

Development of authentic assessment guidelines based curriculum 2013

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Abstract

This research aims to develop a product in the form of an authentic assessment guidebook based on the 2013 curriculum for early childhood teachers. This research uses research and development (R & D) from Rowntree. The trial of the product is done by two experts, material experts and media design experts with valid categories with the succession percentage of 68.75 and 70% so that the product is feasible to be continued on a small scale trial. A small group trial was conducted on the respondents of ten early childhood teachers. To know comprehension of early childhood teachers evaluation done by pretest and posttest evaluation. The average pretest score is 43%, while the average posttest score is 82% with effectiveness based on the n-gain formula is 0.68 in the medium category. In the large group trial, the average value of pretest respondents was 42%, and the average posttest score is 81% with the level of effectiveness is 0.67 with the medium category. So, it can be concluded that an authentic assessment guidebook based on the 2013 curriculum can be used for early childhood teachers as a guideline in conducting process assessments and learning outcomes of early childhood.

Keywords: Guidebook, Authentic Assessment, 2013 Curriculum

Introduction

The Government of Indonesia to realize the ideals of the nation in the field of education is done with the development, renewal, and innovation curriculum. Currently emphasizes the implementation of curriculum 2013 which is a refinement of the previous curriculum. Penilaian becomes one element that experienced renewal and refinement. Early childhood education assessment standards based on the 2013 curriculum refer to competence, which consists of process assessment and learning outcomes that provide an overview of the level of child development achievement including attitude, knowledge and skill competencies. In accordance with the demands of the 2013 curriculum, authentic assessment should have been applied in early childhood learning.

However, in reality, based on observations of researchers at PAUD institutions in the city of Palembang, the application of authentic assessment has not been in accordance with the correct procedures. Most teachers judge their orientation on learning outcomes. Teachers still have difficulties in using various assessment techniques recorded in daily activities. Teachers are also still poorly skilled in analyzing daily assessments, becoming monthly assessments, monthly assessments summarized in a report to parents who often called a report card.

This is due to the lack of socialization of authentic assessment for teachers of the early childhood education, as well as the existing guidebook also still not facilitate teachers to understand the authentic assessment should be done by PAUD teachers. The existing guidebook also has not explained about the assessment of attitude competence, knowledge, and skills, and assessment techniques used to assess these competencies. The guidebook also does not explain how to summarize daily, weekly, and semester valuations. Based on the above explanation, the researcher is interested in conducting research with the title "Developing Guidebook of Authentic Rating Based on Curriculum 2013 for PAUD teachers".

1. Problem formulation

Based on the above description of the background, then the formulation of the problem in this study is: "how to develop products in the form of an authentic assessment manual based on the 2013 curriculum for early childhood teachers?"

2. Research Objectives

The purpose of this research is to develop products in the form of an authentic assessment manual based on the 2013 curriculum for early childhood teachers.

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Theoretical Study

Understanding Assessment

The legal basis for authentic assessment of the 2013 curriculum in early childhood education (PAUD) is guided by Permendikbud. 66 of 2013 on the assessment standard and Permendikbud no. 146 Knowing 2014 on the standards for PAUD assessment. Assessment is an activity to make a decision based on predetermined criteria (Sudjana, 2014: 3). Another opinion also explains assessment or assessment is a systematic process for obtaining information (Jamaris, 2013: 227). From the above explanation can be said that the assessment is the process of observation of certain characteristics based on certain criteria such as program behavior and others. Sani (2016: 23) states that authentic assessment is a type of assessment that leads learners to demonstrate the skills and competencies required to overcome problems and situations encountered in the real world. Mueller in Sani (2016: 24) also mentions authentic assessment is a direct assessment (direct assessment) because the learner directly shows evidence of competency control when an assessment is conducted. While Kemendikbud mentions the authentic assessment of the assessment process and learning outcomes to measure the level of attainment of competence attitudes (spiritual and social), knowledge, skills. Thus, authentic assessment is the process of collecting data by observing the process and the learning outcomes of children on the competence of attitudes, knowledge, and skills are done directly in accordance with the facts.

Characteristics of Authentic Assessment

The characteristics of authentic assessment according to Sani (2016: 28) are: 1) Student-centered, 2) Integrated into the learning process, 3) Contextual, 4) Reflecting on learning competencies, 5) Using methods/procedures vary, 6) Informing the way of learning, 7) qualitative. While the characteristics of authentic assessment by Kunandar (2013: 42)

1. Can be used for formative and summative
2. Measuring skills and performance
3. Continuous and integrated
4. Can be used in feedback

So, it can be concluded that authentic assessment characteristics are: 1) Child-centered, 2) integrated and sustainable in learning activities, 3) using different types of assessment tools appropriately, 4) Merkur attitude, knowledge, and skills in children that are quantitative.

Scope of Authentic Assessment

According to Permendikbud No. 66 The year 2013 The scope of development that will be assessed by teachers in early childhood is as follows:

1. Competence attitude (value, religion, and morals): Assessments made to measure the spiritual competence of the child, which includes: accepting the religious teachings adopted, choose behavior of healthy life, curiosity, creative and aesthetic, confident, disciplined, independent, caring, able to appreciate and tolerant to others, , responsibility, honest, humble and polite in interacting with family, educators, and friends.
2. The assessment of knowledge / cognitive competence is an assessment done by the teacher to look at the aspects of children's knowledge which include: the ability to know themselves, family, friends, educators, the environment, religion, technology, art, and culture at home, playground and PAUD unit with ways: observe with senses (see, hear, smell, feel, feel), ask, gather information, reason, and communicate through play activities
3. Skill competency assessment is an assessment performed to look at children's skills covering aspects of the physical development of motor and children's arts including the ability to show the known, felt, needed, and thought through the language, music, movement, and work productively and creatively reflects the behavior of children with noble character.

Research Methodology

Development Method

This research uses research and development (R & D) research with Rowntree model. This model consists of three stages: first, the planning stage, which begins by analyzing the needs. second, the development stage, in this stage of topic development, drafting, and early prototype production. third, the evaluation stage, for prototype trials testers based on the expert's input (Prawiradilaga, 2012: 45). Researchers choose to use this model because it fits with the focus to be developed that is the development of the manual. In addition, the practicality of the steps in making the product in the form of manuals become one of the considerations of researchers. In this study, researchers used Tessmer's formative evaluation technique consisting of five stages: 1) self-evaluation stage, 2) expert evaluation stage, 3) one-to-one evaluation stage, 4) small group stage, and 5) field test stage. Selection of this type because the evaluation of each stage is different so it is possible to revise the prototype, a valid prototype.

Instrument Data collection

In this development, research data is collected by using instruments in the form of the questionnaire of product development feasibility with an aim to see the feasibility of product made by the researcher.

Data Analysis Techniques

In the research and development activities to examine the data that have been obtained used data analysis techniques. Data analysis techniques used in research that is descriptive qualitative techniques, to analyze input data and suggestions obtained from the results of dissemination of evaluation of media experts, expert evaluation through testing small groups as well as large group trials on developed products. Qualitative data in the form of inputs and suggestions will be grouped and analyzed as a guide in revising product development.

In addition, to assess the effectiveness of the 2013 curriculum-based authentic assessment manuals is performed with authentic ability assessment tests and observation sheets. The effectiveness of the product can be seen if the posttest of respondents as much as 75% of teachers have exceeded the minimum value that has been set at 70. The primary data of the teacher's comprehension test will be analyzed by comparing the initial test score and the final test which then sought n-gain of both premises using the formula:

$$\frac{\text{posttest score} - \text{pre test score}}{\text{max score} - \text{pre test score}}$$

The success criteria based on the n-gain test according to Meltzer (2002: 184) are as follows: (Meltzer, 2002:183)

<g>	Criteria
$0,7 \geq g$	Height
$0,3 \leq g < 0,7$	Medium
$0 \leq g$	Low

The use of early childhood mathematics textbooks is effective if the results of the study meet as many as 75% of the number of students have increased with the criteria gain of normalized score ≥ 0.3 .

Results and Discussion

A. Model Development

The product developed in this research is an authentic assessment manual based on the curriculum of 2013. The material developed consisted of understanding of authentic assessment, the scope of authentic assessment (attitude competency assessment, knowledge, and skill), assessment techniques and reporting mechanism of early childhood assessment (daily assessment, weekly assessment, monthly assessment, and semester assessment). The selection of this material is based on the needs of PAUD teachers in conducting the assessment. This book is accompanied by examples appropriate to early childhood learning activities so that teachers can better understand ways to assess in early childhood.

B. Product Effectiveness

The feasibility test used in two phases is the theoretical feasibility test stage involving the expert (expert

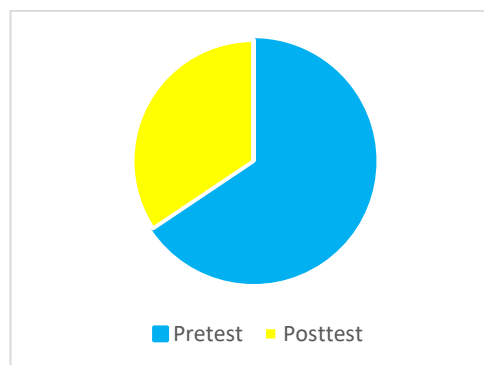
evaluation) who are experts in their field. While empirical feasibility studies involve PAUD teachers as users (small and large scale test)

1. Theoretical Product Feasibility Test: The evaluation of this product is done by showing the initial product in the form of an avarice appraisal guide based on the curriculum of 2013. The observation sheet is a questionnaire containing questions related to the product which include: General display of early childhood assessment guidebook, cover display, material appearance, Material Experiments concluded The conclusion of the assessment by material expert on the whole product has been developed based on the formula of value of product feasibility percentage equal to 68,75% with valid category. While the media design expert percentage product feasibility based on the formula obtained a feasibility percentage of 70% are categorized valid products so that the product can be used in small group trials.

2. Empirical Product Testing

a.Small Group Trials

This stage is done after the product of authentic assessment guidebooks based on the developed curriculum of 2013 is evaluated by material experts and media design experts, researchers revised the product based on input from the experts. This trial was conducted to get direct input from respondents to the products that have been developed, with the respondents about the products developed, with respondents who numbered 10 PAUD teachers. In this small group trial, the respondents also provide inputs in the form of advantages and disadvantages to the products that have been developed. This test of understanding results using the research instrument of understanding the assessment of early childhood teachers, by giving the question of multiple choice form as many as 10 questions. The following is the pretest and posttest results of small group trials of assessing PAUD teachers 'pre- and post-assessment by using an authors' assessment guide based on the curriculum of 2013. a pretest and posttest score of assessments of PAUD teachers with an average score increase of 39%. The average pretest score of 43%, while the average posttest score of 82% is in the "pass" category based on the minimum score set by 70.



From the graph of the pretest and posttest average values above that, there is an increase in the average score of respondents from before and after using an authentic assessment manual based on the curriculum of 2013. Based on the n-gain test to test product effectiveness when the small group trial can be 0,68 is in the moderate category. So, it can be concluded that the products that have been developed can be categorized feasible to be used/utilized by the teacher as a guide in doing process assessment and learning the result of early childhood. This product can also be continued for large-scale test on more respondents.

a. Large Group Trial: Large group trials were conducted on the subject of 23 PAUD teachers in Palembang. Pada this test also respondents provide input in the form of advantages and disadvantages to the products that have been developed. Test results understanding of PAUD teacher's assessment with the average pretest and posttest average respondents increased by 39%. The average score on the pretest of respondents was 42% in the "not graduated" category, and the average posttest score was 81% in the "graduation" category based on the minimum standard set at 70%. For more details below can be seen the comparison between pretest and posttest:

Based on the n-gain test according to Meltzer to test the effectiveness of the product in the score can be 0.67 with the medium category. Thus it can be concluded that the products that have been developed can be categorized as worthy to be used/used as a guide for teachers in assessing the process and learning outcomes of early childhood.

Conclusion

Based on the analysis of product data, the result of the product trial is done by two experts, material experts and media design experts with valid category with the succession percentage 68,75, and 70% respectively, so the product is feasible to be continued in small scale test.

A small group trial was conducted on 10 respondents of PAUD teachers. Furthermore, to find out the understanding of PAUD teacher's assessment is evaluated by pretest and posttest. The average value of pretest obtained by 43%, while the average posttest value of 82% with effectiveness based on n-gain formula of 0.68 is in the medium category. In the large group trial, the average pretest of respondents was 42%, and the average posttest score was 81% with the effectiveness level of 0.67 in the medium category. Thus, it can be concluded that an authentic assessment manual based on the 2013 curriculum can be used for early childhood teachers as a guide in conducting process assessments and learning outcomes of early childhood.

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