# The Necessity of The Indonesian Language Authentic Assessment Model Development Based on The Teacher Interview Results

Endang Siwi Ekoati
Universitas Negeri Semarang,
Indonesia
Ekoati5131@gmail.com
Ida Zulaeha
Universitas Negeri Semarang,
Indonesia

Fathur Rakhman
Universitas Negeri Semarang,
Indonesia
Subyantoro
Universitas Negeri Semarang,
Indonesia

*Abstract*---An assessment is the determinant factor of successful learning. Ideally, an assessment is not only conducted at the end of learning. Therefore, there is a need for an authentic assessment. In learning the Indonesian language, there are still many teachers who have not been able to carry out an authentic assessment. Thus, there is a need for an authentic assessment model in learning the Indonesian language. The first step in developing the assessment model was by interviewing the Indonesian language teachers. The interview results were then analyzed to consider and develop the authentic assessment model *prototype* in learning the Indonesian language. Based on the teacher interview results, many teachers were found to have not promoted an authentic assessment in their Indonesian language learning. Although the teachers have long years of service, it does not mean the teachers understand and promote the authentic assessment appropriately. Therefore, there is a need for an authentic assessment model in learning the Indonesian language.

Keywords: the necessity, authentic assessment model, Indonesian language learning, interview

## I. INTRODUCTION

Every day, a teacher meets his students with their behaviors and attitudes. For six to seven hours at schools, teachers meet their students with various characteristics. There are serious typed students while others probably seem very relax to join the lessons. Even, there are some lazy and sleepy students during the learning process. Such behaviors become specifics tasks for the teachers to manage the class by applying appropriate learning and assessment models.

A learning model functions to guide teachers in managing the class. Meanwhile, an assessment is used as a meant to measure the teacher's success in implementing the learning model. An appropriate learning model is aa key to effective learning while an excellent assessment becomes the standard of learning success. Both of them should be done simultaneously so that the learning objectives could be achieved.

Ideally, an assessment is not only conducted at the end of learning. It is important to pay attention to the learners' performances during the learning process. It is important to do because students' conditions will not be the same every day. There are some of them so excited while others seem to be the opposite. Moreover, when a student is sick, his concentration and performance would decrease.

An observation during a learning process could be used to improve learning. Any observed problems by teachers are useful as reflections to make the following learning progresses better. Low learning outcomes are not merely caused by the learners. Inappropriate teaching and assessing ways may lead to lower learning outcomes.

The observation results could be used as considerations of the following learning plan. The activities in a performance assessment covers (1) a direct performance observation and (2) a given performance product assessment. Therefore, all learners' activities should be observed well during the learning process. The easiest way to observe the learners' performances is an assessment rubric.

Although 2013 curriculum has been lasting for 7 years, there are Indonesian language teachers that use written test in psychomotor core competence. There are still many teachers that do not promote the authentic assessment. It means the complete learning concept and the authentic assessment are not fully comprehended by the teachers. It could be seen in the semester program. Some teachers still allocate their assessments on certain time allotment after teaching several core competencies in the forms of daily examinations. In a semester, teachers allocate 3 up to 4 daily examinations. It is not easy to change other individual's mindsets moreover when it is correlated with teachers who have been teaching for years.

Since the 2013 curriculum was implemented, the term authentic assessment has begun popular. The term has been stated by the experts. However, many teachers did not promote the authentic assessment because the

asked core competence only dealt with the cognitive aspect. After the 2013 curriculum was applied, teachers knew what an authentic assessment was and how to promote it. To enrich the knowledge about the authentic assessment, in this part, some definitions about the authentic assessment from the experts will be reviewed.

An authentic assessment is a set of tasks that are packaged in a meaningful context for the learners so learners could create a connection between the real world and the learned science at schools. According to (Mueller, 2005), an authentic assessment is a task which requires learners to perform in real-world meaningfully by implementing their knowledge and skills

Stiggins (2005) defines *performance assessments call upon the examination to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered.* An authentic assessment is a required assessment that demands learners to perform their specific skills and competences in the implementations of their mastered skills and science. Thus, an authentic assessment does not only measure learners' science or knowledge but also their attitudes and skills during the learning process.

In teaching-learning activity, teachers could assess performance by asking the students to demonstrate certain behaviors or skills to be authentically assessed. An authentic assessment emphasizes on the importance of skills or capabilities in a real-world situation context (Arends, 2008: 242-243). This statement is in line with Nurgiyantoro (2011: 23) that authentic assessment emphasizes on learners' skills to demonstrate their prior knowledge in real and meaningful manners.

According to Haqiqi, Agus, and Lalu (2018: 54) in the authentic assessment implementation, the most frequently engaged problem deals with the teachers' perceptions. They argue that this assessment is difficult to apply because the implementation success is influenced by learners' affections, interests, or seriousness in the assessment process, inaccurate data that is occasionally found from the learners' self-assessments or peer assessments. Rochmawati and Sri (2017: 17) also state several difficulties in implementing the authentic assessment. They mostly deal with so many aspects and assessment to cover by teachers. For learners, their encountered difficulties deal with the assessment demands to be more active and independently learn since the role of teachers in the learning process is as the mediators.

To overcome this problem, there is a need for an applicable assessment model as a reference for teachers. Therefore, there is a need for authentic assessment development research. The development of an assessment instrument is an activity to develop the current assessment instrument to be more qualified. An instrument has an important role in determining the information quality to assess (Anggarkusuma, Budi and

Khumaedi, 2018:175). Instrument development is a follow up to improve the previous assessment instrument based on the necessity analysis with innovation, modification, and revision. It has the purpose to produce a more qualified, effective, efficient, and practical product (Aziz, Kustiono, and Wahyu, 2019:2010; Wijayanti, Sukestiyarni, and Masrukhi, 2015:13). The most important part of this research and development is the requirement to run a product quality test (Rochmad, 2012:35).

## II. RESEARCH METHOD

A research and development method has a purpose to produce products. This research aims to produce an authentic assessment model for learning the Indonesian language. This research uses *Research and Development* procedure from Borg and Gall (2008:781-802) with the following stages: (a) *research and information collecting, (b) planning, (c) develop a preliminary form of product, (d) preliminary field testing, (e) main product revision, (f) main field testing, (g) operational product revision, (h) operational field testing, (i) operational product revision, (j) operational field testing (k) final product revision,* and *(l) dissemination and implementation.*

The stages of this research are packaged into (1) preliminary study, (2) initial product design development, (3) product design, (4) product validation test, (5) revision toward product design of validity test result development, (6) limited test, (7) final design revision, (8) massive dissemination of the products, (9) final product, and (10) dissemination and implementation.

To get the data about the authentic assessment instrument model necessity characteristics, several ways were done. They were an interview with the teachers, distributing the questionnaire for the teachers, the learners, and the others. To get the interview results immediately, the researchers made the written interview by using the *Google Form* application. The interview was delivered for whole Central Java Junior and Senior High School Teachers. Based on the observation for a week, 23 JHS/SHS teachers from four municipalities in Central Java had contributed to filling up the *Google form.* Based on the interview results, they were formulated and analyzed to get the authentic assessment instrument model necessary characteristics in learning the Indonesian language.

## III. FINDINGS AND DISCUSSION

The questions in the interview were structurally and simply made to elicit the teachers' understandings about the authentic assessment. The

interview results would be analyzed and concluded as the initial data of the authentic assessment in Indonesian language learning.

## The Interview Results about the Authentic Assessment

Based on the interview results, most of the teachers had long years of service. However, it does not mean that a teacher with longer years of service would have a better understanding of assessing. From 23 teachers that filled the interview, 13 teachers (56.5%) had more than 20 years of service. Here is the graph of the teachers' years of service.
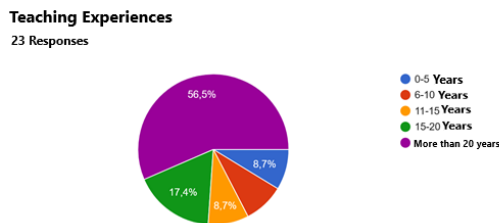


**Graphic 1:** The Teachers' Years of Service

The interview and the interview analysis results could be seen below.

### 1) The Teachers' Understandings about the Authentic Assessment

This question asks since when the teachers have understood the authentic assessment. All teachers answered they had understood. Some teachers had known the authentic assessment since 2006 while the others knew it since the 2013 curriculum was applied. It shows all respondents that had filled the interview know about the authentic assessment.

On the question about what type of authentic assessment the teachers ever applied revealed 17 teachers answered it accurately. In another hand, 5 teachers could not answer specifically and a teacher incorrectly answered. On the question about the appropriate material for the authentic assessment, 4 teachers answered correctly while the other 18 teachers did not answer specifically. There was also a teacher who answered incorrectly.

**Table 1**. The Teachers' Understanding to Promote the Authentic Assessment

| The Respondent Numbers | The Content of the Questions | Correct Answers | Less Correct Answers | Incorrect Answers |
|---|---|---|---|---|
| 23 | **The Teachers' Understandings about the Authentic Assessment** | 23 Teachers | 0 | 0 |
| 23 | The assessment forms | 17 teachers | 5 Teachers | 1 Teacher |
| 23 | The appropriate material for the | 4 Teacher | 18 Teacher | 1 Teacher |

| authentic assessment | | | |
|---|---|---|---|

Based on the interview results, although most of the teachers admitted they had understood the authentic assessment their implementations were still incorrect. It is shown by a question about the appropriate material of Indonesian language learning that could be assessed authentically. Some of the teachers' answers were inappropriate. It shows that years of service do not influence the teachers' competences.

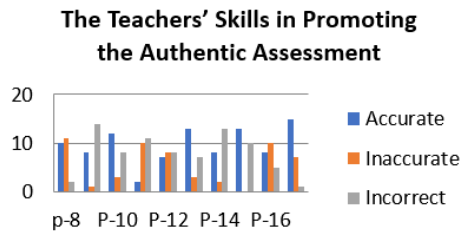### 2) The Teachers' Skills in Promoting the Authentic Assessment

The question has a purpose to elicit the teachers' skills in designing and promoting authentic assessment. The teachers were asked to determine the indicator of competence mastery, technique, and instrument based on the available core competences. Based on the teachers' answers, (1) not all teachers could breakdown the core competencies into appropriate indicators of competence mastery appropriately, (2) teachers had not been able to determine the appropriate assessing technique, and (3) teachers had not been able to determine the appropriate instrument. The teachers' answers could be seen in the following table.

**Table 2** The Teachers' Skills in Promoting the Authentic Assessment

| The question numbers | Competences | The Assessment Forms/Instruments/ IoCMs | | |
|---|---|---|---|---|
| | | Correct Answers | Less Correct Answers | Incorrect Answers |
| p-8 | The technique of assessing a core competence dealing with "Analyzing the meaning and linguistic aspects in a biography text". | 10 | 11 | 2 |
| p-9 | The technique of assessing a core competence dealing with "Analyzing the meaning and linguistic aspects in a biography text". | 8 | 1 | 14 |
| p-10 | The assessment technique of a core competence dealing with "Retelling a biography text content both orally or in a written manner" | 12 | 3 | 8 |
| p-11 | The assessment instruments of a core competence dealing with "Retelling a biography text content both orally or in a written manner" | 2 | 10 | 11 |
| p-12 | The IoCMs of "Analyzing the constructing elements of a poetry" | 7 | 8 | 8 |
| p-13 | The assessment techniques of "Analyzing the constructing elements of poetry" | 13 | 3 | 7 |
| p-14 | The assessment instruments of "Analyzing the constructing elements of poetry" | 8 | 2 | 13 |
| p-15 | The assessment techniques of "Writing poetry by considering the constructing elements (theme, diction, language style, imagination, structure, and typography)". | 13 | 0 | 10 |
| p-16 | IoCMs of "Writing poetry by considering the constructing elements (theme, diction, language style, imagination, structure, and typography)". | 8 | 10 | 5 |
| p-17 | The assessment instruments of "Writing poetry by considering the constructing elements (theme, diction, language style, imagination, structure, and typography)". | 15 | 7 | 1 |

Notes: p-8 is question number 8, and so forth.

If the data of the teachers' answers in the table are made into a graphic, it could be seen as follows.
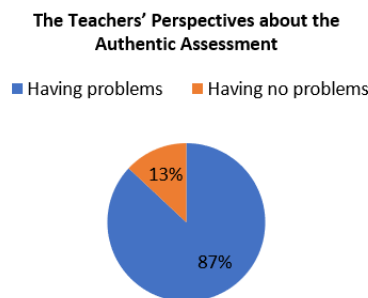
**Graphic 2:** The Teachers' Skills in Promoting the Authentic Assessment

Based on the teachers' answers toward the numbered 8 until 17 questions about Indicator of Competence Mastery (IoCMs), techniques, and assessment instruments that are appropriate with the presented core competences, most teachers were found to have not been able to design the authentic assessment in Indonesian language learning. The answers could be concluded as follows. (1) Many teachers could not read the core competences; (2) The assessment techniques for cognitive and psychomotor aspects had not been mastered properly; (3) teachers had not been able to breakdown the core competencies into IoCMs; (4) teachers had not been able to create assessment instruments that were in line with the core competence demands.

This condition showed that the teachers only "scored" the learners. The teachers had not promoted a more comprehensive and meaningful assessment based on core competence demands. In another word, teachers had not been to promote the authentic assessment properly.

**3) The Teachers' Perspectives about Problems in Authentic Assessment**

Questions about whether teachers had problems in promoting the authentic assessment, 20 teachers (87%) answered that they had problems. 3 teachers (13$) answered to not have problems. The teachers' answers upon the questions about the faced problems could be seen from the following graphic.



**Graphic 3:** The Teachers' Perspectives about Problems in Promoting the Authentic Assessment

The teachers' answers about the problems could be concluded as follow: (1) the teachers had not known the appropriate assessment with the learners' characteristics; (2) the teachers had not been able to compose the appropriate IoCMs; (3) the teachers had not been able to determine the appropriate assessment technique to the core competence; (4) the teachers had not been able to develop the appropriate assessment instruments to the core competence; and (5) the teachers had lack of time allotment to plan the assessment.

**4) The Teachers' Expectations about the Authentic Assessment**

The next question deals with whether there was a suggestion for the authentic assessment in Indonesian language learning. The teachers variously answered. However, the answers could be concluded as follow. (1) There was a need of a simple, objective, brief, and appropriate assessment with the Indonesian language learning; (2) there was a need of an appropriate assessment for a core competence; (3) there was a need of a standard skill assessment example; and (4) there was a need of an effective assessment example.

## IV.    CONCLUSION

An authentic assessment has been familiar with the teachers. Based on the interview results with 23 teachers, they had been familiar and known the authentic assessment. However, their understandings about it were not equally entailed by the assessment implementation in the classrooms. It was proven when they were asked about the indicators of competence masteries, techniques, and the assessment instruments based on the given core competences. Many teachers could not answer questions about the IoCMs, techniques, and assessment instruments correctly.

From the interview results, the conclusions are formulated below. (1) longer years of service does not make teachers understand about the authentic assessment; (2) most teachers had not been able to design the authentic assessment of Indonesian language lesson; (3) 20 teachers (87%) assumed to still have problems concerning with the authentic assessment in Indonesian language lesson; (4) teachers required a simple, objective, brief, and appropriate Indonesian language learning.

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