

English Teachers' Perception on Using Authentic Assessment Based on 2013 Curriculum in the Secondary School Level

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ABSTRACT

English syllabus in 2013 curriculum is designed in integrated forms. It means there are many aspects that will be assessed in the implementation of 2013 curriculum. One of the solutions that is believed to tackle this existing issue is by using authentic assessment since this kind of assessment affords to cover 2013 curriculum demand. Conversely, previous studies regarding authentic assessment pinpoint if there are still much issues and constraints in the implementation of authentic assessment until at this very moment. For this reason, a study concerning authentic assessment is still beneficial and crucial to be explored since authentic assessment is supposed to be implemented in Indonesia educational system. This study belongs to qualitative study. Teachers' perception was explored by using interview by choosing three English teachers. Students' ability, less of students' motivation, less of students' discipline, less of learning intensity are found to be barriers. Then, English teachers' knowledge and limited time also contributed to this issue. Apart from this, teachers have the different way to solve the existing barriers in the implementation of authentic assessment in the classroom practices. The result of this study is expected to shift and strengthen teachers' cognition into a positive cognition concerning authentic assessment.

Keywords: teachers' perception; authentic assessment; 2013 curriculum

1. INTRODUCTION

Based on the result of international student assessment (PISA) that has been released by organization for economic co-operation and development (OECD) for years, Indonesia is one of the countries that has a low rank in students' assessment in all over the world. For this reason, Indonesia educational system in terms of students' assessment is supposed to get a serious concern from the government, policy makers, and stake holders in educational system since assessment is the important element that can be a trigger whether the goals of education can be achieved or not. Therefore, assessment in Indonesia educational system should be able to cover all aspects of students' need based on the Indonesia national curriculum (i.e., 2013 curriculum) in order to educational goals itself can be achieved properly. As a result, Indonesia needs a kind of assessment which matches with 2013 curriculum.

Apart from this, in Indonesia, English syllabus in 2013 curriculum is designed in integrated forms. The previous commentary means there are many aspects that

will be assessed in the implementation of 2013 curriculum, those aspects namely: attitude competencies, e.g., spiritual & social, skills (e.g., listening, speaking, reading, & writing), and knowledge. One of the solutions that is believed to tackle this existing issue is by using authentic assessment since this kind of assessment affords to cover all of the 2013 curriculum demand. The term "authentic assessment" was first introduced in 1989 by Grant Wiggins. Authentic assessment is seen as an alternative in the implementation of the 2013 curriculum at the school level from aspects of learning outcomes assessment (Setyawarno & Kurniawati, 2018). There are two major reasons why authentic assessment can be utilized as one of the assessment methods in Curriculum 2013; First, the previous or current assessment does not assess and include all students' outcomes, second is that teachers can plan the instructional activities based on the recent issues or information obtained in the classroom (Inayah, Komariah, & Nasir, 2019).

Ukashatu, Suleiman, and Mahmoud (2019) convey the benefit of authentic assessment, i.e., authentic assessment encourages the social aspects of learning by

enabling active participation and deeper learning, authentic assessment leads student to move from being consumers of knowledge to creators of knowledge, authentic assessment facilitates greater level of self-reflection among students, authentic assessment gives teachers more flexibility in instructions, authentic assessment fosters students to achieve self-regulating and autonomous learners, authentic assessment allowed assessment that meets the need of the learners by giving authenticity and usefulness to result, authentic assessment gives students chance for having a team work, authentic assessment also allowed student with real-world experience, and promotes students' creativity. The previous commentary is in line with Mardjuki (2018) who conveys authentic assessment in 2013 curriculum leads the students to be autonomous learners. This new type of assessment is considered as a solution that can accommodate students' progress and achievement in the classroom (Sahyoni & Zaim, 2017).

Marheni and Dantes (2014) conducted a study regarding authentic language assessment in terms of a case in Indonesian EFL classroom and revealed there are some challenges to the use of authentic assessment in EFL, i.e., authentic language materials, authentic tasks and rubrics, scheduling of English lesson, class size, student motivation, and teachers' readiness. They also suggested that training for teachers will help achieving the goals of the new English curriculum. In the different study concerning the implementation of authentic assessment in Indonesia educational system, Aliningsih and Sofwan (2015) also did a study in terms of English teachers' perception and practices of authentic assessment and pointed out if teachers have positive perceptions towards authentic assessment as they agreed that the assessment approach is beneficial to assess students' progress and achievement but they did not apply the assessment properly as they did not put the assessment principles into practices. Apart from this, the recent study concerning authentic assessment that has been conducted by Dharma and Adiwijaya (2019) in senior secondary school revealed that teachers are still not ready in implementing authentic assessment into their teaching practices.

Based on the previous discussion, it can be inferred that there is still a problem and a challenge in implementing authentic assessment since the authentic assessment has been exposed into Indonesia educational system until at this very moment. For this reason, a study concerning authentic assessment is still beneficial and crucial to be explored since authentic assessment is supposed to be implemented in Indonesia educational system based on 2013 curriculum. Reflecting to the previous elaboration, this study is conducted to portray: 1. How do the English teachers conduct authentic assessment based on 2013 curriculum? 2. What are the barriers and how do the English teachers solve the barriers in implementing authentic assessment based on

2013 curriculum? The result of this study is expected to shift and strengthen teachers' cognition into a positive cognition concerning authentic assessment since it is believed to handle the existing demand in the 21st century.

2. LITERATURE REVIEW

2.1. Teachers' Cognition: Teachers' Perception and Practices

Teachers' cognition has the wide and comprehensive issues. Teachers' cognition is as a dynamic process that involves a wide range of issues associated with the life and work of a teacher (Borg in Rahman, Johan, Selim, Singh, & Shahed, 2019). Moreover, teachers' cognition has several psychological constructions, such as belief, knowledge, attitude, perception, assumption, conception and principle (Borg in Rahman, Johan, Selim, Singh, & Shahed, 2019). All aspects of teaching and learning in a language classroom are associated with these constructs (Rahman, Johan, Selim, Singh, & Shahed, 2019). Teachers' cognition in this study has something to do with teachers' perception concerning the implementation of authentic assessment in Indonesia educational system.

Perception can be defined as human recognition and interpretation of sensory information; perception also includes how people respond to the information (Setiawati, 2018). The previous commentary means that perception is interdependent with cognition. Teachers' perception and classroom practices are closely interrelated each other. This means teachers' perception will reflect the teachers' knowledge, belief and think in the classroom practices. As a result, it will give the impact in terms of how teachers see their roles as a teacher that will contribute in their teaching practices in the field. As a result, teachers' perception concerning authentic assessment will reflect how they implement the authentic assessment in their teaching practice.

Since authentic assessment has been exposed into educational system, there are many countries have explored studies regarding this issue. In China context, Huang and Jiang (2020) conducted a study concerning teachers' perceptions and practices regarding authentic assessment in Chinese secondary school and pointed out that no participants denied the value of authentic assessment, only one-third of them admitted that they had tried to increase authenticity in their assessment tasks. Apart from this, in Indonesia context, Imansyah, Utama, and Sumarni (2018) explored EFL teachers' perception related to authentic assessment and found that EFL teachers had positive knowledge, point of view, belief, feeling, and behavior towards authentic assessment. To fill the gap, this present study is undertaken to find out the implementation of authentic assessment in secondary school in terms of teachers' perception, barriers, and how the teachers solve barriers in Indonesia context.

2.2. Authentic Assessment Based on 2013 Curriculum in Indonesia

An authentic assessment pays much attention to measuring student’s learning process in terms of their behavior, knowledge, and skills (Sumardi, Adzima, & Wijaya, 2020). The previous commentary means if authentic assessment will accompany students to the fundamental learning in the comprehensive aspects (i.e., behavior, knowledge, & skills). The implementation of authentic assessment can help teachers to know the extent to which students are able to apply their knowledge and skills in accordance with the contexts of real situations; this is because authentic assessment focuses on activities or tasks that students do, as the knowledge and skills taught are tailored to the real contexts (Susani, 2018). The previous explanation pinpoints if authentic assessment has something to do with the real-world tasks.

Authentic assessment is carried out to measure the achievement of competencies in a holistic manner which consists of aspects of attitudes, knowledge, and skills assessed simultaneously in accordance with real conditions (Setyawarno & Kurniawati, 2018). The authentic assessment involves Contextual Teaching and Learning (CTL) and scientific learning as the approaches of learning at schools all around Indonesia (Sihombing, 2019). Authentic assessment encourages learner’s autonomy through self-awareness and self-reflection (Nguyen and Phan, 2020). It is in line with Mardjuki (2018) who conveys authentic assessment in 2013 curriculum leads the students to be autonomous learners. Since the role of teachers in 2013 as the assessor or facilitator, it is feasible to urge students to be autonomous learner by implementing authentic assessment in the classroom practices.

Atmarizon and Efendi (2019) explored the implementation of Authentic Assessment in the 2013 Curriculum in Padang and pointed out if the numbers of the students became main problems besides basic knowledge, overburdened of time and classroom management. To overcome this problem, they also suggested the assessment training and workshop should be followed by the teachers. For this reason, the studies regarding authentic assessment is still crucial and beneficial to be explored because there is still a problem and a challenge in implementing authentic assessment since the authentic assessment has been exposed into Indonesia educational system until at this very moment. Consequently, this present study is going to portray English teachers’ perception on using authentic assessment based on 2013 curriculum.

3. METHOD

The nature of research question should formulate the type of research design (Nunan, 1992). Type of this research is descriptive research; by using qualitative as

an approach. Qualitative research design is considered as the best way to find out teachers’ perception on using authentic assessment based on 2013 curriculum. Qualitative data enable us to understand a problem from the critical and in-depth perspective of the problem, which leads to a better understanding of the phenomenon (Creswell & Poth, 2017). The research questions within this study as follows:

- a. How do the English teachers conduct authentic assessment based on 2013 curriculum?
- b. What are the barriers and how do the English teachers solve the barriers in implementing authentic assessment based on 2013 curriculum?

Three secondary school English teachers from Indonesia university of education in the second semester were selected as the participants in this study. They were chosen as the participants since they have fulfilled criteria for conducting this study. Therefore, the participants were chosen by using purposive sampling. Schreiber and Self (2010) state that purposive sampling occurs when the researcher selects participants because they have specific characteristics that will be representative or informative in relation to the population of interest.

Within this study, the participants were labelled with teacher A, B and C for keeping their privacy and research ethic. Approximately, all of them are the English teacher that have got the experiences in teaching English approximately of over 3 years. Thus, by choosing three participants that have teaching experiences at least 3 years, it is expected to contribute for answering the focus of the present study properly. Moreover, the research questions were explored by using interview with open-ended questions since interview is believed as the best way to collect the data properly in terms of teachers’ perception, barriers, and how do the English teachers solve the barriers.

Table 1 Information about the Participants

Teachers’ Name	Educational Qualification	Experience
Teacher A	Bachelor in English Education	15 years
Teacher B	Bachelor in English Education	3 years
Teacher C	Bachelor in English Education	12 years

4. RESULT

Technique of data analysis that uses within this study is proposed by Miles and Huberman (1994) who comprise data analysis in three stages, i.e., data reduction, data display, conclusion and verification. There are 10 questions that have been asked to the English teachers in the interview. Interview questions 1, 2, 3, and 4 provide general information of the English teachers. Interview questions 5, 6, 7, and 8 figure out the first research

question. Then, interview questions 9 and 10 point out the second research question.

First research question aimed to point out the use of authentic assessment by the English teachers. The finding of first research question is comprised of four points, i.e., English teachers' background knowledge concerning authentic assessment, places where the English teachers comprehend their knowledge about authentic assessment, types of authentic assessment that the teachers use, and the way the English teachers implement authentic assessment in their classroom practices based on 2013 curriculum.

4.1. English Teachers' Background Knowledge Concerning Authentic Assessment

Teacher A defines authentic assessment is an assessment which based on students' experiences. Thus, teacher is supposed to look the students' process in learning English. Additionally, teacher B conveys authentic assessment is an assessment process which involves teachers and students. She also clarifies that authentic assessment is not only to assess the result of students' learning but also to assess students' process in learning. In addition, teacher C professes authentic assessment is an assessment to assess students' development in learning. She also states that assessment in authentic assessment is not based on standard test and the assessment can be done in teaching and learning process, i.e., self-assessment, portfolio, and project assessment. The previous commentary reveals if all of the participants have an adequate background knowledge concerning authentic assessment. It can be seen when they could define authentic assessment properly. Places where the English teachers comprehend their knowledge

Teachers A clarifies that she knows authentic assessment for the first time when she was in strata one degree. Then, she started to practice it when she got PPL. Same with teacher A, teacher B professes that she knows authentic assessment when she was in strata one degree. Then, when she has taught in secondary school, she ever joined a training regarding authentic assessment from MGMP. Then, she also confesses that she still has inadequate knowledge about authentic assessment. Therefore, she still asks or discusses about the implementation of authentic assessment with the English teachers who have got a lot experiences in teaching. Apart from this, teacher C affirms that she also knows authentic assessment from MGMP. Then, the headmaster in school where she teaches also often gives the insight regarding this issue. She also admits that she also knows authentic assessment from the module by Kemendikbud.

The finding indicated if participants know authentic since they were in the strata one degree. Then, all of them officially practice it when they become an English teacher in secondary school. The finding also pinpointed

if authentic assessment is a complex and a long process. For this reason, one of the participants admitted that she still has less knowledge regarding the implementation of authentic assessment based on curriculum; consequently, she still asks concerning the implementation of authentic assessment with senior English teachers.

4.2. Types of Authentic Assessment That the Teachers Use

Teacher A states that she often uses performance assessment and written assessment. Further, teacher B affirms that she often uses performance and project assessment. Later, she also clarifies that she uses performance assessment when she wanted to assess speaking and listening skills and uses project assessment to assess reading and writing. Furthermore, teacher C declares that she often uses portfolio and performance assessment. The previous commentary indicates if every single teacher adjusts what kind of authentic assessment that they are going to use in the classroom practices based on their teaching planning.

4.3. The Way the English Teachers Implement Authentic Assessment

Teacher A conveys "assessment is a complicated process. Hence, I want to make it as simple as possible but it must be still effective and efficient. Usually, I combine one assignment with the achievement is more than one, e.g., I combine reading and speaking, listening and writing. So, one assignment consists of two skills. For spiritual, I looked from students' process in collecting the assignments; whether the assignment is complete or not, whether students did the assignment by themselves or did it by cheating with friends". Additionally, teacher B professes "to assess spiritual, social and skills, I focus to skill first. Then, for spiritual and social I embedded those domains in the assignments, i.e., in project assessment, students are supposed to collaborate each other.

Thus, I can assess social domain in this aspect. Next, for spiritual, I assess from the simple things, i.e., whether they pray, whether they have tolerance". Further, teacher C affirms "by including those aspects into my teaching practice, e.g., social and spiritual domain can be embedded almost in every standard competency. Then for skills and sub skills are supposed to be assess based on authentic assessment, e.g., in assessing writing, I often use written assessment or in reading I often use performance assessment". The finding in this part pinpoints if English teachers know how to assess students by using authentic assessment by embedding some focuses in 2013 curriculum, i.e., attitude competencies (e.g., spiritual & social), skills (e.g., listening, speaking, reading, & writing), and knowledge.

The second research question aimed to find out barriers and solutions in implementing authentic assessment. The finding of second research question is comprised of two points, i.e., barriers in implementing authentic assessment and the solution of those barriers.

4.4. Barriers in Implementing Authentic Assessment

Teacher A conveys “the barrier is when students are less discipline and responsible in collecting the assignment. So, it is hard to assess students’ achievement in terms of written form. Then, as a teacher I also have a very limited time to assess many students”. Apart from this, teacher B answers “since one of the principles in authentic assessment is students are supposed to be able to relate the learning into their life, I have barrier in implementing authentic assessment when I am going to relate a topic based on students’ real situation This thing is hard enough to be achieved due to less of learning intensity and less of students’ participation in learning. Students and teachers are supposed to collaborate each other in authentic assessment. But the reality in the field shows sometimes teachers can-not always be the good facilitator. In addition, students are also less responsive. As a result, the authentic assessment in school can-not accomplish properly”.

Then, teacher C confesses “the barrier concerning the implementation of authentic assessment is on students’ side, whether students are ready or not to be assessed by using authentic assessment guidance”. Based on the finding, it can be sum up if English teachers have some barriers that constraint the implementation of authentic assessment in their classroom practices, i.e., students’ ability, less of students’ motivation, less of students’ discipline, and less of learning intensity. Then, English teachers’ knowledge regarding authentic assessment and limited time also found to be barriers in the implementation of authentic assessment based on 2013 curriculum.

4.5. The Solution of Barriers in Implementing Authentic Assessment

Teacher A pinpoints if students’ discipline is a fundamental foundation in implementing authentic assessment based on 2013 curriculum. Hence, she suggests teachers are supposed to educate students to be discipline. Then, teacher B conveys that to solve the problem, she tried as hard as she can to give the innovation in assessing students. So, she can encourage students to accomplish all aspects in the 2013 curriculum demand, i.e., social and spiritual, skills, and knowledge properly (e.g., giving the innovation in learning topic which based on students’ interest but it is still compatible with syllabus and curriculum). Meanwhile, teacher C asserts that in solving the barriers, she is supposed to

analyze the assessment instrument. As a result, she will get the description whether she have assessed the students properly based on authentic assessment in 2013 curriculum. Then, she suggests that teachers are supposed to discuss and ask students what kind of learning activities that they have the capability on it but it is still possible to be assessed based on authentic assessment. To sum up, teachers have the different way to solve the existing barriers in the implementation of authentic assessment in the classroom practices based on their own cognition toward authentic assessment.

5. DISCUSSION

The term of “authentic assessment” was first introduced in 1989, by Grant Wiggins. As stated before, authentic assessment in Indonesia becomes one of the major concerns in 2013 curriculum as stated in The Regulation of the Minister of Culture and Education of the Republic of Indonesia Number 104 Year 2014 which promotes learner autonomy and critical thinking as a part of higher order thinking skills (Mardjuki, 2018). As mentioned before, this present study is going to explore: (1) how do the English teachers conduct authentic assessment based on 2013 curriculum; and (2) what are the barriers and how do the English teachers solve the barriers in implementing authentic assessment based on 2013 curriculum?

The result of this study shows that English teachers can cover all aspects of the demand from 2013 curriculum in the implementation of authentic assessment in their teaching practices. English teachers have used all of those aspects, i.e., spiritual & social, skills (e.g., listening, speaking, reading, & writing), and knowledge. Those aspects also be a guidance in how do the English teachers implement authentic assessment in teaching practices. Furthermore, the findings within this present study also point out that there are many factors that can contribute to the implementation of authentic assessment, i.e., students’ ability, less of students’ discipline, and less of learning intensity. Then, English teachers’ background knowledge and limited time also found to be barriers. Those factors are interrelated each other to impose the implementation of authentic assessment in teachers’ teaching practices in the classrooms. In addition, every teacher has the different notion regarding how to solve existing barriers in implementing authentic assessment in classroom practices.

Mardjuki (2018) conducted a study concerning teachers’ perception on the use of authentic assessment. The findings of this study revealed if there are several challenges lead to the implementation of authentic assessment, i.e., purpose of assessment, fairness, time allotment, objectivity and reliability of scoring. Then, he also suggested that the government should provide trainings and workshops relate to the implementation of

the authentic assessment in the learning process which is based on the objectives as it stated on the syllabus as well as the indicators, therefore, it can be included in the scoring rubric in order to meet the objectivity of authentic assessment used in the teaching and learning process. To clarify, this previous study is in line with this present study in terms of limited time in implementing authentic assessment. Then, the suggestion within this previous study also matches with the present study that English teachers' background knowledge concerning authentic assessment is found to be barriers. Accordingly, providing teachers' training about authentic assessment is believed as the solution to tackle this problem.

Dharma and Adiwijaya (2019) conducted a study concerning English teachers' readiness in implementing authentic assessment in senior high schools. The findings pinpointed: (1) in terms of planning, the teachers' readiness is classified into average, (2) in terms of execution, the teachers' readiness is classified into not ready, and (3) in terms of reporting, the teachers' readiness is classified into not ready. Additionally, this study also reveals that there were three main problems faced by the teachers in implementing authentic assessment, namely: (a) lack of authentic assessment knowledge, (b) lack of experience in designing authentic assessment, and (c) lack of sharing from friends who get workshop about authentic assessment. From this research, it is suggested that: (a) teachers to join workshop and to read references about authentic assessment, and (b) government should held more workshop about authentic assessment. The previous study that has been conducted by Dharma and Adiwijaya (2019) concerning English teachers' readiness in implementing authentic assessment is in line with finding within this present study in terms of lack of teachers' background knowledge regarding authentic assessment. As a result, authentic assessment can-not be implemented properly based on 2013 curriculum.

In addition, Marheni and Dantes (2014) also conducted a study regarding authentic language assessment in terms of a case in Indonesian EFL classroom and pointed out there are some challenges to the use of authentic assessment in EFL, i.e., authentic language materials, authentic tasks and rubrics, scheduling of English lesson, class size, student motivation, and teachers' readiness. This finding is in line with Dharma and Adiwijaya (2019) and with the present study, i.e., teachers' readiness and students' motivation are interdependent each other to be barriers in implementing authentic assessment.

6. CONCLUSION

This present study portrays if implementing authentic assessment in Indonesia educational systems is a complex and a long process. There are many factors that can contribute to the implementation of authentic

assessment, i.e., students' ability, less of students' motivation, less of students' discipline, and less of learning intensity. Then, English teachers' knowledge regarding authentic assessment and limited time also found to be barriers. Those factors are interrelated each other to impose the implementation of authentic assessment in teachers' teaching practices in the classrooms. Therefore, some English teachers might feel if implementing authentic assessment based on 2013 curriculum is quite challenging. Finally, they can-not implement it properly in their classroom practices.

To end a positive note, there are some recommendations based on this present study. The former, education will never be static, it will always be dynamic due to the demand of globalization. For this reason, teachers who as the most dominant agent of education need to always upgrade their knowledge all the time. Hence, teachers' professional development is needed to be conducted appropriately. Next, authentic assessment is not only about assessing some aspects in 2013 curriculum but also about building mind set. Therefore, building a good mindset or setting a good culture will contribute to this issue. Subsequently, government and policy makers who have enormous authorities in Indonesia educational system should give the full support toward the implementation of authentic assessment, i.e., providing teachers' trainings and equipping schools' facilities. Lastly, teachers and students who as the fundamental objects of authentic assessment are supposed to have a strong commitment in establishing authentic assessment.

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