

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Over time, human think and make changes for the benefit of human themselves. All aspects will certainly continue to develop and change, one of them is education. Education will continue to develop according to the circumstances that are happening around. Currently, education is more focused on improving students' skills, namely 4C's skills (Lutfiadi & Zawawi, 2022). As in the 21st century, education has a goal to students' skills called the 4Cs: Critical thinking and problem solving, Creativity and innovation, Communication (Sari & Trisnawati, 2019). These 4C skills are useful for students in improving their existing skills as a provision to face the world of work in this 4.0 revolution era.

The Curriculum 2013 is a curriculum that has been implemented in all schools. And this curriculum emphasizes the application of authentic assessment because this assessment is in line with the objectives of the 2013 curriculum, namely to improve student learning outcomes to observe, solve problems, and collaborate based on real life (Hadikusuma, 2015). So that all schools are emphasized to apply authentic assessment in the learning process. However, there are still obstacles in implementing this authentic assessment, such as what happened at school in Baturiti. The problem is the lack of teachers' understanding about authentic assessment, lack of training on authentic

assessment, lack of MGMP support to facilitate teachers in learning authentic assessment, lack of authentic assessment learning resources (Nirmala, et al., 2021). With these problems, teachers are more likely to use tests in carrying out assessments both to assess the process and results without thinking about cognitive, affective and psychomotor aspects (Muthohharoh, et al., 2020).

Obstacles in implementing the authentic assessment also occur in high schools in Buleleng. Based on interviews conducted with English teachers and document observations that have been carried out there are problems found: 1) Assessment is not focused on the student process, only focused on results, 2) Teachers only use project-based learning methods and cooperative learning, 3) Teachers do not use rubrics in making assessments. The teacher makes judgments by guessing and rarely gives feedback because of the large number of classes being taught.

The latest curriculum issued by Kementrian Pendidikan dan Kebudayaan Indonesia is the Merdeka Curriculum. The Merdeka Curriculum is a curriculum to improve students' soft skills and hard skills through innovative learning that focuses on students and as a recovery of Covid-19 pandemic (Yaelasari & Astuti, 2022). The Merdeka Curriculum was inaugurated in February 2022, which means this curriculum is new in transition from the 2013 Curriculum. This latest curriculum is instructed to continuous assessments so that authentic assessments are still relevant to be implemented in the latest curriculum (Sugiri & Priatmoko, 2020).

Based on these findings, it is necessary to develop an authentic assessment with more innovative learning methods. So that the rubric can be

used by teachers in assessing high school students that is more valid, reliable and transparent. In addition, this assessment provides students with clear feedback about their skills and performance so that students can reflect on themselves for self-improvement. In developing a good rubric, it is necessary to insert four types of authentic assessment, namely performance assessment, project assessment, product assessment and self-assessment (Marhaeni & Kusuma, 2017). Performance assessment is an assessment of certain student skills in learning (Roza, 2020). Project assessment is an assessment carried out on projects that students make within a certain time (Firdausah & Sari, 2020). Product assessment is an assessment of students' abilities in creating a product and also an assessment of the quality of the product (Asri, 2019). And self-assessment is an evaluation carried out by students on themselves as self-reflection and to improve their performance and skills (Marzuki, et al., 2020).

Innovative and useful learning methods for students in facing the era of the industrial revolution 4.0 are discovery based learning, project-based learning, and problem-based learning. In the discovery-based learning method, students are required to be able to find their knowledge by themselves (Fahmi, et al., 2019), problem-solving skills can be obtained through the problem-based learning method (Suryawati, et al., 2020) and students' 4C skills can be obtained through the project-based learning method (Syakur, et al., 2020). That learning method is based on HOTS as a guide to improve the skills that exist from themselves in facing the era of the industrial revolution 4.0

Assessment and assessment rubric have an important role as a teacher's tool to make students more successful in the future. Therefore, teachers must

design rubrics and carry out assessments as well as possible and teachers must be able to follow and know what students need. In addition, teachers must be able to create an attractive classroom environment, activity-based and in line with the learning styles of students so that learning becomes more meaningful and achieves learning objectives (Bhat, 2014).

Therefore, this study aims to develop an authentic assessment rubric that is suitable for high school students. In developing an authentic assessment rubric, it is necessary to know the rubric design criteria for discovery-based learning, project-based learning and problem-based learning. The next step is to develop an authentic assessment rubric for high school students using this teaching method. Finally, the rubric that has been developed must be assessed by experts.

1.2 Problem Identification

Based on observation and interview with 12th grade English teacher, it is known that the teacher's assessment not focused on student processes, but only focused on the result, it is because the teacher most used project-based learning and only focused on the project result. Beside that the teacher used monotonous learning method which are mostly project-based learning and cooperative learning. It is because there is no instrument for apply another innovative learning which is problem based learning or discovery-based learning. Moreover, teacher do not use rubrics in conducting assessments. The teacher makes judgments by guessing and rarely gives feedback because of the large number students that being taught. It is very important to the researcher

helps English teachers by developing an authentic assessment rubric which is expected to be useful and make the assessment performance is better.

In brings solution to English teacher, it is need more effort to develop the authentic assessment rubric which is design the authentic rubric appropriate, know the characteristics appropriate to be developed, need develop on the right steps, determine the activity that suitable for the 21st century learning which are problem-based learning, project-based learning, and discovery learning. Moreover, the researcher should determine what kind of assessment that suitable to use in each rubric. This research was to develop authentic assessment rubric to bring innovative and better assessment for second semester of twelfth grade senior high school.

1.3 Limitation of the Problem

The scope of this research is limited because it is to make the research better and focus. This research is on development of authentic assessment for English teachers in twelfth grade senior high schools in Buleleng regency. This rubric can be use both in online of offline in the future. The rubrics was be designed appropriate with the syntax in each learning method which are problem-based learning, project-based learning, and discovery-based learning.

1.4 Research Questions

Based on the explanation above, the research question is as follows:

1. What are the criteria to develop authentic assessment rubric with 21st century learning models for assessing 2nd semester of twelfth grade senior high school?
2. How to develop an authentic assessment rubric to assess the competence of 2nd semester of 12th grade senior high school students?
3. What are the qualities of authentic assessment rubric development for English teacher in 2nd semester of 12th grade senior high school students in Buleleng Regency?

1.5 Research Objectives

Based on formulation of the problem above, the objectives of this study are as follows:

1. To recognize the criteria for develop authentic assessment rubric with 21st century learning models for assessing 2nd semester of 12th grade senior high school
2. To develop an authentic assessment rubric for assessing 2nd semester of 12th grade senior high school.
3. To recognize the qualities of authentic assessment rubric development for English teacher in 2nd semester of 12th grade senior high school students in Buleleng Regency

1.6 The Expected Specification of the Product

The product expected specifications in this study are as follows:

1. It is expected that the authentic assessment rubric developed can help teachers carry out better assessments for second semester of twelfth grade senior high school. The assessment carried out not only assesses the results, but also the process.
2. Hopefully teachers can have better and meaningful students' learning assessment practices using authentic assessment

1.7 Research Significances

This study has two significances, that are theoretical and practical, the following is an explanation of the two significances:

1. Theoretical significance

For theoretical purposes, this research is proposed to be able to contribute to the development of education by designing an authentic assessment rubric for the 2nd semester of 12th grade senior high schools in Buleleng regency.

2. Practical significance

- a. For teachers: it is expected that this research can assist in the use and design of authentic assessment rubrics for the assessment of student learning processes and student learning outcomes. In addition, it is hoped that teachers can implement authentic assessments better with the assessment rubrics that have been given.
- b. For students: it is expected that students can be encouraged to perform better in learning, improve skills, enrich knowledge and be able to implement it in the real world.

- c. For researchers: it is hoped that this research become a reference for conducting research on similar topics with different levels or contexts.

1.8 Assumption and Limitation of the Development

The limitations of developing the authentic assessment rubrics are as follows:

1. The authentic assessment rubric was developed based on the characteristics and needs of students in the 2nd semester of 12th grade senior high schools in Buleleng Regency. So this rubric is used to assess the 2nd semester of 12th grade senior high school.
2. The authentic assessment rubric is developed which will be needs to improve in the future

1.9 Definition of Key Terms

That are three key terms that be a focus in this research that are Authentic assessment, assessment rubric and 21st century learning. That key terms define into two types of definition namely conceptual and operational definitions. All key terms definitions were explained as follows:

1. Conceptual Definition

Conceptual definition is a definition that based on expert theories. The conceptual definition of that three key terms are explained as follows:

- a. Authentic assessment

Authentic assessment is an assessment that has existed since the previous curriculum, the 2013 curriculum. According to Rukmini and

Saputri (2017) based on their reference to Peraturan Menteri Pendidikan dan Kebudayaan No. 81 Tahun 2013, authentic assessment is an assessment that focuses on students' knowledge, behavior and skills in the students' learning process. This authentic assessment is encouraging students to use the knowledge they gain to use in their real life (Ozan, 2019). Authentic assessment focuses on the entire students' learning process and the results in learning so the teacher is helped in teaching so that learning outcomes can be achieved.

b. Assessment Rubric

Rubric is closely related in assessment. Rubric is a tool to assess students from the learning process to learning outcomes (Nkhoma, et al., 2020). The rubric in the assessment includes tasks that be given to the students, assessment standards, and how to assess the information or data that has been collected. To develop a good assessment rubric, the validity and reliability aspects of the rubric must be considered (Sumarni, et al., 2018).

c. 21st Century Learning

21st century learning is an era of learning that requires students to have 4C's skills that be useful to face the era of the industrial revolution 4.0 (Yulianto, et al., 2019). In 21st century learning, an effective learning model is needed to achieve the goals of 21st century learning. Discovery-based learning, project-based learning, and problem-based learning are effective and innovative 21st century

learning models to be used in improving students' 4Cs skills (Afdareza, et al., 2020).

2. Operational Definition

Operational definition is definition of procedural that used in this research. There are three operational key terms, as follows:

a. Authentic Assessment

Authentic assessment is an assessment by assessing students based on the real world accompanied by project assignments or performances that given during learning. In this research, authentic assessment is carried out with topics that can be done authentically for the second semester of twelfth grade senior high school students. This assessment is adapted to the learning methods: discovery-based learning, project-based learning, and problem-based learning.

b. Assessment Rubric

Assessment rubric is a tool that is used by teachers to do authentic assessment. In this research, the rubric developed was be adjusted to the aspects that be assessed by students. So that the rubric is useful for teachers to do authentic assessment.

c. 21st Century Learning

21st century learning is a learning model that focuses on encouraging students to improve their 4Cs skills. The learning model in 21st century learning must be innovative and efficient. In this research, the

learning models used are discovery-based learning, problem-based learning, and project-based learning. So, the learning activities in the rubric developed are more innovative and efficient to improve students' 4C skills.

