPP). Sources of data in the form of activities include descriptions of teacher activities during learning and the implementation of learning Indonesian language assessments. Data collection techniques used in this study were interview, observation, and document analysis techniques.

## RESULTS AND DISCUSSION

### Result

The results of the research on the implementation of authentic assessment in Indonesian language learning at SMA Negeri 1 Wonomulyo were obtained through interview techniques, observation notes, and document analysis. The interview used was an open interview conducted with 2 Indonesian teachers. The Indonesian teacher who became the sample in this study was Mr. Alwi Ahmad, S.Pd. and Mrs. Hasna P, S.Pd., M.Pd. The two samples are teachers who teach in class X and class XI. Observation notes contain notes on the results of observations of the implementation of

authentic assessments in Indonesian language learning conducted by teachers. Document analysis is the result of an analysis of the Learning Implementation Plan (RPP) and the teacher assessment rubric.

#### 1. Implementation of Authentic Assessment in learning the Indonesian Language at Senior High School 1 Wonomulyo.

Based on the data obtained from interviews and observations, two Indonesian teachers at Senior High School 1 Wonomulyo who were the sample in this study have carried out authentic assessments in Indonesian language learning using several authentic assessment models. Similar to document analysis, the two Indonesian teachers have included authentic assessments in the Lesson Plan (RPP). The implementation of the authentic assessment carried out by the teacher consists of three aspects, namely: (1) attitude competency assessment; (2) knowledge competency assessment; and (3) skills competency assessment.

#### 2. Authentic Assessment Models Used in learning the Indonesian Language

There are various models of authentic assessment. Based on the data obtained from interviews, observation notes, and document analysis, the teacher plans several types of authentic assessments. The three types of authentic assessment are attitude competency assessment, knowledge competency assessment, and skills competency assessment. The authentic assessment model used by teachers in learning Indonesian consists of (1) attitude assessment, (2) performance assessment, (3) interview assessment, (4) portfolio assessment, (5) project assessment, (6) self-assessment, and (7) peer assessment.

Based on the results of the interviews, the two Indonesian teachers who were sampled in this study mentioned various authentic assessment models used in learning. However, based on the observations made, the two teachers did not carry out various authentic assessments. As is the case with project assessments, text or story retelling assessments, and self-assessments, no teacher carries out these assessments. This is due to the limited time of the study.

Meanwhile, based on the results of document analysis, all teachers have included an authentic assessment model in the lesson plan (RPP) which is divided into knowledge assessment and skills assessment. In the assessment of knowledge competence, the teacher uses a written assessment. While the assessment of skills competence, the teacher uses performance assessment, peer assessment, and open interviews.

## Discussion

#### 1. Implementation Authentic Assessment

Class X and class XI at SMA Negeri 1 Wonomulyo are divided into 2 majors, namely science (MIPA) and social studies majors (IPS). In this study, researchers only examined class X majoring in Social Sciences and Class XI majoring in science. Class X majoring in IPS consists of 4 classes, namely IPS 1 - IPS 4 which is taught by Mrs. Hasna P, S.Pd., M.Pd. Meanwhile, Class XI majoring in science consists of 5 classes, namely Mathematics and Natural Sciences 1 - Mathematics and Natural Sciences 5 which are taught by Mr. Alwi Ahmad, S.Pd.

This research data collection was taken through interviews, observations, and document analysis. The results of this study indicate that all Indonesian language teachers have carried out authentic assessments in learning. The results of interviews conducted with two teachers, and all teachers stated that had carried out authentic assessments during learning. Teacher A1 carries out authentic assessments during the learning process, while teacher A2 carries out authentic assessments at the beginning and the end of the lesson. Likewise, with the authentic assessment model, all teachers have implemented several authentic assessment models in learning. This is evidenced by their explanations when interviewed regarding the authentic assessment model that they often use when learning.

Similar to the results of interviews, the results of research taken through observations also show that all Indonesian language teachers have carried out authentic assessments. Teachers are proven to carry out authentic assessments, for example, teachers on A1 basic competence (KD) in 4.11 class X that constructing the negotiating text by paying attention to the content, structure, (orientation, submission, offer, approval, closing), and language. Teacher A1 implements several authentic assessment models in learning. In the basic competence (KD), students are asked to compile a negotiating text in the form of a narrative (performance assessment) then the task is collected and then

divided randomly and students are asked to analyze and give an assessment of the work of their friends (peer assessment) as well as being asked to dare to read the results of the analysis to his friend's work. After that, the assignments are collected again (portfolio assessment).

## 2. Performance Assessment

Based on the data obtained through interviews, observations, and document analysis, the two Indonesian teachers have carried out performance assessments in learning. The first performance assessment was carried out by teacher A1 in class X IPS 1 for basic competence (KD) 4.11 in constructing the negotiating text. In the basic competence (KD), the teacher conducts an assessment by asking students to compile a negotiating text in narrative form. The preparation of the negotiating text is made as attractive as possible. In this lesson, students are required to choose the right diction in bidding for goods and services. After the preparation of the negotiating text is complete, the teacher asks some students to dare to read their work.

The second performance assessment was carried out by teacher A2 in class XI MIPA 3 for basic competence (KD) 4.1 class XI which is writing proposals for various purposes. In the KD, the teacher conducts an assessment by asking students to form several small groups and then compose an activity proposal with a free theme. After that, all groups were asked to come to the front of the class in turn to explain the outline of the proposals they had compiled.

## 3. Interview Assessment

Based on the results of the observations, the two Indonesian teachers have carried out an interview assessment in the learning process. The first interview assessment was conducted by teacher A1. For example, in class X IPS 1 for basic competence (KD) 4.11, construct the negotiating text by paying attention to the content, structure, (orientation, submission, offer, approval, closing), and language. In the basic competence (KD), the teacher conducts an assessment by giving stimulus questions to students at the beginning of learning related to the material to be studied.

The next interview assessment was carried out by teacher A2 in class XI MIPA 3 for basic competence (KD) 4.1 class XI which is writing essays for various purposes. In the KD, the assessment was carried out during the presentation of proposals per group. In these learning activities, interviews were not only conducted by the teacher, but students from other groups also took part in asking questions. Questions asked by students were carried out during the question-and-answer session.

## 4. Assessment of Retelling Text or Stories

Based on the results of the interview, both teachers stated that they used the assessment of retelling texts or stories in learning under the basic competencies being taught. However, based on observation notes, none of the teachers assessed retelling texts or stories. Meanwhile, based on the results of document analysis, teacher A1 includes an assessment of retelling the text or story in the lesson plan. For example, in basic competence (KD) 4.15, Compiling a biographical text. In the KD, students are asked to retell the contents of the biographical text with a different presentation pattern.

## 5. Portfolio Assessment

Based on the results of the interviews, all teachers stated that they had carried out a portfolio assessment. Based on observations, this portfolio assessment was not carried out perfectly. The teacher only collects and stacks student assignments. The teacher does not specifically arrange a collection of student assignments.

## 6. Project Assessment

Based on the observations, there were no teachers who carried out project assessments. This is because the project appraisal model requires a relatively longer implementation time than other appraisal models. So that, the teacher does not use the project assessment model.

Meanwhile, based on the results of document analysis, teacher A1 includes project assessments in the RPP, namely at basic competence (KD) 4.16 which is Demonstrating (reading or musicalizing) a poem from a poetry anthology or collection of poems by paying attention to vocals, expressions, and intonation (dynamic stress and tempo pressure).

## 7. Self Assessment

Based on the results of interviews and observations, none of the teachers implemented the self-assessment model. Likewise, based on the results of document analysis, none of the teachers included self-assessment in the lesson plans. This is because teachers prefer to use a peer assessment model which aims to make students also assess their peers.

## 8. Peer Rating

Based on the results of interviews and observations, all teachers have carried out peer assessments. As in teacher A1 in class X IPS 1 in basic competence (KD) 4.11 constructs the negotiating text by paying attention to the content, structure, (orientation, submission, offer, approval, closing), and language. In the basic competence (KD), the teacher assesses by asking students to assess the results of their friends' work in terms of spelling and punctuation errors. Likewise, teacher A2 in class XI MIPA 3 in basic competence (KD) 4.1 class XI wrote proposals for various purposes. In the basic competence KD, the teacher conducts an assessment by asking students to assess the proposals that have been prepared by other groups in terms of spelling and punctuation, structure, and accuracy of the content of the proposal. Meanwhile, based on the results of document analysis, there are no teachers who include peer assessment in the lesson plans.

## CONCLUSIONS AND SUGGESTIONS

Based on the problem formulation, research results, and data analysis that has been stated in the previous chapter, the conclusions obtained from this research are as follows: (1) In general, the implementation of authentic assessments conducted by Indonesian language teachers at Senior High School 1 Wonomulyo has not been carried out optimally; (2) The implementation of authentic assessment in learning Indonesian at Senior High School 1 Wonomulyo is not following what is stated in the lesson plan. However, the implementation of authentic assessment can run well. This is evidenced by the various assessment models used by the teacher. The authentic assessment models are performance appraisal, interview assessment, text or story retell assessment, portfolio assessment, project assessment, self-assessment, and peer assessment. It's just that based on the observations in this study, some assessments are not implemented; (3) The implementation of an authentic assessment conducted by the Indonesian language teacher at Senior High School 1 Wonomulyo is adjusted to the conditions of the class and the material being taught. The implementation of the authentic assessment reflects knowledge, attitudes, and skills through actual and contextual tasks based on the stipulated conditions. The implementation of authentic assessment in Indonesian language learning consists of an attitude competency assessment, knowledge competency assessment, and skills competency assessment; (4) Implementation of the assessment develops the assessment reference contained in the lesson plans, especially in the assessment of knowledge and assessment of skills. In the assessment of attitude competence, the teacher uses observations during the learning process and in various models of learning activities. In the assessment of knowledge competence, the teacher uses a written assessment. While the assessment of skills competence, the teacher uses performance assessment, peer assessment, and open interviews

The results of this descriptive research on the implementation of authentic assessments at Senior High School 1 Wonomulyo can be followed up with further research regarding the implementation of authentic assessments for schools using the latest version of the 2013 curriculum.

## REFERENCES

- Abidin, Yunus. (2014). *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*. Bandung: Refika Aditama.
- Angelis, M. D., Marzano, A., & Vegliante, R. (2015). LEARNING OUTCOME AND ASSESSMENT. *7th International Conference on Education and New Learning Technologies At: Barcelona, Spain Volume: Proceedings of EDULEARN15 Conference* (pp. 100-114). Barcelona, Spain: Teacher appraisal.
- Kementrian Pendidikan dan Kebudayaan. (2013). *Permendikbud Nomor 66 Tahun 2013 Tentang Penilaian Hasil Belajar Peserta Didik*. Jakarta: Kemendikbud.

- Kementrian Pendidikan dan Kebudayaan. (2014). Permen dikbud Nomor 104 Tahun 2014 Tentang Penilaian Hasil Belajar Peserta Didik. Jakarta: Kemendikbud.
- Kunandar. (2011). *Guru Profesional Implementasi Kurikulum 2013*. Bandung: PT Remaja Rosdakarya.
- Kunandar. (2014). *Penilaian Otentik Suatu Pendekatan Praktis*. Jakarta: PT Raja Grafindo Persada.
- KULIKOVA, V., LEKHTYANSKAYA, L., & KOMOVA, V. (2021). PERSONNEL COMPETENCE ASSESSMENT ASPECTS. *Карельский научный журнал*, 205.
- Nurgiyantoro, B., & Pujiati, S. (2011). Pengembangan Model Asesmen Otentik dalam Pembelajaran Bahasa. *Cakrawala Pendidikan*, 3, XXVIII: 224-237.
- Nurgiyantoro., Burhan. (2014). *Penilaian Pembelajaran Bahasa*. Yogyakarta: BPFE Yogyakarta.
- Rosenthal, D. (2020). Assessing criteria for theories. *Cognitive Neuroscience*, 12(2), 1-12.
- Syafi'i, A., Marfiyanto, T., & Rodiyah, S. K. (2018). STUDI TENTANG PRESTASI BELAJAR SISWA DALAM BERBAGAI ASPEK DAN FAKTOR YANG MEMPENGARUHI. *Jurnal Komunikasi Pendidikan*, 115-123.
- Yaumi., Muhammad. (2014). *Prinsip-prinsip Desain Pembelajaran Disesuaikan dengan Kurikulum 2013*. Jakarta: Kencana.