

Article Review

Authentic Evaluation Instruments in the World of Education

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Abstract

The aim of this research is to enhance teachers' knowledge regarding the standardization of assessment tools, deepen their understanding of authentic assessment, and boost their motivation concerning learning innovation. The training approach involves a literature review, where the process includes stages of preparation, execution, and subsequent presentation of content on the standardization of educational assessment. The findings of this research: 1) Assessment tools that remain non-standard, 2) The evaluations conducted by teachers do not encompass the complete assessment domain, 3) Constraints regarding the innovation and creativity that teachers have in enhancing classroom learning. As a result, this research concludes that authentic assessment aids students in comprehending their academic skills and assists educators in determining the most effective teaching methods

Keywords: *Authentic Evaluation Instruments*

INTRODUCTION

Authentic assessment requires authentic learning. According to Ormiston, authentic learning reflects the tasks and problem solving required in reality outside of school. Authentic assessment consists of various assessment techniques. First, direct measurement of student skills related to long-term educational outcomes such as success in the workplace. Second, assessment of tasks that require extensive involvement and complex performance. Third, analysis of the process used to produce student responses to the acquisition of existing attitudes, skills, and knowledge (Hutabarat et al., 2022).

Authentic assessment will be meaningful for teachers to determine the best ways for all students to achieve the final results, even with different time units. The construction of attitudes, skills, and knowledge is achieved through the completion of tasks in which students have played an active and creative role. Student involvement in carrying out tasks is very meaningful for their personal development (Dacholfany et al., 2024).

In authentic learning, students are asked to collect information with a scientific approach, understand various phenomena or symptoms and their relationships with each other in depth, and relate what is learned to the real world outside of school. Teachers and students are responsible for what happens. Students also know what they want to learn, have flexible time parameters, and are responsible for staying on task. Authentic assessment also encourages students to construct, organize, analyze, synthesize, interpret, explain, and evaluate information and then turn it into new knowledge (Pudjaningsih et al., 2023).

In authentic learning, teachers must be "authentic teachers." The role of teachers is not only in the learning process, but also in assessment. To be able to carry out authentic

learning, teachers must meet certain criteria: 1) Knowing how to assess students' strengths and weaknesses and learning design. 2) Knowing how to guide students to develop their previous knowledge by asking questions and providing adequate resources for students to acquire knowledge. 3) Become a caregiver for the learning process, see new information, and assimilate student understanding. 4) Be creative about how the student learning process can be expanded by gaining experience from the world outside the school walls (R. Rosmiati et al., 2022). So that this is in line with the Regulation of the Minister of Education and Culture No. 66 of 2013 concerning Educational Assessment Standards which is refined with the presence of Appendix III which regulates Subject Guidelines (PMP) has described how the assessment of each subject which in fact has its own characteristics.

Assessment of competency achievement by educators is carried out to monitor the process, progress, development of student competency achievement according to their potential and expected abilities on an ongoing basis. Assessment can also provide feedback to educators so that they can improve learning planning and processes (Syuhada et al., 2023).

LITERATURE REVIEW

Authentic assessment in the implementation of the independent learning curriculum refers to assessment standards consisting of: 1) Intracurricular learning carried out in a differentiated manner so that students have enough time to explore concepts and strengthen competencies. This also provides teachers with the flexibility to choose teaching tools that are appropriate to the needs and characteristics of their students. 2) Co-curricular learning in the form of a project to strengthen the Pancasila Student Profile, based on the principle of interdisciplinary learning that is oriented towards character development and general competencies. 3) Extracurricular learning is carried out according to student interests and the resources of the educational unit (Mayasari et al., 2024).

The allocation of teaching hours in the curriculum structure is written in total in one year and is equipped with suggestions for the allocation of teaching hours if delivered regularly/weekly. The implementation of learning in the Independent Curriculum is a cycle that goes through the following three stages: 1) Diagnostic assessment: Teachers conduct an initial assessment to identify the potential, characteristics, needs, development stages, and stages of student learning achievement. Assessments are generally carried out at the beginning of the school year, so that the results can be used to make further plans regarding the learning methods that should be used. 2) Planning: Teachers organize the learning process according to the results of the diagnostic assessment, and group students based on their ability levels. 3) Learning: During the learning process, teachers will conduct formative assessments periodically, to determine the progress of student learning and make adjustments to learning methods, if necessary. At the end of the learning process, teachers can also conduct summative assessments as an evaluation process for the achievement of learning objectives (Masni & Zuhri Saputra Hutabarat, 2022), (Hutabarat & Jambi, 2022), and (Suratno & Hutabarat, 2023).

RESEARCH METHOD

The approach for executing this training activity involves a literature review, where the training includes stages of preparation and implementation, followed by the presentation of material on the standardization of educational assessment. Subsequently, FGD is conducted, and workshop activities are held that involve presenting content on authentic assessment, followed by mentoring

RESULTS AND DISCUSSION

RESULT

Evaluation comes from the word evaluation which in Indonesian can be interpreted as assessing. However, between measurement, assessment, and evaluation there are differences in terms of scope and implementation. The scope of measurement is smaller when compared to assessment and evaluation, the measurement results are also quantitative which are obtained from instruments in the form of tests and non-tests. Furthermore, the scope of assessment is also narrower and more limited and usually only covers one component, for example student achievement assessment.

While the scope of evaluation is more complex and comprehensive which includes assessment and measurement (Arifin, 2009) and (Saputra Hutabarat, 2017). Evaluation can be defined as an effort in the form of collecting information, analyzing, interpreting information to make decisions about student learning outcomes. In addition, evaluation can also be interpreted as an activity to find out student learning outcomes as a result of learning activities within a certain time limit.

Evaluation has several functions, including: 1) General function: Measuring progress, Supporting program preparation, Improving programs. 2) Special function. 3) Psychological: For students: knowing their own capacity, so that students can draw conclusions about what kind of student group they are in. Are they included in the group of students who are classified as smart, average, or low. This is the basis for motivating students to always improve their capacity and abilities in terms of learning. For educators: knowing the capacity of the results of the efforts that have been made (Anggraini & Hutabarat, 2022) and (Halal et al., 2024).

The evaluation results are the basis for determining the learning strategies that will be implemented next: 1) Didactic. For students: as an encouragement for improvement for students who have not succeeded in the evaluation, and to maintain achievement for students who have succeeded in the evaluation. For educators as a diagnostic, placement, selective, guidance, and instructional function. 2) Administrative function, 3) Providing reports, 4) Providing data.

Overview of the condition of educational institutions (Sapir, 2014). The implementation of evaluation must apply applicable principles, according to Ismail (2020), evaluation principles consist of general principles and specific principles. In more detail, the evaluation principles include: 1) General Principles, 2) Valid.

DISCUSSION

Evaluation must measure what should be measured through reliable measurement tools or instruments. This means that there is a match between the measuring tool, measurement function, and measurement target: 1) Competency-oriented: Evaluation must have competency achievements that include aspects of knowledge, attitude, and skills. By making these three aspects the basis for developing measurement indicators, the success of a learning process can be clearly and directed. 2) Sustainable: Evaluation must be carried out continuously over a continuous period of time. This is intended to be able to monitor the learning outcomes and performance of students as a whole. 3) Comprehensive: Evaluation must include cognitive, affective, and psychomotor aspects, and be based on assessment strategies and procedures with various evidence of student learning outcomes that can be

accounted for to all parties. 4) Meaningful: Evaluation is expected to have significant meaning for all parties, both for students, educators, and educational units. Evaluation results should reflect a complete picture. 5) Fair and objective: Evaluation must provide a sense of justice for students as a whole, without distinguishing between gender, ethnic background, culture, and various things that contribute to learning. 6) Open: Evaluation should be conducted openly for various groups so that decisions regarding student success are clear to interested parties. 7) Practical: Practical means easy to understand and implement with several indicators, namely saving time, cost and energy; easy administratively; easy in terms of scoring and processing; and easy to interpret. 8) Accurate: Accurate in the assessment principle means precise and accountable, or in other words the assessment results can accurately represent the student's abilities. 9) Special Principles. 10) Principle of objectivity: Objectivity in evaluation means the suitability between the evaluation results and the actual abilities of students. 11) Principle of continuity: Continuity in evaluation means that it is carried out continuously which in its implementation is adjusted to the previously planned program. 12) Principle of integrity: Perfect evaluation is an evaluation that concerns all competencies in the assessment aspect, namely competency indicators from the cognitive, affective, and psychomotor aspects. 13) Principle of control: Evaluation is used as a tool or media to carry out the supervision process of the teaching and learning process so that previously set educational goals can be achieved. 14) Development principle: Evaluation results in the form of information and data can be used for development purposes for students, educators, and educational unit administration.

According to Sani (2016) and (Hutabarat & Ekawarna, 2023), the term authentic assessment was first introduced by Wiggins in 1990. Authentic assessment can be defined as an assessment of performance based on the mastery of knowledge that students have previously learned.

Authentic assessment directs students to generate ideas, integrate knowledge, and perfect tasks related to the competencies needed in the real world. In authentic assessment, the material in the curriculum is controlled by the assessment. In the initial stage, the teacher as an educator determines the tasks or competencies that must be mastered, then the curriculum material is developed according to the competencies that must be possessed. Thus, there are several significant differences between traditional assessment and authentic assessment.

Some characteristics of authentic assessment include being student-centered, integrated into the teaching and learning process, contextual and dependent on learning content, reflecting the complexity of learning, using a variety of methods/procedures, informing how learning or development programs should be carried out, and being qualitative (Yati et al., 2024), (Hutabarat et al., 2024), and (Z. S. H. Rosmiati, 2016).

CONCLUSION

Regarding the incorporation of authentic assessment, several findings were reached, including: 1) Authentic assessment engages students in the learning process, utilizing media or tools that they prefer, 2) Authentic assessment requires students to synthesize information and apply critical thinking abilities, 3) Authentic assessment promotes experiential learning during the evaluation, 4) Authentic assessment reveals how students think, not merely what they recall, 5) Authentic assessment aids students in comprehending their academic strengths and assists educators in determining the most effective teaching methods for students.

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