

Teachers as Curriculum Evaluator: The Implementation of Authentic Assessment in Curriculum 2013 by English Teacher

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Abstract

Authentic assessment becomes a crucial impression in its implementation in which teachers should comprehensively implement it in every teaching and learning process. The curriculum implementation needs some supporting factors including teachers' familiarity of the curriculum being implemented and their professional competence (Lengkanawati, 2004). However, a number of teachers still have lack understanding about the concept of authentic assessment impacting its implementation. 1) How comprehensively this assessment has been implemented by teachers (tools mostly used, aspect mostly assessed and the level of comprehensiveness of its implementation)? and 2) what problems are encountered by teachers? By employing mixed-method, this study revealed that less than 40% teachers have comprehensively implemented this assessment and most of them still face difficulties in implementing authentic assessment: lack of comprehensive knowledge and understanding about authentic assessment, their low readiness, low support and cooperation from stakeholders and time limitation. Hopefully, this study can be used as a scientific reflection and information for teachers and stakeholders to improve the quality of curriculum implementation.

Keywords: *Curriculum Implementation, Authentic Assessment, Curriculum 2013*

A. Introduction

Curriculum 2013 is the newest curriculum developed as the revision of previous curricula: Competence-Based Curriculum and School-Based Curriculum. As stated by Kunandar (2014), Curriculum 2013 is developed in purposing to prepare Indonesian people to possess life skills and abilities in order to be productive, creative, innovative, and effective humans and be able to contribute in society, country, and world.

As challenge and world phenomena are dynamic thing, they lead the education practitioners to evaluate education by the time goes. This evaluation is one of core elements of curriculum development. Curriculum development is proposed to face the internal and external challenges by emphasizing on students' attitude, knowledge and skills needed to contribute to society, nation, and mankind. In terms of evaluation, there are four basic aspects of curriculum evaluation: reflective evaluation, evaluation of curriculum document, evaluation of the curriculum implementation, and Evaluation of curriculum implementation result (Ministry of Education and Culture, 2013).

According to National Education Standard of Indonesia, there are four components of curriculum that have been improved grounded on the demands of curriculum 2013: Standard Competency, Content Standard, Process Standard, and Assessment standard. These changing elements alteration brought the curriculum developers to develop innovation in terms of approach, namely scientific approach. Scientific approach that consists of the following phases: observing, questioning, collecting information or exploring, associating and communicating phase. According to Ministry of Education and Culture (2013) scientific approach is developed to encourage and inspire students to think critically, analytically, and precisely in identifying, understanding, solving problems, and applying the learning materials. Furthermore, the learning outcomes of scientific approach create productive, creative, innovative, and effective students through strengthening the integrated attitudes, skills, and knowledge (Ministry of Education and Culture, 2013). This approach leads the curriculum to implement more comprehensive and effective assessment, called authentic assessment.

Authentic assessment becomes the crucial impression in the implementation of curriculum 2013 in which teachers should implement this type of assessment in every process of teaching and learning. Authentic assessment is employed to assess and evaluate the effectiveness of teaching done by teachers and to assess students' achievement in developing the determined competences (Kunandar, 2014). In accordance with Sa'ud (2013), authentic assessment is a process employed by teachers to collect information related to the students' progress in learning. Strengthened by Hosnan (cited in Ahmadi and Amri, 2014), authentic assessment is beneficial for teachers to seek the information about students' learning and about the influence of students' learning experience on their development of competences including intellectual and spiritual. In short, authentic assessment is beneficial to help teachers in doing comprehensive evaluation or assessment since it does not only cover the assessment of the aspect of students' knowledge but also students' attitude and skill. Moreover, authentic assessment does not only entangle the teachers but also the students in doing assessment.

Although this assessment provides the space for students to contribute in assessing, the control and the core of this implementation is on the teachers' hands. As a professional, teachers have a big role in implementing the reflection and

evaluation towards the quality of teaching and learning process. According to Lengkanawati (2004), teachers are the forefront implementers of the curriculum. Thus, teacher has a big influence in the successful implementation of curriculum as he or she that is the one who directly interacts with the students, and the one who implements the curriculum in the classroom.

Unfortunately, even though the curriculum 2013 has been comprehensively and well designed, as implementation becomes the crucial factors in achieving the goals and objectives stated in curriculum, several problems and criticism have been pointed to the process of curriculum implementation, specifically in terms of assessment. According to Curriculum 2013, authentic assessment should be implemented starting from elementary school, however, in practice, ironic facts related to authentic assessment appears such as :1) a number of teachers do not comprehensively employ authentic assessment; 2) They face the difficulties in its implementation such as not applying it appropriately based on its procedures; and 3) They have difficulty in time management in which they feel that it is quite hard to manage the time of teaching and assessing. As stated by Nuh (cited in Media Indonesia: 22-07-2014), in Papua for example, teachers face problems in implementing authentic assessment in which authentic assessment cannot be predicted and cannot be separated from the terms of subjectivity. It might be caused by their lack of understanding of the concept of authentic assessment that should be acquired by teachers through curriculum socialisation. However, since they feel that the time of socialisation is not sufficient, teachers are required to have an autodidact learning towards authentic assessment. It means that they need the extra time to enhance their knowledge and understanding about authentic assessment. Another factor is teachers are not accustomed yet to this type of assessment. As stated by Lengkanawati (2004), the implementation of curriculum needs other supporting factors such as teachers' familiarity of the curriculum being implemented and teachers' competence. It means that teachers should be familiar and accustomed to the employment and all aspects of authentic assessment by keep practicing it comprehensively and consistently.

Hence, based on those phenomena and issues related to the implementation of authentic assessment, it is interesting to conduct detailed study about how comprehensive and significant teachers employ the authentic assessment and what

problems or difficulties they encounter during its implementation by answering these questions:

1. How comprehensively this assessment has been implemented by teachers (tools mostly used, aspect mostly assessed and the level of comprehensiveness of its implementation)?
2. What problems are encountered by teachers in implementing authentic assessment?

1. Significance of Study

This study is expected to contribute significantly to the development of curriculum in Indonesia. Since this study tried to discover the implementation of authentic assessment as a part of curriculum evaluation referring to curriculum development, practically, hopefully this study can be used as the reflection for teachers to keep improving the implementation of authentic assessment. In addition, it can be used as the information by government to keep following up the implementation of curriculum 2013. Meanwhile, theoretically, it is hoped that this study can be used as the reference for the further related research or study.

B. Literature Review

1. Theoretical Frameworks

1.1 The Definition of Authentic Assessment

On the Material for the training of Curriculum Implementation defines that the terminology of authentic refers to the things that is original, tangible, valid and reliable (Ministry of Education and Culture, 2013). According to Kunandar (2014), authentic assessment is the activity of assessing students that is impressed on what should be assessed accurately including its process and its result by using instruments which are appropriate with the competence that will be assessed. In line with Sa'ud (2013) who claimed that authentic assessment is a process of assessment that is implemented comprehensively including input, process and output of learning that covers three aspects (attitude, knowledge and skill). Thus, based on those premises, it can draw a conclusion that authentic assessment is the aspect of the evaluation related to the result of curriculum implementation that is comprehensively implemented starting from input, process and output of learning

and covers three scopes or aspects: attitude (social and spiritual), knowledge and skill.

1.2 The Scope of Authentic Assessment

Based on The Regulation of Ministry of Education and Culture No 104 Year 2014, authentic assessment covers three scopes of competence: attitude (social and spiritual), knowledge and skill.

a. Attitude

The scope of attitude in authentic assessment focuses on social and spiritual competence involving: accepting the value (related to the willingness to accept a value and give the attention to the value); responding the value (the willingness to respond the value); respecting the value (relating to the consideration toward the value whether it is good or not and the commitment towards the value); appreciating the value (bounding up with inserting the value as a apart of their own system of value); and practicing or implementing the value as their reflection that characterizes them in thinking, communicating and acting.

b. Knowledge

There are six categories covered in the circle of cognitive dimension that are used as the target or object of assessment (Krathwohl, et al., 2001):

- 1) Remembering (recalling the information stored in long-term memory)
- 2) Understanding (constructing the meaning based on instructional material in form of spoken, written and drawn materials).
- 3) Applying (applying what they have learnt in form of procedural implementation in certain situation or circumstance).
- 4) Analysing (disseminating the material into relevant part and trying to synthesize the relationship among the parts and between the parts and the whole structures or purposes.
- 5) Evaluating (making decision based on the criteria or determined standards)
- 6) Creating (fusing the parts to construct something new and coherent or to create an original product.

Yet, based on the Bloom's revised-taxonomy (IACBE, 2014), the levels of cognitive are identified from lower to higher order levels of cognitive as follows:

- c. Remembering (retrieving, recognizing, and recalling knowledge from long-term memory)
- d. Understanding (constructing meaning from any kind of sources of messages by interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining)
- e. Applying (utilizing understood information in new ways by executing or implementing)
- f. Analysing (divide the material into constituent parts; determining how the parts are intertwined one to another and to the overall structure or purpose by differentiating, organizing, and attributing)
- g. Evaluating (making judgments grounded on determined criteria and standards by checking and critiquing; and defending concepts and ideas)
- h. Creating (putting and utilizing elements together to construct a functional unit or reorganizing and reconstructing the all elements into a new structure by generating, planning, or producing)

c. Skill

Based on Regulation of Ministry of Education and Culture No.104, Year 2014, the targets of authentic assessment in the dimension of skill are identified as follows (Ministry of Education and Culture, 2013):

- 1) Observing (giving attention in doing observing towards an object)
- 2) Asking (the type, quality, and the number of questions asked by students)
- 3) Gathering information (the amount and quality, completeness, the validity of information or data collected and studied, and instrument employed to collect the data.
- 4) Reasoning or associating (constructing the interpretation, arguments, and conclusion of the intertwined information).
- 5) Communicate (presenting the result of the study in form of writing, graphic, electronic media, multimedia, and so on.

Thus, based on the explanation above, it can be assumed that authentic assessment is employed in the circle of all of three dimensions including attitude, knowledge and skill. It means that, in implementing authentic assessment those frameworks can be used as the references or indicators to assess students' development.

1.3 Techniques and Instruments of Authentic Assessment

As stated by Richard (2002), there are several procedures can be used in doing evaluation: test, interview, questionnaires, diaries and journals, teachers' records, students log, case study, students' evaluation, audio-video-recording and observation. Each procedures requires different tool of assessment. In terms of evaluating students' development or competence, curriculum 2013 offers several tools of assessment used in each scope or dimension of assessment.

1.3.1 The assessment of attitude competence

Referring to Kunandar (2014), teachers can assess students' attitude by using several alternatives: observation, self-assessment, peer-assessment, journal and interview. It is strengthened by Ministry of National Education Number 104/2014 which states that in assessing students' attitudes teachers can employ several alternatives such as observation, self-assessment, peer-assessment and journal assessment. Thus, in this study, the writer focused on the assessment alternatives proposed by Ministry of National Education: to implement this assessment, it can employ several tools or instruments of assessment: rating scale with rubric, or teachers' journals or diary.

a. Observation

As assumed by Richard (2002), the eminence of using observation in doing evaluation is the observer can focus on any observable aspect of the lesson and can provide an objective eye, identifying things that others may not be aware of. According to Kunandar (2014), observation is one of techniques of assessment continually employed by using sense, directly or indirectly based on the determined indicators. In accordance with Komalasari (2013), stating that observation is implemented by using check-list that involves the list of attitudes or characteristics that are expected to be developed by students. To be strengthened, Ministry of National Education

Number 66/2013 states that observation in terms of assessing students' attitudes relates to the assessment technique that is continually implemented by using all sense of human, directly or indirectly, based on the indicators involved in the guidelines.

b. Self-assessment

Self-assessment is an assessment technique employed by asking students

to present their strengths and weaknesses involving social and spiritual aspect. It is implemented at the end of the semester.

c. Peer-Assessment

Peer-assessment is one of alternatives in assessing students' attitudes through measuring the level of attitude competence by asking the students to assess each other (Kunandar, 2014). In line with the Regulation of Ministry of Education and Culture No. 104/2014 which states that peer assessment is an assessment technique employed by asking students to assess each other dealing with attitude competence achievement (Ministry of Education and Culture, 2013).

d. Journal

As stated by Richard (2002), the beneficial of journals is it provides relatively detailed and open-ended information and can capture missed information by other means. Based on Regulation of Ministry of Education and Culture Number 104/2014, journal is defined as a collection of written records of teachers and / or power environmental education in schools about the positive or negative and behaviour during and beyond the learning process (Ministry of Education and Culture, 2013). It is strengthened by Richard (2002), defining that journals are utilized to collect the narrative information of things that teacher does, problems they encountered, critical incidents, time allocation, and other issues. Thus, it is beneficial to collect detail information about students' achievement in the attitude aspect by employing those alternative tools appropriately.

1.3.2 The assessment of knowledge competence

Referring to Regulation of Ministry of Education and Culture Number 66/2013, teachers can assess students' knowledge by using three ways such as

written test, spoken test and students' tasks (Ministry of Education and Culture 2013). Each of the type of test is defined as follows:

a. Written test

Written test is composed of choosing and supplying the answer. Choosing the answer consists of multiple choice, two selections (true-false, yes-no), matching, and causation. While, supplying the answer consists of stuffing or complement, short or long answer, and description. Written test used as authentic assessment is the tests that requires students to summarize their own answers. It will train students to construct the sentence or answers by using their own words and their own ideas or knowledge.

b. Spoken test

Spoken test is type of test carried out by conducting questioning and answering directly between teachers and students (Ahmadi & Amri, 2014). In accordance with Kunandar (2014) stating that spoken test is a test directly given by teachers to students in form of verbal questions and directly answered by students in form of verbal as well. Thus, it can be stated that the spoken test is a test where teachers and students do question and answer directly by using verbal language (oral).

c. Students' tasks

Kunandar (2014) explains that the students' task or assignment is aimed at deepening votes against competency mastery of knowledge that has been learned through the process of learning. It can use the Instruments such as homework assignments and / other projects done individually or in groups based on the characteristics of the task.

1.3.3 The assessment of skill competence

According to Regulation of Ministry of Education and Culture No. 104/2014, there are several alternatives that can be used to assess students' skills involving practice, project, product and portfolio (Ministry of Education and Culture, 2013).

a. Practice or performance assessment

Kurniawan (2014) argued that assessment of practice or performance assessment is an assessment that is used to assess the quality of students' work process in doing their assignment. Furthermore, Kurinasih and Sani (2014)

explained that the assessment of students' performance is an assessment which ask students to perform a task on the real situation by exploring their knowledge and skills. To assess students' performance, teachers can use checklist or rating scale.

b. Project Assessment

Kunandar (2014) defined that the project assessment is the assessment of an assignment that includes gathering, organizing, evaluating, and presenting data that should be done by students either individually or in groups within certain period. It is supported by Komalasari (2013) stating that the assessment of the project is an assessment of students' activities in doing a task that must be accomplished within a certain time. In short, assessment of the project is the assessment of students' task that must be completed either individually or in a group within certain time or period.

c. Product Assessment

Kunandar (2014) explained that the product assessment is an assessment of the manufacturing processes and the quality of a product produced by students. The different opinion also expressed by Ahmadi and Amari (2014) in which product assessment is defined as an assessment used to assess students' skill in creating a product in a certain period based on determined criteria in terms of both process and outcome. To sum up, product assessment is an assessment of the manufacturing processes and the quality of a product produced by the students in a certain time based on determined criteria, in terms of both process as well as the final result.

d. Portfolio

Kurinasih and Sani (2014) defined that portfolio assessment is an assessment implemented through a collection of students' work that is done systematically within a certain time. In line with Kunandar (2014) explaining that the portfolio assessment is a continuous assessment that is based on a collected information showing the development of students' skills in certain period. To be concluded, portfolio assessment basically evaluates the students' works at one certain period. Therefore, the portfolio can reflect the development of students' progress through his work in a period time, for

example essays, poems, letters, pictures, discussions, reading report, and others.

1.4 Characteristics of Authentic Assessment

The characteristics of authentic assessment are defined by Kunandar (2014) as follows:

- a. Authentic assessment can be used for formative and summative. Authentic assessment can be performed to measure students' achievement or some basic competence and the achievement of students' core competence in one semester.
- b. Measuring skills and performance. Authentic assessment, all aspects such as attitude, knowledge and skill of student are measured and assessed.
- c. Authentic assessment is done continuously and integrated. It is beneficial for teacher to seek the insights related to students' learning progress.
- d. Authentic assessment can be used as feedback of students' achievement in a comprehensive competence.

1.5 The principles of authentic assessment

Kurinasih and Sani (2014) proposed the principles of authentic assessment is as follows.

- a. Objectively (ratings based on determined standards and are not affected by subjectivity factor).
- b. Integrated means (teacher assessment is done based on plan, integrated with learning instruction and sustainable).
- c. Economical (related to an effective and efficient assessment in the planning, execution, and reporting)
- d. Transparent (the assessment procedures, criteria, and basic of decision-making is accessible to all parties).
- e. Accountable (it could be justified)
- f. Systematically (planning and assessment are carried out gradually by following the basic steps.
- g. Educational (educating and motivating the students and teachers)

1.6 The purposes of Authentic Assessment

Referring to Kunandar (2014), there are several purposes of authentic assessment:

a. Tracing students' progress.

The development of student learning outcomes can be identified whether it is increased or decreased. Teachers can also develop the profile of students' progress consisting of their achievement in a period time.

b. Checking students' achievement (Teacher can determine whether a student has mastered the competencies expected or not, then teacher can find out the specific actions or solution to enhance or improve the competence of students with low achievement.

c. Detecting competency that has not been mastered by students. Teachers can detect any competencies that have not been acquired or mastered by students so that the teacher students can take certain actions to improve it.

d. Being feedback for students' improvement. The assessment results can be used as a basis for teachers in providing feedback to students for student improvement.

It is supported by Daryanto and Sudjendro (2014) explaining that authentic assessment has several objectives, namely:

- a. Assessing the individual ability by utilizing specific determined tasks.
- b. Determining learning needs.
- c. Helping and encouraging students.
- d. Helping and encouraging teachers to teach students better.
- e. Determining the appropriate learning strategies.
- f. Institutional accountability.
- g. Improving and enhancing the quality of education.

Hence, based on the early mentioned explanations, the authentic assessment purpose is essentially to determine students' competence and teachers' success in learning. The purposes of the authentic assessment are used as a framework by researchers in conducting research on the implementation of authentic assessment by teachers.

2. Previous Studies

Only several studies were conducted related to the implementation of authentic assessment in curriculum 2013. Fitrianti (2014) tried to expose the challenges in implementing of authentic assessment based on the framework proposed by (O'Maley and Peirce, 1996) including the purpose of assessment, fairness and grading. Another interest of study was realized by Trisanti (2014) who conducted a study related to the teachers' perceptions towards the implementation of authentic assessment by identifying teachers understanding about authentic assessment, and the strengths and weaknesses of the implementation of authentic assessment based on their point of view. The result of this study revealed that English secondary school teachers did not know exactly or comprehensively about the concept of authentic assessment. Most of the informants assumed that teachers need facilities and extra time to implement authentic assessment. However, they believed that authentic assessment will give students the valuable experience since they have variety of tasks in their learning process. More specific scope of study was conducted by Putri (2015) in which the purpose of the study is identifying how the authentic assessment has been implemented by teachers in thematic learning. This study answered two research questions in which the result showed that: 1) teachers know and understand about the concept of authentic assessment and 2) teachers has implemented the authentic assessment by covering all the aspect of assessment. However, since it is case study, it cannot reflect the same situation of other schools. Another study focused on the implementation of authentic assessment was conducted by Fitriani (2015). Her study revealed three findings: 1) Regulation of Ministry of Education and Culture 81a Year 2013 used as the primary foundation in implementing authentic assessment; 2) main problems teachers encounters including: the complex procedure of authentic assessment, managing the assessment activities in classroom and scoring the students' tasks and 3) to cope with the problems, the teacher maintained annual communication with students concerning on the assessment system, organized the tasks and selecting the scoring instruments by considering the students' English proficiency level and the school condition.

Thus, based on the review of literature, it is believed that authentic assessment is beneficial to be comprehensively implemented by English teachers in order to have deep and comprehensive insight about students' achievement and progress in learning besides the result of its implementation can be used as the indicators to measure the teachers' success in developing effective teaching. As stated by Richard (2002), to decide the course effectiveness, there are several typical measures used for different purposes: 1) Measure the mastery of objectives by observing students during group discussion and recording on a scale the extent to which they listen and respond to opinion. 2) Performance on tests by employing formal test usually given at the end of unit of teaching materials 3) Measures of acceptability by assessing teachers and students' perceptions on the program. The factors probably affecting the acceptability involve: time-tabling, choice of materials, or teachers' teaching style; and 4) Efficiency of the course by measuring how straightforward the program was to develop and implemented that reflect the problems appeared during course. All of them can be measured by implementing authentic assessment. Yet, referring to the previous studies, since most of them are case study, it is interested to conduct study that will describe general situation related to how comprehensively and significantly teachers employ the authentic assessment and what problems or difficulties they encounter during its implementation.

C. Research Methodology

This study employed mixed method approach in which the data were collected and analysed quantitatively and qualitatively. Quantitative approach was employed to gather the data regarding to the implementation how comprehensively teachers implement the authentic assessment by employing the assessment tools. The questionnaires were given to 33 teachers who have implemented authentic assessment. The questionnaire consists of 11 closed-ended questions divided into three major groups based on the three aspects of assessment (4 questions related to the assessment of students' attitude, 3 questions related to the assessment of students' knowledge and 4 questions related to the assessment of students' skills). Then, the data gathered were analysed through descriptive statistics to describe and draw the conclusion related to the the assessment tools mostly used, the aspect mostly assessed and the level of comprehensiveness of the implementation of authentic assessment. The data were

categorized by using 5 categories or scales based on Saifuddin Azwa (2015): extremely comprehensive, comprehensive, intermediately comprehensive, less comprehensive and not comprehensive as follows:

Table.1 Category of Participants' Perception

Category	Frequency
Extremely Comprehensive	$X > (Mi+1,5SDi)$
Comprehensive	$(Mi+0,5SDi) < X \leq (Mi+1,5SDi)$
Intermediately Comprehensive	$(Mi-0,5SDi) < X \leq (Mi+0,5SDi)$
Less Comprehensive	$(Mi-1,5SDi) < X \leq (Mi-0,5SDi)$
Not Comprehensive	$X \leq (Mi-1,5SDi)$

Symbols' Explanation:

Mi (Mean Ideal) = $\frac{1}{2}(\text{Highest Score} + \text{Lowest Score})$

SDi (Ideal Standard Deviation Ideal) = $\frac{1}{6}(\text{Highest Score} - \text{Lowest Score})$

X = Score of Participants' Perceptions

Meanwhile, qualitative approach was conducted to gather the deeper information about the difficulties in implementing the authentic assessment. The respondents were given two questions related to their understanding about authentic assessment, three questions related to their difficulties in implementing authentic assessment and one general question related to their solution to manoeuvre the difficulties.

D. Findings and Discussion

1. Findings

To find out how comprehensively teachers implement the authentic assessment, a percentage analysis of the assessment tools used in each aspect of assessment, the most widely assessed aspect and the category of the level of comprehensiveness of the implementation of authentic assessment are numerically measured and explained below.

1.1. The Percentage of Each Type of Assessment Tools Used by Teachers in Each Aspect of Assessment

1.1.1 Attitude

Table 1.1.1 Percentage of the use of Assessment Tools in assessing attitude aspect

Assessment Tools	Frequency	Percentage of Usage
Observation	68	33,8%
Self-Assessment	43	21,4%
Peer Assessment	48	23,9%
Journal	42	20,9%
Total	201	100%

From the light of the result, in the aspect of attitude assessment, it is viewed that from 100% of the use of the assessment tools, 33,8 % refers to the use of observation by teachers in assessing students' attitude. Out of the total number of frequency 201, 48 (23.9%) of them is represented the use of self-assessment, 21.9% is reflected the frequency of the use of self-assessment, and the lowest one (20.9%) is reflected the use of journal to assess students' attitudes. From the table, it is notable that the most widely-used assessment tool is observation and the most rarely-used of assessment tools is journal.

1.1.2. Knowledge

Table 1.1.1 Percentage of the use of Assessment Tools in assessing knowledge aspect

Assessment Tools	Frequency	Percentage of Usage
Written Test	80	34,5%
Spoken Test	69	29,7%
Tasks	83	35,8%
Total	232	100%

In the aspect of students' knowledge assessment, it is noted that the most frequently used tool by teachers is tasks. It is proven by 35.8% of the total use is reflected the utilization of tasks in assessing students' knowledge. It is followed by the form of written test with 34.5% and spoken task with 29.7%. It shows that the most widely implemented to assess students' knowledge is by giving the tasks to students.

1.1.3 Skill

Table 1.1.1 Percentage of the use of Assessment Tools in assessing skill aspect

Assessment Tools	Frequency	Percentage of Usage
Practice	55	20,6%
Project	80	30%
Product	63	23,6%
Portfolio	69	25%
Total	267	100%

Based on the table above, in terms of assessing students' skill, 30% of the use of the assessment tools refers to the use of project. 23.6% belongs to product, 25% portfolio and 20.6% practice.

1.2 The Frequency of The Implementation of Each Aspect of Assessment

Table 1.2 The Frequency of The Implementation of Each Aspect of Assessment

Aspect	Frequency	Percentage
Attitude	201	28,7%
Knowledge	232	33,2%
Skill	267	38,1%
Total	700	100%

1.3 The Category of Level of Comprehensive of Authentic Assessment Implementation

Table 1.3 The Category of Level of Comprehensive of Authentic Assessment Implementation

Category	Frequency	Percentage	Cumulative Percentage
Extremely Comprehensive	1	3,03%	3,04
Comprehensive	10	30%	33,34
Intermediately Comprehensive	11	33,33%	66,67
Less Comprehensive	7	21,21%	87,88
Not Comprehensive	4	12,12%	100
Total	33	100%	

This categorizing is employed to identify the comprehensiveness of the implementation of authentic assessment. Based on the standard deviation (8.02) and Ideal Mean (21.21) the category of the level of comprehensiveness of the implementation of authentic assessment can be presented as in table 1.3. Based on the table, it is clearly shown that 33.33% of the teachers have implemented the authentic assessment in the level of intermediately comprehensive. 30% of them believe that they have implemented the authentic assessment comprehensively, 21.21% are in the area of less comprehensive implementation, 12.12% of them assumed that they do not implement authentic assessment comprehensively, and only 3,04% or one of 33 teachers claimed that he has extremely comprehensive in implementing authentic assessment.

In terms of identifying the problems that they have encountered during the implementation of authentic assessment, this study discovered several problems including the variables that the respondents believe as the factors of the appearance of those problems based on each aspect or scope of authentic assessment.

a. Scope of Attitude

In this scope, almost all of the interviewee assumed that the most common problems they encountered is time limitation. They claimed that because they deal with large number of student, it is quite hard for them to assess all of the students by writing journal as it requires detail information about students' attitude. Besides, they also felt

that it was quite impossible to conduct peer assessment since students have lack of cooperativeness, motivation and objectivity to assess themselves and their peer. Moreover, some of them stated that they are lack of knowledge and understanding about how to make journal, how to manage time and how to conduct well and comprehensive observation.

b. Scope of Knowledge

In this aspect, some of them stated that the main problems in assessing students knowledge was the difficulty in finding, selecting and determining variable and valid test for students. Another problem was also pointed to the time allocation. To maneuver this problem they usually give homework to students. However, teachers also stated that sometimes students do plagiarism in doing their homework given. Yet, the rest of the respondent felt that there was no critical problem or difficulty in conducting assessment in form of test. they claimed that it might be caused by there is no significant difference between the form of test in curriculum 2013 compared to previous curriculum that they are familiar with, namely School-Based Curriculum.

c. Scope of Skill

In assessing students' skill the most widely-mentioned problem are students' cooperativeness and various level of students' competence. They proposed that it is hard to have students submitting their project given on time. Sometimes, teachers have to give them extended time. In terms of asking students to create a product, they argued that it is quite thoughtful to conduct it since they lack of level of competence and it is hard to cover all of students level and interest only by asking them to make a kind of product. Furthermore, according to their assumption, another problem also came from students' parents. They stated that, sometimes, when they ask students to make a product or do a project, their parents protest to the teacher. The protest are mostly about the lack facility or access to the internet that leads them to spend extra money and the difficulty of project given by teacher in which the parents argue that that kind of project is not appropriate with the level of their children. Another problem they proposed is students' lack of motivation and low self-confidence.

2. Discussion

As Curriculum 2013 employs scientific approach, it is required to use authentic assessment in which the teachers assess the students from their readiness, learning

process, and learning outcomes entirely. These components are integrated to discover students' capacity, style, and outcome and it is even able to give instructional and accompaniment impact of the learning. The result of authentic assessment can be used as the source of information to develop and enhance the improvement of learning process that fits the Standard Assessment of Education. Therefore, it is strongly reasonable for teachers to implement it comprehensively and consistently.

From the result of this study, the implementation of authentic curriculum is relatively lack of comprehensiveness. There are a number of teachers who still do not utilize the all integrated components of assessment in doing evaluation. It is caused by several difficulties faced by teachers. Based on the result of interview, it was found that different aspect had different type of difficulty. In terms of assessing students' attitudes, most of the teachers believe that the main problems they faced was time management. For example, in assessing students' attitudes by using journal, teachers should record the detail information about students' characteristics. Besides, they were not accustomed to creating journal for assessment.

In the circle of assessing students' knowledge, teachers encountered several problems such as: it is difficult to identify and determine a valid and reliable test to be used. Some of them believe that students' test does not always reflect the students' achievement and teachers' success in constructing effective teaching. They assumed that there must be another factors behind the result including student's personal problem. Another opinion proposed is when teachers give the students chance to do the task at home, the number of plagiarism follows. Although teachers have tried to guide and led them to the appropriate sources of learning, it is hard for teachers to control all students one by one. Besides, it might be caused by the students' misconception in receiving the instruction from the teachers.

In terms of assessing students' skill, teachers claimed that it is hard to ask students to accomplish a project or create a product. It is caused by several factors: students' lack of motivation and low self-confidence. Besides, it becomes a big challenge to cover all students' interest and needs in creating a product or developing a project in specific period. Each student has different interest, characteristics, learning style and needs. And the rest of them claim that the main problem they encounter is caused by their lack of understanding about the concept of authentic assessment and they are not

accustomed yet with this new type of assessment. It is supported by the data in table 2,3 and 4 which describe the type of assessment tools used by teachers. The data shows that not all of the tools are utilized comprehensively by teachers. They tend to use the easier and simpler one.

In addressing those problems, teachers play several strategies: doing informal observation by communicating with students, giving the extra or extended time for students to accomplished and finished their projects, keeping the document related to students' progress or achievement, creating descriptive scale or rubric to assess students' skills, keeping motivating and inspiring students to learn, building the report or harmonious interaction with students, being a good role model for students.

Thus, related to the problems that teachers encountered, it was assumed that assessing students' attitudes requires extra time since they have to measure and assess from all aspect and comprehensively. It would be more difficult if it is implemented in a large number of students. Based on their assumption, the main factors that affect the emergence of those problems is that they have lack of understanding about the concept of authentic assessment including its definition, purposes, characteristics and principles, and they claimed that they are not accustomed yet with this new type of assessment. Moreover, they believed that students' parents also have a crucial role in the implementation of authentic assessment. However, some of students' parents do not know about this assessment.

E. Conclusion and Recommendation

Based on the result and the discussion of the research above, it can be concluded that less than 40% teachers have comprehensively implemented this assessment and most of them still face difficulties in implementing authentic assessment. It is caused by several problems that teachers encounter related to their comprehensive knowledge and understanding about authentic assessment, their readiness and the support from stakeholder (government and students' parents). Therefore, through this study, it is suggested that: 1) teachers should be cooperative and have strong commitment in implementing authentic assessment, 2) it is suggested teachers to utilize and be accustomed to the implementation of authentic assessment specifically the tools of assessment;2) it would be better if the government provide comprehensive socialization for teachers to enhance their understanding related to the concept of authentic

assessment; 3) it is expected for the government or headmaster to become the bridge or mediator for teachers and students' parents to develop the same perception and understanding about authentic assessment. For the further research, it is recommended to deeply study about the implementation of authentic assessment in different types of area such as urban area, city and remote area. It might be interested to study since each area has its own characteristics (teachers' professional competence, geographical status, local wisdom, mind-set, life style, and so on) and needs that probably affect the implementation of authentic assessment.

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