



The Implementation of Assessment in Curriculum 2013 in English Subject of SMPN Bulukumba

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Abstract

The objectives of this research are (1) to find out the description of the implementation of the Assessment in Curriculum 2013 in English Subject of SMPN Bulukumba. (2) to identify the problems that the teachers face when implementing the assessment of Curriculum 2013. (3) to find out the solution of the problems.

This research is done in several piloting schools in SMP Negeri Bulukumba. They are schools that are pointed by the government to implement the curriculum 2013. In addition, there was also one school which is not a piloting school to continue to implement the Curriculum of 2013. The participant of this research is the English teachers of the first grade. To collect the data the researcher used tape recorder and conducted interview with the teachers and headmaster as additional data. In analyzing the data, the researcher used qualitative method. According to Patton (1987) that qualitative method enables the researcher to interview and to interpret the result according to the real-life situation on the site. It allows the use of expressing language and the presence of the participants' voices in text. This is important because voices bring in other aspects such as moods and tones that may contribute to the quality of data.

The findings of this research showed that (1) The respondents had conducted the assessment of curriculum 2013 well in accordance with the assessment implementation guides, even though in another side, they haven't understood it as a whole, lack of material in the text book, and still need more training. (2) There were five numbers of problem were found from the teachers' perception on the assessment in curriculum 2013, such as: (a) Teachers face problems dealing with the curriculum changing particularly in assessment process, (b) Teachers face problems dealing with the lack of material in the text book, (c) Teachers face problems dealing with the assessment integration of listening to speaking and reading to writing, (d) Teachers face problems dealing with student's attitude assessment, (e) Teachers face problems dealing with time allocation. (3) The problem solution was suggested by the teachers and headmaster. The point in the suggestion was the teacher should be able to adapt with the curriculum 2013, so would have been easy to implement it well.

Keywords: implementation and assessment

A. Introduction

Basically, there are four elements of curriculum change in 2013, the Graduate Competency Standards, Content Standards (core competence and basic competences), Standard Process, and Assessment Standards. Orientation Curriculum 2013 is an increase in the balance between competence and attitude (affective), skills (psychomotor) and knowledge (cognitive).

Conceptually draft curriculum in 2013 aspired to be able to create a future smart generation and comprehensive that is not only excellent intellectually, but also excellent in emotional, social, and spiritual. It looks at the integration of the values of the characters in the learning process that is not longer to be a supplement as in Curriculum 2006 but approaches and instructional strategies that are used to provide space for learners to construct new knowledge based on their experience gained from classroom learning, school environment, and the community also will be able to get learners closer to the culture. Curriculum in 2013 became one of the solutions to the changing times that would priority to competence but synergized with the values of the character.

The Objectives of the Curriculum 2013, based on the regulation of Ministry of Education and Culture no. 69 2013,

“The curriculum of 2013 aims to prepare Indonesia people to have ability to live as individual and citizen who faithful, productive, creative, innovative, and affective, and to be able to contribute to the life of society, nation, state, and world civilization”.

“Kurikulum 2013 bertujuan untuk mempersiapkan manusia Indonesia agar memiliki kemampuan hidup sebagai pribadi dan warga negara yang beriman, produktif, kreatif, inovatif, dan afektif, serta mampu berkontribusi pada kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban dunia.”

Curriculum assessment in 2013 is not only focused on aspects of knowledge (cognitive) alone but also covers aspects of attitudes (affective) and aspects of skills (psychomotor). On the aspects of knowledge and skills, in the curriculum 2013, conducted by the English teacher with a range of values given are scale 1-5 (Buku Pegangan Guru, “When English Rings a Bell”. 2014) with a 0.33 multiplier is different from the previous curriculum using a range of 1-100. In addition to differences in the range of knowledge and skills assessment aspects also include a predicate based on the value obtained by the students. For the assessment of knowledge, teachers can assess through written tests, oral tests, and assignments. In the aspect of skills, teachers can assess through performance assessment that is the assessment that requires students to demonstrate a certain competence by using the practice test, project, and portfolio assessment.

Meanwhile, the attitude aspects is divided into two, namely spiritual attitude and social attitudes. Where the assessment only lists the predicate that obtained by students. In the attitude aspect teacher can assess student through some instruments such as direct observation from the teachers themselves, student’s self assessment and peer student assessment among themselves and other, and the event that happen in or outside the classroom in the form of teacher’s journal. Moreover the assessment form in curriculum 2013 also focuses on individual character of each student.

But some troubles raise when the teachers implementing the assessment, as reported by *www.tempo.com* “One thing that make teachers feel difficult is the assessment system that contains too many aspects. In a learning activity, each of students has to be assessed detail, involving ten aspect of assessment. Imagine if there are 30 students in a classroom. Teachers will spend their time only to observe the students and assess those aspects” said Basaria, an Indonesia language teacher (Tempo.co Metro 16 Agustus 2014). Same thing said by Mulyadi, a Math teacher, he said that the assessment in curriculum 2013 is more informative and descriptive, also contains assessment in attitude, knowledge and skill of student. Beside that there are a lot of variables in portfolio needed to be fulfilled. These things, he said, made him and his colleague found difficult to assess. (<http://www.koran-jakarta.com>).

By referring to some cases above, the researcher were interested to do a research about the implementation of the assessment in Curriculum 2013 conducted in English Subject of SMPN Bulukumba. The researcher also wanted to find out the problem that the teachers face when deal with it. Therefore by this study the writer came to his thesis under the title The Implementation of Assessment in Curriculum 2013 in English Subject of SMPN Bulukumba.

B. Literature review

1. Concepts Deal With Curriculum and Assessment

a. Curriculum

Curriculum is the foundation of the teaching-learning process. The development of programs of study, learning and teaching resources, lesson plans and assessment of students, and even teacher education are all based on curriculum. Johnson (1967) defines curriculum as “a structured series of intended learning outcomes that prescribes the results of instruction”. Curriculum is, therefore, viewed as an output of the development process. Research in curriculum development has focused more on improving the process of curriculum than on curriculum theory, which aims to better understand the educational significance of what students are learning (Pinar, 2004).

b. Assessment

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards, and using the resulting information to document, explain, and improve performance. (Angelo, T. 1995).

Assessment process can be performed by observation and reflection. Observations can be conducted by teachers when students are learning, asking questions/ problems, responding or answering questions, discussing, and doing other learning, both in class and outside of class. In the implementation of the curriculum, not only one teacher in the classroom can observe the students but the observations can be conducted by another teacher in different subject, help to observe each other, because it encourages team teaching curriculum in learning, especially in the thematic integrative learning. Observations can also be conducted by a companion, since the implementation of Curriculum 2013 plans a companion program, so that teachers will be accompanied by the expert of curriculum and learning.

c. Assessment in curriculum 2013

According to the Assessment Guide of Learner’s Competence Achievement for Junior high school 2014 (Panduan Penilaian Pencapaian Kompetensi Peserta Didik SMP. 2014), assessment in curriculum 2013 should include aspects of knowledge, skills, and attitudes as a whole and proportional, in accordance with the core competencies that have been determined. Assessment aspects of knowledge can be done by a written test, an oral and a checklist of questions. Assessment skills aspect can be done with practice exam, analysis of skills, and analysis of task, and assessment by the learners themselves. While for the assessment aspect of attitude, it can be done by attitude questionnaire (personal observation) of students themselves, and checklists attitude adjusted with the core competencies.

In the assessment process of curriculum 2013 there are stages that conducted by the teachers in implementing the assessment namely stage of instruments preparation, stage of execution, and the stage of score management.

2. Aspect of attitude

Attitude started from the feeling associated with a person's tendency to respond to a thing / object. Attitudes is also as the expression of values or way of life of a person. Attitude can be formed, so that it becomes a behavior or an action desired. According to the Assessment Guide of Learner’s Competence Achievement for Junior high school 2014 (Panduan Penilaian Pencapaian Kompetensi Peserta Didik SMP. 2014) competence attitude, which is intended in this guide, is an expression of values or way of life that belong to a person and manifested in behavior. Attitude competence in curriculum 2013 consists of spiritual and social attitudes. Spiritual attitude is a manifestation of the strengthening of the vertical interaction with God Almighty, while the social attitude is a manifestation of the existence of consciousness in an effort to realize the harmony of life.

There are four kinds of techniques of attitudes assessment in the curriculum 2013 namely:

a) Observation

Kemendikbud (2013) explain that observation is a technique of evaluation that is performed continuously by using the senses, either directly or indirectly by using instruments that contain a number of indicators behavior that observed. Direct observation conducted by the teacher directly without intermediary of others. While indirect observation conducted by the teacher with the help of others, such as teachers, parents, students, and school employees.

b) Self assessment

Self-assessment is an assessment technique by asking learners to express their strengths and weaknesses in the context of the achievement of competence. Instruments used are the self-

assessment sheet using a check list or rating scale were accompanied rubric. Permendikbud (2013)

c) Peer student assessment

Peer assessment is an assessment technique by asking learners to assess each other related to the achievement of competence (Sadler, Philip M., & Eddie Good. 2006). The instrument used for peer assessment is a check list and rating scale with a class-based sociometry technique. Teachers can use one or both of them.

d) Journal

Journal is a teacher's record in and outside the classroom containing information of observations result about the strengths and weaknesses of students relating to attitudes and behavior.

3. Aspect of Knowledge

The assessment of learner's knowledge competency achievement is the assessment of intellectual potential in understanding knowledge (factual, conceptual, and procedural) consist of the level of knowing, understanding, applying, analyzing, evaluating, and creating. Assessment towards the learner's knowledge can conducted through written tests, oral tests, and assignments. (Permen Dikbud. 2013). Here are the coverage of knowledge aspect

a) Factual Knowledge

Factual knowledge contains convention (agreement) of the basic elements such as a term or symbol (notation) in order to facilitate discussion in a field of disciplines or subjects. Factual knowledge includes the aspects of terms knowledge, particular knowledge and elements relating to the knowledge of the events, locations, people, dates, resources, and etc.

b) Conceptual Knowledge

Conceptual knowledge contains ideas in a discipline that allows people to categorize an object and also categorize various objects. Conceptual knowledge covers principles (rules), law, theorem, or interrelated and well structured formula (Anderson, L. & Krathwohl, D. 2001). Conceptual knowledge includes knowledge of classifications and parts, knowledge of basic and general, knowledge of theories, models, and structures.

c) Procedural Knowledge

Procedural knowledge is knowledge about how the sequence of steps in doing something. Procedural knowledge includes knowledge from general to specific and algorithms, knowledge of specific methods and techniques and knowledge of criteria to determine the appropriate use of procedures (Anderson, L. & Krathwohl, D. 2001).

4. Aspect of Skill

Assessment of skills competency achievement is the assessment conducted toward the learners to assess on what extent the achievement of graduate competency standard (SKL), core competence (KI), and basic competence (KD) particularly in dimension of skills.

According to the Permendikbud number 66, 2013 about Standards Assessment, the assessment in skill competence consist of practice assessment, project assessment and portfolio assessment that can be describe as follows:

a) Practice Assessment

Practice test is an assessment that requires a response in the form of skills to do an activity or behavior in accordance with the demands of competence. Practice tests conducted by observing the activities of learners in doing something. Assessment is used to assess the achievement of competencies that require learners to perform certain tasks such as: practice in the laboratory, practice to do prayer, practice to sports, role playing, playing musical instruments, singing, reading poetry, and so on.

b) Project Assessment

Project is the learning tasks which includes the design, implementation, and report by orally or writing within a certain time. Project assessment is an assessment to the tasks that need to be completed within a certain time period or. The Tasks are such as investigation from planning, collecting, organizing, processing, and presentation of data. Project assessment can be used to find out the understanding, the ability to apply, to investigate and to inform students on subjects and indicators or specific topic clearly.

c) Portfolio Assessment

Portfolio assessment is the assessment carried out by assessing the entire collection of students' works in certain fields that are reflective-integrative to know the interests, developments, achievements, and / or creativity of students within a certain time. The work can

be in the form of concrete actions that reflect the students' concerns to their environment.
(Panduan Penilaian Pencapaian Kompetensi Peserta Didik SMP. 2014)

C. Methodology

The researcher investigated the implementation of assessment in curriculum 2013 in English subject of SMPN bulukumba by using descriptive qualitative research design. The study was conducted in 4 Junior High School in Bulukumba. One Junior High School that represents districts in Bulukumba city, one Junior High School representing the border of Bulukumba city, and two Junior High Schools representing the sub-districts outside of Bulukumba city. There were eight piloting schools of junior high school in Bulukumba. The researcher selected the schools to be researched by using purpose random sampling because they were considered near from the researcher place. The participants in this research consist of four English teachers at seventh grade of Junior High School who have attended Curriculum 2013 training. In this case one English teacher is represented one school and two headmasters representing four schools above. The researcher chose the teachers at the first grade because the implementation of curriculum 2013 began from the first grade to the second grade. Every single teacher and headmasters had been observed and interviewed for six meetings because the data had been saturated.

D. Findings and Discussion

1. Findings

The findings consist of (1) The implementation of the assessment in the Curriculum 2013, (2) Teacher's problem with the implementation of the assessment on Curriculum 2013 at junior high school, and (3) The suggestion on problem solution from English teacher and headmasters toward the problem in conducting the assessment. The data obtained through classroom observation, photograph, sound recording, and interview based on research design that was descriptive qualitative design.

1. The implementation of the assessment in the Curriculum 2013

The researcher provided questions for teachers consisted of four parts. The first part is their understanding about the changing of assessment system on curriculum 2013. The second is the actualization of the assessment implementation on curriculum 2013 The third is their involvement in curriculum 2013 training. And the fourth is their response on curriculum changing.

a. Understanding about the changing of assessment system on curriculum 2013

The objective of this sub part is to investigate teacher's understanding about the changing of curriculum specifically to the assessment changing. The first point covers teachers' point of view about curriculum change from KTSP (Curriculum 2006) to curriculum 2013 particularly in assessment aspect, the second point is their understanding about assessment mechanism in this curriculum 2013. The third point is their point of view about authentic assessment. The fourth point is their point of view about the affectivity of the assessment and the fifth point is their point of view about the reduction of reading and listening assessment.

b. The actualization of the assessment implementation in curriculum 2013

The objective of the second part is to investigate how do the teacher implement the assessment on curriculum 2013 such as, how do they design the instrument of assessment before process of learning take place, how do they develop the assessment instrument on every aspect, how do they document assessment on every aspect, how do they manage the result of the assessment, facilitate the assessment by student, the teacher action when there is a student doesn't reach the score target, components the teacher should pay attention in implementing the assessment, and explain the technique and assessment format they have done.

c. The involvement in curriculum 2013 training

The objective of this part is to investigate how is teacher's involvement in assessment training and the information they get about assessment curriculum 2013

d. Respond on curriculum changing

The objective of this sub part is to investigate teacher's perception about the changing of curriculum in generally. The first part is about the total time for English subject, the second is piloting school, and the third is their suggestion for the government.

2. Teacher's problem with the implementation of the assessment on Curriculum 2013 at junior high school

This study has already identified the problem that the teachers faced. The list of teachers' problems dealing with the assessment of the curriculum 2013 found in preliminary data are the following.

- a. Teachers face problems dealing with the curriculum changing particularly in assessment process
 - b. Teachers face problems dealing with the lack of material in the text book
 - c. Teachers face problems dealing with the assessment integration of listening to speaking and reading to writing
 - d. Teachers face problems dealing with student's attitude assessment
 - e. Teachers face problems dealing with time allocation
3. Suggestion on problem solution from English teacher and headmasters toward the problem in conducting the assessment

The problem solution was suggested by the teachers and headmaster. The points in the suggestion were the teacher should be able to adapt with the curriculum 2013. Had they familiar with this curriculum they would have been easy to implement it well. And they should always ask to their friends who know well about this curriculum. Whether in training, teachers' assemble (MGMP) or just by sharing with their colleague. The teacher also should develop their material or find another material whether in text book or internet when they thought it doesn't enough with the allocation time.

2. Discussion

The discussion of this research deals with the interpretation of the findings derived from the result of the script and the researcher's notes during the interaction or the conversation of teaching and learning process, it also deals with interpretation of the findings in interview process.

First point is the implementation of the assessment of English learning in curriculum 2013. Assessing student learning outcomes based on the existing principle according to minister regulation no. 81, assessment of students 'learning outcomes is based on the principles of (1) valid, (2) objectively, (3) equitable, (4) integrated, (5) opened, (6) whole, (7) systematically, (8) criteria reference, (9) accountable, and (10) educative. Regarding to the teacher and student textbooks published by the government by integrating the ability of listening and speaking to one as well as with the ability of reading and writing the respondents expressed no objection with that thing because the program directs students to make them easier to face national exam where there are many reading texts in it. It is also good because there are clear standards and uniformity of the material, but teachers should also be given the freedom to use other learning resources and adapted to the conditions of each school. Based on experience, exam question are customized with the indicators, the demands of each school and the student's ability.

Second point is Teacher's problem with the implementation of the assessment on Curriculum 2013 at junior high school. Based on the above finding, there are some teachers who were having some problems in the implementation of the curriculum in 2013 starts from the assessment assumed enough complicating especially in attitude assessment, the book contained lack of material and insufficient with the available time and the material also little high for the student in junior level. The Subsequent findings was the limited time for teacher to have training for the assessment and instructors who come from the teachers of themselves are still not very proficient in the areas of curriculum 2013.

Third point is the suggestion on problem solution from English teacher and headmasters toward the problem in conducting the assessment. The problem solution was suggested by the teachers and headmaster. The points in the suggestion were the teacher should be able to adapt with the curriculum 2013. Had they familiar with this curriculum they would have been easy to implement it well. And they should always ask to their friends who know well about this curriculum. Whether in training, teachers' assemble (MGMP) or just by sharing with their colleague. The teacher also should develop their material or find another material whether in text book or internet when they thought it doesn't enough with the allocation time.

E. Conclusion

Based on interviews and observations conducted by researchers it can be concluded that the respondents had conducted the assessment of curriculum 2013 well in accordance with the assessment implementation guides. For further conclusion we can see as follows:

In the implementation of the assessment in the Curriculum 2013, some teachers assumed that the aspects of assessment are too complicated because many formats of the assessment

should be completed by them and they are incapable to provide the appropriate assessment according to the aspects of curriculum assessment 2013. Although some teachers have not understand about the aspects of curriculum assessment in 2013 but there are still teachers understand the assessment well because they are able to develop themselves and conscious upon the importance of the assessment of the students in measuring student's ability and achievement actually.

There were five numbers of problem were found from the teachers' perception on the assessment in curriculum 2013, such as: (a) Teachers face problems dealing with the curriculum changing particularly in assessment process, (b) Teachers face problems dealing with the lack of material in the text book, (c) Teachers face problems dealing with the assessment integration of listening to speaking and reading to writing, (d) Teachers face problems dealing with student's attitude assessment, (e) Teachers face problems dealing with time allocation.

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