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## Providing Authentic Assessments for SMPN 03 Lebong and MAN Rejang Lebong Teachers in Support of the Merdeka Curriculum Implementation

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### Abstract

All schools, both middle and high school levels, are preparing to implement the Merdeka Curriculum in the following year. Learning innovations in the Merdeka Curriculum must be accompanied by the ability to assess learning outcomes and processes appropriately. Assessments are no longer based on paper and pencil tests but must authentically assess student skills. Through authentic assessment as an alternative assessment, students are accustomed to carrying out work according to job demands, where tasks are designed to follow real-world replication. Authentic assessment has the potential to improve learning for students ready to work in the real world. The ability to design authentic assessments is provided in this activity through the I-CARE design at SMPN 03 Lebong and MAN Rejang Lebong. This activity was attended by 30 teachers from both schools. The results show that the majority of teachers can distinguish between diagnostic, formative, and summative assessment functions, besides being able to understand the types of authentic assessment and being able to design authentic assessments to support student-centered learning by the character of the Merdeka Curriculum.

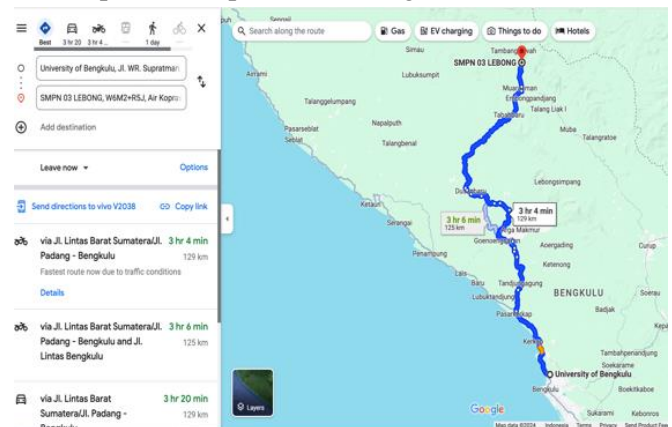
**Keywords:** assessment, authentic, Merdeka Curriculum

### 1. Background

SMPN 03 Lebong and MAN Rejang Lebong are schools that are preparing to implement the Merdeka Curriculum. The focus of the Merdeka Curriculum is to improve and develop learning holistically to achieve learning outcomes that include competence and character. This must start with superior school resources, principals, and teachers (Syafi'i, 2021). The innovations in the Curriculum Merdeka aim to produce student-centered learning so that students can learn according to their nature. This learning innovation must be followed by assessment innovation so that it is in line with the learning process being carried out. One innovation in assessment is being able to design authentic assessments. Through this authentic assessment, assessment is not only carried out at the end of learning but also during the learning process.

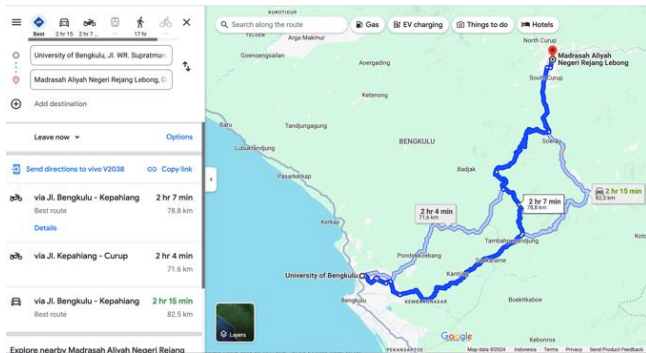
SMPN 03 Lebong is a public school in Dusun Air Kopras Hamlet, Kecamatan Pinang Belapis, Kabupaten Lebong. This school is supported by teacher resources of 12 teachers, has 6 classes, is accredited B, and implements the 2013 Curriculum. This school has no experience implementing the Merdeka Curriculum and the aspects that support it because this school is not a "Sekolah Penggerak" and there are no teacher representatives "Guru Penggerak". So, this school needs important information about how to implement the Merdeka Curriculum. Authentic assessment was chosen in this training because authentic assessment is an important element in designing learning, both

intracurricular and project. The author's distance from school partners is presented in Figure 1.



**Figure 1. Location of SMPN 03 Lebong from the Author(s)**

Meanwhile, MAN Rejang Lebong is a school located on Jalan Letjen Suprpto No. 81, Rejang Lebong Regency, Bengkulu Province. This school has settled both in terms of administration and resources and is accredited A. This school has not been involved in implementation activities of the Merdeka Curriculum, so this school also really needs to develop the competence of its teachers to implement the Merdeka Curriculum. The author's distance from school partners is presented in Figure 2.



**Figure 2. Location of MAN Rejang Lebong from the Author(s)**

In addition, semi-structured data interviews have been conducted with teachers at the school and it is known that during the learning process, the assessment designs used are limited to paper and pencil test-based assessments. Since the pandemic, teachers have started to use various types of assessments. From these results, the learning assessment design needs to be reconstructed, so that it can assess student knowledge authentically and measure student performance in real terms.

The authentic assessment aims to integrate the demands required in learning with the world of work that students will face through replicating tasks and performance standards that are usually faced by professionals in the world of work (Villarrol, Bloxham, Bruna, Bruna, & Herrera-seda, 2017). Therefore, through authentic assessment, students are accustomed to carrying out work according to the demands or needs required by the world of work, where tasks are designed to follow real-world replication. Authentic assessment can provide valid and accurate data regarding student knowledge and skills (Nurjananto, 2016). Various methods are used in the authentic assessment to encourage students to express, prove, or show understanding of their knowledge and skills (Wulandari, Situmorang, & Dewi, 2018). Several studies recommend that authentic assessment has the potential to improve learning for students to be ready to work in the real world, they are involved in carrying out performance to be satisfied and positive in achieving learning goals (Vu & Alba, 2014; Sokhanvar et al., 2021; Ristanto & Djamahar, 2019; Diani & Sukartono, 2022).

Referring to the statements before, teachers at SMPN 03 Lebong and MAN Rejang Lebong were trained to design authentic assessments. Training is carried out using the I-CARE design. The topics chosen in this training are Types of Authentic Assessment Designs such as Performance Assessments, Portfolios, Observation Reports, and Other Assessments that Fall into the Authentic Category. It is known that there are four criteria for designing authentic assessments, namely: 1)

demonstrate skills that will be used in the workplace in the future, 2) scientific concepts are tested (not memorized), 3) involve the use of critical thinking or problem-solving skills, and 4) include choices or student input into assessments (Schultz et al., 2021).

Designing authentic assessments is taught to teachers through the I-CARE design which consists of Introduction, Connection, Application, Reflection and Extend. According to Hanley (2009), the I-CARE design is contextually distinctive, has a comprehensive design, can develop participants' skills or abilities, and activates participants in developing their ideas through direct involvement in activities (Nursa'adah, Sundaryono, & Karyadi, 2021). Apart from that, the I-CARE design has been widely implemented in several countries to carry out training both online and offline (Hanley, 2009).

The introduction begins by introducing the importance of authentic assessment to teachers. Connection is carried out by exploring authentic assessment criteria with the demands of 21st century learning. Application is carried out by guiding the teacher to determine the learning objectives to be carried out and then designing an authentic assessment. Reflection is carried out by connecting the suitability of learning objectives with the authentic assessment design carried out. Evaluation is carried out by analyzing authentic assessment designs that have been carried out or published in national journals.

Based on the introduction that has been stated, this activity aims to help solve the problem of teachers at SMPN 03 Lebong and MAN Rejang Lebong, namely designing authentic assessments in learning to support the Merdeka Curriculum. This activity has the benefits: 1) Students have the competencies expected in the world of work, 2) Students are skilled in performing work, not only understanding concepts, 3) Teachers can design authentic assessments following current learning demands, and 4) Teachers gain knowledge and experience designing types of authentic assessments that can be implemented as an evaluation of learning processes and outcomes.

## 2. Materials and Method

The activity design used is the I-CARE design. The stages of implementing activities are presented as follows:

- 1) Introduction is the stage of creating initial conditions for teachers or partners by presenting the importance of designing authentic assessments in assessing learning outcomes and processes.
- 2) Connect learning objectives with the assessment designs that have been created by teachers.

- 3) Apply solutions to solve problems, namely not being able to design a variety of authentic assessments.
- 4) Reflect on the authentic assessment design that has been prepared, whether it is following the assessment criteria and learning objectives that have been prepared.
- 5) Extended, namely analyzing types of authentic assessment designs that have been carried out by other people through scientific journal studies.

The I-CARE stages put forward can generally take place continuously through subsequent meetings and return to the introduction stage with a broader context (Hoffman & Ritchie, 2009).

This activity was attended by 30 teachers of SMPN 03 Lebong and teachers from MAN Rejang Lebong. The activity was carried out for 2 days starting from the introduction stage to the extension stage.

### 3. Results and Discussion

Referring to the I-CARE design, this activity consists of 5 (five) stages, namely (1) *Introduction*, namely creating initial conditions for partners by presenting the importance of designing authentic assessments in assessing learning outcomes and processes. According to Fityana et al. (2017), authentic assessment is a type of evaluation that requires students to demonstrate attitudes, and apply the information and skills they have learned to real-world problems. This activity was attended by 30 teacher partners at SMPN 03 Lebong and teachers from MAN Rejang Lebong. Participant data is presented in Figure 3.

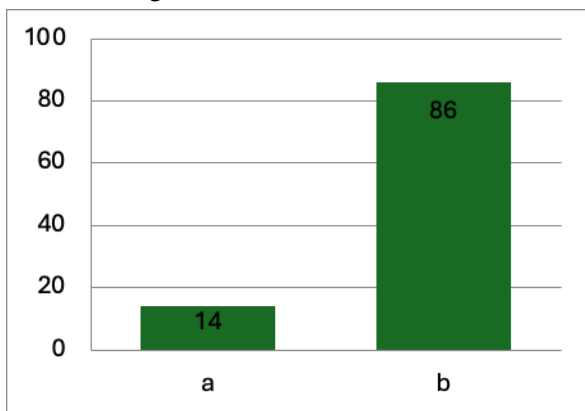


Figure 3. Teaching Experience of Teachers

Notes: (a) means teaching experience < 5 years and (b) means teaching experience > 5 years.

Figure 3 shows that the majority of teachers who took part in this training were teachers with long teaching experience. This means that teachers are experienced in implementing learning and also assessing in the learning process.

The introduction presents the importance of teachers carrying out authentic assessments, the importance of assessment in the learning process, as well as cultivating an understanding that assessment supports student growth in knowledge, critical thinking, competence and responsiveness, as with all learning processes (Ani, 2013). In line with the implementation of the Merdeka Curriculum launched by the government, teachers must carry out diagnostic assessments to analyze student character so that learning can be carried out according to student needs or in other words differentiated learning is carried out.

The next stage is (2) *Connection*, namely connecting the learning objectives with the research design that has been created by the teachers. In this training, teachers are asked to connect learning objectives with the assessments they use. In line with Widiana (2016), this is in line with Win's opinion that when choosing an assessment technique you must adapt it to the learning objectives formulated at the beginning. This means that the design of this assessment really depends on the learning objectives. Therefore, teachers must be skilled at designing innovative learning in accordance with the demands of 21st century skills. Authentic assessment must assess both processes and outcomes using various assessment instruments adapted to learning objectives. One indicator in learning can be measured using several assessment techniques to measure cognitive, psychomotor, and affective (Ani, 2013).

The next stage is (3) *Application*, this stage is a key stage in designing and implementing training results. The experience at this stage is that partners design ways or solutions to solve problems, namely that teachers have not been able to design a variety of authentic assessments according to learning objectives. In this activity, teachers' activities in designing authentic assessments are prioritized. The facilitator facilitates discussions between teachers, provides feedback, and strengthens the designs created.

In the (4) *Reflection* stage, teachers are asked to discuss or evaluate the training experience and the resulting authentic assessment design. Reflection on the resulting authentic assessment design begins with a discussion of whether the assessment design is in accordance with the assessment criteria and learning objectives. Reflection is carried out through the Socratic application by asking teachers to answer several questions regarding alternative assessments. Each question item is given several options, and teachers are asked to choose according to their achievements during the training to design this authentic assessment.

The results of the reflection are divided into several categories, namely reflection regarding the teacher's understanding of the differences between assessment and evaluation; examples of assessment

activities carried out by teachers; teacher experience designing AA; teacher considerations in designing AA; steps to design AA; as well as reflections on teachers' understanding in designing various assessments in the Merdeka Curriculum consisting of diagnostic tests, summative assessments and formative assessments.

Reflection results regarding the differences between assessment and evaluation are presented in Figure 4.

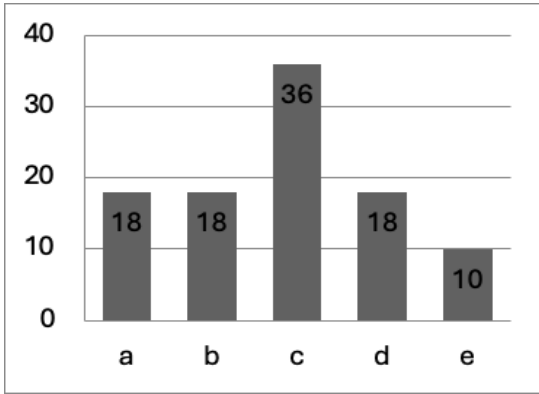


Figure 4. Reflection of Teachers' Views Regarding Assessment and Evaluation

The reflection presented in Figure 4 asks about assessment and evaluation, both of which are a process of decision making using valid evidence, compiling and collecting evidence in a systematic and planned manner, as well as interpreting the evidence to produce what? Options are presented in the order as (a) test, (b) authentic, (c) class conditioning, (d) delivery of teaching material, and (e) assessment. Most teachers answered that this was a form of classroom conditioning.

The first stage of training is to design authentic assessments in assessing learning outcomes and processes, then link learning objectives with evaluation designs that have been made by teachers. After that, designing ways or solutions in solving problems so far has not been able to design a variety of authentic assessments that are tailored to learning objectives. Then reflect on the authentic assessment design that is prepared, whether it is in accordance with the assessment criteria and learning objectives that have been compiled. And the last stage partners were asked to analyze the types of authentic assessment designs that have been done by others through scientific journal reviews.

The next reflection is about examples of assessment activities carried out by teachers. In this reflection, participants are asked to provide examples of activities for carrying out assessments in learning. In this question, partners are allowed to choose more than one example of an activity following good assessment rules.

The options given are (a) regular learning activities, (b) written tests designed by the teacher, (c) assignments designed by the teacher, (d) written tests designed by external parties, and (e) assignments designed by external parties. Because participants may choose more than one option, the pattern of answers given by participants is presented in Figure 5.

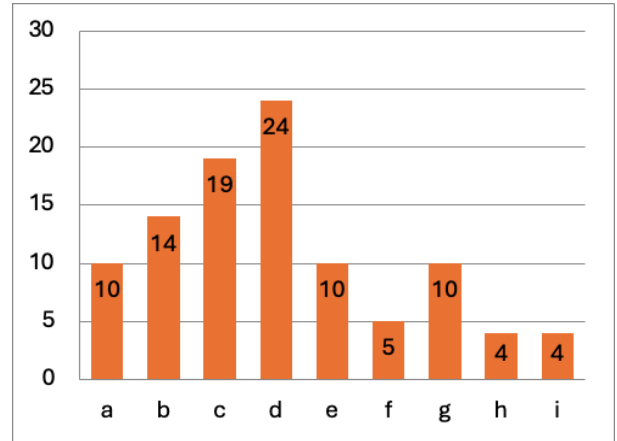


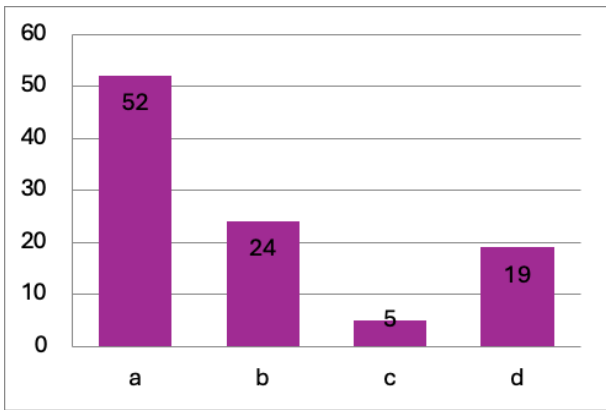
Figure 5. Reflections on Assessment Examples

Notes: (a) means choose components b, c, (b) means choose components c, (c) means choose components a, b, c, (d) means choose components b, (e) means choose components a, (f) means choose components a, b, e, (g) means choose components b, c, d, e, (h) means choose components b, c, and (i) means choose components b, c, d.

Figure 5 shows that most teachers chose options b and c. This shows that teachers already know that the assessments carried out can consist of tests or assignments which must be designed by them in accordance with the designed learning objectives. In this assessment learning activity is considered good because all material can be delivered in the test assessment or assignment, test assessment or assignment can be carried out in any condition such as distance learning, has a significant impact on the learning process (Mugiarso et al., 2020). So that teachers prefer assessments, tests or assignments because in training they also already know the advantages and disadvantages of each assessment.

Reflections on teachers' experiences designing and implementing authentic assessment. Participants are asked to mention the experience and conduct an authentic assessment. The results of this reflection are presented in Figure 6.



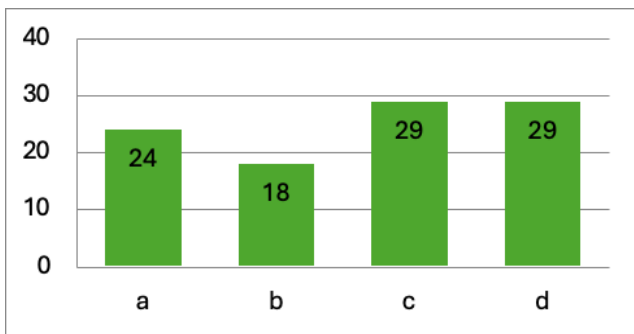


**Figure 6. Reflections on the Practice of Carrying Out Authentic Assessments**

Notes: (a) means Practice, task, (b) Online, (c) Never, and (d) Learning Product.

Figure 6 shows that the majority of teachers carry out AA practices by giving assignments, observing and assessing performance. There are 9% of teachers who have never carried out authentic assessment.

Reflections on the considerations made by teachers when preparing authentic assessments. The results of teacher responses are presented in Figure 7.

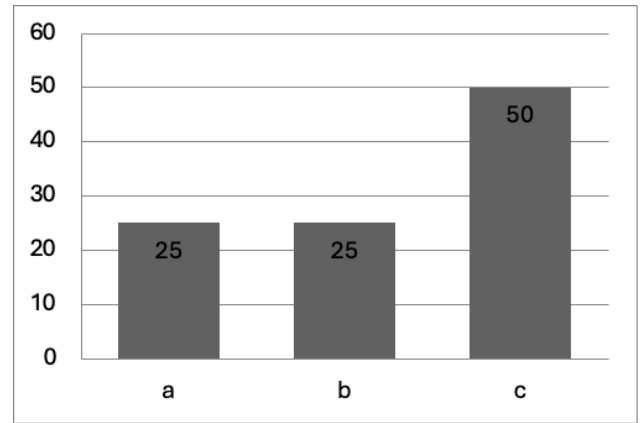


**Figure 7. Reflections on Teacher Considerations in Designing AA**

Notes: (a) means Students' skill, (b) Content, (c) Facilities, and (d) means Type of Assessments.

Figure 7 reflection most teachers choose the facility and type of assessment as the main consideration in designing authentic assessment.

The next reflection is a description of the steps to design and carry out an authentic assessment. The results are presented in Figure 8.

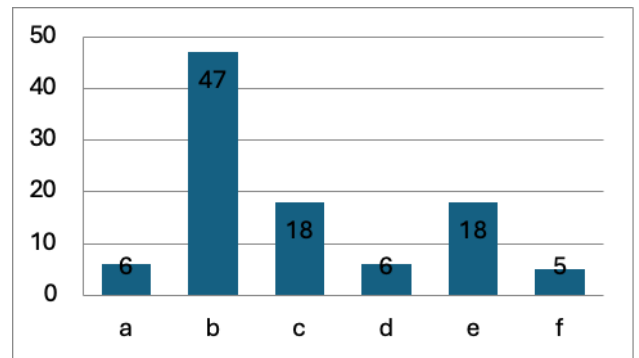


**Figure 8. Reflection on Steps to Design AA**

Notes: (a) means develop achievement indicators, (b) means create assessment/activity instructions, and (c) means designing teaching modules consisting of learning steps, assessments, and assessment forms.

Most teachers already understand that when designing AA, it is integrated with the lesson plan made by the teacher. Following previous understanding, assessment is not separate from learning objectives and processes.

The next reflection is related to the timing of the assessment. In this reflection, choices are presented, and participants are allowed to choose more than one option. These choices are (a) before the learning process, (b) during the learning process, (c) after the learning process, and (d) others. The results of the partner teacher's reflection are presented in Figure 9.



**Figure 9. Reflection timing of the assessment**

Notes: (a) means choose A, (b) means choose C, (c) means choose B, (d) means choose A, B, C, D, (e) means choose A, B, C, and (f) means choose B, C.

Most teachers have an understanding that authentic assessment is carried out during the learning process. Teachers' views have changed that assessment does not have to be done at the end of learning.

Reflection regarding the teacher's goals in conducting assessments at the beginning of learning or the term now better known as diagnostic tests. These results are divided into two major answers, namely (a) knowing students' initial knowledge, and (b)

remembering previous material. The percentages are presented in Figure 10.

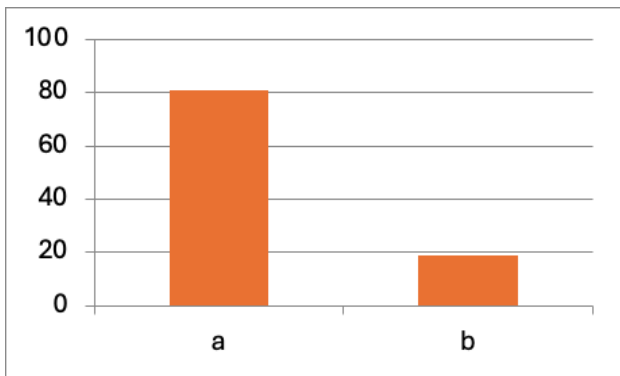


Figure 10. Reflection on the Teacher's Goal of Conducting a Diagnostic Test

Figure 10 shows that most teachers already know that the function of diagnostic tests is to analyze students' initial abilities and knowledge. This is the starting material for designing differentiated learning in the Merdeka Curriculum.

Reflection regarding the teacher's goals in conducting assessments during the learning process is known as formative tests. These results are divided into two big answers, namely (a) measuring student activity, and (b) measuring the ability to understand concepts. The percentages are presented in Figure 11.

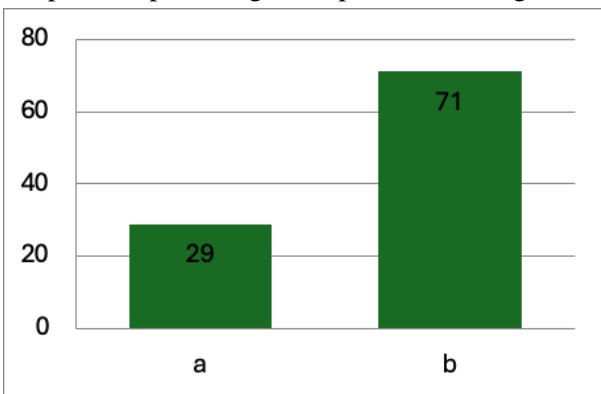


Figure 11. Reflection on the Teacher's Objectives for Conducting Formative Tests

Figure 11 shows that teachers still think that formative tests are carried out to measure students' skills and knowledge. They do not understand that the function of assessment is assessment of learning, assessment for learning, and assessment as learning. This becomes the basis for strengthening in subsequent training.

Reflection regarding the teacher's goals in conducting an assessment at the end of the lesson/subject matter known as a summative test. These results are divided into two big answers, namely (a) measuring student understanding, and (b) measuring learning success. The percentages are presented in Figure 12.

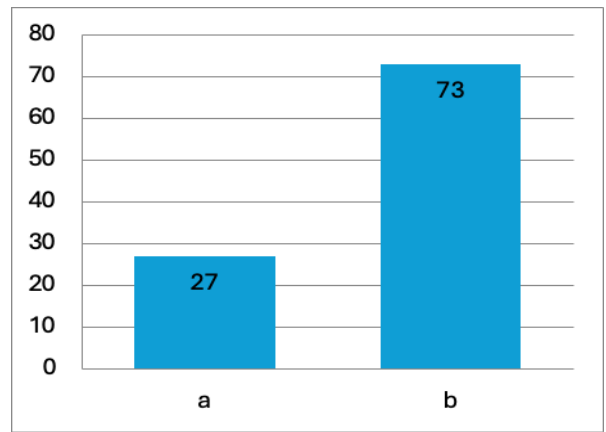


Figure 12. Reflection on the Teacher's Objectives for Conducting Summative Tests

Figure 12 shows that the majority of teachers believe that summative tests are used to measure learning success as well as being used to measure students' overall understanding.

Aand at the (5) *Extended* stage, teachers are asked to analyze reputable national journals that publish the assessment practices carried out, so that teachers can learn good practices that have been carried out by others.

The activities carried out at SMPN 03 Lebong and MAN Rejang Lebong are presented in Figures 13 and 14.



Figure 13. The Activities Carried Out at SMPN 03 Lebong



Figure 14. The Activities Carried Out at MAN Rejang Lebong

#### 4. Conclusion

Authentic assessment aims to integrate what happens in the classroom with the job, replicating the tasks, and performance standards that professionals typically face in the world of work. Therefore, through authentic assessment as an alternative assessment, students are accustomed to carrying out work following the demands required in the world of work, where tasks are designed to follow real-world replication. Several studies recommend that authentic assessment has the potential to improve learning for students to be ready to work in the real world because they are involved in carrying out certain performances so that students feel satisfied and positive in achieving learning goals. This is tried to be implemented in this service activity which provides the results of community knowledge, namely teachers, regarding assessment, not only cognitive but also non-cognitive, which can also be implemented in learning.

#### 5. Acknowledgment

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