

THE ASSESSMENT OF 2013 CURRICULUM AT SENIOR HIGH SCHOOL

Nitya Jwalita

SMAN 2 Jember
nityajwalita@gmail.com

Abstract

The assessment of 2013 curriculum is considered difficult to do. 2013 curriculum is an activity based curriculum in which there are spiritual and social competence, cognitive competence and skill competence taught integrately. In line with these competences, of course suitable assessments are needed. The assessments include the attitude, cognitive and skill assessments. However, many teachers stated that the assessments of 2013 curriculum are difficult to do, and are meaningless, the 1 - 4 score scale is difficult to implement, besides society do not understand this scoring system. To overcome this problem, there is a discussion about the techniques and the assessment result management of the 2013 curriculum. This paper is aimed at enabling senior high school teachers to manage the 2013 curriculum assessment. Therefore, the focus of the discussion is how to implement assessment of 2013 curriculum.

Keywords : *assessment of 2013 curriculum*

I. Introduction

Indonesia government has gradually implemented 2013 curriculum since July 2013. This activity based curriculum is aimed at resulting innovative, productive, creative, spiritually and socially good human through an integrated teaching process that strengthens spiritual and social attitude, cognitive, as well as skill competences. This integrated teaching process, of course needs assessments of attitude, cognitive and skill. These kind of assessments can be done through many techniques such as observing, project and portfolio assessment etc.

However, in fact, many teachers think that the assessments of 2013 curriculum that includes the three aspects, attitude, cognitive and skill, are difficult to do. They stated it is difficult to assess spiritual and social attitude, they are also not accustomed to implementing many techniques of assessments for cognitive competences and skill competences. Besides many teachers also find difficulty to do 1 to 4 scaled score, and not many society know the meaning of 1 to 4 scaled score. Furthermore reporting students' score based on 2013 curriculum report needs so much time and paper, so assessment is meaningless, since it is difficult to be used as feed back of improvement.

To overcome the assessment problems the ministry of education then publishes a new guideline of 2013 curriculum assessment. This assessment guideline is aimed at enabling teachers of senior high schools to implement 2013 curriculum assessments.

The following part is discussion about the assessment principles; the attitude, cognitive, and skill assessments.

II. Method

This paper is theoretical based article, in which all the information presented is based on the study of many relevant sources.

III. Discussion

The assessment of 2013 curriculum includes three competences, namely attitude, knowledge, and skill competences. The attitude competences includes spiritual and social competences. The spiritual competences are written in Kompetensi Inti 1 (KI 1) or core competence 1, and social competences are written in Kompetensi Inti (KI. 2) or core competence 2. Knowledge competences are written in KI 3 or core competence 3, and skill competences are written in KI 4 or core competence 4. Each core competence is then detailed in the form of basic competences or KD. Teachers of religion subjects or Pendidikan Agama dan Budi Pekerti and teachers of moral education subjects or PPKN have to develop the indicators of learning for basic competences of KI 1 and KI 2 using specific measurable operational verb. Teachers of other subjects may develop indicators only for competences of KI 3 and KI 4, while the indicator of KI 1 and KI 2 are developed by using general verbs that can be observed. After teacher hold teaching learning process, then they develop assessment based on indicators that they have already determined.

Related to 2013 assessments, there are two subjects that conduct the assessment, school and teachers. School's assessment for students is the process of collecting the data of the students's achievements that include knowledge and skill achievements which are done systematically in the form of final examination (*penilaian akhir*) and school examination (*ujian sekolah*). Final examination is done

in the end of semester and in the end of an academic year. The scope of the material for semester examination is all the achievement indicators that represent all the competences targeted in a certain semester. The scope of the material of an academic year examination is all indicators that represent the competences targeted in odd and even semesters. School examination is held after students achieved all the competences targeted, this is as admittance that the students have already finished studying from a certain school.

Teacher's assessment is the process of collecting the data of the students' achievement of attitude, knowledge and skill competences systematically. Assessment of 2013 curriculum requires teachers to conduct many assessment techniques. To implement assessments, a teacher should know that assessments may function as assessment of learning, assessment for learning and assessment as learning. Assessment of learning is assessment functions to measure the achievement of the students in a certain competence that has been determined before. Assessment for learning enables a teacher to use information about the achievement condition of the students to improve the teaching process. Assessment as learning enables students to consider the progress of their learning in order they can improve their achievement

The Principles of Assessment

In order to hold a good assessment, a teacher should know the assessment principles. The assessment done must be based on fixed and right procedure so that it results an accurate data. Based on permendikbud number 53 published in 2015, the assessment of students must be based on the following principles : 1) valid, it means that the assessment is based on data of the measured competence; 2) objective, it means that assessment is based on clear procedure and criteria that have been determined before. 3) fair. Assessment is done equally. It does not differentiate student just because of his special ability, background, religion, ethnic, culture, economical condition, gender. 4) integrated, it means that assessment cannot be separated from teaching learning process. 5) open, it means that the procedure, the criteria, dan the basic rules to make decision can be accessed by related people. 6) whole and sustainable, it means that assessment is for all

competences, by using many suitable assessment techniques to detect the development of the students. 7) systematic, it means that assessment is well planned, and is implemented gradually based on the fixed procedure. 8) criterion based. 9) accountable, it means that the procedure, the criteria, and the result of assessment can be presented.

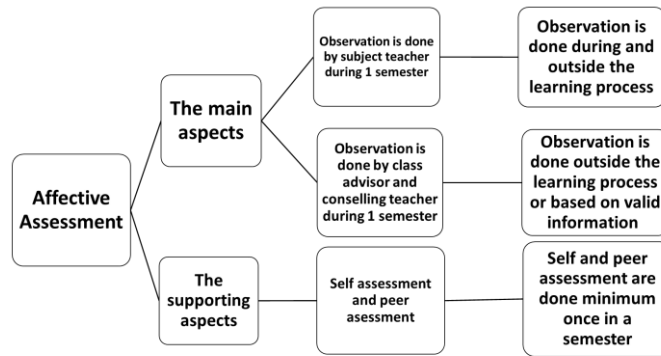
Based on the above principle and as it is stated in the previous part that 2013 curriculum implements an integrated teaching process that strengthens spiritual and social behavior, knowledge, as well as skill. This kind of process of course needs the assessment of spiritual and social attitude (affective assesment), knowledge, as well as skill. The following parts is discussion about the assessments mentioned.

Affective Assessment

Affective assessment is assessment of students' behavioral tendency inside and outside class. Affective assessment has different characteristic from knowledge and skill assessment so that it needs different technique of assesment. Affective assessment is aimed at assessing and guiding the students' spiritual and social attitude based on the attitude elements stated in basic competence of *Kompetensi Inti Sikap Spiritual (KI-1)* and *Kompetensi Inti Sikap Sosial (KI-2)*. The process of attitude teaching is integrated in process of knowledge and skill teaching. To assess the students' affective competence, a teacher also can hold observation, self assesment and peer assessment. Self assesment and peer assessment are aimed at character building and used as data to confirm affective assessment done by the teacher through observation. The result of affective assessment during one semester, then is written in the form of description.

The Affective Assessment Techniques

The affective assessment is done by subject teacher, conselling and guidance teacher, and class adviser teacher through observation and the result of observation is written in a journal. The following scheme describes how the affective assessment is done.



Scheme 1: The Affective Assessment Technique Scheme

Observation

Observation is a technique of observing students' attitude done by a teacher continuously. It is assumed that every student has good attitude, so only excellent and improper attitude related to the indicators of spiritual and social attitude are written in journal. Notes about good things that the students do strengthen good attitude of the students. On the opposite, notes about improper attitude the students do, are used to nurture the students to be good human beings.

The instrument used in observation process is observation form and journal and is done by subject teacher, counselling and guidance teacher, as well as class advisor during one semester. This journal records good and improper activity done by the students, this record is also completed with date of the event, and element of attitude done by the students. A teacher uses this journal records to describe the students affective competence.

To make it clearer, there are some notes in implementing affective assessment through observation technique 1) journal is used by subject teacher, counselling and guidance teacher, as well as class advisor; 2) a subject teacher implements observation technique and writes journal for all the students he/she teaches, a counselling and guidance teacher uses observation technique and writes journal for all the students that he/ she nurtures, a class supervisor uses journal for all the students whom she/he is responsible for; 3) a class supervisor teacher receives the results of observation done by subject teacher and counselling teacher, then she/he analyzes it to write a description about the affective competence of the students; 4) excellent and improper attitude noted in journal are not only the

elements of character written in lesson plan and taught in class but also other characters that may appear during one semester; 5) students who behaves normally are not noted, because they are assumed to have performed good character. The following table shows the example of journal done by subject teacher

| Name of school | | : SMA | | | | | |
|----------------|------------|------------------|---|----------------------|-----------|---|--|
| Academic Year | | : 2015/2016 | | | | | |
| Class/Semester | | : X / Semester I | | | | | |
| Subject | | : English | | | | | |
| No | Date | Name | Event | Element of character | Pos / Neg | Follow Up | |
| 1 | 7 Nov 2015 | Marjan | Coming late | disciplin | - | The teacher asks for the reason why he came late, and advises him not to repeat | |
| 2 | 7 Nov 2015 | Nofrida | Performing a group discussion very well, answering the questions accurately | Self-confidence | + | The teacher appreciates her good performance. | |

Table 1: The example of journal done by subject teacher

If a student does an improper attitude, the teacher has to nurture the student to behave normaly. On the other side when a student shows good behavior, a teacher should strengthen this.

The following table is the example of spiritual attitude journal done by the conselling and guidance teacher or class supervisor.

| Name of school | | : SMA | | | | | |
|----------------|------------|------------------|--|----------------------|---------|--|--|
| Academic Year | | : 2015/2016 | | | | | |
| Class/Semester | | : X / Semester I | | | | | |
| Subject | | : English | | | | | |
| No | Date | Name | Event | Element of Character | Pos/Neg | | |
| 1 | 7 Nov 2015 | Naufal | He led <i>dhuhur</i> prayer at school mosque | Obedience in God | + | | |

Table 2: The example of spiritual attitude journal done by the conselling and guidance teacher or class supervisor

Journal of the same form may be used by counselling and guidance teacher or class supervisor to assess students' social attitude.

Self Assessment

Self assessment is a form of educational assessment in which students make judgements about their own work. A teacher can use this kind of assessment to confirm the attitude assessment he makes through observation techniques. Self assessment technique has several good impacts for the students. It can increase students' self confidence, because the teacher gives him/her trust to assess himself/herself. Besides, the students are able to recognize their ability and their weakness, because they do introspection while they assess themselves. Further, self assessment technique trains the students to be honest and objective. Beside that, it forms students' attitude toward the subjects they learn.

The instrument applied for self assessment is self assesment form which is designed simply but clear with no ambiguous expressions. Further the self assesment form should be designed in such a way that the students may reveal their real condition.

To avoid students' subjective answer, it is worth for the teacher to explain the importance of self assesment before the teacher asks the students to fill in the form. Teachers also should explain the goal of holding self assessment, the indicators to assess, the assesment criteria and provide the assessment form. The form can be check list, rating scale, or essay in order the students can dig their potential.

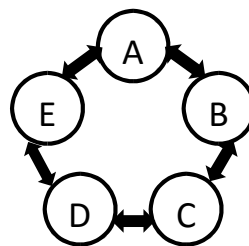
Self assessment is useful not only to assess students'spiritual and social attitude but also to assess their attitude toward knowledge and skill they learn. It also detects students' learning difficulty.

Peer Assessment

Peer assessment in this field is assesment of students' attitude done by other students of equal status. Peer assessment may help the students to be objective, to have empathy to other students, to appreciate differences. Peer assessment also can be used as self reflection.

The instrument to implement peer assessment is peer-assessment form. It must be designed carefully, and in concord with the lesson plan in which indicators of attitude have been determined. To create peer assessment form a teacher should be aware that peer assessment form must be suitable with the indicators measured which are used in observation assessment technique. Therefore the assessment criteria must be designed clearly, simply, not ambiguous, and the language of peer assessment must be understandable, and the form peer assessment must be simple so that students can fill in it easily. Peer assessment form can be in the form of checklist.

Group work is a good situation to implement peer assessment. A teacher may ask a student to assess other students and vice versa. This diagram shows the scheme of peer assessment path.



Scheme 2 : The scheme of peer assessment

The scheme shows that student A assesses students E and B; student B assesses students A and C; student C assesses students B and D; student D assesses students C and E; student E assesses students D and A

If the result shows that a student has many positive sides, a teacher must appreciate his/her good deed, but if a student is known to have some bad attitude, the teacher must nurture him/her to behave normally.

The Management of Affective Assessment Result

To implement assessment, first a teacher should determine competence achievement indicators. The competence achievement indicators of KD of KI 1 (spiritual competence) and KI-2 (social competence) are developed in general behavior.

Then the competence achievement indicators are used to develop the assessment instruments. The instruments have to fulfill the requirements of

material, construction, and language. Material requirement refers to competence being assessed, construction requirement refers to technical requirements based on the form of instrument used, and language requirement refers to the use of accurate, acceptable, understandable, and communicative language which is suitable with the characteristic of the students.

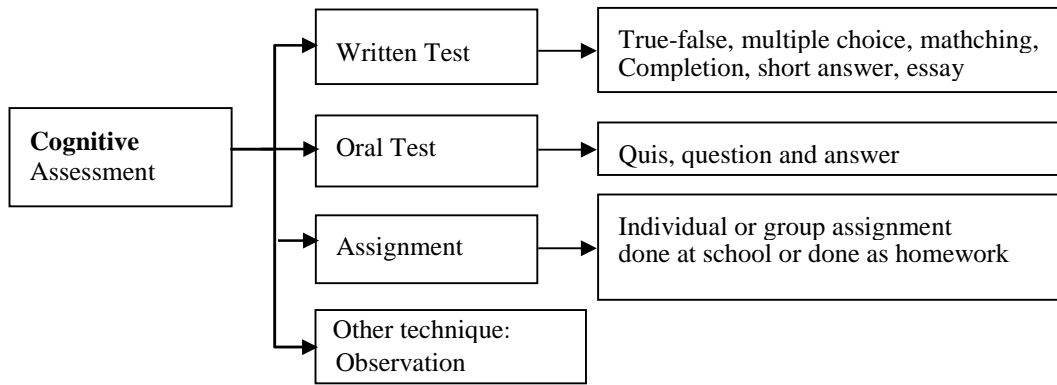
Having done the affective assessment during one semester, subject teacher, counselling teacher and class supervisor teacher tabulate the result of their observation, subject teacher and counselling teacher give the students' achievement result to class supervisor. Then class supervisor classifies into assessment result of spiritual and social. Finally class supervisor decides the students' spiritual and social achievement into criteria A, B, C, or D completed with its description. The description is written in a positive sentence that motivates the students.

Cognitive Assessment

The other assessment of 2013 curriculum is cognitive assessment. Cognitive assessment is an examination conducted to determine the students' level of cognitive function. It can provide information about how students acquire and process information, and it can identify areas where students may lag behind their peers cognitively, but it does not provide data about intelligence. In 2013 curriculum, cognitive assessment is used to measure the students' achievement of basic competence (KD) of core competence 3 (KI 3) done by subject teacher. A teacher implements cognitive assessment through many techniques. This assessment is planned and written in lesson plan which is based on silabus.

Cognitive Assessment Techniques

There are some techniques to handle cognitive assessment, including written test, oral test, assignment. Besides, there is also other possible technique like observation, but the observation indicators of cognitive assessment is different from the indicators of affective assessment. The following scheme makes the discussion clearer.



Scheme 3: The Cognitive Assessment

Written test is a test in which the test item and the answers are provided writtenly. This test is to measure the cognitive capability of the students. The instruments can be in the form of true-false, multiple choice, matching, completion, short answer, essay.

To develop a good written test, a teacher has to consider some guidances. In developing a good test, a teacher has to determine the goal of the test, whether the test is for selection, placement, diagnostic, formative or sumative, then he should create matrix (*kisi-kisi*) which is used as guideline in developing test. The matrix includes basic competence (KD), test material, test indicators, form or test item, and number of test item. Then he writes the test item based on matrix and provides the score. A teacher may provide the answer of multiple choice, short answer, matching test forms, because they are objective test. For an essay test, a teacher has to provide scoring guidance containing alternative answers and rubric of scoring. Further a teacher has to analyze the test before it is implemented.

Oral test is a test that requires the students' oral answer. The answer can be in the form of words, phrase, sentence or paragraph. Oral test is good for students, since it develops students' bravery to express their ideas. There are some notes on oral test : 1) oral test can be used both to measure the students' achievement (assessment of learning) and to detect the students understanding on certain competence and material (assessment for learning); 2) the questions must be in-line with competence level and the scope of the material; 3) the questions support the students to construct their own answer; 4) the questions must be from the easiest to more difficult one.

Assignment technique is one of cognitive assessments to measure or to enlarge the students' knowledge. Assignment technique which is done after the process of teaching learning is considered as assessment of learning. Assignment which is used to enlarge knowledge is given before or during the teaching learning process, it is called assessment for learning. The assignment given to the students can be in the form of individual or group work. The assignment should emphasize on problem solving and productive result. There are some notes on giving assignment to students : 1) the assignment is used to reach learning indicators; 2) the students can do assignment during the process of learning, or out side class time as autonomous assignment; 3) assignment must be created based on students' development ; 4) the assignment material must be relevant with the curriculum content; 5) assignment is aimed at developing individual capability although it is done in group; 6) in group work, there must be clear job description for the members; 7) the criteria of the targeted result must be defined clearly; 8) the time duration to finish the assignment must be clearly defined.

Observation is not only for assessing students' attitude but also for assessing students' cognitive competence, for example, a teacher may observe the students cognitive capability in a group work, or in a discussion activity. This kind of assessment is a kind of authentic assessment.

The observation result is used to identify the weaknesses and the strengths of the students' cognitive competence and to improve the learning process especially for the material that has not been mastered by the students.

Managing the Assessment Result of Cognitive Competence

In the previous part, it has been stated that the assessment of cognitive competence can be done through written test, oral, test, and giving assignment to the students. These kinds of techniques can be done during one semester. Having done the cognitive assessments, a teacher then tabulates the students' achievement. The result of the assessment can be written in a table based on the assessed KD. A teacher then determines the average of the assessment result. The students' score is written in 1 – 100 scaled score, completed with its description. The description uses positive sentence.

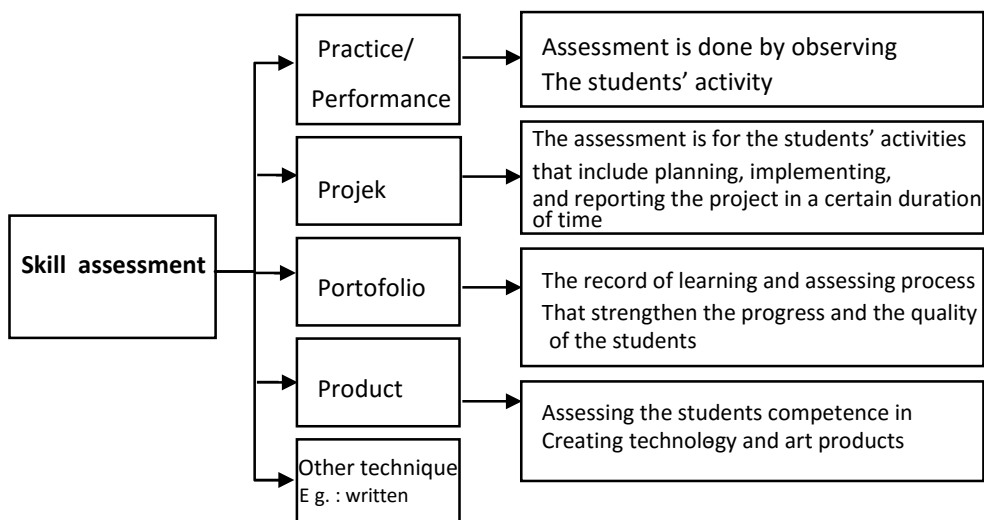
Skill Assessment

2013 curriculum skill assessment is the process to measure the students' achievement of basic competence (KD) of core competence 4 (KI 4). The assessment requires the students to perform certain competences. The skill assessment is aimed at knowing whether the students have been able to implement their knowledge (from KD of KI-3) to solve the problem in real life.

To assess the students' skill competence, a school may determine the minimum kriteria, and gradually the minimum criteria should be increased based on the students' potential and characteristic.

Skill Assessment Technique

There are some techniques that can be applied to assess students' skills. These techniques can be practice/performance, project, and portfolio assessment. A teacher may implement other techniques which are suitable with the characteristic of KD of KI 4 of the measured subject. The instrument used can be in the form of check list, rating scale which are completed with rubric. The following scheme enables the discussion clearer.



Scheme 4 : The scheme of skill assessment

Practice or performance assessment is done by observing the students' activity. This assessment is useful to assess the students activities like laboratory, religious, sport practice; performance, role play, playing music, poetry reading. To

assess the students' performance a teacher should consider 1) the students' working steps that reveal the procedure of certain competence; 2) the completeness and the accuracy of the aspect being assessed; 3) special capability to finish the work; 4) the amount of the competences assessed. 5) the order of the competences based on the working procedure. Besides, to assess a student's performance a teacher also should observe the student's performance in various context. For example to assess students' speaking competence, a teacher should observe them when they are discussing in small group, delivering speech, telling story, and having interview. From these activities, a teacher gets a whole speaking competence of the students.

Project assessment is a skill assessment technique in which a teacher assesses the students' activities that include planning, implementing, and reporting during certain determined time. This kind of assessment is used to know the students' knowledge about certain competence, capability to implement the knowledge, their innovation and creativity, and their capability to express their ideas clearly.

Project assessment can be done for one KD (basic competence) or more, one subject or more. To assess students' project, at least there are four elements to consider, they are : 1) the management of the project. It is about the capability of the students to select the topic, to manage the time or working, and to report the result of the project; 2) project's relevancy. Project relevancy is the relevancy of the topic, the data and the report with the KD (basic competence) being discussed; 3) originality; 4) innovation and creativity.

Product assessment is assessment for the students' competence in creating technology or art product. This assessment for the students' activity includes three steps preparation of product, proses of product, and appraisal of the product.

The next skill assessment is portfolio assessment. Portfolio assessment is a sustainable assessment based on series of information that show the development of the students. A student's portfolio contains student's works which are arranged chronologically, completed with the revision of the works. In the end of a certain period, a teacher may assess student's portfolio. Portfolio assessment is part of authentic assessment that represents the the student' attitude, cognitive and skill competences.

Managing the Assessment Result of Skill Competences

As it is mentioned in the previous part that there are many techniques to assess students's skill competence, it can be through performance or practice, project, product, and portfolio. If a teacher handles an assessment of the same object of a certain KD of KI 4 with the same assessment technique, the score taken is the optimum score. However, if a teacher handles assessment of a certain KD of KI 4 with different assessment technique, the score is taken by measuring the average assessment score of the techniques . A teacher can gain the final score of skill assessment by counting the average score of each KD of KI 4 in one semester. Then the students' achievement is written with 1-100 scaled score, completed with its predicate and its description.

The following table illustrates the score management of Seni Tari subject of class X. Practice assessment for KD 4.1 is done once; practice assessment for KD 4.2 is done twice; project assessment is done for KD 4.3 and 4.4; and product assessment is done for KD 4.4

| KD | Practice | Product | Project | Portfolio | Final Score |
|--------------------|----------|---------|---------|-----------|-------------|
| 4.1 | 87 | | | | 87 |
| 4.2 | 66 | 75 | | | 75 |
| 4.3 | | | 92 | | 92 |
| 4.4 | | 75 | 82 | | 79 |
| The average | | | | | 83 |

Explanation:

1. The final scores of KD 4.1; 4.2; 4.3 are gained based on optimum score. The final score for KD 4.4 is gained by counting the average because the assessment techniques are different (project and product)
2. The final score of the semester is gained by counting the average of each KD score
3. The final score is $\frac{87 + 75 + 92 + 79}{4} = 83$ (score for student's report)

IV. Conclusion

The assessment of 2013 curriculum includes the students' spiritual and social, cognitive, and skill competences. The assessment of spiritual and social competence is done by subject teacher, guidance and counselling teacher and class supervisor during one semester, the class supervisor manages it. The assessment of cognitive competence can be done through written test, oral test, assignment and observation. The final score of cognitive competence is gained by counting the average of the scores. It is written with 1 – 100 scale score, completed with its description.

The assessment of skill can be held through performance or practice, project, product, and portfolio. If a teacher handles an assessment of the same object of a certain KD of KI 4 with the same assessment technique, the score taken is the optimum score. However, if a teacher handles assessment of a certain KD of KI 4 with different assessment technique, the score is taken by measuring the average assessment result of the techniques. A teacher can gain the final score of skill assessment by counting the average score of each KD of KI 4 in one semester. Then the students' achievement is written with 1-100 scored scale, completed with its predicate and its description.

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