

21st Century Learning Implementation: Authentic Performance-Based Assessment of Correspondence Practicum

Madziatul Churiyah^{1*}, Riris Fenty Nur Rohmah², Yuli Agustina³, Filianti⁴

^{1,2,3,4} Universitas Negeri Malang, Malang, Indonesia

*Corresponding author. Email: madziatul.churiyah.fe@um.ac.id

ABSTRACT

This research aims to develop authentic assessment instruments that have been feasibility tested by construct and content validators, and has been able to guide the special skills of students Office Administration Education Study Program in Universitas Negeri Malang program in achieving qualification standards in accordance with the Indonesian National Standard of Education. The research method used Research and Development with data analysis techniques using means and categorized using validity levels. The results of the research and development show that the products of performance-based authentic assessment instruments on correspondence courses have met the criteria highly feasible for use in learning learning activities and implementing the mandate of the law as well as the demands of the 21st century to guide students' specific skills in correspondence subjects in achieving learning standards in accordance with the National Standards of Higher Education.

Keywords: *Authentic assessment, Correspondence courses, Performance assessment.*

1. INTRODUCTION

Changes in the world of education are part of the development of science and technology, the needs of the community, and the needs of the use of graduates [1]. In response to the change, Permenristekdikti (Regulation of The Minister of Research, Technology And Higher Education of The Republic Indonesia) Issued Law no. 44 of 2015 on the National Standard of Higher Education stating that the curriculum is a set of plans and knowledge on the learning achievements of graduates, processes, study materials, and assessments used in the implementation of courses. The higher education curriculum is a trust of institutions that must be constantly updated according to the needs and science and technology that is then poured in the learning achievements [2]. Universities as educated human resources producers need to measure graduates [3], [4]. The measurement is carried out in accordance with the capabilities formulated in the Qualification Criteria Nasional Indonesia (KKNI). The formulation of learning achievement in KKNI is set out in the Graduate Competency Standard (SKL) consisting of elements

of attitude, knowledge, general skills, and special skills. Special skills and knowledge must be formulated by their respective courses, then applied in the learning process.

All interactions in learning will be assessed according to established standards [5]. Assessments in 21st century, Universitas Negeri Malang authorizes lecturers of compulsory courses to develop ways and forms of assessment that will be used in learning [6]. So based on the demands of 21st century assessment and the formulation of graduate competency standards that must include special skills and knowledge, then lecturers need to compile an authentic performance-based assessment [7], [8].

Hindriana & Setiawati (2018) [9], states that authentic assessments attach importance to the assessment of processes and results at once. All students' views in a series of learning activities can be assessed objectively, as is, and not solely based on the final result (product) only [10]. Thus, the assessment should be carried out during and in line with the learning process. Abosalem (2016) [11], argues that

performance-based authentic assessment is an authentic assessment that asks students to demonstrate a specific task in order to apply their knowledge and skills. Performance assessment is an assessment that is entirely capable of presenting complex competencies in accordance with the demands of the times [12]. Through authentic performance-based assessments, lecturers can collect data on things students can do in line with what they are learning [4], [7], [8].

Office Administration Education Study Program is one of the courses based on education and competency expertise in the field of administration. In addition to focusing on development, work ability, knowledge, and ability to manage authority and responsibility, students are also required to display work attitudes in accordance with ethics in the world of administration and education. One of the courses that supports the vision is Bahasa Indonesia (Indonesian) correspondence that provides a set of knowledge and expertise in the field of correspondence in both the business and government worlds which includes letter functions, letter classification, letter parts, letter forms, and types of letters both service and commerce. In accordance with the above characteristics, the assessment component in students should be able to disclose aspects of knowledge achievement that are considered important which include attitude, knowledge, and skills [13]. A more complex assessment-focused form presents the use of authentic assessments in accordance with current conditions [14].

The development of assessment instruments in correspondence courses is very important because it requires assessments that focus on the performance of students. Performance assessments can be used to measure a student's real performance [11], [12]. In contrast to conventional assessments, this authentic assessment has the advantage that authentic learners can know the progress of student learning [15], [16], with authentic assessments and results improving the learning process [8], [12].

2. METHOD

This type of research is research and development (R & D) modified from Sugiyono (2008) [17]. The research and development procedures of performance-based authentic assessment instruments in correspondence courses are composed of several stages, namely precursor study and include two stages, namely literature studies that produce information on Indonesian Correspondence courses and field surveys conducted found that assessments on Indonesian Correspondence courses have not used authentic assessments.

Furthermore, the development of assessment instruments is divided into two activities, namely the preparation of validation instruments by determining

the assessment criteria and arranged in the form of Likert scale with a score of 1 to 5 and the drafting of products that refer to learning activities and semester lecture plan (RPS). Measures in drafting the product include the preparation of the Psychomotor Instrument Grid, student worksheets (MFIs), and scoring guidelines for assessing psychomotor aspects as the study focuses on developing authentic assessment instruments for psychomotor aspects. The preparation of MFI refers to the learning activities and Semester Lecture Plan (RPS) of Indonesian Correspondence. The steps that must be taken in composing MFI are designing the look of MFI, designing an introduction to facilitate the mahasiswa in studying the material, compiling assessment instructions to guide lecturers to carry out assessments, and designing demonstration activities for students as well as entering the assessment format that will be implemented by lecturers during the learning process.

Validation is carried out by two validators consisting of two lecturers of the Office Administration Education Study Program for content validation namely Drs. H. Mohammad Arief, M.Si and Imam Bukhori, S. Pd., M. Si. The validators criteria is a lecturer in the Office Administration Education Study Program who has a minimum bachelor's education, and has a lecturer certificate. Revisions are made after going through the validation stage based on a suggestion from a validator to improve the quality of the performance-based authentic assessment instrument products on correspondence courses. After going through the revision stage, it is ready to be tested. The subjects of the limited trials are lecturers and students in the Bachelor's Degree in Administrative Education Office of the Department of Management of Universitas Negeri Malang. The number of test subjects is three lecturers from the Office Administration Education Study Program and ten third semester students who are studying correspondence courses. The form of the trial is to carry out the assessment of the learning process in students using psychomotor assessment instruments that have been developed and students given MFI to guide the learning process. After the learning activity is completed, lecturers are asked to fill out a questionnaire of lecturers' responses to respond to performance observation sheets based on limited trials in order to know the feasibility of the developed product. Meanwhile, students are asked to fill out a readability questionnaire to respond to the Student Worksheet (a guide for students in performing) in order to know the feasibility and clarity of language about the assignment. This type of data obtained in research and development is quantitative data obtained from the filling of questionnaires from validators, lecturers, and students. As well as qualitative data in the form of suggestions and comments used to improve the product.

The data analysis techniques used are average and categorized using the level of validity.

3. RESULT AND DISCUSSION

Performance-based authentic assessment instruments cover a wide range of aspects of student ability. The form of psychomotor assessment instrument developed is in the form of Student Worksheet and Performance Observation Sheet, and equipped with authentic assessment as assessment guide for lecturers and student guide in performing during learning activities. Performance indicators are measured from the realm of psychomotor in every aspect of psychomotor consisting of work preparation, work process consisting of systematics and how it works, work results, work attitudes, and timeliness.

Data collection instruments use a Likert scale with a maximum score of 5. Quantitative data of the research results is presented in the following diagram.

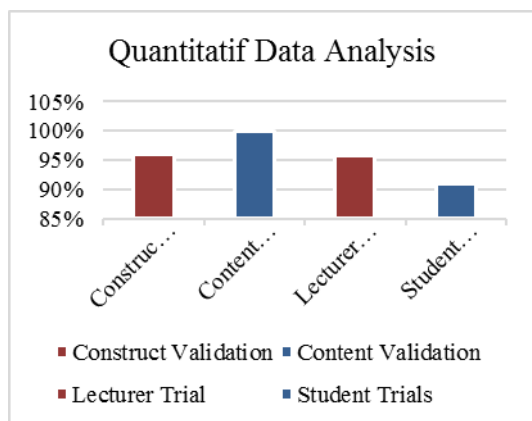


Figure 1. Quantitative Data Diagram of Research Results

Validation results on psychomotor assessment instruments (skills) on 10 component items get a 96% result which means it is very valid. Meanwhile the content validation results against psychomotor assessment instrument on 10 component items declared "very valid" with a percentage of 100%. The results of the assessment of three user lecturers against the document of authentic performance-based assessment instruments on Indonesian Correspondence courses on 14 items were declared "very valid" with a percentage of 95.7%. As well as the student readability assessment of MFIs on 11 items by the percentage calculation can be concluded that the readability level of the Student Worksheet (MFI) is declared "very valid" with a percentage of 91%. From the results of the data can be stated that the product of authentic performance-based assessment instruments in Indonesian correspondence courses is very feasible to be used in learning assessment.

The results of validation and trials that have been presented explain that the performance-based authentic assessment instrument in the course of Indonesian Correspondence can be a reference for lecturer scoring during the learning process as well as the assessment standards formulated in the National Standard of Higher Education. The development of the instrument refers to the basic theory of authentic assessment by Hart [15], which states that authentic assessments are assessments involving learners in authentic tasks that are useful, important, and meaningful which are then said to be performance assessments. Performance assessments can be referred to as performance assessments. This is in accordance with Law No. 12 of 2012 Article 35 on Higher Education which states that the Higher Education Curriculum is developed by each college with reference to the National Standard of Higher Education for each course, which includes intellectual intelligence, noble morals, and skills. Meanwhile, the competency standards of graduates in accordance with the National Standards of Higher Education set out in Law No. 44 of 2015 must include attitudes, knowledge, general skills, and special skills. The 21st century assessment focuses more on performance assessments with a new concept that describes the overall abilities of students [18]. So the assessment used should be able to encourage students to achieve special skills that must be possessed.

The instrument document developed can assess the psychomotor aspect of the student because it contains learning indicators and skill criteria that can be assessed during the learning process. Instrument assessment is equipped with Student Worksheet (MFI) as a student panduan guide in carrying out practice, performance observation sheet used by lecturers to provide skill score scoring from students, as well as scoring guide which is the lecturer's reference in providing scores. The practical duties of the students presented reach at the create or make level. The practice includes the preparation of letters according to their type, content, and form, the procedure of procurement of letters, up to the stage of sending letters in accordance with daily life. This is in accordance with the main requirements in ki nerja assessment according to Marhaeni and Artini (2013) [19], which states that there are three main components in performance assessment, namely performance task, performance rubrics, and scoring guide. This is what makes the developed performance assessment instrument able to provide an authentic assessment of the performance performed by all students as stated by Sundari (2014) [20], that performance assessment instruments are suitable for assessing competencies that demand students perform certain tasks such as laboratory practices, presentations, and discussions.

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can be used by lecturers during the classroom learning process. Student worksheets become student guides so that the learning process can be carried out with a clear direction in accordance with the instructions received. Lecturers score on each student indicator that appears on the observation sheet and at the end of the lecture the lecturer calculates the student's grades and gives the grade stipulated according to the assessment instruction stipulated. Assessment becomes very easy using the instruments that are already available, although it is still a printed document that is not yet accessible online..

4. CONCLUSION

The research and development of performance-based authentic assessment instruments in Indonesian Correspondence courses has produced a viable assessment product in accordance with the demands of the 21st century and the mandate of Law No. 44 of 2015 on the National Standards of Higher Education in the realm of special skills and knowledge.

In further research the format used can be simplified to make it easier for lecturers to make observations. As well as the advancement of assessment technology can be developed into electronic assessment instruments to increase the effectiveness in carrying out assessments.

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