

THE DEVELOPMENT OF AUTHENTIC ASSESSMENT OF PARTICIPATION SKILL ASPECTS IN CLASS FIVE STATE ELEMENTARY SCHOOL 047168 KACINAMBUN, DISTRICT OF TIGAPANAH

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ABSTRACT: *This study aims to find appropriate assessment instruments to be used in carrying out authentic assessments of aspects of participation skills in grade IV elementary school. It is included in the type of research & development, which is a research process that is used to produce products in the form of instruments for authentic assessment of aspects of participation skills in grade IV elementary school. Subjects in this study are students and teachers in grade IV Sate Elementary School 047168 Kacinambun, District Tigapanah, and validation experts consist of 4 experts who had criteria as: (1) civics experts, (2) Language experts, (3) Design experts, and (4) Instrument experts. The object of this research is the development of instruments for authentic assessment of aspects of student participation skills. Based on the preliminary analysis of teacher books and books of grade IV elementary school students, theme 1, the beauty of togetherness with the sub-themes of cultural and national diversity, togetherness in diversity and gratefulness for diversity, the assessment instruments are not suitable for the type and aspects of assessment in each learning sub-theme. Based on the acquisition of validation scores from each expert the value of the score on the study of civics material is 83.30% with a very valid category, Language experts with a score of 81.25% with a very valid category, Design experts with a score of 91.18% with very valid categories, and Instrument experts get a score of 85% with a very valid category and obtain an average score of 85.68% with a very valid category. The results of trials in small scale groups scored 76% with valid categories, and trials in large scale groups 1 obtained a score of 90.6% and trials in large scale groups 2 obtained a score of 96.8% with very valid categories.*

KEYWORDS: Authentic Assessment, Participation Skills Aspects

INTRODUCTION

Education is a process of transfer of knowledge involving educators and students. The role of education is very important to create a smart, peaceful, open and democratic society. Various efforts have been taken by the government to improve and advance the education sector, including the provision of infrastructure facilities to support the learning process in schools, improving the level of teacher welfare and improving the curriculum that is continuously carried out by the government. In order to accelerate the improvement of the quality of education in 2013, the curriculum is changed, called as 2013 curriculum. The 2013 curriculum is implemented gradually

starting in the 2013/2014 academic year through limited implementation, especially for schools that are ready to implement it and schools that had an accreditation value "A ". The 2013 curriculum emphasizes authentic assessment. Assessment is a series of activities to obtain, analyze, and interpret data about the process and learning outcomes of students conducted systematically and continuously, so that it becomes meaningful information in decision making. Assessment is very important, because assessment can be used in providing important information, including determining the learning outcomes of students, measuring the extent to which the success of the teacher in carrying out learning during the teaching and learning process, and measuring the extent of students' ability to follow and understand the subject matter that has been taught. Arifin (2013: 4) assessment is a systematic and continuous process or activity to gather information about the process and results of student learning in order to make decisions based on certain criteria and considerations. Sa'ud (2013: 172) explains that authentic assessment is a process carried out by the teacher to gather information about the development of student learning.

Therefore, authentic assessment means in this study as a process of collecting, reporting and using information about student learning outcomes in participating and being responsible for learning. Competencies must be possessed by the teacher in order to carry out authentic assessments include: carefully reviewing Competency and Basic Competency Standards, planning authentic assessments with appropriate assessment techniques, applying various types of assessment techniques appropriately, evaluating learning outcomes aspects of knowledge, attitudes and proportional skills, and processing the assessment data appropriately in accordance with the Assessment Guide in elementary school, and writing the competency achievement of students on report cards in a qualitative descriptive form that is easily understood by relevant parties including parents or guardians of students. The fact is that the application of authentic assessments, especially in elementary schools, according to the teacher, the assessment of skills is very difficult to understand. Whereas the skills assessment guide issued by the Ministry of Education and Culture in 2013 states that the assessment of student skills can be done through portfolio assessment, performance assessment or project appraisal, the determination of assessment techniques is based on the competency characteristics of the skills to be measured.

On the results of observations and preliminary interviews conducted by researchers on Monday, January 16, 2018, it is known that 8 of 14 class teachers in Class five State Elementary School 047168 Kacinambun, District of Tigapanah, states that teachers who carry out authentic assessments of aspects of skills have very limited understanding, unlike the knowledge aspect, the teacher understands it very well. Especially in the aspect of participation skills assessment, many teachers do not know the aspects of the assessment. Due to the teacher does not understand the concept and the implementation of authentic assessments of skill aspects. They do not understand Regulation of the Minister of Education and Culture number 53 of 2015 concerning assessment and also do not understand the assessment guidelines at elementary school. Signs of the preparation of the learning plan that refer to the Minister of Education and Culture's National Curriculum are also not yet understood optimally. In addition, according to the teacher's mind, aspects of learning outcomes assessment have represented all aspects of the student's authentic assessment aspects. Based on the initial analysis conducted by researchers on January 16, 2018, it is found in the teacher's book in Grade IV Elementary School, theme 1, The Beauty of Togetherness as follows:

**Table 1. Analysis of Teacher's Book
Theme 1: The Beauty of Togetherness**

Subtheme	Basic Competency	Indicator	Assessment Technique		
			Practice Test	Project	Portfolio
1. Cultural Diversity and my Nation	<p>1.4 To be grateful for the various forms of ethnic, social, and cultural diversity in Indonesia that are bound by unity as the gift of God Almighty</p> <p>2.4 To display the attitude of cooperation in various forms of ethnic, social, and cultural diversity in Indonesia which is bound by unity</p>	To explain that diversity will enrich cooperation			
2.Unity in diversity	<p>2.4 To display the attitude of cooperation in various forms of ethnic, social, and cultural diversity in Indonesia which is bound by unity.</p> <p>3.4 To Identify various forms of ethnic, national, social and cultural diversity in Indonesia that are bound by unity</p>	<p>- To explain that diversity will enrich cooperation</p> <p>- Tells stories of self-collaboration in diversity</p>	√		

3.To be grateful for diversity	4.4 To Present various forms of ethnic, national, social and cultural diversity in Indonesia that are bound by unity .	- Tells stories of self-collaboration in diversity			
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In Table 1, there are several competencies which their assessment is generally done with rubric using a checklist. There is no explanation of the type and aspects of assessment. The problem faced by the teacher is the absence of classification aspects of the assessment, so the teacher has difficulty using the rubrics available. In addition, the subject matter has narrow explanation so that it makes it difficult for teachers to carry out authentic assessments of the skill aspects. The format of the assessment in the handbook has not clearly explained the authentic assessment of skill aspects.

Therefore, to make it easier for teachers to understand authentic assessment in accordance with the criteria and demands of the 2013 curriculum, it is needed to develop authentic assessment instruments that could help teachers to conduct assessments, especially on skills aspects, the researchers used Research and Development (R & D) methods. The product is developed in the form of an instrument guide for authentic assessment of aspects participation skills in grade IV elementary school, *theme 1: The beauty of togetherness* completes the assessment instruments in the 2013 curriculum book. The importance of authentic assessment of participation skill in the 2013 curriculum, the researcher will carry out research and development entitled *The Development of Authentic Assessment of Participation Skill Aspects in Class Five State Elementary School 047168 Kacinambun, District of Tigapanah*.

THEORITICAL REVIEW

Basic Concept of Assessment

The Ministry of Education and Culture, the Directorate General of Basic Education, the Directorate of Basic Education Development in the Technical Guidance in Elementary School Guidelines defines that assessment is a series of activities to obtain, analyze, and interpret data about students' learning processes and outcomes systematically and continuously so that they become meaningful information in decision making. Arifin (2013: 2) assessment is a systematic or continuous process or activity to gather information about the process and learning outcomes of students in order to make decisions based on certain criteria and considerations. The term of assessment deals with evaluation. It can be concluded that assessment is a series of activities to collect, analyze, and interpret data about the process and results of student learning systematically and continuously so that it becomes information that illustrates the extent to which students achieve learning goals as a basis for decision making.

Understanding Instruments

The term of instrument is clarified by John M. Echols and Hassan Shadily (1982) it is interpreted as 'tool' or 'tooling'. In general, the instrument is a tool that meets academic requirements so that it can be used as a tool to measure an object or collect data about a variable. In the world of education, there are various types of assessment instruments that are used to measure and assess the processes and results of learning that have been done to students. The instrument has two parts, namely; test and non-test. The test group is tests of learning achievement, intelligence tests, aptitude tests, and academic ability tests. While non-test group is attitude scale, rating scale, observation guidelines, interview guidelines, questionnaires, document checking and so on. The instrument in the form of a test is the maximum performance while the non-test instrument is a typical performance. The requirement for a good instrument is to have validity and reliability, objectivity, practicality, economics, degree of difficulty, and to distinguish between high and low ability students.

Authentic Assessment

Sani (2016: 23) states that authentic assessment is an assessment that directs students to demonstrate the skills and competencies needed to overcome problems and situations encountered in the real world. Meanwhile, Nurgiyantoro (2008: 23) states that authentic assessment is an assessment of tasks that resemble reading and writing activities as well as in the real world and in school. The aim is to measure various skills in various contexts that reflect the situation in the real world where these skills are used. The Ministry of Education and Culture states that the types of authentic assessments include

- 1) Performance Assessment
- 2) Project Assessment
- 3) Portfolio Assessment
- 4) Written Assessment

Authentic Assessment of Participation Skill Aspects

According to Davis (in Suryosubroto 2002: 279) participation is the mental and emotional involvement of someone to achieve goals and take responsibility in them. Sumaryadi (2005: 46) states that participation is the role of a person or group of people in the development process in the form of statements or in the form of activities that provide input such as thoughts, energy, time, skills, capital, and participate in utilizing and enjoying the results of development. Other words, participation is mental and emotional involvement. It can be said that actual participation is a symptom of democracy where people are included in a plan and in implementation and also take responsibility in accordance with the level of maturity and level of obligations.

Based on the opinions of several experts about the notion of participation skills, it can be concluded that participation skills are the involvement of students in taking responsibility in learning process, being able to collaborate and actively participate in learning or certain learning groups to achieve a goal that is satisfying learning outcomes. Based on the above understanding, there are elements in participation as follows:

- 1) The involvement of students in all activities carried out in the teaching and learning process.
- 2) The willingness of students to respond and be creative in the activities carried out in the learning process.

In accordance with the understanding of participation skills, the development of instruments is very suitable, because the instruments of participation skills assessment are judgments made to assess the ability of students to apply knowledge in performing certain tasks, to be involved in groups, and to be responsible in various contexts according to indicator of achievement of competence. The technique of evaluating participation skills can be performed in the following ways

- 1) Practice tests are conducted to assess student competency in certain skills. Practice tests can use observation sheets or standardized equipment.
- 2) Project evaluation has characteristics that focus on the process, other words, it focuses on the product
- 3) Portfolios are assessments through a collection of works of students organized systematically in period of time.

DISCUSSION

Based on the results of the validation of the development of instruments for authentic assessment of aspects participation skills in class IV Sate Elementary School 047168 Kacinambun, District of Tigapanah which has been implemented on *theme 1, the beauty of togetherness* is declared valid and feasible to use. If the instrument has been validated by material experts, linguists, instrument experts and design experts and it is included to be valid / very valid category. The assessment instrument uses research methods from the development of Research and Development (R & D) from Sugiyono, based on the procedures described, the completion of instruments is carried out in ten steps, namely:

1). Potential and Problems

At the stage of potential and problems, it starts from doing literature studies and field studies. In the literature study, researchers conducted a search of various written sources, in the form of teacher handbooks, student books and assessment of aspects of participation skills that are relevant to the problems studied.

2). Data collection

Based on the results of observations and discussions between researchers and teachers in grade five Sate Elementary School 047168 Kacinambun, District of Tigapanah, that teachers have difficulty assessing aspects of skills and only focus on assessing aspects of knowledge, and consider aspects of knowledge to represent all aspects of assessment. Teachers also do not understand aspects of participation skills and never make an assessment of these aspects. The teacher's book of Class five Elementary School is analyzed. It is theme 1, The Beautiful Togetherness of 2013 Curriculum Integrated Thematic Book, which consisted of 3 sub-themes namely: Culture and Nation Diversity, Unity in Diversity and Gratefulness for Diversity.

Based on the table 1 above, it is known that the researchers categorize basic competencies and indicators with the appropriate type of assessment to measure the aspects of participation skills of each indicator of learning carried out by students on theme 1, the beauty of togetherness in class five.

3). Product Design

The product design in this study is in the form of a book (appendix 2), which contains instruments for evaluating Class five participation skill aspects theme 1, The Beauty of Togetherness.

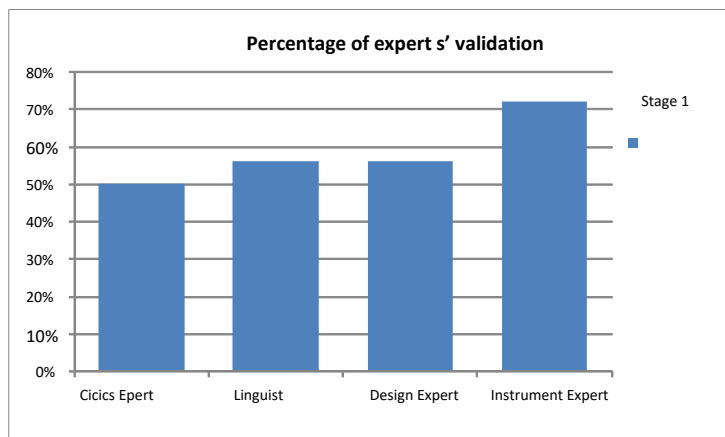
4.) Design Validation

The summary of the results of the instrument validation from each expert can be seen in the table below:

Table 4.10 Validation Results of Participation Skills Assessment Instruments

No	Experts	Percentage	Average Score
1	Civics Expert Lesson	84,3%	85,68%
2	Linguist	81,25%	
3	Design Expert	92.18%	
4	Instrument Expert	85%	

To see the result value of validation clearly, it can be seen in the following diagram:



Based on the above diagram, the results of instrument validation performed by the experts are as follows:

1. The score obtained in civics lesson is 50% with the Less Valid category
2. The score obtained for Language experts is 56.25% with the Less Valid category
3. The score for the Design experts is 56,255 with the Less Valid category
4. The score obtained for instrument experts is 72% in the valid category.

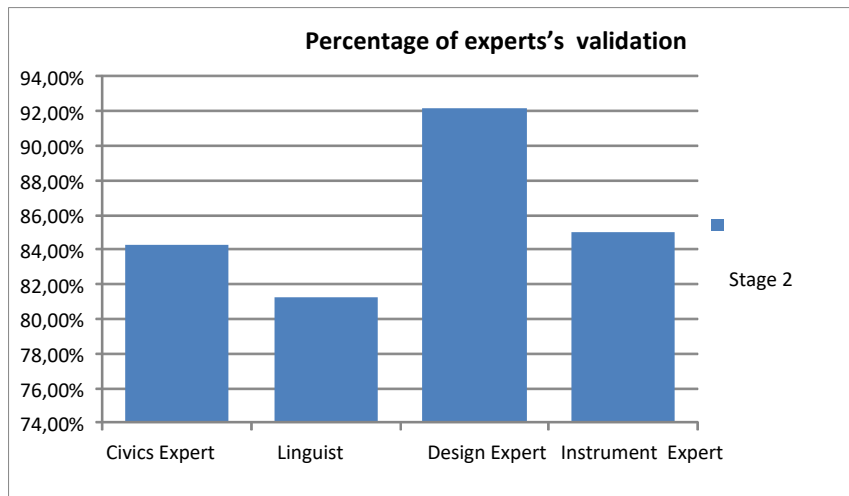


Figure 4.2 Diagram of expert validation stage 2

Based on the above diagram, the results of instrument validation performed by the experts are as follows:

1. The score for the civics lesson is 84.30% with the Very Valid category
2. The score obtained for language experts is 81.25% in the Very Valid category
3. The score obtained from Design experts is 91.18% with the Very Valid category
4. The score obtained for instrument experts is 85% in the Very Valid category

In accordance with the above diagrams, it can be seen the results of instrument validation carried out by experts, the average expert rating of the overall assessment in stage 1 obtains the average of 58.624% with a less valid category, and in stage 2 obtains the average of 85.68% with a very valid category .

5). Design Revision

After going through several stages of design validation, a design revision is carried out to find out whether there is still a discrepancy or error in the product to be improved and as a product improvement to be developed. At this stage, the researchers refine the product design that has been validated based on suggested improvements from design validation.

6). Product Trial

The trial is conducted in Class five of Sate Elementary School 047168 Kacinambun District of Tigapanah, which is held on November 5, 2018 by Sri Ulina, S.Pd, teacher class five and 20 students test the validity of the instrument on a small scale developed by researchers. The following are the results of the trial of the instrument after testing.

**Table 2. Small-Scale Trial Results of Authentic Assessment Instruments
Participation Skills aspect**

Number	Observed Aspects	Score	Score Percentage
1	Competency suitability for each learning	3	75%
2	Contains clear objectives of the assessment to be carried out	4	
3	The order of evaluation and presentation is logical and systematic	3	
4	The assessment can be carried out objectively	3	
5	The language used is easy to understand	3	
6	The assessment is made quite well and encouraged teachers to carry out the development of assessment	3	
7	The assessment helps teachers to establish efficient and effective learning strategies	2	
8	The Assessment allows teachers to interact optimally with students	3	
Total		24	
Classification		Valid	

Based on the results of the trial and evaluation given by the teacher using the assessment instrument, the score is 75% with the category valid and feasible to use. However, there are some difficulties found by the teacher when using assessment instruments, namely:

1. The teacher does not understand some of the uses of the sentence in the assessment instrument
2. The instrument of assessment is less detailed, so it requires time in its use

From several inputs and directives given by the teacher, the researchers make improvements. After making improvements, the researchers return to conduct a large-scale direct trial with 32 students, on November 8, 2018. The following are the results of teacher evaluations of the instruments that have been repaired.

**Table 3. Trial Results of Large Scale Authentic Assessment Instruments
Participation Skills aspect**

Number	Observed Aspects	Score	Score Percentage
1	Competency suitability for each learning	3	90,6%
2	Contains clear objectives of the assessment to be carried out	4	
3	The order of evaluation and presentation is logical and systematic	4	
4	The assessment can be carried out objectively	4	
5	The language used is easy to understand	3	
6	The assessments are made quite well and encourage teachers to carry out development assessments	4	
7	The assessment helps teachers to establish efficient and effective learning strategies	3	
8	The assessment allows teachers to interact optimally with students	4	
Total		29	
Classification		Highly Valid	

Based on the results of the trials in the table above, it can be seen some changes in instrument assessment after some improvements are made. The improvement of assessment instruments reaches a score of 90.6% with a very valid category.

7). Product Revision

After the product is tested in the field, there are several things that must be revised, namely the use of language in the instrument needs to be improved, so that teachers are more easily able to understand the assessment instrument. After making several improvements, the researcher returned to the next trial.

8). Usage Trial

Usage trials are carried out after going through several stages of small-scale trials and large-scale trials. Furthermore, the researchers carry out a trial of usage on 12th November 2018 until 7th

December 2018. The following are the results of the teacher's evaluation of the assessment instrument after the usage trial.

**Table 4. The Usage Trial Result of Authentic Assessment Instruments
Participation Skills Aspect**

Number	Observed Aspects	Score	Score Percentage
1	Competency suitability for each learning	4	96,8%
2	Contains clear objectives of the assessment to be carried out	4	
3	The order of evaluation and presentation is logical and systematic	4	
4	The assessment can be carried out objectively	4	
5	The language used is easy to understand	4	
6	The assessments are made quite well and encourage teachers to carry out development assessments	4	
7	The assessment helps teachers to establish efficient and effective learning strategies	3	
8	The assessment allows teachers to interact optimally with students	4	
Total		31	
Classification		Highly Valid	

Based on table 4, the score obtained is 96.8% , it is classified into a very valid category. In accordance with the category aspects, the assessment of participation skills is very feasible to use. When using instruments, the teacher has no difficulty in assessing students. Thus, based on the results of the trial, the use of the product can be used properly to assist the teacher in carrying out authentic assessments, especially aspects of participation skills.

9) Product Revisions

Based on the results of product use trials, the product has undergone several improvements and improvements. But at this stage, researchers refine the assessment instruments so that the products could be used to the maximum extent possible.

10). Mass Product Manufacture

Assessment instruments that have been developed in accordance with the stages of the Research and Development (R & D) from Sugiyono, after experiencing several improvements, and it is declared effective and feasible to be used in the School. The results of product development carried out are in the form of instruments of authentic assessment of the aspect participation skills of class five State Elementary School 047168 Kacinambun, District of Tigapanah with theme *Beautiful Togetherness*.

CONCLUSION

Based on the results of the research and discussion that have been carried out, it can be concluded that this research and development produces a product in the form of an authentic assessment instrument for class participation skills in class five of Sate Elementary School 047168 Kacinambun, District of Tigapanah with theme Beautiful Togetherness. The development of authentic assessment instruments on participation skill aspects is based on themes and sub-themes of learning activities, basic competencies and indicators of learning activities, and uses Research and Development models (R & D). Based on the results of the validation, team of civics experts obtain 84.3% with very valid categories, linguists obtain 81.25% with very valid categories, design experts obtain results of 92.18% with very valid categories, and instrument experts obtain 85% results with very valid categories. The overall results of the average expert validation obtain 85 results, 68% with a very valid category and very feasible to be tested in the field. In the early stages of small scale trials with 20 students obtain 75% results with valid categories, and large scale with 39 students obtain 90.6% results with very valid categories, this indicates that the teacher has no difficulty using the assessment instrument according to the results of the scale trial large, the researcher conducted a trial of use involving 39 students and obtain 96.8% results with a very valid category and declared feasible to be used as a guideline in carrying out an authentic assessment of 2013 curriculum participation skill aspects.

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