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1 **Evaluative analysis of authentic thematic learning assessment at Indonesian Islamic primary school**

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1 **Abstract:** While several research papers on authentic assessment have been extensively explored, few have addressed the evaluation of authentic assessments starting from the stages of planning, process/implementation, and outcome. To fill the research gap, the purpose of the present case study is to investigate the authentic evaluation of thematic learning enactment. To collect the data, observations, in-depth interviews, and documentation were conducted. The results of this study indicate that the teacher's comprehension of authentic assessment is generally good. However, several assessment techniques did not work as planned. Based on this, the enactment of authentic assessment is still in the poor category. Processing and reporting resulting from the type of assessment are executed according to procedures. However, some did not follow the assessment guidelines of the elementary school level's learning outcome assessment, especially the effective one.

Keywords: Authentic Assessment, Evaluative Analysis, Thematic Learning

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Introduction

The discourse of an authentic assessment in thematic learning has been conducted over the last decade. Since the KTSP curriculum, the examination has simply become part of the assessment framework, implying that the student's knowledge is assessed solely based on the test results. Authentic assessment in the 2013 curriculum is considered capable of systematically assessing student's competencies, cognitive, affective, and skills as the assessment relies not only on outcomes but also on processes (Nurohim et al., 2016). In line with, Adnan et al. (2019) report that the assessment must be holistic, covering all aspects of the learning objectives, namely cognitive, affective, and psychomotor aspects.

Several experts have conducted an authentic assessment of thematic learning study, but a limited number of studies using Stake's evaluation stages. As Stake indicates that the evaluation of an education program consists of planning, process, and outcome stages (Stake, 1983). Concerning the authentic assessment, the researchers found different and various results. Swaffield (2011) reports that this type of assessment is important to conduct to obtain any related information of the instructional process which is actively engaging the students in the process which is a very common result. Unlike Swaffield (2011), Calista (2019) indicates that the authentic assessment was not optimally done in Madrasah Ibtidayah 1 Yogyakarta since teachers only focus on cognitive and psychomotor assessment. Isnaini & Usriyah (2020) report that authentic assessment does not only focus on cognitive and affective issues but also psychomotor. Cognitive aspects use written test techniques, oral tests, and assignments. The psychomotor aspect uses observation, peer assessment, and daily journals and the skills aspect uses project, product, and portfolio appraisals. On the other hand, a research report conducted by (Nahrowi, 2019) shows that authentic assessment is not only limited to three aspects of the problem that has been discussed by previous researchers but further than that, he developed an assessment model that focuses on the issue of Higher Order Thinking. Skill (HOTS). At a different time, Utami and Wardani (2020) report that the cognitive aspects of authentic assessment can also become a sample in developing learning models, but they use classical analysis. This is certainly different from what Nahrowi (2019) did, which focused on the HOTS issue.



To fill the research gaps, this study aims to examine the evaluation of the implementation of authentic assessments at the Islamic primary school of Al-Hidayah Madrasah Ibtidaiyah (SD) in South Konawe, Southeast Sulawesi, Indonesia. The school was used as a sample because initial interviews with the principal suggested that while the teachers at the school had attended numerous authentic thematic learning training and seminars, they could still not execute them fully. There were still some errors. As a result, the evaluation of the implementation of the assessment is formulated in several problems. First, how is the preparation of the authentic assessment conducted? Second, how is the implementation of the authentic assessment conducted? And third, how is the processing and reporting of authentic assessments carried out at Islamic primary school?

This research will contribute both practically, empirically, and contextually. Practically, teachers should know how to carry out authentic holistic evaluations. Empirically, this evaluation leads to the school principal's awareness of the extent of teachers' performance in implementing authentic tests to students. Contextually, this research was conducted in Indonesia, but it can be used as a reference for conducting evaluation studies on the implementation of authentic assessment in countries that apply thematic learning systems such as Indonesia. As far as policy is concerned, school supervisors should refer to this research to determine the implementation of authentic assessments for teachers so that they are not completely irresponsible in carrying out evaluations that may harm students' rights.

Wiggins (1993) argues that authentic assessment attempts to provide assignments to students that reflect the priorities and challenges found in learning activities. Other than that, Bundu (2017) and Kunandar (2013) depict that authentic assessment is the process of gathering information by the teacher related to the students' development and achievement of learning through various techniques which can reveal, provide or show precisely that learning objectives have been truly mastered and achieved. In line with, in the Permendikbud (or education and culture ministry regulation) 104/2014, article 2 line 3, it is explained that the form of authentic assessment includes an assessment based on observations, field assignments, portfolios, projects, products, journals, laboratory work, performance, and self-assessment (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2014).

Apart from authentic assessment, evaluation is also defined with the same meaning, but different for some experts. Blom et al. (1971); Gronlund et al. (2009); Sukiman (2017); and Yusuf (2017) indicate that evaluation is a systematic process of collecting, analyzing, and interpreting information to determine the extent to which learners achieve learning objectives. It also means that evaluation is interpreted to compare objectives with outcomes that combine performance with a certain value. In the context of work program evaluation, authentic assessment describes, obtaining, and providing useful information for determining decision alternatives. About research, the evaluation model used is the Stake's model. This is because the evaluation of Stake's evaluation model provides a very detailed and specific description of a program, from the beginning to the end, which is more comprehensive and more complete in filtering information, and not only measuring the implementation of the program according to plan but also investigating the achievement of predetermined standards. Stake's model program evaluation is a type of educational evaluation that emphasizes two operations, namely "description and judgment," and distinguishes three phases of information, namely Antecedent, Transaction, and Outcome. The following are the concepts and stages of evaluating the Stake's model (Stake, 1983).

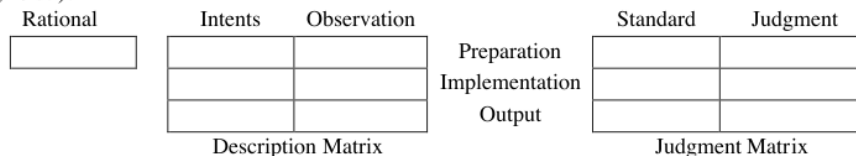


Figure 1. Stake's Evaluation Concept and Stages

Figure 1 describes the description and judgment matrix. The description matrix describes intents (goals, objectives) and observations, namely, what goals will be achieved and observed in each evaluation element. A judgment matrix is a standard description and judgment. In educational programs, including assessment activities, there is always a rational basis to determine intents or goals, or objectives. Observation is an observation about an activity that happened using various instruments. In

weighing a program, there are standards used as the best standards. Then, this process leads to conclusions (Yusuf, 2017).

Method

This study used a case study research design at an Islamic primary school or *Madrasah Ibtidaiyah* in South Konawe, Southeast Sulawesi, Indonesia. The researchers underwent this analysis because the teachers did not make proper use of the authentic assessment by the government regulations. Referring to the Government Regulations, all teachers must apply authentic, ethical assessment in compliance with the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2016 on educational assessment requirements and the 2016 Learning Outcomes Assessment Guidelines for primary school or Islamic Primary School. In particular, the data were collected from the teacher's evaluation records. The data sources consisted of a female teacher, a school principal, and a school vice-principal. The research data collection was carried out by interview, observation, and documentation. Interviews were conducted to find out how to prepare, implement, and report authentic assessments. Observations were made to determine the implementation of authentic assessment by the teacher. Documentation was done to determine the preparation (planning), enactment, and report of the authentic assessments in addition to interviews. The data analysis technique was carried out using the Stake evaluation model with the following stages; (1) The instrument data was collected through interviews and documentation, (2) The teacher assessment instrument data were checked or validated based on the conformity of government regulations and guidelines, (3) The instrument data which fitted the research focus were used, while the inappropriate data were excluded, (4) Instruments under the guidelines are implemented in class and observed, (5) The observation data were obtained, and then processed and analyzed.

Results and Discussion

The Evaluative Analysis of the Authentic Assessment in Class VI MI Al-Hidayah consists of three phases; the preparation, implementation, and results of the Authentic Assessments. The following clarification will be given further in the following sub-chapters.

Preparation phase

Teacher's Understanding of Authentic Assessment

This preparation stage will examine two things: the sixth-grade teacher's understanding of authentic assessment and authentic assessment planning in each competency domain that students want to achieve, which consists of cognitive, affective, and psychomotor competencies. An authentic assessment at MI Al-Hidayah has been carried out since 2014. This was explained by the school principal, who admitted, "this authentic assessment has been applied in conjunction with the 2013 curriculum. Its application is gradual, the first was applied in grade 1 and grade 4, then to other classes" (ADS, 2019). He said, "I attended workshops, training and training in the 2013 curriculum including authentic assessments, after which I conveyed the training results to the school teachers about the 2013 curriculum" (ADS, 2019). The teacher's understanding of authentic assessment's basic concepts, especially in this thematic lesson, is very important. In general, grade VI teachers have understood the basic concept of authentic assessment, namely assessments made of students based on reality. The teacher stated:

"Authentic assessment is actual and authentic. Therefore, the evaluation is seen from how the process is when students study, not just when they are tested during the semester exams" (NH, 2019).

The teacher argues that the assessment is a process of assessing the abilities possessed by each student. Meanwhile, authentic assessment is an assessment proven under students' actual abilities (NH, 2019). Also, the teacher stated, "authentic assessment is carried out personally and classically referring to predetermined principles, KKM (score minimum standard) and KD (basic competence) for each subject matter" (NH, 2019). Furthermore, the teacher stated that authentic assessment could be carried out in two ways, both personally and classically, which refer to the principles, provisions, and KKM in each of the subject matter's basic competencies. The teacher said, "the assessment must be done in detail, and not only at the end of the lesson". The function of KKM, according to class VI teachers, is as a minimum standard that must be achieved by students which means that they master the competencies

learned or taught. The completeness value used by the teacher uses a numeric scale of 0-100, the predicate A-D, and the score description. A teacher argued

"Authentic assessments are carried out with various instruments. The effective assessment uses observation, cognitive assessment uses tests both oral and written, and psychomotor assessment through practicum and or product creation" (NH, 2019).

After conducting the assessment, a follow-up activity is needed. The follow-up according to the teacher to provide a learning guide for students who have not reached the minimum standard or KKM as well as guiding students who can master competencies quickly. It is said that "the purpose of remedial activities is only aimed at students whose scores have not reached the KKM" (NH, 2019).

"Yes, the remedial must be adjusted to the students' abilities. It means that there is usually a child who knows but is lazy. The remedy must have been different from the one for the students who have little knowledge but lazy".

Apart from remedies, there is also something called an enrichment program which is defined as an activity to deepen material and talent development. The grade VI teachers realize that students who have reached the KKM should take part in an enrichment program aiming to enrich their learning experiences. The teacher said:

"The enrichment program is an activity to expand the material, or it can also be used to improve children's talents. Therefore, there are observations and research exercises carried out by children. That is, children can also have a better learning experience than just student books" (NH, 2019)

The teacher argues that the remedial instrument is rendered by paying attention to the level of complexity of the exam. The teacher was not able to incorporate it due to the lack of time available to create these tools. Nor is enrichment completely known. This is because the teacher has not given development advice to students who have completed the course well. Most of the time, students who have completed the course well are asked to continue the following lesson. Based on the description above regarding teacher understanding, it can be concluded that the class VI teacher of MI Al-Hidayah has an understanding of authentic assessment. However, as far as the definition of follow-up is concerned, the instructor just understands the form of follow-up. The teacher overlooked the process, the learning resources, and the methods used to offer students follow-up activities.

Preparation phase

Authentic Assessment Planning

Planning for authentic assessment and follow-up thematic learning consists of evaluation planning for the competency assessment of cognitive, affective, and psychomotor aspects and follow-up planning. The making of a lesson plan precedes the planning. This lesson plan needs to be prepared so that learning and assessment will be more focused. Other instruments or devices that need to be prepared are annual programs, implementation, syllabus, and determination of minimum standard or KKM. At this stage, planning includes affective, cognitive, psychomotor assessment, and follow-up planning.

Affective Assessment Planning

Planning begins by determining the type of attitude observed and preparing a daily journal or note sheet. To identify the type of attitude that should be assessed, grade VI teachers refer to the syllabus or teacher's book. Furthermore, techniques and forms of instruments such as observation sheets and lists of daily journal notes are not included in full in the lesson plan (NH, 2019). Class VI teacher plans an affective assessment using direct observation without using complete rubrics and indicators. As the results of the interview, the teacher compiled a daily journal table containing the time, names of students, and behavior. This is reinforced by the journal note sheet document written by the grade VI teacher. Meanwhile, from the results of researchers' observations during the learning and assessment process in class VI MI Al-Hidayah, The teacher had not been seen to prepare a special rubric or an affective assessment observation sheet. On the other hand, the teacher did not write down the attitude indicators to be observed. In the learning process, the teacher is more flexible in determining the positive or negative attitudes of the students.

4 Meanwhile, the results of the lesson plan analysis show that the attitude assessment plan made by grade VI teacher includes several affective assessment instruments observed along with their indicators, but it was only in lesson 1, sub-theme 1 (my best friend's plants), theme 1 (save sentient beings) in semester 1. It turned out that after searching, it was found that the lesson plans were obtained from examples on the internet, so the form of assessment planning was not following the techniques and instruments used by a grade VI teacher.

From the description above, it can be understood that the affective assessment planning carried out by the teacher includes; determining the type of attitude to be observed following what is listed in the teacher's book, determining the technique and form of the affective observation instrument, while the preparation of attitude indicators has not been carried out by grade VI teacher. The observation techniques and rubrics listed in the lesson plan are not by the observation techniques and daily journals prepared by the grade VI teacher.

Cognitive and psychomotor Assessment Planning

The cognitive assessment plan was not completely included in the lesson plan. The lesson plan was made according to the example from the National Education Office. The curriculum representative explained that "the learning and assessment tool documents will be completed when school accreditation will be carried out". In the assessment design section, it was written briefly, only the types of cognitive assessment techniques, such as written test questions, the assessment format table, performance rubric, description of remedial and enrichment activities. Teachers in the cognitive assessment design did not use instruments for written or oral test questions. In general, teachers have not optimally planned the assessment of knowledge and skills aspects. Furthermore, the teacher had not designed a complete knowledge assessment written test instrument accompanied by scoring guidelines in each lesson plan attachment. Other than that, the teacher also did not create any assessment instruments in every skill of the students although these instruments could be found in the teacher's book and lesson plan.

Follow-up Planning

In the lesson plan, follow-up planning is in the form of remedial and enrichment activities. However, from the results of the teacher interviews, the plan was unrealistic which means that the plan was not carried out in the classroom. It is said that further planning would be carried out after the midterm assessment. This also provides information that there are discrepancies and differences in follow-up planning.

According to the teacher, follow-up activities such as remedial and enrichment do not always have to be carried out every day because school conditions do not allow them to be implemented. This is because according to him, the follow-up planning for thematic learning in the 2013 curriculum can be done by the teacher by referring to the PTS results (midterm assessment). Neither remedial nor enrichment has been planned by the teacher in writing. Even though the lesson plan contained a description of remedial and enrichment activities it was written only as a complement to the lesson plan component. Meanwhile, follow-up instruments for affective and psychomotor competencies were not made. While the follow-up instrument of knowledge assessment, the teacher used written questions taken from mid-test exam questions that have been tested before.

Implementation Stage

Affective Assessment Enactment

An authentic assessment of affective competence was carried out through observation techniques and daily journals. Class VI teacher directly observed the behavior of students. During the observation process, the teacher did not inform the type of attitude, technique, or attitude assessment criteria to be assessed. Attitude observations were made by the teacher as long as students were in the school environment, especially during the learning process. Meanwhile, outside of normal teaching hours, the teacher obtained any information about the students from others. Furthermore, the grade VI teacher noted the students' attitude based on the important events at school, both positive and negative. As stated by the grade VI teacher "the assessment of students' attitudes is done by looking at the number of attitudes that are often done". Then the follow-up of the results of the attitude observation was carried out by the grade VI teacher by guiding students who were not behaving well. As long as the students' attitudes are still within the limits, the teacher only warns them not to repeat them.

Cognitive Assessment Enactment

The evaluation of the cognitive assessment enactment includes the implementation of daily assessments, mid-test, and final test. This evaluation also includes the techniques and instruments used during the cognitive assessment. The analysis was carried out on the lesson plan. In the lesson plan, the steps for assessing knowledge were merged with the steps of learning. There were three techniques used, namely the written test, oral, and assignments. The test instrument used contents and descriptions. Based on the results of the teacher's interview, the question instrument used with the written test technique was to use content and description as depicted in the student book. The teacher did this because students are required to be able to think critically so that the test questions made must be in the form of higher-order thinking skills questions.

"The questions given to students are in the form of descriptions or essays because now we as teachers are required to encourage students' critical thinking, including the assessment. Only if it is like the tests there are still multiple choices, but that can make children think critically "

From the teacher's explanation above, it can be understood that the teacher has the awareness to assess the knowledge aspect by measuring students' thinking skills at the level of memorization and understanding. Instead, students are also directed to be able to build critical, creative, and innovative thinking concepts.

The implementation of oral assessment techniques is carried out by the teacher to determine the level of understanding of students during the learning process. The question instrument is adjusted to the competence at the level of knowledge to be assessed. In implementing this oral test, the teacher had not used a structured list of questions. The teacher spontaneously asked questions based on existing needs and conditions. This assignment was carried out by the teacher to measure the knowledge skills of students. The teacher's assignment instrument was in the form of homework and projects done individually or in groups. In the implementation of the assignment assessment, the teacher explained the work steps that students must take. It was common for the teacher first to provide examples of how to do the assignment.

Psychomotor Assessment Enactment

The psychomotor assessments conducted by the grade VI teacher used performance/ practice /performance appraisal techniques, projects, products, and portfolios. Based on the observations, grade VI teacher had used practical or performance assessments in assessing the skills competence of students. The implementation time is adjusted to the type of material and learning activities carried out. The teacher assessed the skills of students during the performance. The assessment criteria are based on the assessment rubric contained in the teacher's book and lesson plans.

Project appraisal is carried out based on the type of material studied. The teacher explains the work steps according to the provisions in the textbook. In the interview with grade VI teachers, it was obtained information that the teacher had ever conducted project assessments, including the making of puppets. Besides, students also said that they had made works in the form of the digestive system in animals. At the time of the teacher assessment set a deadline for processing. The teacher observed project work, from preparation, the process to outcome. However, researchers have not seen the notes on the results of the project appraisals carried out by the teacher, so the description of the suitability of project implementation with the criteria rubric is not clear.

Based on interviews, observation, and documentation, it was obtained data that grade VI teachers assessed the products of making clay sculptures. Some of the steps taken by the teacher were students were asked to observe and determine the statue to be made, prepared the materials and tools needed. During the making of the statue, the teacher went around supervising and assessing the performance of students. After the specified time runs out or the statue had dried, the teacher asked students to collect the work.

In observation, the teacher's portfolio assessment was done by collecting assignments in the form of pictures, concept maps, observation notes, practicum score notes, and so on collected during one semester. However, what the teacher did was not written in the portfolio assessment planning.

Implementation of Follow-Up Activity

This follow-up activity aims to meet the learning objectives of the 2013 curriculum. Among the steps taken by the teacher as a follow-up implementation was the case review. This was done by the teacher after the affective assessment was done. Class VI teacher chose this alternative if students have not reached the minimum standard (KKM). Follow-up can be in the form of remedial and enrichment. However, special services have not been provided by teachers. Remedial learning and enrichment were also not carried out by grade VI teacher. The teacher only provided written questions on the aspects of knowledge that have been worked out during the daily assessment, mid-test, and final-test. From the interview results obtained data that the teacher did not make a specific and detailed diagnosis of learning difficulties. The teacher only asks questions a few times to students who have learning problems. According to the grade VI teacher, students struggle in learning because they tend to be reluctant in learning.

Results Stage Evaluation

Affective Assessment Processing and Reporting

The results of the affective assessment were processed by the teacher based on the attitudes and behavior notes made by the teacher for one semester. The interview obtained data that the attitudes assessed by the teacher were then processed classically, such as deciding the positive and negative category based on their attitude and behavioral records in a daily journal. While students who have no records are considered good. Some of the teacher's processing steps for attitude assessment were group or mark attitude notes written in daily journal entries. Based on this, the teacher provided further guidance. After marking the journal notes, the teacher recapitulates attitude notes for one semester to be categorized as an assessment. Each attitude was scored on a scale of 1-4 or A-D predicate. For students who get the C predicate, the class is not promoted even though their cognitive and psychomotor assessment is quite good. The recap of attitude scores was not only taken from the sixth-grade teacher's daily journal notes but was taken from the notes of teachers from other subjects. Based on the document analysis, the researcher did not find any observational records of spiritual attitude assessment data. Of course, this makes the processing of the assessment less transparent. After the affective assessment was done and the numerical scale and predicate were determined, then the teacher described the attitude score based on the actual attitude condition. This was done automatically via the grading application. "If the description is automatic, it is in the report card application, so we teachers only write down the attitude predicate such as A or B, and the score will appear automatically on the report".

Based on the analysis of planning documents, implementation, and processing and reporting of the authentic assessment, there are discrepancies and differences with the assessment standards. In the lesson plan, the attitude assessment is assessed using a checklist of observations, while in practice the observation does not use a checklist but daily journal entries, and the processing of the recapitulation scores by calculating the attitude rating scale uses a range of numbers 1-4.

Cognitive Assessment Processing and Reporting

Processing the cognitive assessment was translated in the form of recapitulation of numbers from daily assessments, mid-test, and final test. After calculating the final score for each subject matter, the students will get the predicate A-D and its description. The step to determine the final score of knowledge competencies begins with processing daily scores. The results of daily assessments for each theme are recapitulated in numbers for each standard competence. The results of each standard are added together and the average value is calculated. Likewise, it applies to the results of the mid-test and final test.

"Each assessment is such as the daily score, midterm, and final semester tests which are added and calculated the average value of each subject for each child" (Nur Hidayah, 2019).

Furthermore, the teacher determines the predicate and its description. The A-D predicate is obtained by making an assessment interval based on the school's minimum standard in each lesson. Based on the process of processing and reporting the knowledge assessment, it is known that the teacher has done it quite well, although the description of the assessment plan has not attached the question instruments used in full with the scoring guidelines.

Psychomotor Assessment Processing and Reporting

Not much different from the cognitive assessment, processing, and reporting psychomotor competency assessments taken from the techniques that have been applied. Psychomotor assessment is assessed using the numbers 0-100, then the A-D predicate and its description are determined. Teacher did the processing of skill scores by setting the average of all standard competencies, and or using the optimum score reference or the highest score of the same technique in one standard. From the interview, it was found that "the processing of skill scores is taken at least one skill value in one standard competence per subject matter". After determining the final score of each lesson content, then given the predicate letter A-D through the calculation of the interval starting from the school minimum standard for each lesson. While **10** description will appear automatically according to the report card application used. Description of data from the analysis of processing planning documents, implementation observations, processing interviews, and authentic assessment reporting has conformity. From here, the processing and reporting of skills assessment are in a fairly good category.

The results of this study indicate that teachers in general have understood the concept of authentic assessment. However, it needs to be understood that after understanding authentic assessment well enough, teachers are also expected to understand the function **2** of the authentic assessment itself. This becomes very important because understanding the teacher's authentic assessment function can improve the quality of the learning process. After knowing the function of authentic assessment, the teacher must also clearly understand the types of authentic assessment so that the purpose of carrying out authentic assessments can be achieved (Koh, 2017). A large number of assessment formats overwhelmed the teacher in conducting detailed assessments. Besides, the teacher was confused and described the attitudes (affective), knowledge (cognitive), and skills (psychomotor) associated with the real-life of students. Although there are frequent training on the 2013 curriculum, not all teachers understand authentic assessment. The attitude assessment aspect is very difficult **6** because the teacher cannot monitor all students (Ruslan et al., 2016). Teachers also have difficulty in developing attitude assessment instruments, carrying out authentic assessments, formulating indicators, designing assessment rubrics for skills, and collecting scores from several assessment techniques. Besides, the teacher cannot find a proper application to describe student learning achievement (Retnawati et al., 2016).

On the other hand, teachers have not been able to plan authentic holistic assessments. This means that teachers' understanding of authentic assessment still needs to improve, or there are indications of low teacher creativity, unsupportive student characteristics, lack of training, and insufficient time (Enggarwati, 2015). A common mistake that also usually occurs in the aspect of assessment planning is that teachers do not make their assessment instruments, but instead they download from the internet. Teachers also tend to use only one aspect of assessment, namely the cognitive aspect, while the psychomotor and affective aspects are rarely used during the assessment process. The planning of the assessment should be a teacher's guide in assessing the learning outcomes of students, but in terms of teacher readiness in authentic assessment planning, very few make themselves according **5** to the correct procedure (Nafiah, 2013). Even though Assessment planning is an important activity carried out by teachers before the implementation of the assessment. The assessment plan carried out by the teacher includes planning assessment objectives, assessment aspects, assessment techniques, assessment instruments, assessment references, and assessment frequency (Munawati, 2017). One of the things teachers can do to be able to plan a good authentic assessment is to consult with other teachers (Dawson et al., 2013). This is in line with Astuti's explanation that in planning the assessment of knowledge and skills, the teacher makes plans together with the teacher at the same level (Astuti & Darsinah, 2018).

In the implementation stage, not all teachers fully understand the concept of authentic assessment even though the training is often carried out (Ruslan et al., 2016). Besides, the large number of assessment formats overwhelmed the teacher in conducting detailed assessments (Rifka et al., 2017). This study strengthens other research that in implementing the 2013 curriculum, teachers do not fully understand the authentic assessment system. Teachers also have difficulty developing attitude assessment instruments, designing skills, and attitude assessment rubrics (Retnawati et al., 2016). This reflects that teachers should attend more workshops and authentic assessment training and no less important is peer guidance between teachers. It is hoped that after participating in the training and workshops, the teacher will then conduct deepening through peer guidance so that all the problems faced can be resolved collectively.

At the authentic assessment stage, teachers generally carry out authentic assessments well, especially in the cognitive and psychomotor aspects. However, the affective aspect has not been carried out optimally because the teacher is not consistent with the assessment planning that has been prepared. To overcome this, the technique of assessing student attitudes or character can be done by making an assessment format first to be used as a guide for implementing the assessment (Tiara & Sari, 2019). In the affective assessment implementation guide, three steps are taken, such as observing students' behavior during learning, recording the observations, and providing follow-up on the results of attitude observations. All steps of implementing this attitude assessment are carried out by the teacher, the teacher needs to plan. In practice, teachers usually tend to record the attitudes of students based on important events by looking at the number of attitudes predominantly. This is in line with Sani's statement that recording students' attitudes The teacher carries out all steps of implementing this attitude assessment behavior (Sani, 2016).

In elementary school, the assessment on the aspect of attitude has a larger portion because this is the period of character building (Prastowo, 2015) and done to get feedback for both teachers and students as a basis for improving behavior and reporting to parents (Prihati et al., 2019). Therefore, the teacher is emphasized to optimize learning more to mature attitude formation (Sanjiwana et al., 2015). It is also necessary to pay attention to the balance between the assessment of the competence of attitudes, skills, and knowledge adjusted to the development of student characteristics according to their level. For example, for young learners, kindergarten, and elementary school, the portion is more in soft skills (for example, abilities that need to be trained and measured, including: observing, achievement motivation, willingness to work hard, discipline, communication, manners, etc.) than hard skill assessments (measurement mastery of knowledge and skills). The authentic assessment process must be an integral part of the learning process and reflect real-world/everyday problems. So that in designing authentic assessments, it is necessary to pay attention to several principles, namely the assessment must use various measures, methods, and criteria following the characteristics and essence of the learning experience; assessment must be holistic, covering all aspects of the learning objectives (affective, cognitive, and psychomotor) (Adnan et al., 2019).

Meanwhile, in the follow-up aspect, the teacher did not carry out remedial and enrichment. Ideally, this should be done with the aim that students can develop their potential optimally (Hasibuan et al., 2020). Remedies are given to students who have not finished yet, while enrichment is given to students who have completed a course well as a follow-up activity (Fitriza et al., 2018). The results of authentic assessments can be used by teachers in grouping students based on their respective achievements. After being grouped based on the same achievement in one class, the teacher will find it easier to choose learning methods that are suitable for students' understanding abilities. Grouping students based on the results of the assessment is needed by the teacher to uniform students with the same characteristics in one class so that it is easier for teachers to evaluate the learning process (Akindayomi, 2015).

At the assessment processing stage, teachers have not done their job optimally. This is because there is a mismatch between the processing of affective aspects and the assessment standards as stated in the technical guidebook for learning outcomes assessment at the elementary school level. Based on the Ministry regulation, the implementation of authentic assessment is carried out systematically, validly, objectively, and based on other assessment principles. Apart from that, teachers are doing quite well on the knowledge and skills aspect because he is following the applicable rules. Sukiman explains that value processing was carried out using two approaches, namely benchmark reference assessment (PAP) and norm reference assessment (PAN) (2017). Meanwhile, authentic assessment reports are carried out by teachers following education assessment standards (Mendikbud, Mendikbud Regulation No. 23 of 2016 concerning Education Assessment Standards). Processing and reporting by this regulation have benefits for students, parents, teachers, and schools (Sukiman, 2017).

Conclusion

Most of the preparations for authentic assessment of thematic learning K13 in Islamic primary school or *Madrasah Ibtidaiyah* South Konawe have been conducted according to authentic assessment procedures as in the guidebook for learning outcomes assessment in primary school or Islamic primary school. Some preparations, however, have not been executed by the teacher. Therefore, the evaluation

results at the authentic assessment preparation stage are still not good or have not been carried out well. The implementation of authentic K13 thematic learning assessment is carried out based on the assessment implementation procedure in educational assessment standards. However, several assessment techniques are not quite as planned. Based on this, the implementation of authentic assessment is still in the poor category. Processing and reporting resulting from the authentic assessment are carried out according to procedures, although some are not following the guidelines for assessing learning outcomes at the elementary school level, especially affective assessment processing. Therefore, authentic assessment processing and reporting have not been carried out properly. This study has various limitations. One of them is the absence of data processing documents from observation techniques and daily journals (the domain of attitude assessment). There are limited teacher time and many school activities. Although it has been described, the analysis of follow-up assessment data, information, and data on follow-up activities such as remedial and enrichment implementation have not been thoroughly discussed holistically in this study. Therefore, further research is needed to conduct.

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