

UPGRADING ELEMETARY SCHOOL TEACHERS' COMPETENCE IN KLUNGKUNG DISTRIC IN DESIGNING AND IMPLEMENTING AUTHENTIC ASSESSMENT

I Nengah Astawa, Ida Bagus Nyoman Mantra, Luh Ketut Sri Widhiasih, Dewa Ayu Ari Wiryadi Joni
Universitas Mahasaraswati Denpasar
nengahastawa13@gmail.com

ABSTRACT

The present study was devoted to the implementation of a community service to Elementary school teachers aiming at improving the teachers' competence in designing and implementing authentic assessment. Participants of this activity were the elementary school teachers in Klungkung district in which the total number was 35 teachers. Before the training started, the teachers were given preliminary test to determine the extent of the ability or competences of teachers on authentic assessment. After figuring out the initial abilities and identifying the needs of the teachers on authentic assessment, then the training was conducted. The results of the final test showed that the ability of teachers in designing and implementing authentic assessment increased significantly. In addition, interviews and questionnaires showed that the motivation of teachers on designing and conducting authentic assessment also increased positively.

Key words: upgrading, improvement, authentic assessment, community service

INTRODUCTION

Assessment is an integral part of the learning process. This means that assessment needs to be conducted to determine the level of student's success or achievement level of competence that has been described previously. Achievement of these competencies is certainly very important to be known by the students, teachers, parents and also stakeholder in order to achieve educational goals that have been determined. Therefore, teachers should apply certain forms of assessment that can give reflection on

the competence and the student's progress as well.

In this case it can be said that there are close linkages and interdependency between competence and learning assessment. To assess the success, effectiveness and efficiency, a learning program in realizing the goal being targeted, then the teacher must make an assessment. Assessment can be carried out on the advantages and disadvantages of lesson plans and student achievement against learning materials.

The term ratings known in English as assessment, not a new term

for the human engaged in the field of education and teaching. At the end of a program of education and teaching, generally held assessment. Assessment is a series of activities to acquire, analyse, and interpret data about the process and learning outcomes of students who performed in a systematic and continuous activities, so meaningful information can be made in decision making. The purpose of assessment is to determine whether the educational program has been mastered by learners or not. Assessment of the achievement of basic competence of learners, is based on indicators by using the test and non-test in the form of written or oral, observation of performance, attitude measurement, assessment of the work in the form of assignments, projects and / or products, the use of portfolio and self-assessment.

The essence of assessment pattern developed in competence-based curriculum is focused more on measuring well-balanced on the cognitive, affective, and psychomotor, and using the principles of sustainable and authenticity in order to obtain a picture (profiles) the integrity of the achievement and progress of students'

learning. Today, in several countries, including Indonesia, the use of the test as one of the assessment tools gradually shifted to other forms of assessment (alternative assessment). One of the reasons are that some of the teachers do not understand well enough or in-depth dealing with assessment. Most teachers do not have formal educational background specifically in educational assessment.

Based on observations in the field and from the observation of researchers in elementary schools of sub district of Klungkung regency, teachers still tended to use the mere tests to assess the students' achievement, both in assessing the learning process and learning result or outcomes, neglecting in measuring cognitive, affective, and psychomotor of the students. In some places even can easily be found that a set of test items, although those test items are not standardized yet or they are unfit for use. Teachers also use tests that are traded on the free market, which are less good, and not in accordance with the competencies as required by the curriculum being used.

By examining data found in the field as in elementary schools in

Klungkung, it seems there is a mismatch between the learning assessment system used. The assessment process is usually done in which the teachers are only able to describe aspects of learners' mastery of concepts. Due to this phenomena, it is highly necessary to use an assessment technique which can reveal aspects of a product or process; one of them is implementing authentic assessment.

As an example of the case is that the learning activities that involve the performance of students in an experiment is already often applied, but the assessment on the students' performances have never been done yet. It is in accordance with the interview result to a number of elementary school teachers. It was stated that the upgrading or training that specifically addressed to them concerning the application of authentic assessment had not been followed or had not been established at the level of basic education, elementary schools teachers. Such conditions lead the school teachers of elementary in Klungkung regency to be lack of knowledge, experience and mastery of authentic assessment.

The students can apply the information gained from some sources. Assessment tools that can be assumed appropriate is implementing authentic assessment which cover: the type of Performance Assessment, Assessment of Work (Product Assessment), Project Assessment and Portfolio Assessment. Authentic assessment is the assessment practices that directly and significantly is needed in terms of what is assessed and absolutely necessary in students' real life. In order to learning outcome can be achieved as a whole, besides measuring achievement using objective instruments and subjective tests, it needs to be equipped with other measuring devices that can determine the ability of students from the aspect of scientific work (skills and scientific attitude) and how.

By implementing authentic assessment of the students can be collected evidence of student's actual progress that can be used as consideration to further improve the learning process. Besides, the type of evaluation is perceived fairer for students and is able to increase the students' motivation to be actively involved in the learning process.

Ideally, a lot of important things that should have been acknowledged by the teachers as described in further detail. Competence-based learning designed and implemented according to the principles underlying the success of the process of teaching and learning must be assessed on the basis of authentic assessment. O'Malley and Pierce (1996) describe the authentic assessment as various forms of assessment that reflect learning, achievement, motivation and attitudes towards teaching and learning activities for learning. This clearly indicates that authentic assessment should be carried out comprehensively, objectively and continuously.

O'Malley and Pierce (1996) states that the authentic assessment constitutes six characteristics:

- **Constructed response:** Students construct a response, a response extends, involved in the performance, or create a product.
- **Higher-order Thinking:** students typically use higher-order thinking in constructing a response to an open question.

- **Authenticity:** tasks meaningful, challenging and learning activities that reflect good instructional or other real-world context in which the students will be expected to do so.
- **Integrative:** tasks must integrate all the skills, and in some cases, on the integration of knowledge and skills across the content design.
- **Process and Product:** procedures and strategies used to find and get the right answer or to explore a variety of solutions of complex tasks often rated and so are their products in the form of the correct answer.
- **Depth Versus Breadth:** provide in-depth information about a student's skills or mastery learning as contrasted with a multiple choice test with broad coverage but can train less thinking skills or a high-level reasoning power.

From the brief description above, it can be summarized that the competence-based learning should be rated the students' level of mastery of

learning by using authentic assessment procedure. This is important and urgent to do. Assessment is an integral part of the learning process in which the results can be used to assess the success of the effectiveness and efficiency of an instructional program of authentic assessment.

Authentic assessment is an assessment of learning that refers to the situation or the context of the "real world" that requires a variety of approaches to solve problems that provide the possibility that a problem can measure the ability of students in a variety of possible solutions to the problems encountered have more than one solution. In other words, authentic assessment monitors and in real world situations or contexts. In a learning process, real. In a process of learning, authentic assessment measures, monitors and assesses all aspects of learning outcomes (which is included in the domain of cognitive, affective, and psychomotor), both of which appear to be the end result of a process of learning, as well as in the form of change and development activities and the acquisition of learning during the learning process in the classroom and outside the classroom.

According to Moeller (2008), authentic assessment is an assessment that involves students in authentic tasks that are useful and important and meaningful. Various types of authentic assessment according to Hibbard (2000) are: 1) performance assessment, 2) observations and questions, 3) presentation and discussion, 4) projects and investigations, and 5) portfolios and journals.

Authentic assessment is also called alternative assessment. Implementation of authentic assessment is no longer using the traditional appraisal formats (multiple-choice, matching, true-false, and paper and pencil test), but using a format that allows students to complete a task or demonstrate performance in solving a problem. The format of this assessment can be: a) test that presents objects or events native to the presence of students (hands-on assessment), b) the task (task skills, task of simple investigation and investigation task integrated), c) recording format of student's learning activities (e.g. portfolio, interviews, checklists, etc).

In essence, the assessment activities carried out are not solely to assess student's learning outcomes, but also a variety of other factors, such as teaching activities itself. That is, based on information obtained from the assessment can also be used as a feedback rating of the teaching activities carried out (Nurgiyantoro, 2001: 4)

Authentic assessment is also a term used to describe the real tasks that are required by the students to be implemented in producing knowledge rather than reproducing information. For example, in learning mathematics student's meaningful learning can be said successful if he has not been able to use mathematical formulas learned to solve an everyday problem, like when we go shopping. Therefore, in learning is very necessary to ensure the establishment of an authentic assessment of real competence in students.

Some updates that appear on authentic assessment are: a) involve students in tasks that are important, interesting, beneficial and relevant to real life of the students, b) looked and tasted as learning activities, instead of the traditional test, c) involves

thinking skills high level and covers extensive knowledge, d) sensitize students about what to do to be assessed, e) an assessment tool by setting a standard (standard setting) and not an assessment tool that is standardized, f) centered on the students (student centered) is not centered on the teacher (teacher centered), and g) can assess students' different abilities, learning styles, and cultural background.

Here are the principles of authentic assessment. The assessment process should be an integral part of the learning process, not a separate part of the learning process (a part of, not apart from, instruction), · Assessment should reflect real-world problems (real world problems), not matter the school world (school-work kind of problems), Assessment must use a variety of sizes, methods and criteria in accordance with the characteristics and essence of the learning experience. Assessment should be holistic covering all aspects of learning objectives (cognitive, affective, and sensory-motor).

Based on the description above we realize that an alternative assessment requires teachers to be

creative and innovative in order to develop instruments to measure the ability of students in a better way. According to Hart (1994), when teachers change how to assess the students, the teachers will also be important for the improvement of education, but also important for students, teachers, and the change how he taught and how students learn.

The forms of authentic assessment

Alternative forms of assessment according to O'Malley and Pierce (1996)

- a. Assessment of performance (Performance assessment).
- b. Observations and questions,
- c. Project / Exhibition (Projects / Exhibition)
- d. Experiments / demonstrations (Experiments / demonstration)
- e. Storytelling (Story or text retelling)
- f. Self-evaluation by students (Self-assessment)
- g. Portfolio and Journal.

In applying performance assessment it is worth considering several stages. Here are the steps that need to be considered to make a good performance of assessment which include:

- Identify all important steps that are needed or that would affect the final outcome of the best
- Write down specific behavioural skills that are important and necessary to complete the task and produce the best end result;
- Try to make the criteria of the ability to be measured not so much that all of these criteria can be observed during a student's duties
- Define clearly the criteria of ability to be measured by the students that must be observed (observable) or the characteristics of the resulting product;
- Sort criteria of ability to be measured based on the sequence of observable ability.

Based on the description above, it is worth giving training on authentic in District of Klungkung. This is based on the analysis of the situation that has been done by the researchers assessment based on the basic competencies as specified in the syllabus of each subject, because it can increase teacher knowledge about

the form of assessment / appraisal alternative. This training is focused on authentic assessment given to the Elementary School teachers located to some elementary school teachers in sub district of Klungkung. They were not been able to develop and implement authentic assessment adequately well yet. This of course can have an impact on the lack of quality of learning. The researcher sees the need to give training dealing with authentic assessment training to the elementary schools teachers was urgently able to be done since it can support an increase in the quality of learning.

Based on the background exposure limits and the identification of the problems mentioned above, there are some problems that can be formulated such as the following; (1) The low ability of teachers to develop authentic assessment; (2) Low ability of teachers in implementing authentic assessment; and (3) Low motivation of teachers in implementing authentic assessment. Further, the purpose to be achieved in the community service activities is to improve the quality of learning in elementary/primary schools. More specifically, the

objectives to be achieved in this activity can be elaborated as follows: (1) Improving the ability of teachers to develop authentic assessment in order to improve the quality of learning in elementary/primary school; (2) Improving the ability of teachers in implementing authentic assessment in order to improve the quality of learning in primary school; and (3) Improving teachers' motivation in implementing authentic assessment in order to improve the quality of learning in primary school.

With reference to the earlier explanation given, it is believed that community service activities are of great benefit to the learning process and increase teachers' professionalism. Realizing the importance of good quality of learning in Primary Schools, it is certainly a lot of audience support these activities to be carried out in primary schools in Klungkung district. Those or institutions considered strategic to follow and disseminate the results of this research, among others are the elementary school teachers in Klungkung district, Principal, Head of Education, elementary school Supervisory and school committees.

METHOD OF TRAINING APPLICATION

In accordance with the title of this activity, the methods used to carry out this activity is workshop model as often done by the community service department of Mahasaraswati Denpasar University, The stages of activity generally follows the paradigm of Information Processing Theory, which consists of seeding information (encoding), integrating information into an understanding (decoding), recording information (storing), training information (rehearsal) and learning information (learning). To obtain optimal results the strategy workshop activity begins with the provision of information, followed by giving individual and group assignments, clinical monitoring and evaluation of the participants' understanding. Furthermore, to ensure that this activity is implemented with full commitment and responsibility, then this activity is monitored by a Monitoring and Evaluation Team Organization so that these activities are expected to achieve the goal that has been determined that is to improve the quality of teaching and assessment.

RESULTS AND DISCUSSION

The activity was conducted by instructors team of three instructors who are qualified enough in the field of learning and assessment. The programme began with the socialization of the essence of authentic assessment aimed at providing a very straightforward explanation about authentic assessment. Early socialization of activities was done to determine the level of ability and Training Materials

The community services, "ABDIMAS" was implemented to improve the ability of primary school teachers in Klungkung district in developing and implementing authentic assessment. The participants were elementary school teachers in the district of Klungkung. There were 36 elementary school teachers who participated in this training. Before the training began, teachers were given the initial test that aimed to identify the ability of teachers about authentic assessment. Teachers were given the essay test containing the questions as a measure of the teachers' knowledge about authentic assessment. This initial test activities were given to the

teachers at the auditorium of Elementary School 2 in Klungkung district. After analysing the results of the initial tests, the researchers prepared training materials about authentic assessment activities. This activity was provided by the instructor (Ida Bagus Nyoman Mantra, SH., S.Pd., M.Pd, Drs. I Nengah Astawa, M. Hum and practitioner learning and assessment Ida Ayu Sri Widiastuti, S.Pd., M.Pd., Hum). This activity was carried out through lecturing system, discussions in pairs and group discussions. At the end of the session was always followed by questions and answers session which provided intensive explanation covering clarification and forms of authentic assessment.

Training about Authentic Assessment

After knowing the competence level of teachers in elementary schools in the Klungkung district about the ability of authentic assessment, implementation of training assessment, then the explanation about authentic assessment was reinforced by the practitioners and researchers about learning and assessment, Ida Ayu Sri

Widiastuti, S.Pd., M.Pd., Hum who gave information about how to design the assessment rubric and assessment system. On this occasion was also provided an example of how to provide an assessment of the student literary works, where it is known that it is not an easy task to give an authentic assessment of a student literary work. The teachers could get a lot of knowledge about the assessment of student's work from researchers and practitioners.

The next activity was designing authentic assessment delivered and guided by Ida Bagus Nyoman Mantra, SH, S.Pd., M.Pd. The teachers were very active and enthusiastic following the explanation of authentic assessment because most of the teachers in that schools have never got such kind of information about authentic assessment. It was quite understandable because most of the teachers come from various educational backgrounds

Giving Independent Task

After the workshop, all participants were given the task to create authentic assessment and rubric assessment and explained the essence of authentic assessment. Participants

were required to try out authentic assessment made by him/herself in his or her school and were advised to consult with the speaker/source person via telephone, email and Facebook/WhatsApp chat. He also said further if there were things that need to be addressed immediately they were allowed to meet directly with the speaker/source person.

Implementation of Final Test and Strengthening

Implementing the final test and interview was as feedback about learning Authentic Assessment. The ultimate test was very necessary given in order to get the reflection or an end view of the teachers. Interviews were also conducted which aimed at determining the interest and motivation of teachers to design, to develop and to implement Authentic assessment to improve their ability in designing different forms of authentic assessment. Besides the written tests and interviews, teachers were given the task of designing an authentic test which was then tested in each school. Tests were collected after all activities were done appropriately. From the shape of the test made by the participants (teachers) could be seen

clearly that the ability of the participants in making various forms of authentic assessment had improved. And the interviews note taking with the participants also showed that the participants were highly motivated to continue to their best in designing, developing and implementing what have been learned.

CONCLUSION

Implementation of community services activities in the form of developing and implementing authentic assessment has been carried out intensively by the team and has been followed eagerly by the teachers of some elementary schools in Klungkung district. It referred to an action plan that has been designed in accordance with the final report exposure. It could be concluded that all major activities that were planned for this community service activities have been carried out with the level of achievement: 100%. This community public service is very useful for professional development of teachers for the intellectual life of the nation. Realizing this community service programme was very successful, then it is suggested to continue doing

similar programs for other teachers at the elementary schools in the Klungkung district and in other areas so that the quality of education in

Indonesia in general and in Klungkung district specifically can be improved to achieve qualified educational goal as we all expect.

REFERENCES

- Hart, Diane. (1994). *Authentic Assessment: A Handbook for Educators*. California: Addison-Wesley Pub. Co.
- Hibbard, M. (1995). *Performance Assessment in the Science Classroom*. New York: The McGraw-Hill Companies.
- Moeller, Jhon. (2008). *Authentic Assessment Toolbox: Enhancing Students Learning through Online Faculty Development*. *Journal of Online Learning and Teaching*. 1(1). July 2015
- O'Malley, J. M, and Pierce, L. V. (1996). *Authentic Assessment for English Language Learning: Practical Approaches for Teachers*. New York: Addison-Wesley Publishing.
- Nurgiyantoro, Burhan. (2001). *Assessment in Language Teaching Indonesia*. Yogyakarta: BPFY Yogyakarta