
TRAINING BASED ON THE PARTICIPANTS' ACTIVENESS TO IMPROVE TEACHERS' UNDERSTANDING TOWARD AUTHENTIC ASSESSMENT IN ELEMENTARY SCHOOL

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Abstract: Problems that occur in the implementation of 2013 Curriculum is the lack of understanding in the learning process assessment and learning outcomes. The concept of thorough learning takes longer time, it also requires teachers understanding to the ability of the student individually. Teachers also do not fully understand the concept of authentic and continuous assessment. The aim of this study is to improve the classroom teachers' understanding toward authentic assessment with training model based on participants' activeness. This research used Classroom Action Research approach with two cycles. The techniques of collecting data are questionnaires (self-assessment), interviews, and portfolios. The data were analyzed using triangulation with consideration to the three types of data. The result showed an improvement in the teachers' understanding on authentic assessment. This is indicated by the improvement of the average from pretest to posttest in the cycle 1 is 9.25 and cycle 1 to cycle 2 is 13.19.

Keywords: Participants' Activeness, Authentic Assessment, Classroom Teacher.

INTRODUCTION

The curriculum alteration from School Based Curriculum to the 2013 Curriculum requires adjustment of the stakeholders' mindset. The implementation of 2013 Curriculum, which has been running for almost a year, is a major challenge for the teachers. The main challenges are about learning process approach and evaluation system which are centered on students' activity. The implementation of 2013 Curriculum requires the school to provide wide latitude so that students can develop themselves and innovate.

Scientific approach that becomes the basic of the learning process should cover the affective (attitude), cognitive (knowledge), and psychomotor (skills). Scientific approach is include: asking, reasoning, trying, and forming networks for all subjects. The expected final result is the improvement of the balance of the learners' soft skills and hard skills. To achieve the final result, teachers should be able to change their mindset from "bank" learning patterns style, which is teachers explain- students listen, to the learning process that prioritizes in the students' activity on making

observations, asking questions, trying, exploring, and expressing.

Various typical problems in learning become a major problem in the application of this approach. Facts on the field indicate that there are still a lot of learning processes that have not been centered on students. Teachers still dominate the learning process and giving students less opportunity to explore themselves. Teachers also lack in facilitating students to think critically and analytically in solving problems. These problems also occur in the partner schools, which become the service activities, in particular are Muhammadiyah Kadisoka Elementary School, Muhammadiyah Bayen Elementary School, Muhammadiyah Bodon Elementary School, and Muhammadiyah Karangturi Elementary School.

Regional Executive of Muhammadiyah in Sleman and Bantul district was chosen again to become partner because of its reputation in the education field is very good. Regional Executive of Muhammadiyah in both district are in charge of a lot of schools which are well-coordinated so that minimizing the problems due to remote locations. Most elementary schools teachers under the Assembly of Primary and Secondary Education,

Regional Executive of Muhammadiyah in Sleman and Bantul district are young teachers that are expected to take the assistant material optimally. Results of the 2013 Curriculum training, which was held in early 2014 by the proposer represent that teachers at partner schools did not have sufficient understanding and skills to develop learning activity that can maximize students' potency yet.

Bantul and Sleman District have considerable number of schools, so that the training programs conducted by the government have not reached all schools. That problem caused issues related to the teachers' preparation to implementing the 2013 Curriculum. The socialization process becomes constrained due to the lack of human resources from targeted schools as a team coach for teachers at other schools. Training programs from the government is considered less than optimal because it has not been able to touch all schools, especially private schools. Government's Limitation in funding also becomes an issue that causes teachers' optimal preparation in facing the 2013 Curriculum.

State Schools' teachers are relatively got more training related to the implementation of 2013 Curriculum compared to teachers in private schools. This is due to the limitations of government programs in reaching out to all elements of society. To anticipate this, the foundation should conduct the training for their teachers independently. However, the trainings those already done were still less optimal. Based on discussions with the Assembly of Primary and Secondary Education, Regional Executive of Muhammadiyah in Sleman and Bantul district, the trainings conducted by the Regional Executive of Muhammadiyah are still limited. It is because the core teachers that belong to the Regional Executive of Muhammadiyah are limited. There are 76 Muhammadiyah elementary schools in the Sleman district, core teachers only come from 13 schools. In District Bantul, there is only 2 Muhammadiyah elementary school designated as target schools. This fact emphasized the gap between the numbers of core teachers to the teachers that must be trained to implementing 2013 Curriculum. Therefore, we need the participant of the Teacher Training Institute to

help provide training and assistance in the implementation of 2013 Curriculum.

In general, schools under the Regional Executive of Muhammadiyah in Bantul and Sleman district are a developing school category. The students come from the surrounding area and have diverse abilities. Teachers also have different educational background that makes their teaching skills also different. Not all teachers at partner schools derived from elementary schools teacher education program, even largely derived from other disciplines such as Mathematics, Engineering, Agriculture, Economics, Psychology, and other education program which is not elementary school teacher program. This is becomes a serious problem when teachers are required to skillfully managing the learning program and they should sensitive to the changes too. Results of interviews with a number of Muhammadiyah Sapen elementary school's teachers in the Sleman district stated that the changes into the 2013 Curriculum caused confusion among teachers. Many teachers do not understand the scientific approach, let alone apply them in learning. Active learning through scientific approach is considered difficult to apply because of teachers' lack of knowledge and skills. Of course it will have an impact on the lack of students' understanding in learning. Students are still glued to the old curriculum that separates each subject. Students are not accustomed to think scientifically so that the scientific approach cannot be implemented optimally.

Another problem faced by teachers in the implementation of 2013 Curriculum is the lack of understanding on the assessment of the learning process and outcomes. Assessment is used to determine the strengths and weaknesses in the learning process that have been done. In the 2013 Curriculum, the planned system is continuous assessment, means that all the indicators are billed, then the results were analysed to determine the basic competencies, which competencies the students' already have and which are not, and to know the learners' difficulties. Assessment should be done holistically related to the aspects of attitudes, knowledge, and skills. At the primary education level, character development proportion is more

important than academic proportion. There are many evaluation techniques in primary education, because of that it is a demand that the teacher could skillfully identify and develop assessment instruments to measuring the process and learning outcomes.

The fact that occurred at the partners' schools is that many teachers found difficulty in using evaluation techniques recommended in 2013 curriculum. The concept of thorough learning that takes longer time also requires teachers to understand the ability of students individually. Teachers also not yet fully understand the concept of authentic and continuous assessment. The technic assessment which had been done is not as varied as required by the 2013 curriculum. The problem above if allowed to continue will become increasingly large and potentially impeding the implementation of the 2013 curriculum at the partner schools. Therefore training of assessment process and learning outcomes in 2013 Curriculum should be implemented as soon as possible, especially for elementary school teachers in Bantul and Sleman district.

2 Method

The method that used in this research is Collaborative Action Research (CAR), because it is done to solve the teachers' problem within the scope of training class. This research is also a descriptive research because it is illustrates how a learning technique is applied and also how the desired results can be achieved. CAR is a reflective, because researchers are always thinking about what and why the impact of the action happens in the classroom.

The teachers as a subject (trainee) was given treatment in the form of training model based on the participants' activeness. Researchers collaborated in training both as a researcher and as an observer. The process of collaborative action research has five sequential steps: problem formulation, data collection, data analysis, reporting of results, and action planning. Three techniques that facilitate effective problem formulation are reflective interviewing, analytic discourse, and graphic representation (Sagor, 1992).

This research used Spiral model by Kemmis and McTaggart (2005), which consists of planning, action, observation, and reflection. The first cycle is

done by 2 meeting, as well as cycle 2. Before the first cycle, the trainees are given a pretest about their understanding on the concept of authentic assessment. Here after devised the planning action based on the results of the pretest, then action, and observation. The first cycle's posttest was used as a reflection of the action's advantages and disadvantages. Furthermore, the result of the first cycle was used for the second cycle's action plan. After composed the draft and then performed the second cycle's action, observation, and reflection.

3 RESULT AND DISCUSSION

3.1 Pretest

Based on the questionnaire diagnosis of teachers' difficulty on authentic assessment, the data showed that the difficulties were happen because the teachers did not understand the concept of authentic assessment; teachers not yet fully understanding the authentic assessment criteria; teachers were still found difficulty in making a competencies mapping, indicators and form of assessment; teachers found it difficult to arrange the learning guidance and authentic assessment instruments. The results of the pretest showed that the average of the elementary school teachers' understanding is 65.38. This result was low and requires action in the form of training.

3.2 cycle 1

The training was designed in the form of active learning integration which accentuate to the participants' activeness. Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject (Meyers & Jones, 1993, p.6). Through the training based on the participants' activeness, all teachers were involved actively in the whole training activity. Teachers gained direct experience to construct their own knowledge through a variety of experiences. Teachers also practiced preparing a learning guidance, attitudes assessment, knowledge, and skills to develop into an instrument.

In the cycle 1, researchers prepared research instruments collaboratively. The instrument consists of a training syllabus, modules, pretest and posttest questionnaire, observation sheets, and interview guidelines. After two times action to obtain the

average of the posttest results was 74.63. There was an improvement from cycle one's pretest to posttest is 9.25. Based on interviews with teachers, their understanding on authentic assessment was improved due to the directly involved in the training. The process of building knowledge conducted by teachers' themselves so that learning is more meaningful.

Furthermore, carry on a reflection of the cycle 1. The Results indicated a weakness in the teachers' ability on implementing an authentic assessment. During the learning process, the teachers claimed not skilled at dividing the time when he should teach and when to assess. Ideally, the assessment process is carried out at the same time of teaching and learning activities. Assessment of learning outcomes is done after learning activities. In fact, most assessment done after the process of learning was over. It certainly contains high subjectivity, because of that it is not recommended. Based on the results of these reflections, it was required an execution of cycle 2 action.

3.3 Cycle 2

Cycle 2 was planned based on the results of the reflection of cycle 1. In this case, researchers no longer perform classical training, but more emphasis on individual mentoring to teachers. Researchers preparing field notes as a research instrument. Assistance performed twice on each teacher. Mentoring was more supervision and evaluation to the teachers' practices in conducting authentic assessment. Teachers' deficiency was corrected after the learning activities and then the trainer gave input / solutions to the teachers' deficient that emerged during the assessment practice. Based on the results of the action of cycle 2, there was an improvement in the average of teachers' understanding which is 13.19 with the average of the posttest is 87.82.

Graph of teachers' understanding toward the authentic assessment from pretest, cycle 1 and cycle 2 shown in figure 1.

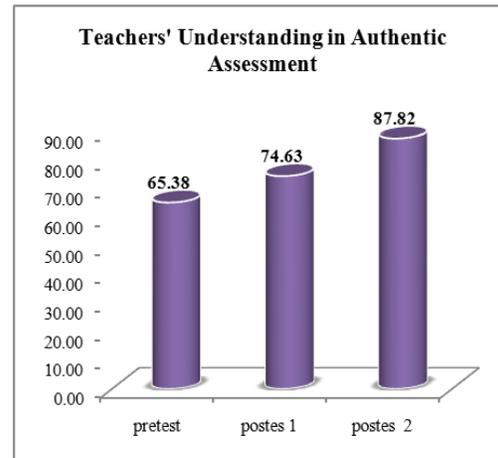


Figure 1. Teachers' Understanding in Authentic Assessment.

4 Conclusions

Teachers' understanding toward authentic assessment was improved after the training based on the participants' activeness. The improvement was marked by the increasing of the average score from the pretest to posttest in cycle 1 which is 9.25% and cycle 1 to cycle 2 is 3.19%.

5 knowledgements

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