

DEVELOPMENT OF AUTHENTIC ASSESSMENT INSTRUMENT BASED ON CURRICULUM 2013 ON MATERIAL OF POETRY BY STUDENTS CLASS X SMA NEGERI 2 NORTH RANTAU ACADEMIC YEAR 2017/2018

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ABSTRACT: *This study aims to produce an authentic assessment instrument product in the form of an authentic assessment manual on poetry material and know the process of development and feasibility of the product. This research method is research and development research and development (R & D) proposed by Sugiyono refers to Borg & Gall model with little adjustment according to simplified research context up to product trial. The data were collected through validation of material experts, design experts, evaluation experts, teacher in SMA Negeri 2 North Rantau, and students class X SMA in total of 35 students as research subjects. Data collection is a questionnaire assessment. The analysis was done by converting quantitative data into qualitative data using Likert scale. The results of this research and development are teaching materials in the form of authentic assessment manuals in the form of print media, which have been declared appropriate for use by materials experts, design experts, evaluation experts and Indonesian teachers as learning resources. Feasibility of teaching learning materials in accordance with the results of the validation. Assessment of products in the form of authentic assessment manual by material experts showed that the presentation of material suitability with core competence and basic competence is 88% categorized as very good, the language and the writing of the instrument as much as 97% with very good category, the learning activities of learners have a percentage of 94 % with very good category, and supporting material has a presentation of 88% with very good category. The overall average is 92% categorized as very good. The assessment of authentic assessment guidebooks by design experts with an overall average of 91% categorized as very good. The assessment of authentic assessment guidebooks by evaluation experts with an overall average of 96% categorized as excellent. The authentic assessment guidebook reviews by Indonesian teachers have an average percentage average of 89% with the criteria of "Very Good". It can be concluded that the authentic assessment manuals development is effective and worthy of use as a learning resource.*

KEYWORDS: Authentic Assessment Instrument, Curriculum 2013, Poetry

INTRODUCTION

The application of a competency-based curriculum such as the curriculum 2013 with the application of competency standards requires that all components involved in educational processing must achieve defined competency standards to see the quality of the curriculum renewal. Teachers should have a clear orientation to what the learners should achieve because the teacher has wide freedom in designing and performing more effective and efficient learning.

Authentic assessment is emphasized on the three domains of knowledge, attitude, and skills. Regulation of the Permendikbud Number 104 Year 2014 on the assessment of learning

outcomes by educators in Primary and Secondary Education is explained that the assessment of knowledge is done by written tests, oral and assignments and instruments in the form of questions, questionnaires and assignments in accordance with the criteria of tasks equipped with scoring. Assessment is done by observation, self-assessment, peer-to-peer assessment with check or scale instrument, skill assessment done by practice test, project, and portfolio with instrument test in the form of check or scale. Assessment in the class should be directed to monitor the completeness of teaching and learning process of learners.

Indonesian language learning in the text-based curriculum 2013 also leads learners to proficiency in the four language skills, namely listening, speaking, reading and writing skills. The use of linguistic aspects in the learning process is often related to one another. Language skills are indispensable in learning Bahasa Indonesia (Indonesian Language). But in the previous research on the curriculum 2013 tends to use research of writing. Many researchers do not pay attention to research other than writing such as speaking in a form of poetry reading. Poetry/literature learning especially recital and poetry musicals is very important because it can help learners to play the role with their feelings.

Achieving the competence of learners is something that is measurable, operational and learners experience personally in the learning process. But in reality on the ground, assessment of learning outcomes conducted by teachers only in terms of knowledge alone. Teachers measure the success of learners' learning with written tests, to measure the extent to which learners understand the material already taught by the teacher. Assessment focuses only on the competence of learners' knowledge, while the attitudes and skills of learners during the learning process take place are not assessed.

Assessment includes attitude, skill and knowledge competence during the learning process. Teachers must design an assessment instrument in accordance with the competence to be achieved from the subject and can be applied in every day life. Another thing in the authentic assessment, the teacher is less concerned with the assessment in terms of poetry reading aspect. Teachers only use the assessment of poetry that has long tradition of mimic, gesture, tone. We know that with the development of curriculum 2013 assessment is very detailed. This requires teachers to be creative in developing assessments, especially judgments in poetry readings.

Another finding is seen from the results of the observation that the researchers found in the school about the collection of questions for the test in the form of a written test regardless of the competence taught. Most of the problems used by teachers are in the form of multiple choice. For example, the competence for writing skills should be a test of his writing skills, not on his ability to fill in answers related to writing skills.

Understanding of teachers on assessment activities in learning is still lacking. Teachers do not understand the application of assessment when learning. This is in line with the opinion of Nuning Hidayah Sunani in research conducted by Wicaksana, et al (2016:466) that the assessment system has not been understood by the teacher well.

The result of field observation of the assessment instrument used is less varied. The more varied the assessment instrument will make the learner not feel bored at the assessment of mixed text. Learners will also be more active in learning because they receive different assessment systems. This varied assessment creates an increasingly active and productive learning system. Some teachers also do not arrange the correct key and correct answer to the objective question. Assessment in teacher book and LKS is also less specific. This is what makes, the quality of

the problem cannot be guaranteed properly, thus students cannot answer the problem well, does not mean learners do not master the material but do not understand the meaning in the matter written by the teacher.

Authentic assessment is a form of task that requires the learner to demonstrate 3 significant real-world performance that is the application of knowledge and skill essentials. Thus, in the authentic assessment, the learner should be given the opportunity to demonstrate these matters. Learners are trained and challenged to be able to use new academic information and skills learned in the classroom into real situations in the community for significant purposes with life's needs.

Based on curriculum analysis and field observation that the class X curriculum can be developed. This makes the writer conducts research with the title "Development of Authentic Assessment Instrument Based on Curriculum 2013 on Material of Poetry by Students Class X SMA Negeri 2 North Rantau Academic Year 2017/2018 “.

LITERATURE REVIEW

Definition of Authentic Assessment Instrument

Sani (2016:22) says that authentic assessment is a type of assessment that leads learners to demonstrate the skills and competencies needed to address the problems and situations encountered in the real world. Herrington (in Olfos and Zulantay's research (2007:156), authentic assessment takes place in the context of authentic activities with complex challenges, and centers on active participants who produce products, and is associated with several learning indicators.

Supryadi (2013:65) says that authentic assessment is the process of collecting information by teachers about the development and learning achievement of learners through various techniques that are able to reveal, prove, or demonstrate appropriately that the learning objectives have been mastered and achieved. Kunandar (2014:35) says that authentic assessment is the activity of assessing learners who emphasize what should be assessed, both process and outcome with various assessment instruments adjusted to competence demands in competence standards or core competence and basic competence.

Based on the above opinion, it can be concluded that authentic assessment is a direct assessment through feedback that leads learners to demonstrate the achievement of learning that has been mastered with the demands of competence in competence standards, core competence, and basic competence.

Stages of Developing Authentic Assessment Instruments

Authentic assessment instrument should be developed based on the tasks expected to be displayed by learners. Of course, it is necessary to establish the first standard that the students need to master. Furthermore, teachers set criteria to assess the performance of learners, develop a rubric that will be used to assess the competence of learners.

Sani (2016:35) major stages in developing the following authentic assessment instruments:

1. Standard Identification

Standards are developed based on curriculum content. A standard is a statement expected to be made by learners. Standards in authentic assessment should be able to lead learners to learn or demonstrate how to learn.

2. Authentic Task Development

Authentic tasks are designed so that learners can construct responses unrestricted and they may demonstrate skills and abilities in performing performance related to expected standards.

3. Development of Performance Criteria or Indicators

The criteria for assessing the fulfillment of an authentic task should be established so that assessment can be made in a systematic manner namely clear, concise, observable and understandable.

4. Rubric Development

After establishing the criteria, teachers need to develop a rubric as a scoring guide. These scoring guidelines need to have descriptors that indicate the performance level of each level of performance.

5. Assessing Authentic Assessment Instruments

Teachers should be able to assess whether the developed instrument is indeed an authentic and learner-centered assessment instrument. In principle, the assessment instrument must be valid and reliable.

Definition of Assessment in Curriculum 2013

Sani (2016:65), the assessment in curriculum 2013 is divided into several categories, namely the concept and principles of assessment in curriculum 2013, the assessment characteristics in curriculum 2013, the objectives of curriculum 2013 assessment, the method of assessment in curriculum 2013.

1. Concepts and Principles of Assessment in curriculum 2013

The concept which first understood in an effort to understand the concept of assessment that must be done namely, the concept of competence and standards of competence.

2. Objective of Assessment in Curriculum 2013

The assessment conducted in curriculum 2013 uses the criterion reference based on what the learners can do after following the learning process and not to determine a person's position against the group.

3. Characteristics Assessment in curriculum 2013

Curriculum 2013 assessment has different assessment characteristics from the previous curriculum: Assessment of learning outcomes in the 2013 curriculum has some

characteristics of complete learning, authentic assessment, sustainability, benchmark reference, using various assessment techniques.

4. Assessment Method in Curriculum 2013

Assessment method that should be used in schools for the implementation of curriculum 2013 have been established in Permendikbud No.66 Year 2013 on Education Appraisal Standards. In the Year 2015 issued Permendikbud No.53 of 2015 on the assessment of learning outcomes by education in basic education. Methods of assessment of learning outcomes used by educators may include various assessment techniques such as tests, observations, assignments, individuals or groups, and other forms appropriate to the competence characteristics and developmental level of learners.

Steps for Implementing Assessment of Curriculum 2013

Kunandar (2014:93), assessment of learning outcomes of learners needs to be done programmed and systematic. Here are the steps of the assessment of learning outcomes of learners:

1. Determination of achievement indicators of learning outcomes

Indicators of achievement of learning outcomes developed by the teacher clearly and pay attention to the development and ability of each learner.

2. Mapping of competency standards/core competencies, basic competencies, indicators and assessment techniques. The mapping of competency/core competency standards, basic competencies, and indicators is done to facilitate teachers in determining assessment techniques that teachers will use to measure achievement of learners' learning outcomes.

3. Developing an Assessment Instrument

Preparing the appraisal appropriately will result in valid and accurate achievement of learners' competence. Therefore, a teacher needs to have the ability related to the writing of the problem.

Essense of Poetry

Etymologically, in Greek the word poetry comes from the word *poesis* which means creation. In English poetry it is called poem or poetry which is not much different from to make, so in a long time in English poetry it is called maker. Poetry is defined as a builder, creator, or maker because basically poetry can be written and spoken inwardly.

Gani (2014: 13) the creator of poetry is a man who is considered almost like a god or a person who is very fond of the gods. Such a person is a person who has sharp eyesight, has a high imagination, a saint. The person is at once a philosopher of statesman, teacher, and one who can shoot hidden truths.

Poetry belongs to a genre of literature containing expressions of poet's feelings that contain rima and rhythm, and is expressed with careful and precise choice of words. Poetry can also be defined as a written art form. In poetry, the language used is arranged in such a way as to enhance the aesthetic quality. The emphasis on the aesthetic side of a language, the use of deliberate repetition, and the use of certain rhymes are some of the things that distinguish poetry

from other literary works, such as drama or prose texts. Some modern literary scholars try to approach poetry in different ways, and define poetry as the embodiment of human imagination that is the source of all creativity. In addition, poetry is also regarded as the outpouring of one's heart (poet). The outline will be able to bring others (readers) to trace the depths of their hearts.

Definition of Poetry

Kosasih (2011:206) says poetry is a form of literary work using words that are beautiful and rich in meaning. Pradopo (2009:314), argues that poetry is a greeting or indirect expression. Gani (2014: 37) states that poetry is one form of creative work filled with meaning and beauty values.

Based on the opinions of experts, it can be concluded that poetry is a form of literary works that can be written and spoken by using beautiful words.

METHODOLOGY

The research was conducted at SMA Negeri 2 Rantau Utara, located on Siringo-tingo Rantau Utara Street, Labuhan Batu Regency. The research will be done in the even semester of 2018. The researcher takes the subject of the study amounted to 35 students and the object of research 2 teachers. This research is conducted based on the needs analysis that refers the activities of the learning process. This research uses the type of research and development using Borg and Gall model. Product development trials are conducted through three stages: individual trials, small group trials, and limited field trials. The test is done by giving a questionnaire. The subjects of the experiment in this study is the target users of products developed, ie students class X SMA Negeri 2 North Rantau. The instruments used to assess the products that have been developed are; a) the expert team's validation questionnaire sheet, b) evaluation questionnaires from Indonesian peers/teachers of the field of assessment of authentic assessment instruments on developed poetry material, c) teacher and learner assessment questionnaires obtained from individual, small group and limited field trial. The data obtained in this research is quantitative data about authentic assessment instrument on poetry material on the subject of Indonesian class X SMA Negeri 2 Rantau Utara. There are two types of data obtained from the research and development of material analysis and descriptive analysis. Assessment of authentic assessment instrument product in the form of descriptive data through questionnaire assessment, small group trial assessment and large group trials using Likert scale. Then the data analysis is done by using descriptive statistics (average score and percentage) is to calculate the percentage indicator of the use of categories on instruments that have been developed.

$$\text{Percentage of questionnaire score} = \frac{\text{total score obtained}}{\text{total ideal score}} \times 100 \%$$

From the calculation results using the above formula produces a number in the form of percent. The score classification is then converted to classification in percentage form. Sugiyono (2015:107) is further interpreted with qualitative sentences listed in the following table.

Table 1. Percentage of Indicator Conformity Criteria on Poetry Material on the Authentic Assessment Instrument developed

| No. | Interval persentase | Criteria |
|-----|---------------------------|--------------|
| 1. | $81 \% \leq X \leq 100\%$ | Very good |
| 2. | $61 \% \leq X \leq 80\%$ | Good |
| 3. | $41 \% \leq X \leq 60\%$ | Intermediate |
| 4. | $21 \% \leq X \leq 40\%$ | Not good |
| 5. | $0 \% \leq X \leq 20\%$ | Not good |

(Sugiyono,2015:107)

DISCUSSION ON RESEARCH RESULTS

Results of the Development of Authentic Assessment Instruments

The result of assessment instrument development is obtained from development stage I to development stage III by referring to the development stage of Borg and Gall.

Stage I Preliminary Study

The process of implementing the development of assessment instruments in stage I is to generate ideas by conducting preliminary studies. Preliminary study is conducted by conducting field surveys (needs analysis) and literature survey.

Results from questionnaires distributed to teachers and learners are obtained as follows:

- a. Some teachers (50%) said they did not understand the authentic assessment instruments used in curriculum 2013, whereas most learners (85.71%) were not familiar with authentic assessment instruments.
- b. Some teachers (50%) stated that they did not use variations of authentic assessment instruments on the materials used in the learning process, whereas most learners 82.86% said they did not use the variation of assessment given by teachers in the classroom assessment.
- c. All Indonesian teachers (100%) state the need for guidebooks for authentic assessment instruments so that teachers recognize and explore the authentic assessment instruments based on curriculum 2013 on poetry material whereas learners mostly 91.43% require authentic assessment instruments.

The next step is to survey the literature. The results of the literature survey found that the current authentic assessment instrument used by teachers of Indonesian class X in SMA Negeri 2 North Rantau is teaching material in the form of a teacher book produced by Kemendikbud namely teacher's book curriculum 2013 revised in 2016.

The final step, developing an authentic assessment instrument product based on curriculum 2013 on poetry material. Product development produces or creates an authentic assessment tool manual based on curriculum 2013 on poetry material. Guidebooks that teachers will use to help teachers understand authentic assessment instruments.

Stage II Initial Product Development

The initial product of an authentic assessment instrument developed is an authentic assessment instrument based on curriculum 2013 in the form of a grading guide for class X High School outlines the following: (1) preface, (2) table of contents, (3) concept of authentic assessment, (4) learning activities, (5) evaluation, (6) bibliography. In the next stage, the authentic assessment instrument developed is validated by a team of materials experts, design experts, evaluation experts, and teachers of Indonesian. The following steps will be described as follows:

a. Material Validation

The validation of an authentic assessment instrument based on curriculum 2013 aims to obtain information that will be used to improve the quality of authentic assessment instruments developed in accordance with the material of poetry. The validation of material experts was conducted by Dr. Wisman Hadi, M.Hum. and Fajar Purnama Sari, S.Pd. Validation begins with a discussion between the researcher and the validator. The researcher will explain the product that is produced then the validator will assess the product of the researcher.

The material validator checks the authentic assessment manual provided by the researcher. The material validator will examine the content of the product and provide direction to the researcher so that the product of the authentic research guide manual is produced well. The researcher will revise the authentic assessment manual according to the validation expert's input. Then the researcher discusses again with the material experts to check the quality of the resulting product.

b. Design Expert Validation

Validation of design experts conducted by Prof. Efendi Napitupulu and Dr. R. Murshid, M.Pd. validation is performed to obtain information that will be used to improve the quality of authentic assessment instruments developed in accordance with the aspects that exist in the assessment of learning in the form of feasibility of presentation. Validation results are scoring from several aspects of assessment indicators that exist in developed instruments. The design validator will advise that the product is better used in the learning process. This is done after the design validator provides an assessment of the assessment aspects provided by the researcher.

c. Evaluation Expert Validation

Validation of evaluation expert conducted by Prof. Abdul Muin Sibuea, M.Pd. validation is performed to obtain information that will be used to improve the quality of authentic assessment instruments developed in accordance with the aspects that exist in the assessment of learning in the form of feasibility of presentation. Validation results are scoring from several aspects of assessment indicators that exist in developed instruments. The average percentage of assessment results by evaluation experts is assessed on the basis of assessment aspects and indicators. Aspects of the assessment consist of suitability of task materials with core competence and basic competence, language and instrument writing, learning activities of learners, and assessment. Then the evaluation expert gives criticism and suggestions to produce a good product.

d. Assessment of Teacher of Indonesian on Authentic Assessment Instrument

The assessment of Indonesian teachers on the development of guidebook products of authentic assessment instruments based on curriculum 2013 is done by Tetty Roenani Depari, S.Pd and F. Hanim Dalimunteh, S.Pd. SMA Negeri 2 Rantau Utara Teachers.

The teacher response to the authentic assessment instrument based on curriculum 2013 on the developed poetry material has an average percentage of 89% with the criteria of "Very Good". This means that the authentic assessment instruments in the form of guidebooks on curriculum materials developed in curriculum 2013 meet the demands of learning that will be taught to students in the classroom.

Stage II Conducting Trial

a. Analysis of Individual Test Results Data

The results of individual trials are the perceptions of learners against authentic assessment instruments that are prepared or developed. Implementation of individual testing aims to determine the initial opinions of learners as users before small group testing of the instrument of authentic assessment of students class X SMA Negeri 2 North Rantau.

b. Analysis of Small Group Test Results Data

A small group test was conducted on 9 students of X-3 MIA Negeri 2 Rantau Utara class. The researcher will give the students time to provide a questionnaire assessment and to discuss with the teacher. Discussion in the form of directors and inputs between teachers and researchers to know the progress of learners from the learning outcomes. Learning outcomes are the scores of learners from the tasks assigned by teachers according to the guidance of the authentic assessment guidebook based on curriculum 2013 on poetry material.

c. Analysis of Large Group Trial Results Data

Large group test was conducted on 35 students of X-3 MIA Negeri 2 Rantau Utara class. Large group trials are the last test to see the level of product usability. Large group trials will provide a questionnaire assessment after the learning process is complete. Learners will provide assessment after the researcher's briefing. In line with the briefing, learners provide an assessment and the researcher will calculate the average assessment of the given questionnaire. Results of the assessment of learners greatly affect the product usage.

Usability of Instrument Developed

1. Validation of Material Expert

The result of the research shows that the presentation of material suitability with core competence and basic competence is 88% into the category of very good, the language and the writing of the instrument is 97% with very good category, the learning activities of learners have a percentage of 94% with very good category, and the supporting material has a presentation of 88% with very good category. The overall average is 92% categorized as very good. It can be concluded that the authentic assessment instrument can be used for the assessment of poetry reading material, but there should be many improvements, especially for supporting material indicators in order to assess the ability and level of learners' understanding of learning poetry reading, so as to know the achievement of learning goals of each students.

2. Design Expert Validation

The results of the assessment show that the percentage of 91% technique of presentation of the instrument is categorized as very good, the language and the writing of the instrument is 97% with very good category, assessment tool activity has a percentage of 75% with good category and completeness has a percentage of 100% with very good category. With an overall average of 91% categorized as very good. Based on the above results, it can be concluded that the authentic assessment instrument based on curriculum 2013 can be used for the assessment of poetry material.

3. Authentic Assessment Evaluation Expert

The results of the assessment show that the percentage of material conformity with core competence and basic competence 100% is categorized as very good, the language and the writing of the instrument is 100% with very good category, learning activities of learners have a percentage of 88% with very good category and the assessment has a percentage of 94% with very good category. With an overall average of 96% categorized as very good. Based on the above results, it can be concluded that the authentic assessment instrument based on curriculum 2013 can be used for the assessment of poetry material.

4. Individual Test Results Data Analysis

The results of the assessment showed that the percentage of effectiveness of the assessment instrument is 85% with the category of very good, the language and the writing of the instrument is 85% with very good category, and the learning activities of learners have a percentage of 86% with very good category. The overall average is 85% is categorized as very good. Based on the above results, it can be concluded that the authentic assessment instrument based on curriculum 2013 has been able to be used for assessment on poetry material.

5. Analysis of Small Group Test Results Data

The results of the assessment show that the percentage of effectiveness of the assessment instrument is 86% is categorized as very good, the language and the writing of the instrument is 84% with very good category, and the learning activities of learners have a percentage of 88% with very good category. The overall average is 87% categorized as very good. Based on the above results, it can be concluded that the authentic assessment instrument based on curriculum 2013 has been able to be used for assessment on poetry material.

6. Analysis of Large Group Trial Results Data

The result of the assessment shows that the percentage of effectiveness of the assessment instrument is 92% categorized as very good, the language and the writing of the instrument is 88% with very good category, and the learning activities of learners have a percentage of 87% with very good category. The overall average is 89% categorized as very good. Based on the above results, it can be concluded that the authentic assessment instrument based on curriculum 2013 has been able to be used for assessment on poetry material.

Product Usability Trial

Based on the product feasibility test results it can be seen that the test results of usability conducted obtained 92% with the criteria of "very usable". This indicates that the product

developed has a good level of ability and deserves to be used as an authentic assessment instrument on poetry material.

1. Product Revision

Based on the responses of the material experts, design experts and product evaluation experts that the assessment instrument is feasible to be undertaken in the next stage of field trials, but before being tested to the office it must be reflected and revised to correct the deficiencies of the assessment instrument to obtain more valuation instruments accurately in the process of assessing poetry learning.

a) First Revision

Based on the suggestions and improvements of material experts, design experts, and evaluation experts. The researcher made several revisions to the developed authentic assessment instrument. The revisions are as follows.

- 1) Some forms of assessment is given an example.
- 2) The product is neatly bound.
- 3) Indicators and descriptors are based on the nature of research variables.
- 4) Using a language that is easy to understand in making the question.

b. Second Revision

After various improvements are made based on inputs, comments, and suggestions from each material expert, instructional design, and evaluation expert. Then the second revision was made. This revision was conducted based on analysis of the results of individual trials conducted on three students of class X SMA Negeri 2 North Rantau, there are suggestions for improvements of teaching materials developed, the cover and the shape of the instrument made to be more interesting again.

c. Third Revision

The third revision was made based on analysis of small group experimental assessment results conducted on 9 students in class X of SMA Negeri 2 North Rantau. These small group trials, the absence of fatal flaws. The revisions contained in these small group trials are to correct typing of punctuation and spelling of the wrong word.

d. Fourth Revision

In the fourth revision based on the analysis of the results of a limited field trial assessment conducted on 35 students in class X SMA Negeri 2 North Rantau, there are suggestions for improvement of learning products developed. This is because the teaching materials have been improved maximally based on the opinions of experts and also from the results of individual trials and limited field trials.

CONCLUSION

Based on the results of research on the development of an authentic assessment instrument based on curriculum 2013 on the material of poetry that has been proposed, it can be drawn conclusion as follows.

1. Development of an authentic assessment instrument based on curriculum 2013, is a direct assessment because students directly demonstrate proof of competence when assessed. Authentic assessment instrument products generated through development stages referring to Borg and Gall development model are then validated by a team of materials, evaluation, and language experts.
2. The authentic assessment instrument contained in poetry material based on curriculum 2013 is well-known to learners because it is located around their environment. Based on the results of validation by a team of materials experts, evaluations, design experts and teacher responses indicate that each item in an authentic assessment instrument based on curriculum 2013 on learning poetry by students class X of SMA Negeri 2 North Rantau is considered feasible to be used to measure cognitive, affective, and psychomotor aspects or the skills of learners.

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