AUTHENTIC ASSESSMENT IMPLEMENTATION IN ISLAMIC EDUCATION SUBJECT OF CURRICULUM 2013 ON SMA 1 HUTABARGOT MANDAILING NATAL

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Abstract

Implementation of authentic assessment is motivated by the emergence of a curriculum change from KTSP curriculum into the curriculum 2013. Curriculum 2013 seeks to enhance authentic assessment standards that emphasize on learning outcomes. This study aims to determine the implementation of authentic assessment on the Curriculum 2013 in state senior high school / SMA Negeri 1 Hutabargot, Mandailing Natal district. The research applies a descriptive qualitative method. The research subject is a teacher of Islamic education in state senior high school / SMA Negeri 1 Hutabargot, Mandailing Natal district who is known as a State Civil Apparatus. Data are collected through observation, interviews, and documentation. The results reveal that the implementation of authentic assessment on the Curriculum 2013 is appropriate to its techniques, instruments, and processes. Attitude assessment is obtained from observation using a checklist, while knowledge assessment is obtained from verbal and written tests, and skills assessment is obtained from a test, a scale list.

Keywords: Authentic Assessment, Curriculum 2013, Islamic Education Subjects, Authentic Assessment

Abstrak

Implementasi penilaian autentik dilatarbelakangi munculnya perubahan kurikulum KTSP menjadi kurikulum 2013. Kurikulum 2013 berupaya menyempurnakan standar penilaian autentik. Penilaian autentik penekanannya pada hasil belajar. Penelitian ini bertujuan untuk mengetahui implementasi penilaian autentik pada Kurikulum 2013 di SMA Negeri 1 Hutabargot kabupaten Mandailing Natal. Metode penelitian adalah deskriptif kualitatif. Subjek penelitian adalah guru mata pelajaran Pendidikan Agama Islam di SMA Negeri 1 Hutabargot kabupaten Mandailing Natal yang Aparatur Sipil Negara (ASN). Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan implementasi penilaian autentik pada Kurikulum 2013 sesuai dengan teknik, instrumen dan proses. Teknik penilaian sikap adalah observasi menggunakan daftar cek. Penilaian pengetahuan

menggunakan tes lisan dan tertulis. Penilaian keterampilan menggunakan tes, daftar skala.

Kata kunci: Kurikulum 2013, Mata Pelajaran Pendidikan Agama Islam, Penilaian Autentik.

INTRODUCTION

Education is a concerted effort to transform the knowledge, values , and culture to a generation. It is committed so that learners develop their potentials and implement it in daily life (Suryadi, 2018, p. 5.). Education has components that influence each other. They are the purpose of education, teachers, students, environmental education, educational tools, methods, evaluation, and educational content (Indra, 2018, p. 153.).

The content of education is closely linked with educational goals. To achieve the goals of education, it needs content/material called curriculum. The curriculum addresses all matters in the context of good education lesson plans, instructional media, and content. In order to achieve the goal of education, the curriculum serves as an educational tool (2016, p. 153.).

The curriculum in Indonesia has experienced several changes. A change from the curriculum of KTSP into the curriculum 2013 brings the implications of change in ratings. The assessment aims to create smart generations who have a spiritual attitude, noble, and having skills for themselves, society, nation, and state. In line with changes in the curriculum, the learning system in 2013 then joined the scoring system changed into the authentic assessment.

One emphasis in Curriculum 2013 is an authentic assessment. By the curriculum 2013, authentic assessment becomes a serious emphasis in which teachers assess student learning outcomes assessment notice immediately and thoroughly (Sangadah, 2016, p. 2.).

The curriculum 2013 focuses on competency-based assessment (process and results) which includes aspects of attitudes, knowledge, and skills of the learners (Ari Astriyandi, Umi Chotimah, Emil El Faisal, 2016, p. 188.). Assessment in the curriculum 2013 emphasizes the cognitive, affective, and psychomotor aspects.

An authentic assessment is a statistically significant measurement of the study of students to the realm of attitudes, skills, and knowledge (dkk, 2016, p. xi.). This means that the assessment is the overall assessment. In Islamic teachings through assessment, it is known as *qauliyah, fi'liyah,* and *qalbiyah*. All aspects consider it thoroughly both large and small as the word of God in surat Al-Zalzalah verses 7-8 as follows:

Meaning: So, whoever does an atom's weight of good, he shall see it. And whoever does an atom's weight of evil, he shall see it anyway.

Curriculum 2013 is designed in accordance with the conditions of education. Curriculum 2013 is fundamental to develop affective, cognitive, and overall psychomotor (kaffah)(K, 2018, p. 14.).

The state senior high school/SMA Negeri 1 Hutabargot, Mandailing Natal district is an educational institution that implements the curriculum 2013 and uses authentic assessment. The researcher wants to prove how the implementation of authentic assessment is applied in state senior high school/SMA Negeri 1 Hutabargot, Mandailing Natal district on the process and learning outcomes of students.

METHOD

This research is conducted at state senior high school/SMA Negeri 1 Hutabargot, Mandailing Natal district which is one of the upper secondary educational institutions. Authentic assessment on Islamic religious education in state senior high school/ SMA Negeri 1 Hutabargot, Mandailing Natal district is implemented in order to gather information about the process and learning outcomes covering the realm of attitude, skills, and knowledge.

Based on the data analysis methods, this research includes qualitative research. The research is oriented on phenomena or events that occur and are analyzed by scientific logic. The subject of the research is a teacher of Islamic education who is known as a State Civil Apparatus. The teacher is an informant who knows the authentic assessment implementation. Learners are also selected as research subjects to experience a direct result of the authentic assessment implementation.

Data collection tools are: observation by observing and recording systematically the elements that appear in an object of research (Sugiarto, 2017, p. 88.).

The interview is used to obtain information through social interaction between researcher and respondent (Edi, 2016, p. 2.).

Documentation is collected documents related to this research; they are the Lesson Plans and Syllabus. Techniques ensure data validity to extend participation, persistence observation, and triangulation. (Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM) Universitas Riau, 2017, p. 541.).

Processing techniques and data analysis using a model of Miles and Huberman interactive analysis is the process of data analysis activities that include data reduction, data presentation, drawing conclusions, and verification (Wijaya, 2018, p. 59.).

RESULT AND DISCUSSION
Implementation of Authentic Assessment in the 2013 Curriculum

Implementation of authentic assessment in the curriculum 2013 implemented to prepare the implementation of learning. This is in accordance

with the meaning of implementation or application. Implementation is not just activity but is an activity planned and carried out in earnest by reference certain norms to achieve the objectives of the activity (2018, p. 19.). Implementation in curriculum 2013 is the provision of means to implement something that impacts or due to something (Ali, 2017, p. 51.). In its operation, the curriculum 2013 implements an application and plan based on predefined rules.

Assessment in the curriculum 2013 is the process of collecting information about the comprehensive and sustainable learning process and results that the learners achieve (Bahrul Alam, 2015, p. 11.). Assessment is a general term involves a series of procedures to obtain all the information about the results of learners (Putra, n.d., p. 11.), It was concluded that the assessment in curriculum 2013 is a process of information gathered by teachers about the process and learning outcomes of students from the input, process, and output. Authentic assessment carried out comprehensively to assess the start of the input, process, and output of learning (Nuryati, 2015, p. 18.).

As for preparation, Lesson Plan of Learning Implementation was made as follows:

Table 1

"Lesson Plan"

School	: State Senior High School/SMA Negeri 1 Hutabargot, Mandailing Natal District
Subject	: Islamic Education
Class / Semester	: X / Odd Semester
Subject Matter	: Saving Live With Glory
Time Allocated	: 1 x 3 Lesson Hours @45 Minute (Meeting 1)

No	Basic Competencies	Indicator
1	1.1 "Accustomed to read the Qur'an by believing that self-control (mujahadah an-nafs), good prejudice (husnuzzan), and brotherhood (ukhuwah) are religious orders".	1.1.1"Accustomed to reading the Qur'an by believing that self-control (mujahadah an-nafs), good prejudice (husnuzzan), and brotherhood (ukhuwah) are religious orders."
2	2.1. "Showing self-control behavior (mujahadah an-nafs), good prejudice (husnuz-zan), and brotherhood (ukhuwah) as the implementation of the command of surah al-Hujurat / 49: 10 and 12 and related Hadiths".	2.1.1."Having self-control behavior (mujahadah an-nafs), good prejudice (husnuzhan) and brotherhood (ukhuwah) as the implementation of the command of surah al-Hujurat / 49: 10 and 12 and related Hadiths".

No	Basic Competencies	Indicator
3	3.1."Analyzing Q.S. al-Hujurat / 49: 10 and 12 and Hadith about self-control (mujahadah an-nafs), good prejudice (husnuzzan), and brotherhood (ukhuwah) ".	"3.1.1.Identifying the laws (recitation) in surah al-Hujurat / 49: 10 and 12. 3.2.1. Translating surah. al-Hujurat / 49: 10 and 12 and related hadiths. 3.3 Explaining asbabunnuzul of surah al-Hujurat / 49: 10 and 12. 3.4 Identifying the meaning of surah al-Hujurat / 49: 10 and 12 and related hadiths. 3.5 Explaining the messages contained in surah al-Hujurat / 49: 10 and 12 and related hadiths 3.6 Describing the wisdom and benefits of self-control (mujahadah an-nafs), good prejudice (husnuzzhan) and brotherhood (ukhuwah). 3.7 Concluding the laws, meanings, messages, and benefits contained in surah al-Hujurat / 49: 10 and 12 ".
4	"4.1. Reading surah al-Hujurat / 49: 10 and 12, according to the rules of recitation and makharijul letters 4.2. Demonstrating memorizing surah al-Hujurat / 49: 10 and 12 fluently and smoothly". 4.3 Presenting the relationship between the quality of faith with self-control (mujahadah an-nafs), good prejudice (husnuzzan), and brotherhood (ukhuwah) in accordance with the message in surah al-Hujurat / 49: 10 and 12, and related Hadiths."	"4.1.1 Demonstrating reading surah al-Hujurat / 49: 10 and 12, according to the rules of recitation and makharijul letters. 4.1.2 Presenting the legal reading contained in surah al-Hujurat / 49: 10 and 12. Memorizing surah al-Hujurat / 49: 10 and 12 fluently and smoothly. 4.1.3. Presents exposure to the relationship between the quality of faith and self-control (mujahadahannafs) contained in the hadith". 4.1.4"Presenting the exposure of the relationship between the quality of faith with good prejudice (husnuzzan) following the message in surah Al-Hujurat / 49: 12 and related hadiths

No	Basic Competencies	Indicator
		4.1.5"Presenting the exposure of the relationship between the quality of faith and brotherhood (ukhuwah) under the message in surah al-Hujurat / 49: 10 and related traditions".

Master plan integrated assessment referred to the syllabus. The lesson plan contained authentic assessment techniques and instruments. Techniques and instruments tailored to the Core Competency assessment (KI) and the Basic Competency (KD).

Attitude competency assessment was done through observation, self-assessment, peer assessment (peer evaluation) by learners and journals. The instrument used was a checklist or rubric grading scale, whereas in journals such as teacher notes. The evaluation techniques used are not fully used in any learning process, evaluation techniques tailored to the learning materials.

Knowledge competency assessment was carried out through written tests, verbal tests, and assignments. Written test instruments were in the form of multiple-choice questions, stuffing, short answer, true-false, matching, and description. The instrument descriptions were equipped with scoring guidelines. Verbal test instruments were in the form of a list of statements. Instruments homework assignments and projects are carried out individually or under the characteristics of the task group.

Skills competency assessment was carried out through performance assessment, which required an assessment in which learners demonstrate a certain competence by using the practice test, project, and portfolio assessment. Instruments used in the form of a checklist or rubric grading scale equipped. The instrument/assessment sheet provided a list of values per subject matter in the overall shape. Assessment form contains the entire list of values ranging from aspects of the assessment of attitudes, knowledge, and skills. Sheets made by teacher assessment.

The implementation of competency assessment skills is by Novita's research: "Competency assessment skills do teachers measure the achievement level aspects of imitation, manipulation, precision, articulation, and naturalization"(Novita Wulandari, 2016, p. 33.).

The implementation of authentic assessment was carried out by notifying the assessment plan. The plan submitted in the form of criteria for the assessment of competency achievements. Criteria of the attainment of a guideline to assess

learners were in decision making. The criteria used were the attainment of minimum completeness criteria (KKM).

An authentic assessment also assessed attitudes and skills. Competence focused on the behavioral attitudes, awareness, activeness, and cooperation of learners. The competence attitude graded by the teacher of Islamic education is output ratings.

Rating output was done to measure the level of achievement of the competence after the learning process was done. Rating output was performed to determine mastery of competency had been achieved by learners after the learning process.

Authentic assessments required students to manifest the attitudes, knowledge, and skills gained from learning in real life.

An authentic assessment was the process of collecting information on the development and achievement of learning performed by students through techniques capable of revealing, proving, or demonstrating precisely that learning objectives and ability (Competence) had been completely mastered and accomplished.

Permendikbud RI No. 66 the year of 2013 mentions that an authentic assessment is a comprehensive assessment to assess the range of inputs, processes, and outputs.

An authentic assessment shows knowledge, attitudes (affective), skills, and ability in a real situation (Majir, 2017, p. 129.).

Coverage includes competency authentic assessment of attitudes, knowledge, and skills. Competency assessments measure the achievement level of competence attitude. Attitude includes aspects receiving, responding, assessing, organizing, and character. In Curriculum 2013, the attitude is composed of spiritual and social. Knowledge competency assessment measures the level of achievement including memory or rote knowledge, comprehension, application, analysis, synthesis, and evaluation.

The implementation of authentic assessment is well organized. Teachers spearhead in terms of the assessment exercise in the learning process (Bahrul Alam, 2015, p. 29.).

Reporting authentic assessment, carried out by:

a. Teachers give a score for each component assessed and the meaning/ interpretation of the score.

b. Teachers write narrative descriptions about these scores illustrating the competence of learners either realm of knowledge, attitudes, and skills.

c. Teachers assign a value in terms of numbers and descriptions for each subject and pass on to homeroom.

d. The homeroom teacher presents the results of teacher assessment in board meetings to determine the grade.

e. Homeroom teacher submits the result to the board meeting to determine graduation teacher

f. Learners at the end of the educational unit concerning the graduation requirements of the educational unit.

g. Homeroom teacher presents the results of its assessment to the parents/ guardians of the students (Khafidzoh, 2016, p. 14-17.).

An authentic assessment is done to address the problems that occur in learning (Atikah Mumpuni, 2018, p. 40.) Assessment is done by using principles:

1) The assessment process is an integral part of the learning process.
2) Assessment should reflect real-world problems.
3) Assessment should use a variety of sizes, methods, and criteria following the characteristics and essence of the learning experience.
4) Assessment should be holistic covering all aspects of learning objectives (cognitive, affective, and psychomotor) (Zaim, 2016, p. 63.)

Authentic assessment is carried out and can be accessed by all parties. The assessment results accounted for (NovitaWulandari, 2016, p. 34.).

Techniques and instruments used to assess the competence of attitudes, skills, and knowledge included: attitude competency assessment through observation, self-assessment, peer assessment (peer evaluation) by learners and journals. The instrument used was a checklist or scale rubric grading assessment, whereas in journals such as teacher notes. The teacher assessed the competence of knowledge through written tests, verbal tests, and assignments. The written test was formed in multiple-choice questions, stuffing, short answer, true-false, matching, and description. The instrument descriptions are equipped with scoring guidelines. A verbal test was formed in a list of statements. Homework assignments and projects were carried out individually or groups according to the characteristics of the task.

Competency of skills was assessed through performance assessment. It required learners to demonstrate a certain competence by using the practice test, project, and portfolio assessment. Instruments used in the form of a checklist or rubric grading scale equipped (M. Fajar Mahbub, 2014, p. 13-14.).

It was concluded that the implementation of authentic assessment was to assess the input that was at the beginning of the learning process of Islamic Education and Character. Teachers conducted a pre-test. Furthermore, after the pre-test was done, teachers delivered learning materials as well as observing the activity shown by each learner through observations. This activity was carried out by teachers of Islamic education and Character, including the assessment

process. Before the expiration of instructional hours, teachers were doing a post-test with some questions.

An authentic assessment was used to measure the achievement of competence against one or more of the basic competencies. An authentic assessment was used to measure the achievement of competence against the standards of competence or core competency in one semester. In this study, the means of authentic assessment used to measure the number of core competencies.

Authentic Assessment of Islamic Religious Education Subjects at State Senior High School 1 Hutabargot, Mandailing Natal District

Islamic education is a conscious effort, planned in preparing learners to know, understand, appreciate to believe, devoted, and noble morals in practicing the teachings of Islam from its main sources holy book Quran and al-Hadith, through guidance and learning process. (Arif, 2014, p. 237.).

An authentic assessment of Islamic religious education in the State Senior High School 1 Hutabargot, Mandailing Natal District does not only emphasize cognitive aspects but more importantly on the affective and psychomotor aspects. The final goal of Islamic education is to create learners who have noble morality (noble character).

The subjects of Islamic education contain material that is in the subject of Islamic religious education.

Islamic religious education is rated to be one of the subjects that must be taught according to the curriculum 2013. The purpose and function of Islamic religious education are to provide students to face daily life.

In the authentic assessment of the curriculum 2013, the purpose and function of Islamic religious education put forward the affective, cognitive, and psychomotor to be assessed. An authentic assessment as one of the instruments implemented.

CONCLUSION

An authentic assessment implemented in State Senior High School/SMA Negeri 1 Hutabargot, Mandailing Natal district was done from the beginning to the end of the learning activities. The implementation of authentic assessment firstly created a draft assessment. Assessments made plans include engineering, instrument, and assessment processes adapted to the Core Competence (KI) and the Basic Competency (KD), which would be taught to vote under the ongoing learning process.

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