

CHAPTER I

INTRODUCTION

This chapter involves the research background, problem identification, limitation of the study, research questions, research objectives, research significance, and the definition of key terms.

1.1 Research Background

Curriculum is a critical component that serves as the foundation of an educational system. This term can also be referred to as how the process of learning will be conducted, what goals will be achieved, what supporting instruments will be required, how and when the learning evaluation will be conducted. The national education system of Indonesia is governed by the Law of the Republic of Indonesia Number 20 of 2003, which includes the implementation of the curriculum as an educational plan that is applied in Indonesia. Curriculum 2013 is the curriculum that is still used in the education system in Indonesia, especially for the eighth, ninth, eleventh, and twelfth grade students. It replaces the previous curriculum, which was developed in 2006 named KTSP.

The implementation of Curriculum 2013 has changed four standards of Indonesia's Education System, namely standard of content, process, assessment, and graduate outcomes (Ramadan & Hastuti, 2021; Ridwan et al., 2021). Based on the Regulation of Education and Culture Minister Number 104 of 2014, there are

several aspects that have been changed in those four standards, one of them is in the assessment standard. The authentic assessment as the improvement in the assessment standard is used as a method to assess the student's skill, knowledge, and attitude.

Assessment is a process of analyzing information to find out the learning needs and achievements of students' development or learning outcomes. Based on the Regulation of Education and Culture Minister Number 104 of 2014, Chapter II Article 2, authentic assessment is the main approach used in Curriculum 2013 in conducting the assessment process. Authentic assessment is an alternative method of evaluating tasks, expectations, content, and meaningful evaluations that are close to real life (Butakor & Ceasar, 2021; Lisa, 2018). The Regulation of Education and Culture Minister Number 104 of 2014, Chapter II Article 3 also mentions assessment forms which include assessments based on observations, portfolios, journals, projects, performance, products, and self-assessment.

The implementation of authentic assessment is considered to be appropriate for measuring students' abilities because it requires students to demonstrate attitudes, use skills and knowledge, and complete tasks in real contexts and conditions (Nugrahani et al., 2018; R. Saputra & Marfuah, 2022). Furthermore, we have entered the 4.0 industrial revolution and the twenty-first-century learning era, both of them emphasize the development of 4C skills which can be gained through the authentic assessment implementation. This assessment method also provides students with a more comprehensive understanding of the things they will encounter later in life. Moreover, authentic assessment implementation aims to enhance and

complete the role of traditional assessment. Traditional assessments neither always accurately reflect students' understanding of important concepts, focus on thinking skills and students' performance, nor accurately measure student achievement. As a result, it is crucial to use authentic assessment in assessing student competence in attitudes, knowledge, and skills especially in the Vocational High School level.

Based on The Regulation of Education and Culture Minister Number 34 of 2018, Vocational High School is a component of the Indonesian education system that aims to produce skilled workers capable of meeting the demands of the business/industrial world while also developing their potential in adopting and adapting to advances in science, technology, and the arts. According to data from the Indonesian Central Statistics Agency in February 2022, Vocational High School graduates have the highest open unemployment rate in Indonesia based on education level, at 10.38%. This figure is lower than the year before, however, it is still higher than the Senior high school unemployment rate, which was only 8.35%. Given the high number of unemployed SMK graduates, it is clear that some improvements in the educational process at SMK are required.

In English Language teaching, as stated in Attachment II of The Regulation of Education and Culture Minister Number 34 of 2018, it requires vocational students to be able to use English to assist with the implementation of tasks related to their expertise. The application of English language learning in vocational school differs from that in senior high school, where English is primarily used for specific purposes (ESP). To accomplish this goal, the learning process in vocational schools must be based on actual, authentic work, as well as the development of a work

culture through industrial learning (teaching factory) to become accustomed to thinking and working with quality as in the workplace/business. Therefore, the use of authentic assessment will greatly benefit Vocational High Schools students in English subject.

The success of authentic assessment implementation in Curriculum 2013 can be seen during the assessment process conducted by teachers. If the assessment process is well-managed and implemented, teachers can use assessment to identify gaps in the learning process that have occurred or are currently occurring. Based on the Regulation of Education and Culture Minister Number 104 of 2014, teachers should consider several principles when implementing this assessment, including identifying and determining standards, providing tasks that reflect real-life problems, composing scoring criteria by using holistic scoring criteria (with fully reflected all competencies), and composing scoring rubrics.

A poor understanding of the authentic assessment concept will lead to misuse of the assessment (Mursyida et al., 2020). Even though Curriculum 2013 has been released for 9 years, there are still many teachers who have not properly applied the authentic assessment process to assess the students (Ayubi et al., 2021; Maulidhawati et al., 2019; Prihandoko et al., 2020; Silaban et al., 2019; Suwartono & Riyani, 2019). Most teachers dramatically face a difficult administrative job due to the fact that conducting an authentic assessment requires a significant amount of time and effort (Suwartono & Riyani, 2019). An English teacher who teaches 24 hours a week and has to teach 6 classes for 4 hours per meeting or 8 classes for 3 hours per meeting, each with 36 students will assess 216 until 288- student works.

It does not only take a lot of time and energy but there is also the risk of assessor bias (therefore it should provide a clear procedure and scoring rubric). There are a lot of previous studies that have investigated the implementation of authentic assessment in different settings.

Several previous studies of authentic assessment implementation have been conducted at the primary school level (Maba, 2017; Aziz et al., 2020; Prihandoko et al., 2020; Muzaki, 2022), Junior High School level (Rukmini & Saputri, 2017; Nurhayati & Samiati, 2018; Putri et al., 2019; Maulidhawati et al., 2019; Indriyani et al., 2021; Putri et al., 2021; Alfiani & Hermilia Wijayati, 2022), Senior High School level (Saputri et al., 2018; Amiza, 2019; Atmarizon et al., 2020; Yanti, 2020; Mursyida et al., 2020), and Vocational High School level (Hidayati, 2016; Retnawati et al., 2016; Sastrikirana, 2017; Dwisnu, 2018; Firmania et al., 2018; Nugrahani et al., 2018; Sutarto & Jaedun, 2018; Fauziah, 2019; Silaban et al., 2019; Usman & Tresnadewi, 2020). The studies found that the type of authentic assessment applied at this level was quite diverse, including oral interviews, projects, peer assessments, portfolios, teacher observations, and performance-based tests. The type of authentic assessment used must be related to the teacher-assessed aspects. The clarity of the assessment type chosen has an effect on the achievement of learning objectives as well as the assessment's success in increasing learning motivation and students' abilities. Therefore, this current study also investigated the types of authentic assessments used by teachers to assess aspects of attitudes, knowledge, and skills in accordance with Curriculum 2013 implementation provisions.

Furthermore, several descriptive qualitative studies at all levels of education also discovered that authentic assessment is not used optimally (Prihandoko et al., 2020; Maulidhawati et al., 2019; Indriyani et al., 2021; Putri et al., 2021; Alfiani & Hermilia Wijayati, 2022; Atmarizon et al., 2020; Mursyida et al., 2020). There was also a case study conducted by Saputri et al. (2018) on authentic assessment implementation at the Senior High School level. Hanifah (2019) also investigated the authentic assessment implementation in assessing writing skill by comparing two English teachers from the two different Senior High Schools in urban and rural areas. It was found that teachers in Senior High Schools had a good understanding of the concepts and procedures for implementing authentic assessments both in urban and rural area. They have the same motivation to conduct the authentic assessment.

All teachers had thoroughly prepared for both teaching administration and assessment administration. However, they did not implement the assessment as well as their understanding and only used their subjectivity during the assessment process, which can lead to bias and inaccurate assessment. Moreover, they did not implement the authentic assessment frequently because of some factors such as a large number of classes, the limited facilities and time available for conducting the assessment, difficulties in preparing for and administering the assessment (Suwartono & Riyani, 2019). Those difficulties were also faced by English teachers at the Vocational High School level (Usman & Tresnadewi, 2020; Mardjuki, 2018; Retnawati et al., 2016). Silaban et al. (2019) employed a descriptive quantitative

study which found that there were 5,56% of Vocational teachers still felt difficulty in conducting authentic assessments based on Curriculum 2013.

On the other hand, if teachers could implement authentic assessment effectively, that will provide positive benefits to students (Galih Susani, 2018; Suwartono & Riyani, 2019; Yanti, 2020; Salma & Prastikawati, 2021). The use of authentic assessment could improve student achievement by increasing motivation, self-confidence, and English language skills. It was possible to infer that these teachers could be successful in utilizing authentic assessment in line with the guidelines and needs of students. It could be seen that there were still teachers who did not understand the concept of authentic assessment and thus did not apply it properly. This undoubtedly had an impact on the assessment process used by teachers, which was not valid and reliable.

Due to the various obstacles that faced by English teachers at Vocational High School level when implementing authentic assessment (Usman & Tresnadewi, 2020; Mardjuki, 2018; Retnawati et al., 2016), the researcher was interested in investigating the implementation of authentic assessment in a private Vocational High School in Gianyar. This was the only private Vocational High School in Gianyar that was chosen as a pilot project to implement Curriculum 2013 for the first time in 2014. It means that, this school had implemented Curriculum 2013 and the authentic assessment for eight years until now. SMKS Pariwisata Werdi Sila Kumara was implementing two kinds of curriculum, namely Merdeka Belajar Curriculum for the tenth grade students and 2013 Curriculum for the eleventh and twelfth grade students. Based on preliminary observations, it was

discovered that some teachers used authentic assessment. However, the rest of them only had a superficial understanding of the implementation of authentic assessment. It was as if they had done it before, but they were unaware of the philosophy behind it. It was also demonstrated that they had a good assessment, but it could be improved.

Based on the explanation above, the current research was carried out by focusing on the implementation of authentic assessment at Vocational High Schools based on Curriculum 2013. Although there are a lot of previous studies related to the implementation, challenges faced by English teachers, and their solutions in implementing authentic assessment, it still needed considering the review of Curriculum 2013 and the urgency of having competent vocational school graduates who can live independently, be accepted by the industrial/business world, and participate in further education related to their expertise.

Unlike the previous studies that focused only on authentic assessment types used by English teachers and their perception, this study also delivers a deeper analysis of the authentic assessment implementation, challenges, and solutions toward the authentic assessment implementation by employing a qualitative research case study. This current research is an attempt to understand the gap explicitly mentioned by some previous researchers which lead to the visibility of further research regarding the authentic assessment implementation at various levels of education and background knowledge (Mirrah & Zaim, 2021).

The assessment of English at Vocational High Schools should prioritise the implementation of English in specific fields and refer to industry needs (Dahlback

et al., 2020; Sastrikirana, 2017; Usman & Tresnadewi, 2020). According to preliminary interviews with English teachers at SMKS Pariwisata Werdi Sila Kumara, the process of English language assessment took a long time. Teachers also never used an assessment rubric to evaluate students. Furthermore, Silaban et al.(2019) and Hanifah (2019) also suggest exploring reasons for the difficulties or challenges faced by Vocational High School teachers for answering the gap in their studies. Maulidhawati et al. (2019) also recommend evaluating the authentic assessment implementation in various English teaching contexts.

1.2 Problem Identification

Teachers need to comprehend and carry out authentic assessments following the principles of authentic assessment based on Curriculum 2013. The general principles of authentic assessment include being objective, valid, fair, holistic, sustainable, integrated, systematic, and accountable. Meanwhile, the principles of specific authentic assessment include developing assessment materials based on the curriculum, emphasizing student activities and learning experiences; giving students the freedom to explore and solve problems, emphasizing realistic contexts related to the workplace; utilizing data obtained directly from the real world; and using various methods and instruments.

On the other hand, most of the teachers still have some difficulties during implementing the authentic assessment (Aziz et al., 2020; Fauziah, 2019; Firmania et al., 2018; Mardjuki, 2018; Maulidhawati et al., 2019; Nur et al., 2018; Prihandoko et al., 2020; N. S. E. Putri et al., 2019; Salma & Prastikawati, 2021; E. R. Saputra

et al., 2019; Saputri et al., 2018; Suwartono & Riyani, 2019; Usman & Tresnadewi, 2020) In fact, students' ability to deal with real-life problems is required to propel them to success in studies and careers, particularly for those in the twelfth grade of Vocational High School. Therefore, the implementation of authentic assessment properly is one of the most important factors to achieve students' learning goals. Then several issues emerge, including:

1. A poor understanding of the authentic assessment concept will lead to misuse of the assessment (Mursyida et al., 2020). The assessment of English at Vocational High Schools should prioritise the implementation of English in specific fields and refer to industry needs (Dahlback et al., 2020; Sastrikirana, 2017; Usman & Tresnadewi, 2020). According to previous studies many Indonesian EFL teachers still had low understanding of the authentic assessment concept, encountered some challenges, and did not implement authentic assessment properly. Alfiani & Hermilia Wijayati (2022) investigated the authentic assessment implementation during online learning. It was found that there is still one teacher who only provides a multiple-choice test administered via Google Forms. Furthermore, Atmarizon et al. (2020) discovered the same thing teachers only use their subjectivity during the assessment process, which can lead to bias and inaccurate assessment. Moreover, in line with this study, Siladan et al (2019) also suggested conducting a study that deeper investigate the reasons for the difficulties faced by Vocational High School teachers. The challenges and problems

encountered in the authentic assessment implementation and the gaps from the previous studies showed that the research on evaluating the authentic assessment implementation is still needed to be explored.

2. The researcher found a case at SMKS Pariwisata Werdi Sila Kumara, a private Vocational High School which is the only private Vocational High School in Gianyar that was chosen as a pilot project to implement Curriculum 2013 for the first time in 2014. For the past eight years, this school has implemented Curriculum 2013 and used authentic assessment. Furthermore, at the beginning of the academic year 2022/2023, this school held workshops on the review of Curriculum 2013 and authentic assessments implementation. Due to its long implementation period, all teachers should have been able to implement Curriculum 2013 as well as appropriate authentic assessments. They revealed that these types of authentic assessments, such as performance assessments, student projects, and interviews, had been used in the assessment process. On the other hand, their implementation has not fit with the authentic assessment principles yet, such as the teachers did not use scoring rubrics for assessing the students.

Acknowledging the explanation of the problem formulation above, the current study investigated the implementation of authentic assessment at Vocational High Schools, the challenges faced by English teachers during implementing the authentic assessment, and their solution to overcome the challenges in implementing the authentic assessment.

1.3 Limitations of the Study

This current research was limited by focusing on the implementation of authentic assessment at Vocational High Schools based on Curriculum 2013. In English Language teaching, Vocational students must be able to use English related to their expertise. The application of English language learning in Vocational High School differs from that in Senior High School, where English is primarily used for specific purposes (ESP). Vocational school prepared graduates to be ready to work, so they need practical English. To accomplish this goal, the learning process in vocational schools must be based on actual, authentic work, as well as the development of a work culture through industrial learning (teaching factory) to become accustomed to thinking and working with quality as in the workplace/business. Therefore, the use of authentic assessment will greatly benefit Vocational High Schools students in English subject.

The researcher observed and evaluated the authentic assessment implementation in SMKS Pariwisata Werdi Sila Kumara conducted by the English teachers. Therefore, the discussion was limited to exploring Vocational School teachers' implementation of authentic assessment, challenges faced by English teachers, and their solution to overcome the challenges in the authentic assessment implementation in the twelfth-grade Vocational High School.

1.4 Research Questions

Considering the description of the research background in the current study, the researcher formulated research questions as follows:

- 1.4.1 How do English teachers of SMKS Pariwisata Werdi Sila Kumara implement the authentic assessment based on Curriculum 2013?
- 1.4.2 What are the challenges faced by English teachers of SMKS Pariwisata Werdi Sila Kumara during implementing the authentic assessment?
- 1.4.3 What are teachers' solution to overcome the challenges in implementing the authentic assessment?

1.5 Research Objectives

The current study's objectives are as follows:

- 1.5.1 To describe the authentic assessment implementation conducted by English teachers of SMKS Pariwisata Werdi Sila Kumara based on Curriculum 2013.
- 1.5.2 To describe the challenges faced by English teachers of SMKS Pariwisata Werdi Sila Kumara in implementing the authentic assessment.
- 1.5.3 To describe teachers' solution to overcome the challenges in implementing the authentic assessment.

1.6 Research Significance

The current study is supposed to give both theoretical and practical implications for the Vocational School teachers' implementation of the authentic assessment based on Curriculum 2013. Hence, the following sections elaborated on the theoretical and practical significance of researching the English teachers' implementation based on Curriculum 2013 in Vocational High School.

1.6.1 Theoretical Significance

The result of this current study is expected to contribute to EFL pedagogy in general or the authentic assessment of practical knowledge in a specific way. It could be also as one of the references that give a new insight about the implementation of authentic assessment at Vocational High School level, teachers' challenges, and solution that could be done to minimize the problems or challenges faced by English teachers.

1.6.2 Practical Significance

In practice, the findings of this study are expected to provide benefits for students, teachers, stakeholders, and other researchers.

1.6.2.1 For students

This current study is expected to improve students' understanding and skills because the learning process is no longer based on memorizing theory but on its application in daily life. As a result, students have a more meaningful learning experience, which will influence their success during the process of learning as well as later in the workplace.

1.6.2.2 For teachers

This research is intended to benefit teachers by providing a deeper understanding of selecting tasks or assessments that allow students to perform real-world tasks. As well as helps to provide teachers with more profound knowledge to assess students authentically and solve the barriers during the authentic assessment implementation. Furthermore, the findings of this study can be implemented to help teachers gain scientific insights into authentic assessments in English for Specific Purposes (ESP) in Vocational High Schools.

1.6.2.3 For stakeholder

This study will trace teachers' understanding of Curriculum 2013 revised throughout the thesis and the implementation of authentic assessment. Therefore, the findings of this study can be used to conduct teacher training or workshops based on the evaluation of the authentic assessment conducted by the principal as a stakeholder in the school.

1.6.2.4 For other researchers

This study is expected to serve the other insights for further research into the Vocational School teachers' implementation of the authentic assessment based on Curriculum 2013. Furthermore, it presents challenges faced by English teachers and teachers' solution to overcome the challenges during the authentic assessment implementation.

1.7 Definition of Key Terms

The key terms are defined to clarify the meaning of each term and avoid reader misconception and confusion about this recent study. Furthermore, key term definitions are divided into two categories: conceptual definitions and operational definitions.

1.7.1 Conceptual Definition

The conceptual definition is interpreted as something related to thoughts, intellectual concepts, or imaginative ideas. This study defines the following conceptual key terms:

1. Curriculum 2013

Curriculum 2013 is a renewal curriculum resulting from an evaluation of the school-based curriculum (KTSP) developed by the Indonesian Ministry of Education and Culture which is simultaneously implemented in 2014 (Ayubi et al., 2021). The fundamental change in Curriculum 2013 is that students have to be more active in participating in the learning process to achieve learning objectives (Atmarizon et al., 2020). This curriculum also emphasizes character development. Students are encouraged to think critically and creatively, collaborate, communicate, and be productive by applying a scientific approach. The most fundamental principle in Curriculum 2013 is the emphasis on teachers' ability to implement an authentic, challenging, and meaningful learning process as well as the assessment for students. Therefore,

students' potential can develop following with the expected national education goals.

2. Authentic Assessment

Authentic assessment is a method of evaluating students which involves them in real-world tasks requiring them to demonstrate meaningful and relevant skills and knowledge (Mueller in Sumarsono, 2018). Students should be engaged in authentic assessment, which works when students find it valuable for their own sake (Frey, in Adi, 2017). This assessment incorporates a variety of abilities, including psychomotor, attitude, and critical thinking abilities (Ramadan & Hastuti, 2021). It is used to demonstrate the worth of information and skills that students apply in their daily lives. There is some consideration for implementing authentic assessment to assess the students (Mueller in Sari, 2019). First, authentic assessment is direct action. Students can use the skills and knowledge they have just learned in school to face the real world by providing life experiences. Second, if compared to traditional assessments, authentic assessment provide the essence of constructive learning. Students will be able to understand the meaning of the substance they are learning more deeply by using self-reflection as an example of authentic assessment, which they will not get by answering multiple-choice questions. Third, this type of assessment provides numerous opportunities to demonstrate learning. Students can demonstrate their knowledge and skills in a variety of ways.

3. Vocational High School

Based on Regulation of Education and Culture Minister Number 34 of 2018, Vocational High School is a component of the national education system that aims to produce skilled workers capable of meeting the demands of the business/industrial world while also developing their potential in adopting and adapting to advances in science, technology, and the arts. Attachment II of Regulation of Education and Culture Minister Number 34 of 2018 require vocational students to be able to use English to assist with the implementation of tasks related to their expertise. As a result, the application of English language learning in vocational school differs from that in senior high school, where English is primarily used for academic purposes (ESP). To accomplish this goal, the learning process in vocational schools must be based on actual, authentic work, as well as the development of a work culture through industrial learning (teaching factory) to become accustomed to thinking and working with quality as in the workplace/business.

1.7.2 Operational Definition

The researcher interprets operational key terms in this current study to help the reader easily understand the research. The following are definitions of key terms:

1. Curriculum 2013

Curriculum 2013 is a curriculum that is still implemented in the twelfth-grade students at a Vocational High School in Bali. In this current study, the application of Curriculum 2013 focused on the assessment process conducted by English teachers in assessing the twelfth-grade students of a Vocational High School in Bali. The concept of Curriculum 2013 was taken from the Regulation of Education and Culture Minister Number 34 of 2018, Chapter I. It stated that the most fundamental principle in Curriculum 2013 is the emphasis on teachers' ability to implement an authentic, challenging, and meaningful learning process as well as the assessment for students.

2. Authentic Assessment

Considering the conceptual definition above, authentic assessment in this study can be defined as the implementation of authentic assessment by English teachers at SMKS Pariwisata Werdi Sila Kumara to evaluate the students' competencies in attitude, knowledge, and skill aspect. The implementation here include the type, characteristic, principle, and procedure of authentic assessment. There are eight authentic assessment types as mentioned in Curriculum 2013 that can be conducted in the Vocational High School, namely performance tests, interviews, projects, written tests, portfolios, observations, peer assessments, and self-assessments. In addition, the researcher used Frey's three dimensions of authentic assessment to assess the authenticity of a task in analyzing the authentic assessment implementation. The three

dimensions of authentic assessment are 1) assessment context, 2) student role, and 3) scoring methods. Then for the principle and procedure of authentic assessment implementation, the researcher used the rules based on Culture and Education Minister Regulation Number 104 of 2014 and Number 23 of 2016. This current study identified the implementation of authentic assessment, challenges faced by English teachers, and their solutions in implementing the authentic assessment.

3. Vocational High School

Vocational High School in this study can be defined as one of the secondary schools in Gianyar which is the piloting project of the implementation of Curriculum 2013 and authentic assessment. At the Vocational High School level, student learning outcomes are assessed using the following principles, such as the valid, objective, integrated, fair, transparent, systematic, comprehensive, and continuous assessment, criteria-based evaluation, authentic, reliable, and accountable. In this current study, the application of Curriculum 2013 focus on the assessment process conducted by English teachers at SMKS Pariwisata Werdi Sila Kumara.