

Implementation of Authentic Assessment of the Implementation of Merdeka Curriculum in PAI Subjects at Ma Al-Khairiyah Rancaranji, Serang Regency

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ARTICLE INFO

Keywords:

Teacher Readiness,
Independent Curriculum,
Authentic Assessment

Article history:

Received 2023-06-14

Revised 2023-12-12

Accepted 2023-12-17

ABSTRACT

Knowing the implementation of authentic assessment by PAI teachers in the learning process towards the readiness of implementing the independent curriculum which requires teachers to carry out authentic assessments is the goal to be achieved in this research. Qualitative descriptive is the method used in this research. Data collection through interviews, observation, and documentation. The research sample was taken purposively, namely as many as 6 PAI teachers (Al-Quran Hadith, Fikih, Akidah Akhlak). The results obtained from the research show that there is an influence between the habit of applying authentic assessments on the readiness to implement the independent curriculum. As many as 66.6% of teachers stated that they understood authentic assessment and of the 66.6% teachers who understood, 25% had not implemented authentic assessment. This is caused by teachers who think that authentic assessment is quite complicated to do and requires a long process that requires it in the long term. This has an impact on the lack of readiness to implement authentic independent curriculum assessments. Teachers who have not carried out authentic assessment feel unprepared if they have to apply authentic assessment to an independent curriculum, if there is no training on an independent curriculum, especially matters related to authentic assessment

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INTRODUCTION

Education is an effort made to improve human personality.(Syarnubi, Alimron, & Sukirman, 2023) In addition, education can also shape the character of a nation in accordance with the values that exist in society, religion and in accordance with existing culture.(Malta, Malta, Syarnubi Syarnubi, 2022) Factually, realistic data shows that the morality and character of the nation is currently experiencing degradation.(Harto & Syarnubi Syarnubi, 2018) Education provides a solution in the face of moral degradation.(Sukirman, Baiti, Syarnubi, & Fauzi, 2023) Education is a flow of activities that aims to mold the character of a person or learner based on their interests and potential.(Yanti, Hawi, & Syarnubi, 2021) The education process must be planned so that all the potential and interests of students can be developed optimally as a provision for facing real life after they complete their

education. This series of activities in education is called the learning process. (Syarnubi, Fuazi, et al., 2023) The learning process starts from planning, learning activities, to assessment. In the assessment process, there is a traditional assessment system that emphasizes only the knowledge aspect and authentic assessment that emphasizes all aspects ranging from attitudes, knowledge, and skills. (Syarnubi, 2023) Both types of assessment require good planning, so that the results obtained are in accordance with existing conditions. (Wulandari, Misdar, & Syarnubi, 2021) The authentic assessment system began to be emphasized to be implemented and carried out by teachers when the new curriculum was implemented in 2013 or K13.

The 2013 curriculum is a competency-based curriculum and is a development of the previous curriculum, the KTSP curriculum, with the main focus on improving and balancing technical skills and nontechnical skills related to attitudes, knowledge and skills. In addition, the qualifications derived from the subjects have been modified to be able to optimally develop students' abilities and potential. However, over time, Indonesia has again changed the curriculum system used, in 2022 a new curriculum has begun to be implemented, namely the Merdeka Curriculum to replace the 2013 curriculum, which has not been used for 10 years in educational institutions, especially formal educational institutions from the SD / MI, SMP / MTs, and SMA / MA levels. This is not something unfamiliar, because in the last 30 years alone, education in Indonesia has changed the curriculum 5 times, starting from 1994, 1997, 2004, 2006, 2013, and most recently since 2022 the 2013 curriculum began to be replaced by a new curriculum, namely the Merdeka Curriculum. (Muhammedi, 2016)

Requiring learners or students to learn independently is a concept developed in this independent learning curriculum. Independence in the sense that each learner is given the freedom to obtain the information they want to get from the formal and informal education they go through. The concept of learning in this curriculum is not limited and also does not limit the creativity of a teacher or student. (Manalu, J. B., Sitohang, P., & Turnip, 2022) The limitations of the curriculum used to date have hampered the creativity of teachers and students. According to the curriculum introduced so far, in all subjects at school students or learners are required to achieve the highest grades. Students have different opportunities and interests. (Selian & Irwansyah, 2018)

There are no restrictions on the independent curriculum implemented in schools, so inevitably teachers must be able and capable of conducting authentic assessments. Authentic assessment is a holistic assessment to measure learning from input, process and output. (Sari, Sukardi, & Syarnubi, 2020) Measurement or assessment of students' behavioral or attitudinal competencies, understanding or knowledge, and skills is an authentic assessment. (Sani, 2016) Assessment of the results of the student learning process includes assessment of knowledge, skills, and student behavior is an authentic assessment. (Alimron, Syarnubi Syarnubi, & Maryamah, 2023) Evaluation, measurement, testing or evaluation are terms related to assessment. While genuine, valid, reliable, and real are other terms for authentic assessment. (Sriyanti, 2019)

Indicators of authentic assessment start from the planning carried out by the teacher, the implementation of the assessment, to the reporting of the assessment results made by the teacher. (Friantary & Martina, 2018) Authentic assessment is very important for teachers in schools or madrasas in an effort to develop the talents and potential of students optimally in a learning process, and the results of authentic assessment become evaluation material for the learning process designed by the teacher. (Syarnubi, 2020) That is the background of this research, namely to find out how the implementation of authentic assessment by Islamic Religious Education (PAI) teachers and its effect on the readiness to implement an independent curriculum at MA Al-Khairiyah Rancaranji, and its effect on readiness to implement an independent curriculum.

Authentic Assessment

Menurut (Mughtar, 2010) Assessment is part of the learning process and is very important to do. Assessment is used to measure the achievement of the learning process carried out by students. Learning objectives can be observed by the teacher through the results of the assessment that has been carried out. Evaluation of the effectiveness of the applicable curriculum, teaching strategies by teachers, and the learning process including students' understanding, behavior, and skills can be

carried out by teachers based on the results of the assessment. (Syarnubi, 2019) Assessment is also known as assessment, measurement, testing, or evaluation. (Arisca, Karoma, Syarnubi, & Ahmad Syarifuddin, 2020)

Regarding some of the characteristics of assessment or authentic, namely: real and continuous, students understand from the beginning the criteria used to evaluate the task, valid and reliable, students compile and design the tasks to be carried out, focus on the priority of developing higher-level skills, thorough and integrated, process and product or results are emphasized. (Idris & Asyafah, 2020) purpose of implementing authentic assessment is to foster humans or a person to be more productive or useful, rich in ideas, and imaginative through increased knowledge that is integrated with behavior and the ability to do or carry out (Sani, 2016) While (Kunandar, 2014) said that authentic assessment aims to monitor the development of students or learners, monitor the achievement of student competencies, identify student competencies that have not been monitored, and provide feedback to students for improvement.

Authentic assessment is an assessment or evaluation process that includes various forms of skill or performance assessment that illustrates the process of learning, performance, motivation, and attitude. (Pasaribu & Pasarini, 2017). In this regard, according to (Adianto, Ikhsan, & Oye, 2020). In carrying out their duties as teachers to conduct authentic assessment, the following basic principles must be kept in mind by teachers:

1. Knowing the development of students or learners in a learning process is first and foremost compared to just giving grades to students.
2. The balance between assessment or evaluation of results and the process carried out is carried out holistically
3. How students learn, how students integrate the knowledge gained and the development of student learning is the task of the teacher as an evaluator to see this
4. Providing opportunities for students to develop self-assessment and peer assessment is a form of authentic assessment.
5. Authentic assessment measures ability and performance against clear criteria 6.
6. Authentic assessment is carried out in several ways and is continuous, and becomes one of the inseparable parts of the learning process.

Learning disabilities and measuring student performance can be done by teachers, parents, and students through the results of authentic assessment. the results of this authentic assessment can also be used as feedback on the learning that has been passed. Students participate in useful, relevant and meaningful authentic tasks. (Rasyid & Mansur, 2007) revealed the types of authentic assessment that can be used by teachers in learning are:

1. Performance Evaluation

One form of assessment that can be carried out by teachers to review student progress in the learning process can be done by evaluation or performance assessment. While menurut (Idris & Asyafah, 2020) To see the progress of these students, teachers can use instruments or assessments, instruments that can be made by teachers, namely attitude assessment through observation in learning, or with a questionnaire containing questions.

2. Journal

Student records in the learning process written by students when they learn something is a form of assessment can be done by the teacher is a journal. This assessment can be used to summarize the main topics of learning, students' experiences in learning certain topics, students' difficulties or successes in solving problems, their desires in the process in their notes, with this the teacher can see or assess teacher performance. (Idris & Asyafah, 2020)

3. Project

Activities or tasks given by the teacher with a certain period of time to be completed by students are project assessments. Through project assessment, students' understanding, application skills, research skills, and ability to provide clear information to students on a particular topic can be seen by the teacher. (Pasaribu & Pasarini, 2017). Design,

implementation and the resulting product are the focus of project evaluation.

4. Portfolio

Assessment information can be obtained through portfolios, which are collections of student work over a predetermined period of time. The main focus of the portfolio is on the collection of individual or group work of students during a particular learning phase. The development and progress of student learning can be known by the teacher through portfolio evaluation. Portfolio learning activities are serious in problem solving, thinking & understanding, writing, communication & self-concept. (Idris & Asyafah, 2020)

The steps that can be taken by teachers in preparing this according to (Majid, 2015)

That is:

1. Identifying Assessment Standards or assessments. Standards are statements that students should know and can make, but are narrower and easier to achieve than general objectives. (Sutarmizi & Syarnubi Syarnubi, 2022) Standards should be clear, functional, unambiguous, not written too broadly or too narrowly, guiding learning and conducting assessment. For best results it is necessary to identify each key step required.
2. Determine the type of authentic task. Teachers look at the standard setting and consider the real situation when choosing authentic tasks in completing the task. Specific behaviors that students go through need to be written in the assessment, so as to achieve the desired results. (Syarnubi Syarnubi, 2019)
3. Identifying the criteria used in the task. Indicators of good performance in the task are criteria that must be included in the assessment. Indicators are sorted and formulated clearly and concisely so that they can be observed in the process, for better use of correct language so that it can be understood, so that when students complete the task the criteria are observed by the teacher.
4. Creating the rubric or assessment criteria used. There are two aspects of creating standardized criteria or rubrics, namely creating analytical rubrics and holistic rubrics. Graphs are not always needed when creating analytical rubrics. Descriptors are behavioral characteristics that relate to a certain level, in-depth observations, predictions are justified, conclusions are based on observations. Then, in a comprehensive rubric, general criteria are considered, taking into account how well the person does their job.

Assessment in the Merdeka Curriculum

Education is one of the important factors that affect the quality of human resources and an important factor in the progress of a nation. In the dynamics of time, the educational process can produce creative and innovative ideas. One of the tools to improve the quality of an education is the development of a curriculum. Adequate education policy is reflected in the implementation or application of the curriculum because "the curriculum is the heart of education", the curriculum determines the sustainability of a country's education. (Rahayu, Rosita, Rahayuningsih, Hernawan, & Prihantini, 2022). According to the National Education System Law Number 20 of 2003, the curriculum is a set of learning plans that are in accordance with the objectives, content, materials, and teaching methods used as guidelines for implementing learning activities to achieve national education goals.

The world of Indonesian education has made many changes to the curriculum applied in schools. In the last 30 years, Indonesia through the ministry that oversees education has changed the curriculum 5 times, starting from the 1994 curriculum to the latest curriculum, the independent curriculum. The independent curriculum was created to replace the 2013 curriculum which has not been used in schools for 10 years. (Ritonga, 2018) self-directed independent curriculum is defined as a learning plan that offers students the opportunity to learn in a calm, relaxed, enjoyable, stress- and pressure-free manner, to demonstrate their skills.

In order to restore learning, guidelines for curriculum implementation were issued through Permendikbudristek Number 56 of 2022. The curriculum that replaces the previous curriculum is intended to recover learning loss that occurs in special conditions. Education units or groups of education units need to develop a curriculum with the principle of diversification in accordance with

the conditions of the education unit, regional potential, and students. In the context of implementing an independent curriculum, education units can implement it through 3 (three) options, namely:

1. Some parts and principles of the standalone curriculum are implemented without changing the existing curriculum in the education unit, e.g. A project is implemented to raise the profile of Pancasila learners, in addition to or outside the classroom, adding post-study learning hours. Student learning achievement or differentiated learning based on formative diagnostic assessment, creating play-based learning activities based on PAUD language children's textbooks;
2. Implementation or implementation of an independent curriculum using learning tools provided by the ministry; or
3. Independent curriculum implementation by developing different teaching materials for each teaching unit.

The Permendikbudristek also explains the principles of assessment, planning and implementation of assessment, and processing of assessment results. The process of taking, collecting, and processing information in order to measure the achievement of learning passed by students is called assessment or assessment. In accordance with Permendikbudristek Number 56 of 2022, the following are the principles regarding the assessment of the independent curriculum:

1. An important part of the learning process is assessment. Assessment is intended to facilitate and provide holistic information as a reference back to teachers, students, and parents. As well as determining the direction of further learning objectives.
2. Assessment is not only planned but must be carried out in accordance with its function in such a way that the technology and time of the test are set flexibly so that in the end effective learning objectives will be achieved.
3. Assessment is designed to be proportionate, fair, valid, and accountable to describe learning progress, draw conclusions, and provide a basis for further development of appropriate learning programs.
4. Learning progress and student learning achievement reports are informative and simple, providing information on scores and criteria achieved, which is useful for determining follow-up strategies.
5. The results of the assessment are reflected upon by students, teachers and parents in order to improve quality learning.

At the beginning of learning, teachers can conduct assessments in order to identify needs, especially student needs so that they can plan according to these needs. (Sumantri, 2016). In special education, diagnostic assessments are conducted prior to lesson planning as a reference when developing individualized learning programs. Educators and education units have the flexibility to choose strategies for processing assessment results that are tailored to their needs. The achievement of learning objectives is determined by educators and education units by making appropriate criteria. (Susanti, Fitria, & Lareh, 2023)

Menurut (Rahayu et al., 2022) The independent curriculum assessment that will be implemented by schools is a comprehensive assessment that encourages students to learn based on their abilities and interests by not seeing students able to achieve the minimum score that must be met, in the sense that the minimum completeness criteria (KKM) are no longer applied. Independent curriculum. Educators are free in conducting or carrying out assessments. (Hartati, Achadi, Syarnubi, & Muhammad Mirza Naufa, 2022)

Teacher Readiness

Readiness in Indonesian comes from the word "siap". The word ready listed in the Big Indonesian Dictionary (KBBI) is defined as finished (made or done). According to (Slameto, 2010) "Readiness is the general state of an individual, a state that makes him ready to respond in a certain way, to the situations and conditions he is facing." (Dalyono, 2005) in his book defines that "Readiness is a fairly good skill, both physically and mentally. Sufficient energy and health are said to be physically ready, while mental readiness means that you must have sufficient interest and

motivation to devote yourself to an activity. (Ali & Syarnubi, 2020) Based on the definitions above, it can be concluded about the meaning of the word readiness. Readiness is the general state of a person or individual to respond and engage in activities. (Nurahman, Oviyanti, & Syarnubi Syarnubi, 2021) A state that includes mindsets, skills, and attitudes that must be mastered and prepared when carrying out activities.

Teacher readiness has a very broad meaning and the conditions that must be met to say that a teacher is ready to carry out a task. Teacher readiness is the state of the teacher that makes him ready to provide answers through technology in the implementation of his professional duties. Individual readiness to become a professional teacher is strongly influenced by mastery of the field, interest, skills, compatibility with achievable goals and attitudes towards the field. Determination, enthusiasm and family atmosphere are inseparable from the factors that support the readiness of a professional teacher. (Rosidah, Pramulia, & Susiloningsih, 2021). Factors that affect the willingness to work are as follows: (a) Physiological factors, are behaviors that can occur in the proper functioning of the senses, nervous system, and other physiological organs; (b) Psychological factors, namely good work must also have positive motivation and be free of sentimental conflicts and psychological barriers; (c) Experience factors or a person's preparation process that can be known from information in the form of understanding and work experience that the person has. (Pramesti & Muhyadi, 2018)

Teacher teaching readiness can be seen from planning and preparing for the teaching and learning process, managing classes in the learning process, evaluating or assessing the process that students have gone through, to carrying out the 4 pillars of teacher competence (personality competence, pedagogical competence, social competence, and professional competence). (Sukirman, Masnun Baiti, & Syarnubi, 2023) Learning planning is a rational application of a systematic analysis of the educational development process with the aim that the learning process runs effectively and efficiently and learning objectives can be achieved. The function of learning planning is to determine the direction of learning activities, give content and meaning to goals, determine how to achieve goals, and determine the achievement of learning objectives. (Damanik, 2023)

Classroom management is very important for the continuity of the learning process. (Syarnubi, Martina, & Khodijah, 2019) Good classroom management is an asset for learning success. (Syarnubi, Alimron, & F, n.d.) Learning activities that are carried out effectively and with quality are able to bring students to get maximum results. The effectiveness and quality of learning is not only seen from the results obtained by students, but also how the learning process takes place. (Syarnubi Syarnubi, 2016) Conducive classroom conditions and situations lead to learning effectiveness. The teacher's ability to manage the class is very important for the achievement of effective learning. (Widiasworo, 2018). Curriculum, learning process and assessment are three important components in learning. (Fauzi, Andriani, & Syarnubi, 2023) The three components are interrelated between one another. Assessment is a series of activities to obtain, analyze and interpret data about student learning processes and outcomes that are carried out systematically and continuously so that they can become meaningful information in decision making. (Syarnubi, 2022) Assessment is also used to determine the strengths and weaknesses of the learning process, so that it can be used as a basis for decision making, for example whether the learning process is good and can be continued or needs improvement and refinement. (Winaryati, 2018)

RESEARCH METHODS

Descriptive is the method used in this research with a qualitative approach. (Febriyanti, Ismail, & Syarnubi, 2022) According to (Sugiyono, 2015) descriptive study, which is research conducted to determine independent variables, or one or more values (independent), without comparison or combination with other variables. For the qualitative approach described by (Arikunto, 2013) Qualitative research is research that develops concepts based on existing data, which emphasizes the flexibility and validity of research that is associated with the researcher's ability to capture, analyze and reflect on data. (Fitriyani, Dwi, Mansur, & Syarnubi, 2020) So descriptive qualitative can be said to be a research method that utilizes qualitative data that is

described descriptively, which is commonly used to analyze events, phenomena, or social. (Nurlaila, Halimatussakdiah, Ballianie, Dewi, & Syarnubi, 2023) Meanwhile, the sampling was carried out purposively, namely the sampling technique with certain considerations. (Sugiyono, 2015) According to (Riduwan, 2015)

The sample is part of the sample population in the population has a certain characteristic or condition in accordance with the research. (Misyuraidah, 1970) The population in this study were all Islamic Religious Education (PAI) teachers of MA Al-Khairiyah Rancaranji. The research was conducted on March 25-30, 2023 with a sample of 6 PAI teachers out of 8 PAI teachers. As for data collection or retrieval, observations, interviews, and documentation were conducted. (Hawi & Syarnubi, 2018)

RESEARCH RESULTS AND DISCUSSION

Research Results

Table 1. Percentage of Understanding of Authentic Assessment

No	Criteria	Percentage Score
1	Understand	66,7%
2	Less understood	33,3%
3	Do not understand	0%

Table 2. Percentage of Authentic Assessment Implementation

No	Criteria	Percentage Score
1	Already Doing	75%
2	Not yet done	25%

Table 3. List of PAI Teachers of MA Al-Khairiyah Rancaranji

No	Teacher Name	Subject
1	Lismawati, S.Pd.I.	Akidah Akhlak
2	Hj. Ida Nurfarida, S.Pd.	Akidah Akhlak
3	Nita Pandini, S.Pd.I.	Akidah Akhlak
4	Dinullah Indaka Difa, S.Pd.	Akidah Akhlak
5	Yanah, S.Pd.I.	Al-Quran Hadis
6	Yayat Achidiyat, S.Pd.I.	Fikih
7	Pathkurakhman, M.Pd.I.	Fikih
8	Abdurrohman, S.H.I.	Fikih

DISCUSSION

The lack of training or seminars on authentic assessment in the Serang Regency area, especially for madrasah teachers both online and offline, and the absence of special training organized by the madrasah in this case MA Al-Khairiyah Rancaranji on authentic assessment are the main causes of teachers' lack of understanding of authentic assessment. Of the 6 PAI teachers of MA Al-Khairiyah Rancaranji who were interviewed in this study, 4 teachers or around 66.7% of teachers stated that they understood about authentic assessment, the remaining 33.3% or 2 teachers stated that they did not understand about authentic assessment. This problem of understanding about authentic assessment can actually be minimized by using literature on authentic assessment. There are many books and articles on authentic assessment available for teachers to learn independently, especially articles that can be accessed or obtained by teachers online. Teachers can also learn at subject teacher meetings. (MGMP).

Of the 66.7% of teachers who understand about authentic assessment, 3 people or around 75% have implemented or carried out authentic assessment in every process or stage of learning carried out. The remaining 25% have not fully implemented authentic assessment in every learning process or stage. The main obstacle is the teacher's lack of understanding in preparing an authentic

assessment plan, especially in making rubrics for assessing the skills domain. Because the assessment of attitudes and skills is closely related to the assessment instrument in the form of a rubric. A rubric is an assessment guide that describes the results of student performance according to certain criteria. Based on this definition, it can be said that the rubric contains dimensions and criteria that are assessed from students' ability to achieve learning outcomes. (Mahmudi, 2019). In practice, the rubric can be made into a table with columns or rows containing dimensions that become evaluation criteria and assessment criteria. The purpose of the rubric is to explain the dimensions and levels of evaluation of learning outcomes. (Nesi, n.d.) And the process of processing the scores obtained based on the rubric is also considered too complicated for teachers to do. Another factor is due to the large number of students who must be assessed and also the lack of time for assessment, causing many teachers to not conduct or implement authentic assessment.

Based on interviews conducted with the deputy head of academic affairs and several PAI teachers as well as the results of documentation in the form of learning tools, it is found that many teachers have done or given assignments in the form of presentations, discussions, observations and project assignments, the obstacle for teachers is that they do not understand how to make or determine clear indicators to be included in the assessment rubric. This causes teachers to conduct spontaneous assessments only. Spontaneous assessment results in less accurate assessment of learner development. Less accurate assessment is obtained if it does not use a clear assessment rubric and the number of students who are the object of assessment. According to (Purnomo, 2016) The main purpose of assessment is to improve the quality of learning, as assessment can be used to collect a variety of information about student performance that can be used as a basis for decision-making.

Based on the results of the interviews, it was found that teachers who were not accustomed to implementing authentic assessment as much as stated that they were not ready for the implementation of the independent curriculum without any training being carried out. Meanwhile, those who are accustomed to implementing authentic assessment state that they are ready to implement authentic assessment in the independent curriculum. Those who said they were ready. Apart from the experience factor, some are also due to the demands and obligations of a teacher to carry out authentic assessment. The ability of teachers to deal with the learning process greatly affects the success of school education, and good teacher preparation can improve student learning.

The habit of implementing authentic assessment is a factor that influences readiness in implementing the independent curriculum at MA Al-Khairiyah Rancaranji. Teachers or educators must know that the evaluation process is very complex because it includes psychological aspects. So important is the teacher's willingness or readiness to evaluate, because the teacher not only wants to get a grade, but also measures the ability of each student as a reference or consideration and evaluation that can be done by regarding the learning process that has been carried out. Because both in the 2013 curriculum and the independent curriculum teachers are required to carry out authentic assessment. A teacher who is willing to learn in any condition can improve his own quality.

CONCLUSION

The results that have been produced according to this study, it is known that the understanding and habits of PAI teachers implementing authentic assessment at MA Al-Khairiyah Rancaranji are 66.7% of teachers understand, and the remaining 33.3% do not understand. Of the 66.7% of teachers who understand about authentic assessment, 75% have implemented authentic assessment in the learning process. The understanding and habit of implementing authentic assessment clearly affects the readiness of educators in implementing the independent curriculum, especially regarding the implementation of authentic assessment in schools. Teachers who are not accustomed to implementing authentic assessment state that they are less prepared for the application of authentic assessment in the independent curriculum if there is no training before the implementation of the independent curriculum. Because of the importance of authentic assessment, teachers should learn to implement it in learning, for the sake of the progress or development of students, regardless of what curriculum is used in schools.

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