

THE ABILITY OF GEOGRAPHIC TEACHERS IN APPLYING AUTHENTIC ASSESSMENT THROUGH ONLINE LEARNING

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ABSTRACT

This study aims to determine the ability of geography teachers in high school to apply authentic assessment to class XI disaster mitigation materials . This study uses a quantitative approach. The parameters used to measure the teacher's ability in authentic assessment include 1) authentic assessment planning, 2) implementation of authentic assessment, 3) analysis of authentic assessment results . The sample in this study were geography teachers in Lampung Province from various districts who taught at public high schools in Lampung Province . The sampling technique uses area sampling technique . Data collection using a questionnaire. The research result shows that of 42Geography teachers who are spread across several districts, their ability to carry out authentic assessments of online disaster mitigation materials is in a good category

preliminary

The focus of assessment in the 2013 curriculum is the success of student learning in achieving the specified competency standards, including attitudes , skills and knowledge. Students can be said to be competent after being assessed with instruments that are truly competent and relatively permanent, so that the information provided is truly accurate [1] . the assessment used based on the 2013 curriculum is authentic assessment. Permendikbud No. 10 4 of 2014 article 2 paragraph 2 states that authentic assessment is the main approach in assessing student learning outcomes by educators. The assessment carried out includes the competence attitudes, skills and knowledge during the learning process. In authentic assessment, students are asked to apply a concept or theory in real terms according to their abilities or skills [1] .

As a result of the Covid 19 Pandemic, Indonesia implemented Online Learning [2] . This condition is certainly experienced by all teachers in Indonesia. Online learning that is applied, apparently cannot be implemented optimally. Teachers and students are still clueless about this learning model [3] . The problems faced by geography teachers during the COVID-19 pandemic , especially for authentic assessment, are the same



thing faced by teachers in other fields of study, where teachers cannot directly monitor the learning carried out by students at home. For the assessment of attitude aspects, for example, the measurement of honesty, discipline, responsibility and so on, is only limited to being on time or not when submitting assignments, according to the deadline. Assessment of the spiritual aspect also cannot be maximized, because the teacher is not present in the midst of students praying to observe [4]. So far, what students do is send photos when they worship their teachers. In Amun it is also not accurate, that the students really worship setiap day, so that online learning is sangat difficult to measure aspects of honesty students. The duties as given dikumpulkan sometimes not timely even some students who can not collect due to a weak Internet networks in the area where he lives. This condition certainly prevents teachers from immediately carrying out authentic assessments because they cannot immediately recap the value at that time. Not to mention being constrained by the internet network. If this is not done immediately, then at the end of the semester the teacher will be very difficult, because there are many grades that have to be added up.

In addition, the authentic assessment that has been carried out has not been maximized because the existing assessment techniques and instruments cannot be implemented in the learning process during the Covid 19 pandemic. The reason is because there is no instrument standard that is appropriate for the current conditions, so there are some teachers who use instruments long time, there are also creative makes its instrument of accession itself.

Method

This study uses a single variable, namely the ability of teachers to apply authentic assessment in geography learning during online learning. The material used as the basis for the assessment is disaster mitigation material for class XI even semester. There are 3 indicators in this authentic assessment research, planning an authentic assessment, implementing an authentic assessment, analyzing the results of the assessment. Planning authentic assessment includes menentukan purpose and focus, merencanakan contents authentic assessment that includes: the selection procedure of assessment, determine the content / topic and set the frequency dan time to assess, mendesain how to analyze data, namely by setting: standard or criteria, define how to integrate the assessment from various sources (eg from the performance, portfolio evaluation, test, etc.) and set the time of analysis, merencanakan measures assessment activities (integrated in learning, there are activities in providing feedback, penilaian process and product assessment). Implementation of authentic assessment, covering mengemukakan purpose and focus of learning to learners, menyepakati assessment procedures used and the criteria of judgment, mendiskusikan ways that need to be done to achieve maximum results. Carry out assessment activities in accordance with the collective agreement planning (data collection). Provide feedback. Analysis of the results of the assessment includes analyzing the data that has been



collected, combining the results of the analysis from the various data obtained, applying the final assessment criteria and reporting the results of the assessment. The method used is descriptive quantitative. The population is a geography teacher who teaches online at public high schools in 13 districts of Lampung Province. Samples techniques are in use right is a sampling nonprobabilitas me n ggunaka n sampling area .

Table 1. Determination of samples based on the sampling area

no	K abupaten	Population Senior High School	10%	Sample School	Number of geography teachers in 1 school
1	Pringsewu	10	1	1	2
2	Tanggamus	15	1.5	2	4
3	South Lampung	17	1.7	2	4
4	West coast	10	1	1	2
5	Offer	13	1.3	1	2
6	East Lampung	19	1.9	2	4
7	central Lampung	24	2,4	2	4
8	Mesuji	8	0.8	1	2
9	Bone	15	1.5	2	4
10	Onion Bone	14	1.4	1	2
11	Way	26	2,6	3	6
12	Lampung	13	1.3	1	2
13	Lampung	18	1.8	2	4
number		202	20.2	21	42

Obtained j otal teacher who used a sample of 42 people. Options p enyataan proposed in the questionnaire included 30 items item statement with alternative answers yes and tidak.Ya given a score of 1 and given a score of 0. The maximum score of 30, the lowest score of 0. Summary of the results of respondents wanted the average was calculated as follows: Average score = total score / number of question items . Furthermore, it is determined in the form of a percentage with the following calculation: Percentage score = average score / ideal score x 100%

Percentage category according to Arikunto (1998: 246)

Table 2.Categories of percentage

Category	Percentage
well	76% - 100%
Enough	56% - 75%
Not good	40% - 55%
Not good	Less than 40%



Research Results

The results of this study are used to describe how the authentic assessment of geography teachers in learning which contains disaster mitigation education material through an online learning process through aspects of planning, implementation and evaluation. The results of the study are shown in the tables below .

1. Authentic Assessment Planning

Table 3. Authentic Assessment Planning

N o	Sub Indicator	Skor	Percentage %	Criteria
1	Make an integrated assessment plan referring to the syllabus and lesson plans	42	100	Good
2	Develop criteria for achieving basic competencies as a basis for assessment	42	100	Well
3	Determine assessment techniques and instruments according to the basic competency achievement indicators	42	100	Well
4	Make instruments based on the grid that has been made.	27	64.28	Enough
5	Analyzing the quality of the assessment instrument by referring to the instrument requirements and using the reference criteria	35	83.33	Well
6	Make plans for assessing student attitudes through self-assessment of students through timeliness in collecting the assignments given	42	100	Well
7	Analyze the quality of the assessment instrument by referring to the instrument requirements	31	73.8	Enough
8	Set the weight of the assessment according to current conditions	42	100	Well
9	Establish minimum scoring criteria	42	100	good

2. Implementation of Authentic Assessments

Table 4. Implementation of Authentic Assessment

N o	Sub indicator	Score	Percentage %	Criteria
10	Carry out assessment activities using the assessment procedures that have been made	42	100	Good
11	Guarantee that during online learning, there will be no cheating during the exam	26	61.9	Enough
12	Checking the results of student work in the form of	42	100	Good



	making videos of natural disasters based on the suitability of themes , clarity of images and sound.			
13	Follow up, students who have not submitted the assignment by providing allowance for 3 days	23	54.76	Not good
14	Provide retests for students with network limitations	42	100	Good
15	Assessing student observations related to natural disasters in the area where they live in the form of project assignments	34	80.95	Good
16	Assessing students' understanding of the material types and distribution characteristics of natural disaster-prone areas in Indonesia	42	100	Good
17	Assess students' project task skills in making plans for evacuation routes for natural disasters in their area	42	100	Good
18	Assessing students' portfolio assignments in making clippings about natural disaster mitigation	28	66.66	Enough
19	Assess how students read textbooks on disaster mitigation via submitted videos	17	40.47	not good
20	Conducting enrichment assessments for students who get complete scores, by deepening disaster mitigation materials	39	92.85	Good
21	Assess students' knowledge of disaster mitigation materials with essay questions	11	26.19	not good

3 An analysis of authentic assessment results

Table 5. Analysis of authentic assessment results

no	Sub indicator	Score	Percentage %	Criteria
22	documenting the value carefully and neatly	21	50	not good
23	feel overwhelmed by authentic assessments during online learning	27	64.28	Enough
24	constrained by time in the assessment because students sometimes do not submit assignments on time	42	100	Good
25	still confused in making an authentic assessment instrument suitable for online learning	28	66.66	Enough
26	difficulty in applying attitude and spiritual assessments because of not meeting students directly	42	100	Good
27	feeling bored with too many points on the assessment so that he spent time sorting out these aspects which resulted in not all	33	78.57	Well



	of the learning in one day being completely implemented.			
28	not maximal in carrying out and compiling authentic assessments	32	80	Good
29	find it difficult to judge in a spiritual aspect	42	100	Good
30	The results of the assessment are returned to students as feedback	26	61.9	Enough

From the table results show that geography teacher who numbered 42 in the District in P Rovin the Lampung has been good at making plans penila he n authentically integrated manner deng 's referring to the syllabus and lesson plans . Develop criteria for achieving basic competencies as a basis for assessment . The basic competencies developed are analyzing the types and management of natural disasters through education, local wisdom, and the use of modern technology, as well as making sketches, plans and / or maps of potential disasters in the local area as well as disaster mitigation strategies based on maps. Geography teachers must also adapt to the characteristics of disasters that occur around students' environments. Determine assessment techniques and instruments according to the basic competency achievement indicators . Analyzing the quality of the assessment instrument by referring to the instrument requirements and using the reference criteria. Make plans for assessing student attitudes through student self-assessment through timeliness in collecting the assignments given . Assign the weight of the assessment according to the current conditions . Establish minimum scoring criteria . Enough in m arouses instruments based right grilles that have been made, m enganalisis quality assessment instruments with reference to the requirements of the instrument. Whereas according to Majid & Firdaus (2014: 115) rubric is a scoring benchmark used in subjective assessment in the form of an explicit description of certain performance characteristics in a scale range. From these results it can be said that the authentic assessment planning carried out by geography teachers for disaster mitigation education material, is mostly in the good category.

For the implementation of authentic assessment, geography teachers are good at carrying out assessment activities using the assessment procedures that have been made. It is good in examining the results of student work in the form of making videos of natural disasters based on the suitability of themes, clarity of images and sounds. Both in m emberikan re-examination for students to network availability . This is done so that all students are getting value , because not all child's place of residence has awarded supplementary penuh..Ujian Internet network via whatsapp .. Good m enilai observations of student-related natural disasters in the region where he lives in the form of project tasks .Good m enilai students' understanding of the material types and distribution characteristics of natural disaster-prone areas in Indonesia . Good in assessing student project task skills in making plans for evacuation routes for natural



disasters in their area . Good in conducting enrichment assessments for students who get complete scores , by deepening the material for disaster mitigation. It is enough to guarantee that during online learning, there will be no cheating during exams . Enough in Assessing students' portfolio assignments in making clippings about natural disaster mitigation . Less good in following up on students who do not collect duties by way of giving leeway time for 3 days or less anomalous both in m enilai how students read the textbook on disaster mitigation through the videos submitted . Not good in assessing students' knowledge about disaster mitigation material with essay questions , because teachers conduct assessments mostly using written assessments in the form of multiple choices for the domain of knowledge, few teachers use essay tests, because it can burden students in using the internet and takes a long time in do it. Overall the implementation of authentic assessments by geography teachers was in the good category.

The results of the authentic assessment of the geography teacher, namely, feeling bored with points on too many assessments so that they spent time sorting out these aspects which resulted in not all of the learning in one day being completely carried out [5] Both in less than optimal in carrying out and compiling authentic assessments . Not good at documenting values carefully and neatly . It is enough to feel overwhelmed by authentic assessments during online learning . It is enough to be confused about making an authentic assessment instrument suitable for online learning . It is enough that the results of the assessment are returned to students as feedback . . Overall the results of the authentic assessment conducted by the geography teacher were in the good category.

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