CHAPTER I

INTRODUCTION

1.1 Research Background

Education is an appropriate element that every human being requires. The goal of education is to increase human resources so that future generations of humans can meet difficulties (Sujana, 2019). With education, a person can get comprehensive knowledge, a suitable vocation, and a decent social standing. With education, people may devote themselves to channeling as much education as he can through the information and knowledge he has obtained (Jelantik, 2019). Education provides each individual with information and a wide range of abilities, both hard and soft. Individuals will eventually employ these talents as human resources to achieve their objectives and ambitions in the face of numerous hurdles accessible in the future. Quality human resources would be beneficial in building the country and preparing it to tackle the challenges of the future. According to the above remark, the education system will evolve dynamically in the future as a result of globalization and human demands (Erlistiana, 2022).

In this era, the world has entered the twenty-first century. Various dimensions and sectors of human life are developing rapidly in the twenty-first century. Massive transformations in the world of education are one of the causes that influence this evolution. The twenty-first century facilitates the process of developing quality human resources, and education plays an important role in helping quality human resources to achieve their goals. The term 21st century skills

refers to a set of abilities, knowledge, character and work-related attitudes that are critical to human achievement in today's society (Dwijayanti, 2021). As a result, education continues to improve to be better in terms of quality and awareness to equip individuals with attitudes, knowledge, and abilities that are appropriate to their stage of development and other educational classifications. Every individual is required to have 21st century skills and thinking capabilities in order to be able to deal with 21st century problems and make an adequate contribution to the growth of global society civilization. For this reason, a learning program is needed in the field of education that combines knowledge, abilities and attitudes, literacy skills, and mastery of technology and is referred to as 21st century learning.

21st century learning is an instructional design that includes four abilities that can equip students to tackle global trends. According to Kivunja (2015), these four combined qualities are known as the 4Cs, or Communication, Creativity, Collaboration, and Critical Thinking. The twenty-first century tries to generate exceptional human resources in a world that is changing rapidly, particularly in the field of education. As a result, the presence of 21st century learning seeks to enable every individual to master 21st century skills and be prepared to meet difficulties in order to contribute to the growth of global civilization. The teacher plays an essential role in the conventional learning system by giving information in the classroom, and student active engagement is not valued. However, in the twenty-first century, learning outperforms innovation. According to Huett (2018), the teacher serves as a guide and facilitator of student-centered learning activities. Thus, 21st century skills will enable individuals to be able to address real-world

problems in the future in order to construct evolved world civilizations and transform them for a better existence than before (Ruminar & Gayatri, 2018).

The government expects to assess the education system by adjusting the curriculum with 21st century learning. The national curriculum in Indonesia has seen various adjustments throughout the years. According to Muhammedi (2016), the improvements that have occurred are all of the obstacles and necessities of every time that society requires. The changes have had an impact on many aspects of education, including the learning process, instructional material, and evaluation (Nasbi, 2017). As a result, the Ministry of Education and Culture designed the 2013 Curriculum in 2013. The 2013 curriculum derives content requirements from graduate competence standards using skills that are unrelated to courses. Another viewpoint in the 2013 curriculum argues that all courses must contribute to the development of affective, psychomotor, and cognitive components in students (Nambela 2017). Despite the fast increase of the application of the 2013 curriculum in each school, many teachers continue to use the 2013 curriculum without success. As a result, teachers must be familiar with curriculum subject, stage activities, and assessments based on defined curriculum standards (Budiani et al. 2017).

The Merdeka Belajar Curriculum is the most recent curriculum released by the Ministry of Education and Culture. The Merdeka Belajar Curriculum is a curriculum that focuses on students and is designed to improve students' soft and hard skills through innovative learning (Yaelasari & Astuti, 2022). The Merdeka Belajar Curriculum was launched in February 2022, making it a new curriculum that replaces the 2013 Curriculum. This most recent curriculum instructs the

ongoing evaluations, hence real assessments are still relevant to be used in the most recent curriculum (Sugiri & Priatmoko, 2020). However, impediments to conducting this true evaluation remain, such as what occurred at SMAN 1 Tejakula.

In high school, numerous disciplines such as English will be examined via several characteristics including activity and performance, from thinking to collaboration with peers. This could be a challenge for teachers to assess student achievement, especially considering the pandemic, which forces teachers to focus on the final exam without seeing students' development at each stage (Kulikowski, 2022). As a result, teacher must enhance their teaching skills and the assessment procedure for students so that teachers can see how students are progressing in class. Several inconsistencies were discovered in the implementation of the curriculum 2013 assessment. Divayana (2021) argues it was discovered that the majority of student learning outcomes assessments used learning achievement tests in the form of multiple-choice tests, short entries, and descriptions, which were not in accordance with the objectives of the 2013 curriculum. The Merdeka curriculum is directed at continuous assessment. So that in the assessment system, authentic assessments that have been implemented in the 2013 curriculum are still relevant to be implemented in the Merdeka curriculum (Sugiri and Priatmoko, 2020). But in reality, the implementation has not been going well. This is most likely because the Merdeka curriculum is the latest transitional curriculum from the 2013 curriculum where schools are starting to adjust to the conditions of their school environment. In addition, teachers who teach in secondary schools tend to use tests in conducting assessments, both in assessing the process and results, without

thinking about whether the assessment measures cognitive, affective, and psychomotor aspects (Zaim, 2013).

It requires teachers to provide an assessment based on reliability, validity, and subjectivity in the application of the material. As a result, the assessment rubric is the primary answer to the assessment problems (Gallardo, 2020). According to various perspectives on the rubric, it should be understood as an evaluation guide that outlines the criteria that the teacher desires in assessing or grading the outcomes of students work. Also, several teachers do not reveal their grading criteria to students. They frequently expect students to be able to produce excellent projects on their own. However, this assumption frequently leads to disappointment when the teacher subsequently discovers the student is performing badly or has a very low grade. Trinh (2020) adds the argument that by offering evaluative criteria for use in assessment, rubrics could   assist teachers in properly communicating their expectations to students. The rubric should include a list of the particular traits that must be displayed in a student's work (Ragupathi & Lee, 2020), as well as an assessment guide for each of these criteria. As a result, it is critical to develop an authentic assessment rubric that is aligned with the learning objectives, which is an important goal in improving the student assessment system throughout the continuous hybrid learning at the high school level, particularly 11th grade in senior high school.

Some of the arguments that support the use of this authentic assessment rubric are due to evidence from previous studies. Nitiasih et al. (2022) conducted a study by designing this authentic assessment rubric at the elementary school level to be

precise in grades 4 and 6, where this assessment uses a blueprint consisting of several elements, namely themes, sub themes, basic competencies that addressed by students and how the learning methods are used. The assessment becomes more legitimate, dependable, and clear where the teacher is by utilizing rubrics. The rubric provided students with clear feedback on their abilities or performance, perhaps the students used to reflect on the strengths and flaws they have learned during their study. Furthermore, using assessment rubrics in learning might stimulate the student to work harder in class. As a consequence of earlier research, the authentic assessment rubric was shown to be appropriate for use in learning.

The purpose of this research is to create an authentic assessment rubric suited for senior high school students in 11th grade during their first semester. The researcher selects the first semester of 11th grade students because the researcher wants to make more accurate and effective rubric assessments in each semester, whether in this situation to create a better rubric assessment on the first semester of eleven grade senior high school in Buleleng Regency. Besides that, the function of developing this rubric is as an innovation for the new curriculum in adapting authentic assessments which can inspire teachers to develop variations in assessments for students. When designing a rubric, it is critical to understand the requirements for constructing authentic assessment rubrics for discovery learning, problem-based learning, and problem-based learning. From that, it was followed by the design and development of authentic assessment rubrics for students in grades 11 in high school who were taught employing problem-based learning,

project-based learning, and discovery-based learning approaches. Ultimately, the quality of the produced rubric must be evaluated by the experts.

1.2 Problem Identification

According to the findings of observations and interviews with several high school teachers in SMAN 1 Tejakula, the teacher have limited in their creativity in teaching English, for example, using the lecture method, question and answer methods, so that it could be focused on students' achievement that make students in the class are disinterested and unmotivated to study. Furthermore, teacher using several 21st century learning method and they only focused in project-based learning only. Teachers were unable to examine essential skills, and the assessment instruments employed are limited in variety. Teachers had insufficient skill to employ learning facilities optimally in the classroom due to a shortage of facilities. As a consequence, the teacher's assessment approach could not assess the students' process in learning. To deal with the recovery of the Covid-19 outbreak, teachers have difficulty producing authentic assessment where in this condition teachers must be able to design assessments which can be used online or offline which is related to the existence of a new curriculum in Indonesia known as the Merdeka curriculum that might be thoroughly implemented in 2024 for all stages. This shortcoming had an influence on the students' learning process. Continuing to this, it is important to develop an authentic assessment rubric to assist teachers in giving good and accurate assessment of not simply student achievement but also how students conduct the learning process. Furthermore, this assessment rubric were

able to assist students in reflecting on themselves in developing their capabilities based on assessments and comments from the assessment rubric outcomes. This authentic assessment rubric might be a point of reference for teachers who still struggle with truly assessing their students. Perhaps, the assessment may be done better in the future.

While developing an authentic scoring rubric, these things should be considered first. Obviously, the exact characteristics and criteria to be used in the rubric development process, then designing according to the criteria for assessing a good authentic rubric and creating the right systematic framework and steps to develop it. In addition, it is very important to relate to the learning methods used in class such as project-based learning, problem-based learning, and discovery-based learning. This research developed an innovative authentic assessment rubric also suitable to be applied to learning in 11th senior high school students in the first semester. Authentic assessment rubrics are critical in improving the student evaluation process.

1.3 The Limitation of the Problem

A limitation is undoubtedly required in establishing learning aspects in a study. This research was limited to creating an authentic assessment rubric for 11th grade students in the first semester of the 2022/2023 academic year at SMAN 1 Tejakula. The proposed rubric was utilized for both online and offline learning in the future. Rubrics created depending on the syntax of each learning methods (problem-based learning, project-based learning, and discovery-based learning).

1.4 Research Question

Based on the research background above, the research question that has been developed are;

1. What are the criteria for designing an authentic assessment rubric for assessing XI grade students at SMA Negeri 1 Tejakula who are taught using the Project Based Learning/Problem Based Learning/Discovery Based Learning/ /Learning method?

2. How to design an appropriate authentic assessment rubric for assessing XI grade students at SMA Negeri 1 Tejakula who are taught using the Project Based Learning/Problem Based Learning/Discovery Based Learning/Learning method?

3. What are the qualities for designing an authentic assessment rubric for assessing XI grade students at SMA Negeri 1 Tejakula who are taught using the Project Based Learning/Problem Based Learning /Discovery-Based Learning/Learning method?

1.5 Research Objectives

Based on the issue statement above, the aims of this research are as follows:

1. To find out the criteria in designing an authentic assessment rubric for assessing XI grade students at SMA Negeri 1 Tejakula who are taught using the Project Based Learning/Problem Based Learning/Discovery Learning/Task-Based Language Learning/Learning method

2. To develop an appropriate authentic assessment rubric for assessing XI grade students at SMA Negeri 1 Tejakula who are taught using the Project Based

Learning/Problem Based Learning/Discovery Based Learning /Learning method

3. To determine the quality of designing an authentic assessment rubric for assessing XI grade students at SMA Negeri 1 Tejakula who are taught using the Project Based Learning/Problem Based Learning/Discovery Based Learning /Learning method

1.6 The Expected Specifications of the Product

The product expected specifications in this study are as follows:

1. The authentic assessment rubric established is anticipated to assist teachers in carrying out evaluation report. The assessment not only evaluates the results, but also the process.

2. Through authentic assessment, teachers should be able to improve their student learning assessment processes.

1.7 Research Significance

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 offered for theoretical objectives in order to contribute to the improvement of education by establishing an authentic evaluation rubric for the first semester of 11th grade senior high schools in SMAN 1 Tejakula.

2. Practical Significance

In a practical significance, there are a number of things this addresses, which are;

a. For teachers : This research is intended to aid in the usage and construction of authentic assessment rubrics for assessing student learning processes and student learning outcomes. Furthermore, it is intended that instructors will be able to better administer realistic assessments using the assessment rubrics that have been provided

b. For students : It is intended that students would be encouraged to enhance their learning abilities, knowledge, and ability to apply it in the actual world.

c. For other researcher : It is intended that this study will serve as a model for future research on similar themes at other levels or circumstances.

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 1st semester of eleventh grade senior high schools in SMAN 1 Tejakula. So this rubric is used to assess the 1st semester of 11th grade senior high school.

2. The authentic evaluation rubric is created, which able to be improved in the future as a reference for teachers to assess students, whether for online or offline learning.

3. The results of this study would eventually be turned into assessment rubrics, specifically a genuine assessment rubric. The purpose is to better analyze students' skills during the learning process.

4. Each syntax in each learning approach (project-based learning, problem-based learning, and discovery-based learning) would be utilized to produce the products.

1.9 Definition of Key Terms

Authentic assessment, assessment rubric, and HOTS are three major words that was discussed in this study. The essential words are classified into two categories of definitions: conceptual and operational definitions. The definitions of all essential words are as follows :

1. Conceptual Definition

    A conceptual definition is one that is founded on expert theories. The conceptual definitions of the three main words are as follows;

    a. Authentic Assessment

        Authentic assessment is an evaluation method that has been present since the previous curriculum, specifically the 2013 curriculum. It represents a form of assessment that measures and evaluates students' performance and progress. According to Martika (2021), self-evaluation is an integral part of authentic assessment, involving the appraisal of information gathered from assessment activities. The evaluation process encompasses both test and non-test methods, quantifying the outcomes to make informed judgments. These assessments are conducted to gauge the effectiveness of education, requiring a comprehensive evaluation of various aspects.

Widana et al. (2021) emphasize that authentic assessment involves the collection of information about students' learning development and achievements through techniques such as disclosure, evidence, and appropriately designed assignments aligned with the learning objectives. It extends beyond measuring only learning performance, encompassing all components of the educational process and system. Ersozlu (2021) further supports this notion, highlighting that authentic assessment encompasses evaluation activities related to teaching practices, curriculum, facilities, and school administration, in addition to student characteristics.

In conclusion, authentic assessment emerged within the context of the 2013 curriculum, representing a comprehensive evaluation method that goes beyond measuring learning achievement alone. It incorporates self-evaluation and considers various aspects of the educational process and system, including teaching practices, curriculum, facilities, and school administration, in addition to student characteristics. By embracing authentic assessment, educators can gain a more holistic understanding of students' progress and make informed decisions to improve teaching and learning practices.

b. Assessment Rubric

Since the transition to the Merdeka Curriculum in Indonesian education, the assessment used to evaluate students' learning performance must be in the form of rubric genuine assessment. Brown

(2019) defines assessment as a method of gathering data that is used to make judgments regarding students' curriculum, programs, and educational policies. The phrase assessment refers to all of the processes involved in determining a student's ability, not only the activity of obtaining information. The phrase authentic refers to something that is genuine, such as the actual world or real life. So, based on the definitions of the terms assessment and authentic, we may deduce what authentic assessment entails.

c. 21st Century Learning

In keeping with the globalization period, science and technology are expanding at a rapid and increasingly complex pace, necessitating the necessity for a teacher with character. A society that is not prepared will almost surely be destroyed by the terrible changes in nature and the fast growth of science and technology that is the characteristic of globalization. To be able to play a significant part in the globalization age of the twenty-first century, every citizen must be able to adapt to the demands of the times. The curriculum produced for 21st century learning helps schools to shift their learning strategy from teacher-centered to student-centered. This is in line with future needs for kids to be able to think and learn. These abilities include problem-solving abilities, critical thinking abilities, collaborative abilities, and communication abilities. With this, teachers and students need to improve their quality in shaping their character and skills to compete in

the 21st century. The 21st century learning era necessitates hat students acquire abilities that will be relevant in the industrial revolution 4.0 era (Yulianto, et al., 2019). In order to meet the aims of 21st century learning, an effective learning model is required. Discovery-based learning, project-based learning, and problem-based learning are successful and creative 21st century learning approaches that may be utilized to help students improve their 4Cs abilities (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;

1. Authentic Assessment

Authentic assessment is a method of evaluating students based on their performance in the actual world, which is supplemented by project assignments or performances provided during learning. In this study, authentic assessment is carried out with themes that may be done authentically for eleventh grade senior high school students throughout the first semester. This evaluation is tailored to the following learning styles: discovery-based learning, project-based learning, and problem-based learning.

2. Assessment Rubric

An assessment instrument is a tool used to collect all information about students' learning performance during the

learning process. An instrument may comprise characteristics such as task instructions given to students and assessment criteria or standards. The assessment practice will operate more smoothly if it is accompanied by an adequate assessment instrument; the instrument's validity and reliability must be carefully assessed (Sumarni et al., 2018).

3. 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.