



## **AUTHENTIC ASSESSMENT MANAGEMENT IN IMPROVING GRADUATES' COMPETENCY STANDARDS AT CIANJUR DISTRICT'S DRIVING SCHOOL**

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### **ABSTRACT**

The independent curriculum was implemented with the aim of improving the quality of learning which currently is still low in both literacy and numeracy. Based on the results of the Minimum Competency Assessment (AKM) in 2021 carried out by the Ministry of Education and Culture, it shows that one in two people or (50%) have not reached the minimum competency criteria in reading literacy. In the independent curriculum, diagnostic assessment is the main "gateway" for teachers to find out the extent of their abilities. In real-life situations, teachers often carry out authentic assessments of students. After the teacher gives daily evaluation questions, mid-semester assessments and end-of-semester assessments, the teacher processes the grades to be included in the report card. However, in the situation we see today, authentic assessments are sometimes still subjective. For example, a grade 1 elementary school class who still cannot read is given a grade of 80 or B in the end-of-semester assessment for Indonesian language subjects. This condition is because in the score report there cannot be any criteria for deficiencies. Therefore, teachers give report cards according to ability. The general aim of the research is to determine authentic assessment of increasing graduate competency. Meanwhile, the research objectives specifically include authentic assessment of Authentic Assessment Planning in Increasing Graduate Competency Standards, Organizing Driving School Management in Improving the Quality of Graduates, Implementation and Evaluation of Authentic Assessment in Increasing Graduate Competency Standards. This research was carried out using a qualitative case study approach. Briefly, the qualitative research approach is a research method that uses qualitative descriptive data, school documents, interviews and observations. Based on the results obtained from the research, it can be concluded that authentic assessment with differentiation and P5 learning can improve learning outcomes which lead to the quality of driving school graduates

**Keywords:** *authentic assessment, P5, quality of graduates.*

## INTRODUCTION

The independent curriculum is implemented with the aim of improving the quality of learning which currently still has low literacy and numeracy. Based on the 2018 PISA survey results, it shows that the literacy and numeracy skills of students in Indonesia are ranked in the top 10 from the bottom of the 79 countries surveyed. Based on the survey results obtained, the data shows that reading ability is ranked 74th with a score of 371, numeracy (mathematics) ability is ranked 73rd with an average score of 379, science ability is ranked 71st with an average score of 396. (Source Detik.com, 12/03/2019).

According to the PISA survey results, only 30 percent of students in Indonesia meet the criteria for minimum reading ability. Also with mathematics competence being 71 percent below minimum competence. For science, there are as many as 40 percent of students in Indonesia who are still below the minimum criteria expected according to competence. (source Kompas, 12/04/2019).

Based on the results of the Minimum Competency Assessment (AKM) in 2021 carried out by the Ministry of Education, Culture, Research and Technology, it showed that one in two people or (50%) had not achieved the minimum competency criteria in reading literacy. The results of the next survey showed that 2 out of 3 students had not achieved the minimum competency criteria in the field of numeracy. From the results of the survey, it is homework for the government and educational units to be able to strive to improve the quality standards of graduates from literacy and numeracy competencies.

Along with the pace of development of the era and the implementation of the independent curriculum, teachers are expected to carry out student-centered learning. Students must be the focus of achievement and the main goal of learning. Therefore, at this time, teachers are expected to be able to design learning that can awaken and increase potential, interests and talents. In addition, teachers can provide meaningful learning experiences for. This can be done by choosing the right assessment strategies and techniques in order to optimally show and display the results of their learning experiences.

In the independent curriculum, diagnostic assessment is the main "gateway" for teachers to find out how far their abilities are, understand and identify each character. Diagnostic assessment is divided into 2 types, namely cognitive diagnostic assessment and non-cognitive diagnostic assessment. Cognitive diagnostic assessment aims to determine initial abilities and learning difficulties in . While non-cognitive diagnostic assessment determines interests, learning styles, psychological conditions, social conditions, and backgrounds.

Based on cognitive assessment data, teachers can identify students' learning needs and facilitate learning styles, namely audio, visual, and kinesthetic. From the results of cognitive assessments, teachers can also create learning scenarios that are in accordance with the needs and conditions in the classroom.

From the results of cognitive assessments, teachers can choose the right type and assessment technique according to their needs. In the independent curriculum, there is an authentic assessment, namely a meaningful measurement that significantly affects learning outcomes in the affective domain (attitude), skills (psychomotor) and knowledge (cognitive). The term assessment can also be interpreted as measurement, testing or evaluation.

Regarding the term authentic, it is a synonym for real, original, valid or reliable. Conceptually, authentic assessment is significantly more meaningful than even standardized multiple-choice tests. Authentic assessment is a real assessment carried out by teachers to .

According to researchers, the word authentic has the same meaning as real and concrete. Authentic assessment is an assessment carried out in real terms by teachers to determine the abilities of . This is reinforced by the opinion of education practitioners in the book *Merdeka Belajar through HOTS learning*. Authentic assessment is an assessment that uses observation sheet instruments by means of practical tests, performance assessments and portfolios to measure the achievement of knowledge and skills. (Idris Apandi: 2020: 5)

In real situations, teachers often carry out authentic assessments to . After the teacher gives daily evaluation questions, mid-semester assessments, and end-of-semester assessments, the teacher processes the scores to be entered into the report card book.

However, the situation we see today, authentic assessment is sometimes still subjective. For example, a class 1 elementary school student who still cannot read is given a score of 80 or B on the end-of-semester assessment of the Indonesian language subject. This condition is because there should be no less criteria in the report card. Therefore, the teacher gives a report card score that is in accordance with the abilities of .

If it does not or has not met the threshold value, then the student is declared to have not completed it. Example Another case is that teachers must provide appropriate assessments and must not be below 75 for the School Exam score as a requirement to continue to junior high school. Because of these provisions, teachers, with all their efforts, process and give students grades that must reach the minimum threshold. Although in reality it does not match their abilities. This is well known, especially at the elementary school level.

The next case is the gap between conditions in the field regarding the quality of graduates. Because this independent curriculum is given the option to study according to talents and interests. However, not all schools have the same facilities and infrastructure and management to improve the quality of graduates. The cognitive ability factor also influences the improvement of the quality of graduates.

For schools, especially driving schools, the government provides facilities in the form of chrome books, laptops, and infocus for learning activities. However, apart from driving schools, many schools have not received assistance, meaning that assistance

is still not evenly distributed. Therefore, there is a difference between graduates from driving schools and non-driving schools in terms of their skills in using IT and character culture according to the profile of Pancasila students.

As teachers, we strive to provide excellent service in teaching activities for students to improve the quality of graduates. Various ways of teacher creativity are developed to create learning media, fun learning models for students. As in the driving school providing a project-based learning model (Project based learning). In addition to project based learning, there are also discovery and inquiry learning models that are integrated with co-curricular. For example, learning science, researching plants, directly visiting the open nature with an inquiry learning model (guided discovery). Seeing these conditions, authentic assessment must be a benchmark for achieving learning outcomes for students. Authentic assessment according to its name, authentic must have reliable characteristics (can be accounted for) validly by teachers, parents and the community. So that later it can display data that is relevant to graduate competency standards

## **METHODOLOGY**

The research method with qualitative presentation collected using interview and observation instruments that will be reported in the form of descriptive paragraphs.

### **Data Collection Techniques**

The data collection techniques that we use in qualitative research are interviews conducted with principals, teachers, students. Observation and documentation studies.

### **Data Validity Check Technique**

The data validity check technique used by researchers is Triangulation Technique. This technique tests the credibility of the data which is done by checking the data with the same source with different techniques. There are three stages in the technique including data obtained from interviews checked with observation, documentation and questionnaires.

If with the three data credibility testing techniques, different data is produced, the researcher conducts further discussions with the relevant source or others to determine which data is considered correct or maybe all are correct but from different points of view. When conducting research on authentic assessment management towards improving the quality of graduates of the driving school, the researcher collected data from three different sources, namely interviews with the principal and class teachers, distributing questionnaires to students, and direct observation of the learning process. By combining these three data sources, we can gain a more comprehensive understanding of authentic assessment management in improving the quality of graduates in driving schools.

## RESULT AND DISCUSSION

In the discussion section of the results of this study, the results of data processing obtained based on the results of interviews, documentation studies and field observations related to the research questions that have been formulated as follows:

1. Planning Authentic Assessment Management to improve the quality standards of graduates of the driving school competencies.

Based on the findings through interviews, observations and documentation studies at the Driving School, information can be obtained that before implementing learning and assessment, teachers first analyze the learning needs of students. Create teaching modules, prepare student worksheets, prepare teaching aids that are in accordance with the learning material and create assessment instruments for attitudes, knowledge and skills.

2. Organizing Authentic Assessment Management to improve the quality standards of graduates of the driving school competencies

In the activity of organizing authentic assessment management, the first stage is that the principal holds a meeting with the teacher council to divide the schedule and tasks in teaching and learning activities (KBM). The second stage is that the principal divides teachers according to the duties and functions of class teachers, PAI subject teachers and PJOK subjects, as well as teachers who handle children with special needs (ABK). The third stage is that class teachers and subject teachers design assessment instruments that are appropriate to the needs of students. The fourth stage is that the school invites parents to determine the project theme that will be displayed at the end of the semester and the end of the year.

3. Implementation of Authentic Assessment Management to improve the quality standards of graduate competencies of the driving school

Based on the findings of the research conducted at the driving school. The implementation of the management of the driving school includes PMO with the school committee, implementing differentiated learning, implementing P5 project activities, implementing literacy programs by making summaries of reading results that have been proven to improve the quality of graduates for the driving school.

From the learning activities that have been carried out in class 4, the class teacher held learning activities for the Indonesian language subject using discussion methods, Q&A, and group presentations. In addition, differentiated learning is also carried out by forming groups according to the interests and learning needs of students. Those who are interested in writing are given worksheets to write poetry, those who are interested in drawing are given worksheets to draw daily activities carried out. The assessment carried out is by observation and oral and written assessment. Then in the science learning material identifying plant parts, the 4th grade teacher, used the study tour visit method to the Cibodas Botanical Gardens with the aim of observing plants directly. The assessment was carried out by means of group observation during the activity, and assessing the results of the LKPD (Worksheet) that had been filled in.

To improve understanding of reading skills, each teacher gave additional hours to those who were not yet fluent in reading. In addition, the school also held a gerlis program (literacy movement) which was to hold reading together (readton) in the yard every Thursday. Then students from grades 4 to 6 made a summary of the reading results which were posted on the wall magazine or class literacy tree. By making a summary of the reading results, it can improve students' understanding in understanding the material, especially learning Indonesian in literacy competencies. Then in the science learning material identifying plant parts, the 4th grade teacher, used the study tour visit method to the Cibodas Botanical Gardens with the aim of observing plants directly. The assessment was carried out by means of group observation during the activity, and assessing the results of the LKPD (Worksheet) that had been filled in.

Evaluation of Authentic Assessment Management to improve the quality standards of graduate competencies of the driving school

The evaluation carried out was that teachers provided assessments carried out in Indonesian language learning, especially for grades 4 to 6, which included language skills, namely: listening skills, speaking skills, reading skills and writing skills. From these skills, they were re-described into basic competencies and indicators according to the phase, namely phase B: Grades 3-4 and phase C: Grades 5-6.

Based on the results of the assessment carried out by teachers from grades 4 to 6, information can be obtained that language skills, namely reading and writing, have increased with the Gerlis program. Especially for grade 6, the existence of a practical exam for the Indonesian language subject by making a speech framework and reading a speech can improve students' understanding of reading and writing

## **CONCLUSION**

Authentic Assessment Management in Improving Graduate Quality at the Driving School has been implemented effectively in accordance with the procedure.

Planning for authentic assessment management in improving the quality of graduates at the driving school has been implemented well. Planning activities begin with teachers analyzing students' learning needs, creating teaching modules, preparing student worksheets, preparing teaching aids that are in accordance with the learning material and creating assessment instruments for attitudes, knowledge and skills. The planning has been outlined in the driving school work program.

Organization of authentic assessment management in improving the quality of graduates at the driving school has been implemented in a structured manner starting from the first stage, namely the principal holding a meeting with the teacher council to divide the schedule and tasks in teaching and learning activities (KBM). The second stage is that the principal divides teachers according to the duties and functions of class teachers, PAI subject teachers and PJOK subjects, as well as teachers who handle children with special needs (ABK). The third stage is that class teachers and subject

teachers design assessment instruments that are in accordance with the needs of students. The fourth stage is that the school invites parents to determine the project theme that will be displayed at the end of the semester and the end of the year.

The implementation of the management of the driving school includes PMO with the school committee, implementing differentiated learning, implementing P5 project activities, implementing literacy programs by making summaries of reading results that have been proven to improve the quality of graduates for driving schools. By making summaries of reading results, it can improve students' understanding in understanding the material, especially learning Indonesian in literacy competencies. The evaluation carried out is that teachers provide assessments carried out in learning Indonesian, especially for grades 4 to 6, which include language skills, namely: listening skills, speaking skills, reading skills and writing skills. From these skills, they are described again into basic competencies and indicators according to the phase, namely phase B: Grades 3-4 and phase C: Grades 5-6. Evaluation of the success of authentic assessments is seen from the student's grades listed in the report card. For the evaluation of literacy programs that support authentic assessments, a meeting with parents is held once a semester. The evaluation aims to measure the obstacles and success of the program that has been implemented. Recommendations for the government are expected to provide full support for policies related to driving schools. The support is carried out in order to disseminate the vision and mission of the driving school to become a pioneer for other schools in implementing the independent curriculum. As for recommendations for educators and education personnel, researchers hope for solidarity and readiness in implementing and designing the independent curriculum assessment. The next recommendation for the committee and parents is to actively participate in supporting the driving school programs such as P5 (Pancasila Student Profile Strengthening Project) which is related to authentic assessment of students so that the vision of improving the quality of graduates of the driving school can be achieved.

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