

SUPPORTING AND INHIBITING FACTORS FOR THE SUCCESSFUL IMPLEMENTATION OF AUTHENTIC ASSESSMENTS BASED ON CHARACTER IN DAIRI DISTRICT ELEMENTARY SCHOOL, INDONESIA

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ABSTRACT: *Teachers must not change their functions as knowledge transformers and tutors for students. Besides that, there are also examples in people's lives. As a transformer of knowledge, in him there must be a mindset to do the best for his profession as a teacher and as a tutor, he will guide his students in the process of finding truth based on science. Similarly the teacher is an example for students in character and action. Teachers are an example for students in character and action. Based on the results of interviews conducted by the author with several elementary school teachers in the state of Dairi District stated that the socialization of the implementation of the authentic 2013 curriculum assessment relating to the implementation of character-based learning was carried out in stages.*

KEYWORDS: Authentic Assessments; Character; Civic Education; Transformer

INTRODUCTION

In 2017/2018 academic year, the implementation of the 2013 curriculum is carried out in schools as pilot projects or referred to as target schools. Therefore the government organized a 2013 curriculum implementation dissemination which was attended by all class i, ii, iv and v teachers in elementary schools located in the district of Dairi district. With the changes in the 2013 teacher curriculum assessment standard, it is mandatory to know the existing assessment changes, both from the scope of assessment, assessment techniques and assessment instruments which all refer to the assessment of aspects of knowledge, attitudes and skills. With the 2013 curriculum changes teachers have difficulty in the process of authentic appraisal that is appropriate, teachers are not prepared due to the lack of training provided by superiors by both principals and school supervisors. From the statement, it can be seen that every aspect is required for physical evidence in the form of process and results assessment, so that authentic assessment which is the objective of the assessment in the 2013 curriculum really materializes. This is what differentiates the 2013 curriculum from the previous curriculum, where the 2013 curriculum requires the use of authentic assessments that measure student character. The results of interviews were also conducted with one of the vice principals in the curriculum field, according to m. *Marzuki* as one of the vice principals until the country in the field of curriculum, said, "So far the teacher often gives assessment to students based on roughly, in authentic assessment, the teacher not only calls students to get good grades, but must show supporting facts why did the student get the good grades, therefore when the 2013 curriculum was asked to do an authentic assessment of many teachers who had difficulties.

Based on these explanations, it is indicated that in the change of assessment in the 2013 curriculum which emphasizes authentic assessment there are still teachers who have difficulties in understanding and implementing properly and correctly especially authentic character-based

assessments. The problem is how is the readiness of teachers in elementary schools, in carrying out authentic assessments so that students do not just gain knowledge, but can have an impact on the formation of students' character. Referring to the idea of *Lickona (1992)*, teachers must be competent to implement the learning process by involving all three components, namely moral knowledge, moral feelings, and moral actions that are expected to have an impact on the character of students.

The main problem in educating children in the district of Dairi is the number of teachers who are less aware of the methods of authentic matching that are suitable. Education is less oriented towards the growth and development of children, so there are various criticisms that the curriculum and learning that has been done has killed the character of children. The lagging of character-based learning was carried out in stages resulting in many teachers who did not yet have readiness in the implementation of authentic assessments which ultimately did not emerge the character values of students. Teachers in *Dairi* district elementary school have not yet understood how to and the process of authentic assessment to the maximum. To be able to understand the teacher about authentic character-based assessment, it needs readiness from a teacher to be able to implement it even in stages.

LITERATURE REVIEW

Definition and Basic Concepts of Curriculum, 2013

The curriculum is closely related to the quality of education, although the curriculum is not the only factor that influences the quality of education. According to *Nasution (2008: 45)* the curriculum is something that is planned to achieve educational goals. *Kwartolo (2007: 232)* explains that there are many definitions of curriculum, but the essence is to deliver students through learning experiences so that they can grow and develop as optimally as possible. *Hamalik (2008: 215)* states that the curriculum is an educational program provided by educational institutions for students. The curriculum is not limited to a number of subjects but all things that can affect student development. The curriculum is a plan that contains content and learning materials, ways, methods or learning strategies, and is a guideline for the implementation of teaching and learning activities. Every interaction of formal education has a formal and written design or curriculum, education in schools is carried out in a planned, systematic, and more aware manner. The curriculum has a central position in the entire educational process. The curriculum directs all forms of educational activities in order to achieve educational goals. According to *Mauritz (in Sukmadinata, 2009: 4)* the curriculum is an educational plan, provides guidance, and handles the type, scope, and order of the content and process of education. According to *Sanjaya (2006: 2)*, the curriculum can be interpreted in three contexts, namely the curriculum as a number of subjects, the curriculum as a learning experience, and the curriculum as a learning program plan. The curriculum as a number of subjects is intended that the curriculum contains standards that must be followed and achieved by students to achieve educational goals.

The curriculum as a learning experience is that students follow learning is the responsibility of the teacher or school when in the school environment or outside the school environment based on the educational activities that are followed. The curriculum as a learning program planning is that teachers who plan learning programs rely on the existing curriculum and are developed so that students are able to achieve the competencies that have been established. Opinion

caswel and cambell (in sukmadinata, 2009: 4) the curriculum concept emphasizes learning experiences. "The curriculum ... to be composed of all experiences children has under the guidance of teacher." The curriculum is a plan that provides guidance or guidance in the process of teaching and learning activities. The curriculum is closely related to the quality of education, although the curriculum is not the only factor that influences the quality of education (*Kwartolo 2002: 77*). According to *Nasution (2008: 52)* the curriculum is something that is planned as to achieve educational goals. *Kwartolo (2007: 123)* explains that the curriculum is something that delivers students through learning experiences so that they can grow and develop optimally. *Hamalik (2008: 51)* states the curriculum is an educational program provided by educational institutions (schools) for students.

The curriculum is not limited to a number of subjects but all things that can affect student development. The curriculum is a plan that contains content and learning materials, ways, methods or strategies of learning, and is a guideline for the implementation of teaching and learning activities. Curriculum according to law number 20 of 2003 article 1 paragraph (19) is a set of plans and arrangements regarding objectives, contents and learning materials and methods used as guidelines for the implementation of learning activities to achieve certain educational goals.

Definition and role of the teacher

Law number 14 of 2005 concerning teachers and lecturers stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education and secondary education . *Uno (2009)* states that teachers are people who have the ability to design learning programs and are able to organize and manage classes so that learners can learn and ultimately can reach maturity as the ultimate goal of the educational process. Teachers are the dominant element in the education process, so that the quality of education is determined by the quality of educators in carrying out their roles and duties in society (*Mustafa 2007: 65*). Teacher is a profession that requires special expertise and cannot be done by people outside the field of education.

Government regulation number 74 of 2008 concerning teachers stated that teachers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize national education goals. *Miarso (2007)* states that qualified or qualified teachers are those who meet the educator's standards, master the material / content of the lesson in accordance with content standards, and live and carry out the learning process in accordance with the learning process standards. The implementation of learning in Indonesia, the government has made efforts to improve the quality of teachers through training, seminars, and through formal education.

With this effort, it is hoped that it will improve the quality of teachers and education in Indonesia. To achieve the condition of a professional teacher, the teachers must make the quality orientation and professionalism of the teacher as their work ethic and make it as the basis for behaving orientation in their professional duties (*Karsidi 2005: 32*). Therefore, the code of ethics for the teaching profession must be upheld. The role of teachers is very important in the world of education. Law number 14 of 2005 concerning article 4 teachers and lecturers emphasizes that teachers as learning agents function to improve the quality of national education. The teacher has the role of transferring knowledge to students. Teachers are also required to provide character education and be an example of good character for their students.

The teacher must be able to create a comfortable and pleasant classroom atmosphere in learning. *Sanjaya (2006: 54)* states that teachers no longer place themselves as the only model for learning and are the only ones who are able to find and correct students' mistakes

Meaning of Authentic Assessment

Today's authentic assessment model is widely discussed in the world of education because this model is recommended, or even emphasized, its use in assessing learner learning outcomes. One problem that arises is that not all teachers / lecturers understand the concept and the implementation of authentic assessment. Authentic assessment is a process of collecting various data that can provide an overview of student learning progress. A description of the development of student learning needs to be known by the teacher in order to ensure that students experience the learning process correctly. If the data collected by the teacher identifies that students experience congestion in learning, the teacher can immediately take appropriate action so that students are free from learning congestion. Because the picture of learning progress is needed throughout the learning process, this assessment is not carried out at the end of the period (end of semester).

Assessment activities are carried out simultaneously with learning activities. (*abidin, 2011: 10*) Authentic assessment emphasizes the assessment of processes and outcomes at once. Thus, the entire appearance of students in a series of learning activities can be assessed objectively, as is, and not solely based on the final results (products) only. After all, a lot of student performance is displayed during the learning activities so that the assessment must be carried out during and in line with the ongoing learning process.

When viewed from the standpoint of Bloom's theory - a model that is used as a reference for developing assessments in several curricula in Indonesia before this assessment must include cognitive, affective, and psychomotor domains. The assessment method also varies, can use the *nontes* and test models at once, and can be done at any time along with learning activities. However, all must remain well planned. Assessment is carried out in various ways or models, involving various domains, and includes these processes and products which are then referred to as authentic assessments. Authentic can mean and at the same time guarantee objective, real, concrete, truly the results of students' display, as well as accurate and meaningful.

Authentic Assessment and Character Education

Authentic assessment is a form of assessment that measures the real performance of students. The intended performance is the activity and results of activities obtained by students during the learning process. Based on this understanding authentic assessment in principle measures the activities carried out by students during the learning process. Character education aims at students being able to become noble characters. This character development effort must be carried out continuously in the learning process. Practically, the formation and character development are integrative with the learning activities carried out by students. Therefore, to be able to measure the development of students' character, a tool is needed that is automatically able to measure activity and at the same time show the character of students. The tool is authentic assessment. To clarify this connection, let us see the practical application in the following learning examples. A teacher intends to teach the concept of the development of transportation tools. The learning objectives are students who are able to mention the types, characteristics, and characteristics of the means of transportation. In the learning process, the

teacher has planned the application of a contextual model, so that the students are prepared with the following learning steps.

1) Initial activity (10 minutes)

- a. Condition the class so students are ready to take part in learning
- b. Apperception reviews the previous material, namely production and communication technology, then explains that the two technologies are closely related to transportation technology and asks students about the transportation tools that have been used.
- c. Explain the learning objectives to be achieved
- d. Explain the learning procedures that students will take

2) Core activities (50 minutes)

Exploration

- a. Students observe the pictures provided by the teacher in four classroom walls in groups (each group of one picture). (discipline)
- b. Students record the types of transportation equipment in the picture in the process worksheet received from the teacher. (meticulous)

Elaboration

- a. Students discuss the types of transportation tools and their characteristics and their uses. (democratic / responsibility)
- b. Students compile reports on the results of the discussion and appoint group representatives. (creative)
- c. Students read a discussion report about the type of transportation technology interspersed with questions and answers. (responsibility / democratic)

Confirmation

- a. Students listen to the teacher's explanation of the type and characteristics of transportation equipment. (curiosity)
- b. Students answer teacher's questions about the use of transportation equipment in their neighborhood. (environmental care)

3) Final activity

- a. Students and teachers conclude learning material.
- b. Students carry out evaluations.
- c. Students and teachers reflect learning
- d. Students get home assignments to record transportation equipment in their environment based on their type, characteristics, and usefulness.

Based on the learning design above, to measure student performance / activity during learning the teacher compiles an authentic assessment in the form of performance assessment. In the assessment, there are several activities that students do while describing the character of students. The measured activity is as follows. 1) observe the image and make notes on the observations. 2) discuss the characteristics of transportation equipment, 3) compile reports on observations, 4) report the results of the discussion on the basis of the activity and then compile the process worksheet.

METHODOLOGY

Location and Time of Research

This research will be conducted in the district of Dairi district even semester 2017-2018 school year. The reason researchers chose this school, because similar studies had never been carried out at the school. Furthermore, learning in the country of *Dairi* district during this time is still conventional with teacher-dominated learning, passive students and always waiting for the teacher's orders, student interaction with students and teachers is rare.

Research Methods and Designs

This study uses descriptive qualitative analytical methods, while data collection techniques use focus group discussion. Respondents were collected in a room to receive researchers' questions, they were given the freedom to submit answers and to express opinions of the questions prepared by the researcher. This qualitative descriptive study presents information on the results of the work analysis in the form of identification of the readiness of primary school teachers in implementing integrative thematic learning in the approach of the 2013 curriculum. and analyze a problem non-numerically. Referring to *Moleong* (2007: 97), that FGD aims to collect data about the perceptions and views of respondents to something, not trying to find consensus or make decisions about what actions will be taken. Therefore in open-ended questions are used, which allows respondents to provide answers accompanied by explanations. The questions presented by the researchers are about how readiness of elementary school teachers in carrying out civic learning based on character education, namely: (1) how is the teacher's insight / knowledge about authentic character-based assessment? (2) how is the teacher's readiness to implement character education.

Research Subject and Research Objects

Subjects studied were elementary school teachers in the district of *Dairi* District, involving 74 elementary school teacher respondents. Subjects of research teacher respondents were obtained randomly. Research data in the form of information on teacher readiness is captured using interview and questionnaire techniques. Furthermore, the collected data were analyzed descriptively. The research subjects were the readiness of the teacher in carrying out authentic character-based assessments in the district of *Dairi* regency.

Technique of Collection Data

Data collection techniques in qualitative research, the researchers themselves or with the help of others is the main data collection tool (*Moleong*, 2007: 9). Researchers directly review the field to collect data or information in accordance with the research focus. To obtain accurate

data and information, data collection techniques are needed in accordance with qualitative research methods, so in this study used data collection techniques that include:

Interview

An interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer (interviewer) who submitted the question and interviewed (interviewee) which gave the answer to the question (*moleong, 2007: 186*). Interview in this research was conducted to find out information from class teachers about the thematic integrative based learning process in schools in the country *dairi* district.

Observation

This method is done by observing directly the conditions that occur during the field, both in the form of physical and behavioral conditions that occur in the course of the study. Observations are made to collect data directly related to the character-based learning process in elementary schools in *dairi* district. According to *Rubiyanto (2013 : 90)* observations are grouped into 4 types, namely: (1) participatory observation, (2) non-participant observation, (3) quasi participatory observation and (4) systemic and non-systemic observation.

In this study researchers used participatory observations because they learned and understood the behavior of the people involved.

Data collection techniques are assistive techniques in gathering data that aims to obtain supporting data as reinforcement of the main data that has been obtained.

Questionnaire

According to *Rubiyanto (2013: 87)* questionnaire or questionnaire is a way to collect data by giving a number of written questions to be answered by respondents in writing as well.

Judging from its nature the questionnaire is divided into three types, namely (1) closed questionnaire, (2) open questionnaire and (3) combination questionnaire.

In this study the researcher used an open type of questionnaire because it was hoped that the data obtained would be wider and deeper.

Documentation

According to *Arikunto (2006: 231)* documentation methodology is looking for data regarding things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas and other documents.

Documents are notes of past events. Document study is a complement to the use of observation methods and interviews in qualitative research (*Sugiyono, 2005: 82*).

DISCUSSION

The data obtained by the researcher from the results of interviews with teachers from 030277 *Sidikalang*, from 030283 *Sidikalang*, 030304 from the country and 030293 from *Laehole* about the supporting factors for the successful implementation of authentic character-based

assessment, among others; a lot of training was held, getting assistance from school principals, city officials, and provincial offices. In order to realize the successful implementation of authentic assessment which is an important part of the 2013 curriculum, the government holds training etc. The training is very helpful for teachers to understand how to implement authentic assessments both theoretically and practically. So as to be able to implement authentic assessments according to existing procedures. Assistance from various parties is also a contributing factor to the successful implementation of authentic assessment. In 2018 until the country 030277 *Sidikalang*, up to the country 030283 *Sidikalang*, up to 030304 from the west and 030293 from the country, they got assistance from the state university. Assistance was also obtained from the city office, and the provincial service. In the country 030277 *Sidikalang*, from 030283 *Sidikalang*, 030304 from the country and 030293 from the country *Laehole* is one of the primary schools appointed as pilot projects for the implementation of the 2013 curriculum. It is not surprising that the city authorities and the provincial service always provide assistance for implementation Authentic assessments that are part of the 2013 curriculum can work well. The implementation of authentic assessment requires a much greater cost than the previous assessment. So most of the financing is taken from the boss's funds (school operational costs). *LPMP* (education quality assurance institution) also supports the successful implementation of authentic assessments by providing an assessment column. In addition, *LPMP* also provides assistance on how to create and fill in the assessment column to fit the procedures set by the government. This is very supportive of the successful implementation of authentic assessment in the country 030277 *Sidikalang*, up to 030283 *Sidikalang*, 030304 from the country and 030293 from *Laehole*. Data obtained by researchers from interviews with teachers from 030277 *Sidikalang*, from 030283 *Sidikalang*, 030304 from the country and 030293 from *Laehole* about the inhibiting factors of successful implementation of authentic character-based assessments, among others; students who are many and varied, students who are less able to be conditioned, lack of availability of space .The number of students who are many and varied is normal. However, with a large number and diversity of students it is very difficult for teachers to conduct assessments.

When assessing the teacher must observe all students. If there are 40 students in one class at that time the teacher must observe 40 different types of activities and the teacher must do it every day. This is not easy to do, but if a solution is not sought, it will hamper the implementation of authentic assessment. Conditioning of students is not an easy thing. Learners are more easily conditioned at the time of written and oral tests, because the teacher can monitor the condition of students directly. Conversely, at the time of project appraisal the teacher is more difficult to condition students. The teacher cannot monitor students directly. At the time of the discussion assessment there are usually several students who are able to do the activities expected by the teacher. For example, being silent at the time of discussion and at the time when a friend expresses an opinion actually speaks for himself. This situation disrupts the assessment. Disruption of the assessment process usually results in changing the planned time allocation because they have to wait for the unfinished group or repeat the assessment because of the noise that occurs. Students who are less able to be conditioned will hinder the successful implementation of authentic assessment.

The next obstacle is the lack of available space. This type of portfolio is an assessment through a collection of students' work that is arranged systematically and organized in a certain period of time. To be able to do the assessment, so that a place is needed to store the works of students. If the place is not available, it will hamper the implementation of authentic assessment. Data obtained by researchers from the results of interviews with teachers from 030277 *Sidikalang*,

up to 030283 *Sidikalang*, 030304 from the country and 030293 from *Laehole* about supporting factors for the successful implementation of authentic character-based assessments on my dream themes, among others; a lot of training was held, getting assistance from the school principal, city service, and provincial service. Authentic assessment is new. T

he appraisal procedure is complicated, therefore training and mentoring from various more competent parties is very helpful in achieving success in the implementation of authentic assessments in 030277 *Sidikalang*, from 030283 *Sidikalang*, and 030293 to *Laehole*. Data obtained by researchers from interviews with teachers from 030277 *Sidikalang*, from 030283 *Sidikalang*, 030304 from the country and 030293 from *Laehole* about the inhibiting factors of successful implementation of authentic character-based assessments, among others; students who are many and varied, students cannot be conditioned, lack of availability of space.

Authentic assessment demands are to assess the ability of students as a whole. Students who are many and varied make it difficult for teachers to conduct assessments. These difficulties can hinder the successful implementation of authentic assessments. Students are the object of assessment, if as an object the students are not able to be conditioned, it will hinder the successful implementation of authentic assessment. The lack of availability of a place to be one of the inhibiting factors is true. Authentic assessment requires a place to put the work of students. If the place is inadequate, only a few works can be stored by the teacher. So that, it will inhibit the perfection of the implementation of authentic assessment based on character in 030277 *Sidikalang*, from 030283 *Sidikalang*, 030304 to the country and 030293 to *Laehole*. From the results of the research analysis above, that the scientific approach is a scientific approach in the learning process, especially from children observing, asking questions and also students to be capable in speaking and also in delivering responses or answers from each question. This means that children are required to be more effective in finding or finding problems while the teacher is only as a companion in the learning process. In line with the above statement, Piaget (1971) states that learning is related to the formation and development of mental structures or cognitive structures in which a person intellectually adapts and coordinates the surrounding environment.

CONCLUSION

The problem faced in the implementation of authentic assessment is in terms of adjustments between the type of assessment with the characteristics of students, how to overcome them teachers must understand the students' personalities in order to recognize the characteristics of students, and the teacher must change the way of packaging assignments so that students do not feel burdened with the task given by the teacher. The second problem, the assessment procedure is more complicated. The way to overcome the problem above is by holding a teacher group work (kkg) once a week to create a column at the beginning of the year. Teachers must also take part in upgrading the 2013 curriculum and always actively seek the latest information on authentic character-based assessments and more complicated assessment procedures. Supporting factors for the successful implementation of authentic character-based assessments include; a lot of training was held, getting assistance from the school principal, city service, and provincial service. Inhibiting factors for the successful implementation of authentic character-based judgments on my dream theme include; students who are many and varied, students who are less able to be conditioned, lack of availability of space.

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