Application of Authentic Assessment Techniques in Thematic Learning

Ainur Rohmah, Andi Suhardi, Umi Farihah
Pasca Sarjana Universitas Islam Negeri KH.Achmad siddiq Jember (UIN KHAS Jember)
rohmahainurr3@gmail.com, suhardiandi8@gmail.com, umifarihah@uinkhas.ac.id

ABSTRACT

Authentic assessment is a form of assessment that requires students to display attitudes, use knowledge and skills gained from learning in performing tasks in real situations. At MI Al-Hidayah Mangli in the assessment activities educators carry out several authentic assessment techniques according to their competence. In order to find out a process of students in learning. The approach used in this research is a qualitative approach and the type of research used is phenomenology. The data sources used in this study to determine data subjects with Purposive techniques. Data collection techniques using observation, interviews and documentation. Data analysis uses the theory of Miles, Huberman and Saldana. The results of the study are 1). the application of attitude assessment techniques in MI Al-Hidayah Mangli includes; observation, self-assessment and assessment among friends, 2). the application of knowledge assessment techniques in MI Al-Hidayah Mangli includes; written tests, oral tests and assignments. At the written test stage, educators do it with questions, 3). the application of MI Al-Hidayah Mangli skill assessment techniques includes; performance, and portfolio.

Keywords; Authentic Assessment Techniques, Thematic Learning

INTRODUCTION

Education is a means of improving the quality of human resources(Qutni et al., 2021; Yuhasnil, 2020). Until education can be taken in improving the quality of education and the quality of its assessment(Majchrzak, 2021). As well as the purpose of national education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In developing a student's potential to achieve a goal, many elements play a role not only educators, facilities and infrastructure, buildings, and curriculum(Basyar, 2020; Fadhilaturrahmi, 2018; Saufi & Royani, 2016).

In accordance with the 2013 curriculum which implements thematic learning, it is a must to carry out an authentic assessment that is appropriate in educational activities or goals(Undang-Undang, 2003). But in reality there are several things that make this authentic assessment difficult to implement, especially in Madrasah Ibtida'iyah(Sudarsana, 2021; Wangid et al., 2017). During initial observations with the class teacher and principal of MI Al-Hidayah Mangli Jember, educators still did not fully know or understand the concept of authentic assessment. Educators still have many difficulties in applying authentic assessment with the correct procedures(Elsara & Maiwen, 2019; Umar, 2016). This condition is still not possible because the socialization they get has not been fully studied.

There are several potential difficulties that may arise when applying authentic assessment in an Islamic elementary school contex(Hasanah et al., 2021; Kuntari, 2013; Rahayu, 2019; Setiani, 2013)t:

1. Time Constraints: Authentic assessments can be time-consuming to design, administer, and evaluate, which can be challenging for teachers who have limited time and resources.
2. Limited Resources: Authentic assessments may require specific resources or materials that may not be readily available in Islamic elementary schools, especially in resource-limited contexts.
3. Cultural Sensitivity: Some authentic assessments may not be appropriate for Islamic elementary school students due to cultural or religious considerations. For example, certain tasks or scenarios may be considered inappropriate or offensive to some students and their families.
4. Language Barriers: Authentic assessments often require students to use complex language and higher-order thinking skills, which may be challenging for students who are still developing their language skills, especially in non-Arabic speaking countries.
5. Assessment Bias: Authentic assessments may be biased towards certain students or learning styles, which can lead to unfair assessment results.

Based on the explanation above, researchers are interested in researching the application of authentic assessment techniques which emphasize authentic assessment techniques in their application. In this case, authentic assessment techniques are seen from several aspects, namely attitude assessment techniques, knowledge assessment techniques and skills assessment techniques. So, regarding the application of this authentic assessment technique, it becomes a learning objective which is a result or process of learning activities.

METHOD

In this study the authors used qualitative research. A qualitative approach is an approach that is art (less patterned) and is often referred to as an interpretive method because the research data is more concerned with the interpretation of the data found in the field. The type of research used in this research is phenomenological research, because researchers go directly to the field to observe the circumstances or phenomena that exist in the field Research Location This research was conducted at MI Al-Hidayah Mangli Jember. Being a location to be used as a research location, because the location applies authentic assessment carried out in thematic learning and there is also in this research location has a difference in thematic learning books that use Airlangga's publisher. This research location is also the only Islamic-based education place in Mangli village.

RESULT AND DISCUSSION

Based on the results of the presentation of data in research through interviews, observation and documentation as well as the analysis that has been carried out based on the focus of the problem that has been formulated, this will present various findings in the field which will later be communicated with the theories used as a foundation by researchers.

Application of skill assessment techniques in thematic learning at Madrasah Ibtida'iya Al-Hidayah Mangli Jember 2021/2022 School Year.

In this skills assessment technique, there are several that are carried out, namely Performance, Portfolio and Project.
1. Demonstration / Performance
   Based on the results of the field at MI Al-Hidayah Mangli in the performance assessment activities carried out according to the existing material. This is also realized by an order in the material book or student book. Educators only assess cooperation when done in groups, neatness and discipline. Because the performance activities themselves can be done together or in groups.
   The performance activities are also not the same in implementation because the competence of students in class II and class V is very different. If in class V in doing the demonstration of work, many already understand what the educator says. Meanwhile, class II is sometimes still confused about implementing this performance activity. This is also seen from some of the experiences and processes known by students.

The performance he did was in accordance with what Rusman said. Performance assessment is an assessment that asks students to perform a task in a real situation that applies the required knowledge and skills.

2. Project

Based on the field results at MI Al-Hidayah Mangli, the project activity itself is an activity that has three stages, namely planning, implementation and reporting. For this assessment technique, it is very rare and almost never done because educators need a lot of time.

Project assessment activities themselves in class II and class V are all the same not doing it. Especially in class II in carrying out this project activity, there are a lot of plans to be carried out, the implementation also takes a very long time and the reporting will still need more time to carry out. For class V it is also difficult because it takes a long time while in a day not necessarily one thematic learning alone there is local content learning that will be taught by students.

Projects at the institution are not in accordance with Rusman's explanation, namely project assessment is an assessment activity of tasks that must be completed by students according to a certain period / time. completion of the task in question in the form of investigations carried out by students, starting from planning, data collection, organizing, processing, analyzing and presenting data. This mismatch is because project assessment techniques with skill competencies are not implemented.

3. Portfolio

Based on the results of the field at MI Al-Hidayah Mangli, portfolio activities have been carried out. This is manifested by the works of students that educators store as assessment material.

In the portfolio assessment itself in each class there is no specific assessment. Rather an assessment that only sees the neatness of students in making work. Although in class II there is still a lot of help from their parents but students can understand and understand their own work.

Portfolio assessment itself is in accordance with what Rusdiana said, namely Portfolio assessment is an assessment carried out by assessing student portfolios. A portfolio is a collection of student work in a particular field that is organized to determine the interests, development, achievements and creativity of students within a certain period of time.

CONCLUSION

Application of attitude assessment techniques in thematic learning at Madrasah Ibtida'iyah Al-Hidayah Mangli in the 2021/2022 academic year.

There are several techniques for implementing attitude assessment techniques, namely observation, journals, self-assessment and peer assessment. First, in the observation assessment technique, educators see and assess students' activities with instruments written in the lesson plan.

Second, the implementation of journal assessment techniques in Madrasah Ibtida'iyah Al-Hidayah Mangli educators do not carry out journal assessment activities.

Third, the implementation of self-assessment techniques at Madrasah Ibtida'iyah Al-Hidayah Mangli educators use reflection questions in assessing students.

Fourth, the implementation of peer assessment techniques in Madrasah Ibtida'iyah Al-Hidayah Mangli educators use assessments from information from fellow students.

REFERENCES

Basyar, S. (2020). PEMIKIRAN TOKOH PENDIDIKAN ISLAM. *Ri'ayah: Jurnal Sosial Dan Keagamaan*. https://doi.org/10.32332/riayah.v5i01.2306

Elsara, W., & Maiwen, S. (2019). *English Teachers' Difficulties in Implementing Authentic Assessment in Speaking Skill*. https://doi.org/10.2991/icla-18.2019.42

Fadhilaturrahmi, F. (2018). LINGKUNGAN BELAJAR EFEKTIF BAGI SISWA SEKOLAH DASAR. *Jurnal Basicedu*. https://doi.org/10.31004/basicedu.v2i2.52

Hasanah, U., Edwita, & Ahmad Januar. (2021). Pendampingan Guru Mengembangkan Assesment Kompetensi Minimum (Akm) Berorientasi Pisa Untuk Meningkatkan Kualitas Hasil Pembelajaran Di Sekolah Dasar Wilayah Kabupaten Bogor. *Jurnal Abadimas Adi Buana*. https://doi.org/10.36456/abadimas.v5.i01.a3634

Kuntari, E. M. (2013). Pendidikan Abad 21 dan Imlementasinya Pada Pembelajaran di Sekolah. *Artikel Kurikulum 2013 SMK*.

Majchrzak, J. (2021). Qualitology: The Issue of Quality and its Assessment. *EUROPEAN RESEARCH STUDIES JOURNAL*. https://doi.org/10.35808/ersj/2733

Qutni, D., Kristiawan, M., & Fitriani, Y. (2021). Human Resource Management in Improving The Quality of Education. *Edunesia : Jurnal Ilmiah Pendidikan*. https://doi.org/10.51276/edu.v2i2.132

Rahayu, R. J. (2019). Upaya Meningkatkan Hasil Belajar Keterampilan Manipulatif Lengan pada Pembelajaran Model Pendidikan Gerak Berformat Permainan. *TEGAR: Journal of Teaching Physical Education in Elementary School*. https://doi.org/10.17509/tegar.v2i2.17638

Saufi, M., & Royani, M. (2016). Mengembangkan kecerdasan interpersonal dan kepercayaan diri siswa melalui efektivitas model pembelajaran PBL. *Math Didactic: Jurnal Pendidikan Matematika*.

https://doi.org/10.33654/math.v2i2.35

Setiani, F. (2013). PENGEMBANGAN ASESMEN ALTERNATIF DALAM PEMBELAJARAN MATEMATIKA DENGAN PENDEKATAN REALISTIK DI SEKOLAH DASAR. *Jurnal Penelitian Dan Evaluasi Pendidikan*. https://doi.org/10.21831/pep.v15i2.1096

Sudarsana, I. K. (2021). Authentic Assessment Of Hinduism Learning In Elementary School. *Adi Widya: Jurnal Pendidikan Dasar*. https://doi.org/10.25078/aw.v6i1.2137

Umar, U. (2016). KESULITAN GURU DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DAN BUDI PEKERTI BERDASARKAN KURIKULUM 2013 DI SMP NEGERI 6 KOTA MAKASSAR. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*. https://doi.org/10.24252/lp.2016v19n2a5

Undang-Undang, R. I. (2003). No. 20 Tahun 2003. *Tentang Sistem Pendidikan Nasional*, *9*.

Wangid, M. N., Mustadi, A., Senen, A., & Herianingtyas, N. L. R. (2017). The evaluation of authentic assessment implementation of Curriculum 2013 in Elementary School. *Jurnal Penelitian Dan Evaluasi Pendidikan*. https://doi.org/10.21831/pep.v21i1.15779

Yuhasnil, Y. (2020). Manajemen Kurikulum dalam Upaya Peningkatan Mutu Pendidikan. *Journal Of Administration and Educational Management (ALIGNMENT)*. https://doi.org/10.31539/alignment.v3i2.1580