"EDUCATION TRANSFORMATION TOWARD EXCELLENT QUALITY BASED ON ASEAN COMMUNITY CHARACTERISTICS"

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Front Cover

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Thuesday, November 13rd 2014

PROCEEDING
International Seminar

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Fakultas Ilmu Tarbiyah
dan Keguruan
UIN Sunan Kalijaga

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PREFACE

The main theme of the international seminar conducted by *Faculty of Tarbiyah and Teaching State Islamic University Sunan Kalijaga* Yogyakarta, Indonesia, is '*Education Transformation Toward Excellent Quality Based on ASEAN Community Characteristics'*. The background of the seminar is the lags of education quality in almost ASEAN countries in comparation with the universities in developed countries. The discussion will be focused on the way how to transform the education model in ASEAN toward excellent quality based on local wisdom. To elaborate the main theme, the organiser of seminar created three sub-themes: 1) globalizing education values based on ASEAN community Characteristics, 2) transforming education toward new paradigm, and 3) building religious next generation. The first theme is to offer the participants to write how to promote the quality of education to global level based on local culture. The second theme is to ask education experts to elaborate the new paradigm in the context of transforming education practise. The third is to give the opportunity to everyone of educator to present his research or experiences in promoting the education model.

Proudly, the organizer of the seminar presents the outstanding speakers from various universities of ASEAN, namely: Faculty of Education University of Malaya (UM), University of Dato Hussen Onn Malaya (UTHM), Faculty of Education University of Brunei Darussalam, Faculty of Eduction Thaksin Universisty Thailand, and last but not least from UIN Sunan Kalijaga Yogyakarta, Indonesia.

Rosmawijah Jawawi, from the Sultan Hassanal Bolkiah Institut of Education (SHBIE) at University of Brunei Darussalam wrote the transformation of teacher education in University of Brunei Darussalam. The title is '*Teacher Education in Brunei Darussalam: Transforming tomorrow's Generation through Teacher Education today'.* She mentioned in her paper that since 2009, the Sultan Hassanal Bolkiah Institute of Education (SHBIE) at Universiti Brunei Darussalam has transformed into a graduate school of education. The Institute of Education which previously offered undergraduate programmes, has undergone a complete overhaul over the past couple of years to focus more on graduate programmes in research and evidence-based practices. SHBIE as a graduate school offers innovative graduate programmes which include Master of Teaching (MTeach), Master of Education (Med) and Doctorate of Philosophy (PhD). Part of the rationale behind this transformation, as in other countries, was a desire to enhance the professional status of teachers in the nation by (i) having a policy that all teachers should in the long-term be qualified to masters level and (ii) ensuring that the education teachers receive provides them not only with basic teaching strategies, but also with the skills to engage in on-going, evidence-based improvements in their teaching throughout their career. This paper will discuss the transformation of SHBIE in the pursuit of better teacher quality that aims to upgrade the teaching profession in Brunei Darussalam.

The challenge for Brunei is that with a small population, Brunei is heavily dependent on a non-renewable resource for growth and stability. Education, therefore plays a critical role in equipping the country with the human resource needs to support its economic diversification agenda and enhanced well-being of people. The needs for economic diversification has made it imperative for the Ministry of Education to take on reformation and restructuring efforts with respect to education policy, structure, curriculum, assessment and qualifications, and professional development in support of the nation's drives to achieve Brunei Vision 2035 (Wawasan Brunei 2035).In realising

this, SHBIEtransformed itself into a graduate school of education in 2009 with to produce educators as high quality professionals with integrity and core values.

In relation to Rosmawijah Jawawi's paper, Sittichai Wichaidit from Thaksin University wrote the specific transformation in the classroom under the title '*Science Teaching for the 21st Century: Transforming Classrooms for The Next Generation Learners'.* His conclution is that educational policy concerns regarding to how science teachers can support students to develop skills needed to be effective citizens in the 21st century. Several skills are considered as the learning objectives of science teaching including critical thinking and problem solving, creativity, collaboration, and communication. People living in this century are expected to master those skills for success in today's world. Yet, it is not clear how to change classrooms from passive learning to be more active and how to provide the context for students to develop those essential skills. The instructional strategy for developing the 21st century skills is proposed in this article. It is developed from the current understandings of how students learn and how scientific inquiry can be organized in science lessons. The strategy was implemented in the learning activities which were parts of the science camp for Thai high school students to develop 21st century skills. After participating in the activities, most students agreed that the activities provided opportunity for them to practice critical thinking and problem solving, creativity, collaboration, and communication. The example of learning activities is presented and there is also the implications of this strategy for science teachers.

The paper elaborated the transformation of education in more specific than before is what was written by Hafsyah Siti Zahara, et all, Departement of Chemistry Education, Faculty of Science and Technology, Islamic State University (UIN) Sunan Kalijaga Yogyakarta *'The effectiveness of Jikustik Learning Model in Student's activity and learning achievement'* According to the witers, that based on the data analysis, it can be concluded:

1. There is a difference in students' activity between the experimental class and control class, then it can be said that *Jikustik* learning model affects the students' activity.

2. There is no difference in student achievement between the experimental class and control class, so that *Jikustik* learning model has no effect on student achievement.

Based on the results, it can be expected to put forward some suggestions that can be applied in the development of science and education policy. Researchers advise as follows:

1. In order to enhance the activity and student achievement, especially chemistry, teachers as educators need to implement active learning model that can stimulate students to be able to increase its activity during learning, so understanding and knowledge gained can retain for longer time.

2. The mixed-model sometimes needs to be done in order to complement each other. By using the mixed-model, students competencies can be emerge.

Hopefully, this seminar would play the role in attaining the goal of transforming education toward excellent quality in ASEAN through the university. The university can support or add on to the state education development program, enhancing the quality of education, building linkages in education system, ensuring access to education, building bridge with development program as well.

Yogyakarta, November 2014

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CONTENTS

AN AUTHENTIC EVALUATION IN THE IMPLEMANTATION OF COMPETENCY-BASED CURRICULUM

Sri Sumarni

Abstract

Evaluation is one of the most important elements in the education process, because it can provide the important and accurate information that can be used as a basis for making educational decisions. Curriculum 2013 is a Competency-Based Curriculum, so the evaluation is designed by using the authentic assessment. Authentic assessment is the collecting process of the information by the teacher about the student development and achievement through a variety of techniques that are able to reveal, prove, or show exactly that the purpose of learning and ability (competency) have actually achieved. An authentic assessment emphasizes the ability of the student to demonstrate a competence attitude, knowledge, and skill which is possessed in a real and meaningful manner. These three competencies are expressed in a balanced way, so it can be used to determine the relative position of each student towards the established standards. Each competency also requires the use of different and varied techniques and instruments in order to obtain the accurate and comprehensive information for making educational decisions appropriately.

Keyword: assessment, authentic, curriculum, competency

A. Introduction

Curriculum, learning, and evaluation have an important relation to be considered in seeking the success of the student. As good as any curriculum, if it is not supported by adequate learning and evaluation, the success of the student will not be achieved. Similarly, if the learning is not guided by a good curriculum, there will be confusion in the implementation. While if learning is not supported by an adequate evaluation, it will cause some problems, for example: frustration, moral decline, indeed there will be occurred disorientation among students. Therefore, these three issues are important to be considered for the optimizing of the learners' result, particularly in answering the problems which are progressed right now.

Evaluation is one of the most important elements in the education process, because it can provide the important and accurate information in making educational decisions, such as: pass or not pass, grade or not grade, completed or not completed the study, and so on. Moreover, by the evaluation, the learning that has been formulated can be known its success. For the student, the evaluation is very important to do the remedial process, development, and guidance to enable them to achieve the learning result optimally.

Today, the curriculum used in Indonesia is Competency-Based curriculum (CBC), the Education Unit Level Curriculum (SBC) which was implemented in the school in 2006/2007 and replaced with Curriculum 2013 that began to be implemented on a limited basis in 2013. Competency-Based Curriculum put the assessment on an important position. Assessment component is believed to give a real impact in the success of the student. The form and the manner of assessment in many cases provide the important implication for the learning process, how the teacher should teach and how the students should learn really determining the achievement of the competency that is mastered by them.

The evaluation of the learning result is often only associated with the test, because it has become a habit all this time that has been more emphasis on the test technique with the achievement that is only on the intellectual aspect. It is certainly not relevant to the Competency-Based Curriculum which requires the successful of the student comprehensively, both on the realm of cognitive, affective, and psychomotor. Therefore, lately there are many criticisms that appear toward overemphasis on the test technique as the measurement that is less comprehensive with more attention on direct and comprehensive assessment which is often known as an Authentic Assessment through tasks and comprehensive observation to the student competency.

B. The Essence of Authentic Assessment

An Authentic assessment is often expressed as a performance assessment or performance-based assessment. Meanwhile, in some literature states that an authentic assessment is equated with an alternative assessment (alternative based assessment). Whereas Mueller (2006) equates the term of authentic assessment with the term of direct assessment (Rustaman, 2006).

As the implication form of the application SKL (Competency Standards), the process of assessment by the teacher, both formative and summative must be referred to the criteria. In essentials, the teacher must develop ongoing the authentic assessment that will ensure the achievement and mastery of the competence. An authentic assessment is the process of collecting the information by the teacher about the learning development and achievement of learner through a variety of techniques that are able to reveal, prove, or show exactly that the purpose of learning and capability (competency) has completely mastered and achieved.

An authentic assessment emphasizes the ability of the student to demonstrate knowledge which is possessed in a real and meaningful. The assessment activities do not only ask or tap the knowledge that has been known by the student, but the real performance of the

attitudes, knowledge, and skills that have been mastered. As Mueller (2008) stated that authentic assessment is a form of assessment in which the students are asked to perform the real-world tasks that demonstrate meaningful application of essential knowledge and skills. So, an authentic assessment is a form of task that requires learner to demonstrate the performance in a real world meaningfully which is the application of attitudes essence, knowledge and skills. According to Stiggins (via Mueller, 2008), an authentic assessment is an assessment of performance which requires the students to demonstrate a certain skill and competency which is the application of knowledge that they master. When it is viewed from the standpoint of the Bloom's theory --a referenced model of authentic assessment development- the assessment should include the realms of cognitive, affective, and psychomotor.

The problem of performance or demonstration, or whatever the term, is certainly in term based on the characteristics of each subject. Each subject would have the performance characteristics that are not necessarily the same as the other subjects. The performance of the Islamic Education learning result is not necessarily the same as the result of mathematics learning, automotive engineering, fashion, music art, and others. Although each subject has the different characteristics, both of which belong to the category of exact sciences and humanities and social, but according to the characteristics of Competency-Based Curriculum, all of them have to implement a model of authentic assessment.

An authentic assessment concerns with the assessment process and the result at once. Thus, the entire performance of the learners in the learning activities can be assessed as a whole, just the way it is, and it is not solely based on the final result (product) only. It considers that there are many student performances that are shown during the learning activities, so the assessment should be performed during and in line with the learning process. That is why the authentic assessment is also called the direct assessment. When assessing, many activities are more obvious when it is assessed directly, for instances, the skill of expressing

the opinions clearly, the ability to pray in an orderly manner, the ability to behave commendable, and so on. Therefore, the authentic assessment requires used a variety of the assessment methods; it can use non-test and test models at once, and it can be done anytime in coinciding with learning activities. However, it should still be well planned. For example, by giving the daily test, in-class exercises, assignments, interviews, observations, questionnaires, field notes/daily, portfolio, and others. The assessment that is done through various ways or models, involving a variety of realms, and covering this process and product is then called as an authentic assessment. An authentic assessment can mean and simultaneously guarantee: an objective, tangible, concrete, actually the result of the student performance, accurate and meaningful.

In the appendix of the Regulation of the Minister of Education and Culture (*Permendikbud*) No. 66 of 2013 on Standard Assessment of Education has been explained that educational assessment is the process of collecting and processing information to measure the achievement of learners competence that includes: authentic assessment, self-assessment, portfolio-based assessment, test, daily tests, midterm, final examination of the semester, the exam of competence level, the examination of competency quality level, national examination, and school/Islam school (*madrasah*) examination.

From the description above, it can be emphasized that an authentic assessment has the following characteristics:

1. Assessment which is integrated with learning activities;
2. Using a variety of ways and criteria;
3. Comprehensive (full competence reflects the attitudes, skills and knowledge);
4. Emphasizing on demonstrating the knowledge, attitudes, and skills in a real and meaningful;
5. Direct, both inside and outside of the class;
6. Improving: objectivity and accuracy of the assessment;

7. Adjust the characteristics of each subject;
8. Very relevant to the Competency-Based Curriculum.

There are several benefits of using an authentic assessment, as Mueller (2008) stated as follows. First, it improves the objectivity, because educators can see the learning result directly. The assessment that that only measure the knowledge achievement, indirect, and it cannot measure the actual results. Second, authentic assessment provides the opportunity for learner to construct the learning result through the independent assignments. The assessment should not merely require learners to repeat what they have learned because it just trains them to memorize and remember, so it is less meaningful. With the authentic assessment, learners are trained to construct what has been achieved when they are confronted with the concrete situations. By this way, learners will select and prepare the answers based on the knowledge that is possessed and the situation analysis which is done in order to the answer is relevant. Third, an authentic assessment allows the integration of learning activities, learning, and assessment activities into one integrated package. It is important for the educators to make improvements to the learning result of the learners who have not completed, both from the aspect of knowledge, skills, more so their attitudes. Remedial process and the other tutoring do not have to wait until the completion of the study for one semester.

C. Authentic Learning and the Educator

Authentic educator is an educator who is able to implement an authentic learning. Authentic learning is a learning that is able to develop the student competence through a variety of strategies and models which are supported by the availability of a variety of learning resources in a comprehensive, factual, and in accordance with the characteristics of the students, and integrating the assessment during the learning process is going on. To support the authentic learning, the authentic educators or teachers are the teachers who understand about who their students are and master about how to customize it

with a variety of strategies, methods, and learning media, mastering the academic knowledge that supports the mastery of student competencies, capable how to evaluate it, and able to be the guide for their students. When referenced regulations about competencies required by the teachers as can be seen in the Regulation of the Minister of National Education No. 16/2007 which includes pedagogical, professional, social, and personality. Meanwhile, according to the Regulation of the Minister of Religious Affairs No. 16/2010 is the fourth competency which is added by one competency, it is leadership competency.

An authentic teacher or educator will design and implement the authentic learning. He will interact well with the students and apply a variety of learning methods that are relevant to the learning styles and the developmental levels of learners. Furthermore, if there is a student who behave less commendable or often do not do the work, he will find out what the cause, is he guided by his parents in studying at home, how the educational background, economic, cultural parents, and so on, so the error or the lack that is experienced by student is not directly inflicted upon him, but seeks to find out what is behind the behavior of their students. Furthermore, he will also find out how the characteristics of their students, learning styles, and habits, so it can be an important substance to educate or guide them. An authentic educator will establish a good cooperation with their parents, colleagues and boss, so every problem can be resolved immediately.

An authentic teacher is also required to master and continue to update his academic knowledge through lifelong learning activities wherever he lives. Science and technology develop rapidly. A teacher is required to continue to follow through active participation in various scientific activities, such as seminar and workshop about his scientific field. With this mastery, the teacher does not get the difficulties if the demands presenting the learning object of study for the students in a comprehensive and factual manner in which the demand of the Competency-Based Curriculum. Included in this context is the support

of ICT for displaying various learning objects of the student playing a very important role to support the authentic learning process.

In addition, an authentic educatoris also required to be able to become the example for his students. All speeches, attitudes, and actions always become a good example for the students and the widesociety. A teacher should not be blamable at all. He is always in charge of keeping the wicket for the character values his students. Hemust have anabundant mental, well liked and respected, indeed his presence is always awaited by his students and colleagues.

In the authentic assessment, the duty of the educators is doing the process of collecting, processing and usingthe information, both objective quantitative and qualitative, comprehensive, and accurate through a number of evidence to determine the achievement of the learning result/the students competency, both during the process and the end of the study. An authentic assessment can be made by the teacherhimself, the team of teachers, or teachers working with the students. In determining what techniques and instruments that will be used in this study,teacher can discuss to arrange it, for example in MGMPs forum, so the teacherhas anadequate instrument treasury of the authentic assessment.

In the authentic assessment, often involving students in the learning is essential. The assumption, the students can do their learning activity better when they are involved in the learning activities, and they need to be told that during the learning process is going on, they will be assessed. Students are asked to reflect on and evaluate their own performance in order to increase a deeper understanding of the learning objectives and encourage the higher learning ability.

D.   Authentic Assessment in the Curriculum 2013

Curriculum 2013 is a Competency-Based Curriculum, soits eva-luation is designed by using an authentic assessment. In the 2013 curriculum, the assessment of student competence achievement

includes the competency of attitudes, knowledge, and skills that are performed in a balanced way, so it can be used to determine the relative position of each student toward the established standard. An authentic assessment has a strong relevance to the scientific approach in learning based on the demands of Curriculum 2013. The assessment is able to describe the increase of student learning result, both in order to observe, ask, think, associate, and communicate. The assessment is also very relevant to integrated thematic approach in learning, especially in the level of elementary school or for the appropriate subject.

1. **Attitude Competency Assessment**

a. **The Explanation of Attitude Competence**

Attitude is begun from the feeling that is related to a person's tendency to respond something/objects. Attitude is also as an expression of the values or the way of a person's life. Attitude can be formed, resulting in the desired behavior or action. Attitude competence in curriculum 2013 is more appropriate called the behavior because the attitude of a person agree or disagree is not necessarily manifested in the good act or bad act.

The assessment of attitude competence in learning is a series of activities designed to measure the student attitude as the result of the learning program. The attitude assessment is also an application of a standard or system of decision-making on attitudes. The major use of the attitude assessment as a part of a learning is a reflection of understanding and the progress of the student attitude individually.

b. **The Scope of Attitude Competence**

The curriculum 2013 divides the attitude competency into two competencies; they are *spiritual attitude* which is related with the formation of the faithful and pious student, and *social attitude* which is related with the formation of the noble student, independent, honest, caring, democratic, and responsible student. Spiritual attitude is as a manifestation of the strength of the vertical interaction with Almighty

God, whereas social attitude is as a manifestation of the existence of the consciousness in an effort to realize the harmony of life.

In SMP/MTs (Junior High School),for example,the competency of spiritual attitude refers to KI-1: *Respect and appreciate the teaching of their religion*, whereas the competency of social attitude refers to KI-2: *Respect and appreciate the honest behavior, discipline, responsible, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment in a range of the social and the presence.*

Based on the formula KI-1 and KI-2 above, for example, the assessment in SMP/MTs includes:

Table 1. The Scope of Attitude Assessment

The Assessment of Spiritual Attitude	Respect and appreciate the teaching of their religion
The Assessment of Social Attitude	1. honest 2. discipline 3. responsible 4. tolerance 5. mutual cooperation 6. polite 7. confident

c. **The Assessment Technique and the Instrument Form**

The technique and the instrument of the authentic assessment towardthe student attitude competence can be done among others, by:

1) Observation Technique

Observation is anassessment technique that is done continuouslyby using the senses, either directly or indirectly by using an instrument that contains a number of behavior indicators that are observed. Direct observation is carried out by the teacher directly without intermediary the others. Whereasindirect observation is carried out by the help of the others, such as other teachers, parents, students, and school employees.

The form of instrument used for observation is a guidance observation that is a check list or rating scale accompanied by the rubric. Check list is used to observe whether there is an attitude or behavior. Whereas the grading scale determines the position of the student attitude or behavior in a range of attitude. A guidance observation generally contains the attitude or behavior statement that is observed and the result of the attitude or behavior observation is according to the reality. The statement contains a positive attitude or behavior or negative is according to the indicator of the attitude description in the core competence and the basic competence. Range scale of the observation result such as:

a) Always, often, sometimes, never

b) Very good, good, good enough, not good

2) Self-Assessment

Self-assessment is an assessment technique by asking the students to express their advantages and disadvantages in the context of the competence achievement. The instrument that is used is a self-assessment sheet using the checklist or rating scale that is accompanied by a rubric. Grading scale can be arranged in the form of Likert scale or semantic differential scale. Likert scale is a scale that can be used to measure the attitude, opinion, and the perception of a person or a group about a symptom or phenomenon. While semantic differential scale is a scale to measure attitude, but the shape is not a multiple choice or a checklist, but arranged in a continuum line in which the very positive answer is located on the right line, and a very negative answer is located on the left side of the line, or the opposite. The data obtained through the measurement of the semantic differential scale is interval data. This scale form is usually used to measure a certain attitude or characteristic of a person.

3) Interagency Assessment of the Students

Interagency assessment of the students is an assessment technique by asking the students to assess each other relatedwith the competence achievement. The instrument used for the interagency assessment of the students is a check list and rating scale with class-based *sosiometri*technique. The teacher can use one of the two or use both of them.

4) Journal

Journal is an educator notes inside and outside of the classroom that contains the information of the observation result about the strengths and weaknesses of the students related tothe attitudes and behavior.

The advantage of the journal is the event/incident is recorded immediately. Thus, the journal is original and objective and it can be used to understand the students with more precise. Meanwhile, the weaknessesof the journal are the reliability that is held is low, requiring a lot of time, need a patience in waiting for the emergence of the events, so it can disrupt theteacher's attention and duty, if the recording is not done immediately, then the objectivity is reduced.

Associated with the journal entries, teachers need to know and observe the students behavior both in the classroom and outside of the classroom. The aspects of the observationare determined first by the teacher in accordance with the characteristics of the subject which is held. The aspects of the observation that have been determined are then communicated to the students first at the beginning of the semester.

2. **Knowledge Competency Assessment**

a. **The Explanation of Knowledge Competency Assessment**

The assessment of knowledge can be defined as the assessment of intellectual potential consisting of the stages of knowing, understanding, applying, analyzing, synthesizing, and evaluating

(Anderson &Krathwohl, 2001). An educator needs to conduct an assessment to determine the knowledge competency achievement of learners. The assessment of the learners' knowledge can be done through a written test, an oral test, and assignment. The assessment activity toward the knowledge can also be used as a mapping of the student learning difficulties and the remedial learning process.

b. The Scope of Knowledge Assessment

The Regulation of the Minister of Education and Culture No. 66 of 2013 about Standard Assessment in Education in the appendix writes that for all subjects in SMP (Junior High School), the core competency that should be possessed by the students in the realm of knowledge is to understand the knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, and culture related to the visible phenomena and the events.

1) Factual Knowledge

The factual knowledge containsconvention (agreement) of the basic elements in the form of terms or symbols (notation) in order to facilitate the discussion in a field of disciplines or subjects (Anderson, L. &Krathwohl, D. 200). It includes the aspects of the terms knowledge, specialized knowledge and the elements regarding with the knowledge of events, locations, people, dates, information resources, and so on. As an example of the factual knowledge is as follows:

a)   knowledge of the sky, the earth, and the sun;

b)   knowledge of the facts about the culture and social institutions;

c)   knowledge of the scientific papers in the form of book and journal;

d)   knowledge of the symbols in the map;

e)   knowledge of the sun that emits the heat ray;

f)   knowledge of the essential facts in the field of health; and so on.

2) Conceptual Knowledge

The conceptual knowledge includes an idea in a discipline that allows people to classify the object in which it the sample or not, also classify (categorize) the objects. It includes the principles (rules), laws, theorems, or formulas that are interrelated and well structured (Anderson, L. &Krathwohl, D. 2001). The conceptual knowledge includes the classification and the categoryknowledge, the basic and the general knowledge, the knowledge of theories, models, and structures. The examples of the relevant concept development are as follows:

a) knowledge of the theory of the earth evolution and rotation;

b) knowledge of the kinds of interaction and social systems;

c) knowledge of the correct sentence structure and the parts;

d) knowledge of the function of maps in geography;

e) knowledge of the basic laws of physics; and so on.

3) Procedural Knowledge

The procedural knowledge is a knowledge about how the sequence of steps in to do something. It includes knowledgefrom the general to the specific and algorithms, a particular method and technique knowledge andknowledge of the criteria for determining the appropriate use of the procedure (Anderson, L. &Krathwohl, D. 2001). The examples of the procedural knowledge are as follows:

a) knowledge of the solar thermal utilization procedures as an energy source;

b) knowledge of procedures for establishing a social organization;

c) knowledge of the words meaning based on the analysis of the sentence structure;

d) knowledge of the steps to create a map image;

e) knowledge of the steps to measure the electrical voltage; and so on.

c. **The Assessment Technique and the Instrument Form**

The assessment technique of knowledge competency is conducted by written tests, oral tests, and assignments. Each of these techniques is done through the relevant specific instrument. The technique and the instrument form of knowledge competency assessment can be seen in the following table:

Table 2. The Technique and the Form of the Instrument Assessment

The Assessment Technique	The Instrument Form
Written test	Multiple choices, blank, short answer, true -false, matching, and description.
Oral test	The question list
Assignment	Homework Assignment and / or the task to be done individually or in groups according to the characteristics of the task.

3. **The Assessment of the Skill Competence Achievement**

a. **The Explanation of the Assessment of the Skill Competence Achievement**

The assessment of the skill competence achievement is the assessment which is conducted on the students to assess how far the achievement of SKL, KI, and KD specialized in the skill dimension. SKL skill dimension for the education level of SMP/ MTs/SMPLB/ Package B is a graduate that has the ability qualification to think and the effective and creative act in the realm of the abstract and the concrete according to have been studied in the school and the other similar sources (*Permendikbud* 54 of 2013 about SKL). This SKL is a minimum competency claim after the students study for 3 years or more and passed.

b. **The Scope of Skill Competency Assessment**

The scope of skills competency assessment includes the student skill which is learned in the school and the other similar sources in the

sameview/theory. These skills include: the skill of trying, processing, displaying, and reasoning. In the realm of the concrete skill includes the activity of **using, describing, composing, modifying, and creating**. Meanwhile, in the realm of the abstract, this skill includes the activity of **writing, reading, counting, drawing, and authoring.**

KD Group (Basic Competence) the skill is formulated to achieve the core competence of the skill (KI-4). The formulation of the basic competence is developed by considering the student characteristic, the initial capability, and also the characteristics of a subject. The skill realm is acquired through the activity of observing, asking, trying, reasoning, displaying, and creating.

c. **The Formulation and the Example of the Achievement Indicator of Skill Competency**

The indicator of skill competency achievement is a measure, characteristic, trait, making or a process that contributes/demonstrates the achievement of a certain basic competency that becomes the reference of the subject assessment. It is developed by the teachers of KI and KD by considering the development and the ability of each student. Each core competency can be developed into two or more indicators of the skill competency achievement; this is in accordance with the breadth and the depth of the basic competence. The indicators of learning competency achievement from every basic competency are the reference that is used to make an assessment.

The indicators of the skill competency achievement are formulated by using the operational verb that can be observed and measured, they are: identifying, counting, differentiating, concluding, retelling, practicing, demonstrating, describing, and so on.

d. **The Assessment Technique of Skill competency**

According to the Regulation of the Minister number 66 of 2013 about Standard Assessment, the educators assess the skill competency through the performance assessment that is the assessment requiring

the students to demonstrate a particular competency by using the practice test, project, and portfolio assessment.

1) Practice test is an assessment which requires a response in the form of the skill doing an activity or behavior based on the skill competency demand. It is done by observing the student activity in doing something. The assessment is used to assess the competence achievement demanding the students to perform a certain task such as: practice in the laboratory, practice of praying, practice of sport, playing the role, playing musical instrument, singing, reading a poetry/recitation, and so on. To be able to fulfill the planning quality and the implementation of practice test, the following is a technical guidance and reference in planning and conducting the assessment through practice test.

a) The Planning of Practice Test

Here are some steps to be done in planning a practice test.

(1) Determine the essential competency to be assessed the through a practice test.

(2) Establish the indicators of the learning result based on the competency based to be assessed.

(3) Describe the criteria that demonstrate the achievement indicators of the achievement competency result.

(4) Arrange the criteria to the assessment rubric.

(5) Establish a task in accordance with the assessment rubric.

(6) Test the task if it concerns with the practical activity or the using of the tools.

(7) Fixing based on the test result, if conducted the trials.

(8) Establish the criteria/passing boundary/ the minimum standard boundary of the students competence achievement.

b) The Implementation of Practice Test

Here are some steps that must be performed in carrying out the practice tests.

(1) Introduce the rubric to the students before the implementation of the assessment

(2) Provide a common understanding to the students about the assessment criteria.

(3) Deliver the task to the students.

(4) Check the availability of the tools and the materials that is used for the practice test.

(5) Carry out the assessment for the planned timeframe.

(6) Compare the student performance with the assessment rubric.

(7) Conduct an assessment which is done individually.

(8) Record the result of the assessment.

(9) Document the result of the assessment.

In the curriculum 2013, there is a meaning expansion of the skill. When the previous curriculum is referred as the realms of cognitive, affective, and psychomotor, then in the curriculum 2013 it is referred as the attitudes, knowledge, and skills. The term skill in the curriculum 2013 is not commensurate with the psychomotor realm of Bloom's theory, but it is expanded to include the skill to apply the knowledge that is not always purely the physical motion aspects.

E. Conclusion

There are several conclusions that can be drawn from the description above, they are:

1. An authentic assessment is a curriculum package of 2013 that needs to be pursued its implementation by the teachers (educators). As the implication of the application form of SKL (Competency Standards), the process of assessment by the teachers should be based on the criteria and develop a continuous authentic assessment. In this case, the duty of the educators is doing the process of collecting, processing and using the information, both quantitative and qualitative objective, comprehensive, and accurate

through a number of evidence to determine the achievement of the learning result/the students competency, both during the process and the end of the study.

2. In the curriculum 2013, the assessment of the student competency achievement includes the competency of attitudes, knowledge, and skills that are performed in a balanced way, so it can be used to determine the relative position of each learner student toward the established standards.

3. The authentic assessment should use a variety of measures, criteria, techniques, and instruments in accordance with the characteristics and the essence of the student learning experience, both for the competency attitudes, knowledge, and skills.

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