

ENGLISH TEACHERS' PERCEPTIONS AND CONSTRAINT ON THE USE OF AUTHENTIC ASSESSMENT IN TEACHING ENGLISH

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ABSTRACT

This study aims to determine teachers' perceptions of authentic assessment in the 2013 Curriculum in English learning, difficulties faced by teachers when implementing authentic assessments, and teachers' efforts to avoid these difficulties. To collect data, the researcher used questionnaires, interviews, and documentation to junior high school teachers in Banda Aceh then analyzed the data using descriptive-quantitative analysis techniques. The results showed that the English teachers' perceptions towards authentic assessment were in a low category, starting from their absorption, understanding, and assessment of the authentic assessment. The teacher's problems in implementing authentic assessment are learning activity becomes ineffective due to insufficient time; teachers still do not understand the preparation of authentic assessment instruments and rubrics. The teachers still have difficulty in sorting the three aspects to be assessed, namely the aspects of attitude, knowledge, and skills; the teachers feel burdened by the time and money needed to implement authentic assessments; The teachers find it difficult because they have to add up each score achieved by students as a whole and then describe the value obtained. Finally, the teachers' efforts to overcome these difficulties are by participating in peer discussion training, as well as training and mentoring by the government or the Ministry of Education and higher education institutions.

Keywords: *authentic assessment, constraints, curriculum 2013, perception.*

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INTRODUCTION

The 2013 Curriculum is the curriculum which replaced the Educational Unit Level Curriculum, or *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006. The 2013 Curriculum is implemented to improve KTSP in several ways, one of which is assessment. Assessment can be used to determine strengths and weaknesses in the learning process, so that it can be used as a basis for decision making and improvements in a learning process (Kunandar, 2013). One of the assessment standards in the 2013 Curriculum is authentic assessment. The authentic assessment applied covers all aspects, namely the aspects of attitude, knowledge, and skills (Kementerian Pendidikan dan Kebudayaan [Kemdikbud], 2014).

Based on preliminary research in several schools in Banda Aceh, it was found that some teachers still did not understand the concept of authentic assessment and were reluctant to use authentic assessment to evaluate their students. This has resulted in the low number of teachers implementing authentic assessment in schools, even though some teachers have taught using the 2013 Curriculum. The teachers also still find it difficult to implement authentic assessment.

The previous research conducted by Khafidzoh (2016) with the title *Implementation of Authentic Assessment in English Learning at Madrasah Aliyah, Sleman Regency* state that the aspects of planning, implementation, techniques, and instruments for assessing knowledge and skills are in a good category. Meanwhile, the analysis and reporting aspects, as well as the technical aspects and attitude assessment instruments, were in the quite good category. Third, the obstacles for MA English teachers in Sleman Regency in implementing authentic assessment in their class are time constraints, the cost required, the number of components/criteria in authentic assessment, the lack of student motivation in participating in innovative learning with authentic assessment, and limited school facilities. The similarity of this study with current research is in sampling, namely census study, while the difference is the focus of research, previous research looked at aspects of planning, implementation, and authentic assessment techniques, while current research focuses on teacher perceptions reviewed through educational and social psychology starting from absorption of information related to authentic assessment, understanding, and good or bad judgment. Another difference is the results obtained, which is, in the current research the problems obtained are that the teacher is

difficult in dealing with students who are not honest in filling out self-assessments, teachers find it difficult to apply authentic assessment because students are less active and not innovative in learning. Teachers also find it difficult to apply performance assessment to do works that require the teacher's money. Furthermore, works completed by students are difficult to assess since not all of them are archived in one place, and this problem has not been found in previous research.

LITERATURE REVIEW

Definition and Objectives of Educational Assessment Standards

Education assessment standards are national standards related to mechanisms, procedures, and instruments for assessing student learning outcomes (Mulyasa, 2007). Educational assessment as a process of gathering and processing information to measure the achievement of student learning outcomes includes authentic assessment, self-assessment, portfolio-based assessments, tests, daily tests, midterm tests, final semester tests, competency level exams, competency level quality exams, national exams, and school exams (Kunandar, 2013).

According to Kementerian Pendidikan dan Kebudayaan (2013, as cited in Kunandar, 2013), assessment standards aim to ensure: (1) student assessment planning corresponds to the competencies to be achieved and based on the assessment principles, (2) the implementation of student assessment is in a professional, open, educational, effective, efficient way and following the socio-cultural context; and (3) the reported results of student assessments are in an objective, accountable, and informative manner. This educational assessment standard is prepared as an assessment reference for educators, education units, and the government in education units for primary and secondary education.

Authentic Assessment Perception

Researches on the perceptions of authentic assessment have been conducted by many researchers. Bernhardt and Geise, (2014) state that the word perception has something to do with observation and opinion with definitions include a view, judgments formed in the mind regarding a particular issue, a belief that is stronger than impression and less powerful than the knowledge possessed; common belief; the results at a glance; expression of a judgment or exhortation; a judgment that is considered as truth.

In contrast to Bernhardt's opinion above, Slameto (2003) argues that perception is a process involving the entry of messages or information into the human brain. It is through this perception that humans are constantly in touch with their environment through the five senses. Meanwhile, the word "perception" in the complete psychology dictionary (Colman, 2001) has five meanings, as follows: first, the process of knowing or recognizing objects and events objectively with the help of the senses of hearing, sight, etc. Second, awareness of a process that occurred naturally. Third, the variables that hinder or inhibit, which come from the ability of different stimuli. Fourth, intuitive awareness of direct truth or direct belief about something.

In contemporary psychology, perception is generally treated as an intervention variable that depends on various factors (Colman, 2001). The factors that give the stimulus include learning methods, tools, mental or mood states, and motivational factors. Because of this, the meaning of an object or an objective event is determined by the conditions of the stimulus provider and also the factors of the organism (human) itself. So that different perceptions emerge from different individuals (Colman, 2001). Each individual responds to a stimulus concerning aspects of the situation or event that have special meaning for the individual. Perception can arise if it meets the requirements for the occurrence of perception (Walgito, 2010), as follows: First, an object that a person can perceive. Second, sense organs or receptors to recognize certain external stimuli. Third, attention that accompanies an activity carried out.

RESEARCH METHODOLOGY

This study aims to describe English teachers' perceptions on authentic assessment in English learning. Based on the research objectives, the research design chosen was survey research.

The survey design chosen was a cross-sectional survey design, where data were collected at a certain time and did not measure the changes that occurred in the individuals sampled (Cumming & Maxwell, 1999). The cross-sectional survey design was chosen for the following reasons (Cohen, Manion, & Morrison, 2017): first, data retrieval is faster because it is done in a short time and does not see individual changes over some time. Secondly, the potential effect can be minimized because data collection is only done once. Third, the tendency for the sample to be examined is greater because it is only

done at that time and is not continuously observed.

Research Participants

The sample in this study was all individuals in the population that had been selected, namely 60 teachers. The census study was carried out because of the small population and allows data to be collected one by one. In addition, the census study also allows conclusions that are representative of the entire population. In this study, all English teachers in each school were asked to fill out a questionnaire regarding teachers' perceptions of authentic assessment in English learning. The data collection technique used in this study is a questionnaire based on considerations of the effectiveness of data collection. Questionnaires are a number of written questions used to obtain information from respondents about things that respondents know (Arikunto, 2002). There are several types of questions and answers usable in a questionnaire, including: dichotomous questions, multiple choices, rating scales, and open-ended questions (Cohen et al., 2017).

Research Instruments

Questionnaire

The research instrument is a tool or facility used by researchers to easily collect data to achieve better results (Arikunto, 2010). The method of collecting data used in this study is a questionnaire.

Interview

This study also used interviews to obtain data. This interview has been consulted with experts in order to test the validity of the data obtained regarding the constraints of teachers in conducting authentic assessments.

Documentation

This study also used documentation in the form of an authentic assessment instrument that had been made by the teacher in learning English and also student assessment sheets. Other documentation is in the form of photographs to determine the number of English teachers who became the study population.

Technique of Data Collection

Questionnaire

A questionnaire according to Sugiyono (2018) is a data collection technique that is done by giving a set of questions or written statements to the respondent to answer. In this study, the questionnaire used is a closed questionnaire, which is a questionnaire with answers that have been provided by the researcher so that the respondent only needs to choose one of the alternative answers that are adjusted. The measurement scale used for the implementation of authentic assessment is the Likert scale. According to Sugiyono (2018) "Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena."

Interviews

The interviews in this study were used to obtain data about the constraints of the English teacher in implementing authentic assessment in learning English and were used to test the validity of the data.

Documentation

The documentation in this study was used to obtain the number of English teachers as the population of the study. Documents related to this study were assessment instruments and student assessment sheets.

Technique of Data Analysis

The collected data was then analyzed. The selection of analysis techniques was based on the predetermined research objectives, which is describing teacher perceptions towards authentic assessment in English learning. In addition, this study is a census study, so the results reported are only statistical descriptions of the entire population. Data were analyzed using descriptive statistics. The completed questionnaire was scored according to the following conditions.

Table 1. Positive score and negative score categories.

<i>Positive Items</i>	<i>Score</i>	<i>Negative Items</i>	<i>Score</i>
Strongly agree	4	Strongly Disagree	1
Agree	3	Disagree	2
Disagree	2	Agree	3
Strongly Disagree	1	Strongly agree	4

RESULTS AND DISCUSSION

Results

Teachers' perceptions on authentic assessment

Table 2. Descriptive statistics for teacher perceptions.

<i>N</i>	<i>Valid</i>	60
	<i>Missing</i>	0
Mean		169.02
Median		169.00
Mode		166a
Std. Deviation		3.372
Variance		11.373
Range		18
Minimum		157
Maximum		175
Sum		10.141

Based on the explanation of the results above, it is known that the mean score of teachers' perceptions on authentic assessment in English learning is 169.02 from the ideal expected mean of 200. The score range is 18 with a distribution index or standard deviation of 3.372 and the variance value of 11.373.

If categorized based on the score of each respondent, the ideal mean and standard deviation as stated in the previous section, teachers with high perceptions of 18.33%, teachers with moderate perceptions of 76.67%, and teachers with low perceptions of 5 % is presented in the following table.

Table 3. Categories of teacher perceptions on authentic assessment.

<i>Criteria</i>	<i>Frequency</i>	<i>Relative Frequency</i>	<i>Category</i>
+ 1 SD and above	11	18.33	High
-1 SD to +1 SD	46	76.67	Moderate
-1 SD and below	3	5	Low

These categories also presented in the figure below.

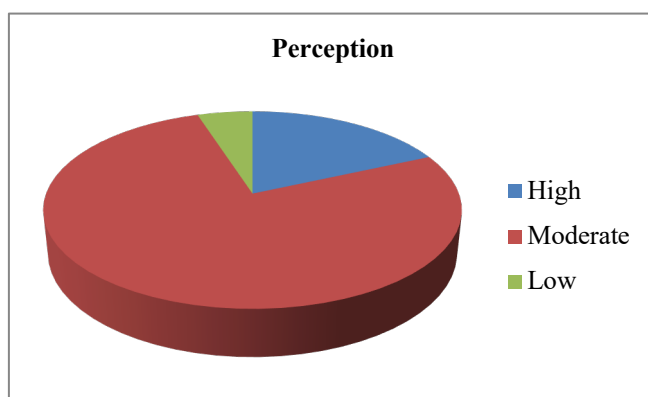


Figure 1. Diagram of teachers' perception on Authentic Assessment.

From the results of these statistical calculations, it can be seen that most (as much as 76.67%) of English teachers at state junior high schools in Banda Aceh have positive perceptions towards authentic assessment. With perceptions that fall into this positive category, 46 English teachers feel happy with the authentic assessment. It indicates that these teachers have a tendency to performed authentic assessments in English classroom.

Teachers' constraints of authentic assessment

Banda Aceh Junior high school Teachers have difficulties in authentic reporting. The attitude competence of teachers in Banda Aceh Junior high school has constraints with self-assessment. Teachers experience difficulties when students give dishonest answers to responsibilities. The problem with the written test is some students cannot follow the lesson well. Consequently, teachers must pay extra attention to the students. Furthermore, in skills, teachers have difficulty providing media because all the tools, media, and materials are provided by the teacher because the teacher does not want to burden the students' parents, except for easy learning materials. Teachers feel that they are still lacking in archiving student works. All student works are put together in one place. There are also teachers who post student works on the classroom walls. In taking grades, teachers have limited implementation time. Another obstacle that teachers faced in providing services at the Banda Aceh Junior high school was the preparation of a lot of questions and a format that was too complicated, making it difficult for the teacher to send it to each student. There are many aspects that must be arranged in the 2013 Curriculum, so it takes a long

time to carry out the assessment. Assessment must be carried out simultaneously with the learning process so that the teaching and learning process becomes less effective.

Teachers' solutions to solve the constraints of authentic assessment

The problems that arise in the application of authentic assessment are that teachers have difficulty with students who are not honest in providing self-assessment answers. To solve this problem, teachers should do a crosscheck or evaluation to match student answers. In addition, teachers may give sanctions or reprimands for students who are not honest. In the case of students who are less active in learning activities, the teachers can give assignments for students in each group. There are also teachers who experience problems in providing media and materials required for performance assessment. Teachers may solve this problem by using media and materials that are easily found. The problem faced by the teacher in assessing skills is that the teacher feels lacking in recording the results of student works. An effort that teachers can do is to save student work in folders and paste the results of student works on classroom walls. In addition, the teacher should provide a place to store student works so that they can be used repeatedly. Teachers hope that the scope of assessment is expected to be reduced. The teachers hope that the Government will provide more in-depth training for teachers who do not understand the 2013 Curriculum. Teachers can also overcome these obstacles by immediately accumulate student scores and complete the assessments after the learning process ends.

Discussions

Teachers' perceptions on authentic assessment

Table 4. Comparison of teachers' perceptions on authentic assessments.

<i>Indicator</i>	<i>Category</i>		
	<i>High</i>	<i>Moderate</i>	<i>Low</i>
Perception	18.33%	76.67%	5%
Absorption	8.33%	83.33%	8.33%
Understanding	8.33%	85.00%	6.67%
Assessment	10.00%	68.33%	21.67%

Absorption, understanding, and assessment are continuous processes in creating perceptions. From the results of the analysis of the three indicators above, it is known that at the initial stage (namely indicators of information absorption), 65% of the teachers (26 teachers) are in the high category in absorbing information about authentic assessment. This rank of percentage has decreased in the understanding indicator, which is only 60% (24 teachers) who have a good understanding of authentic assessment. In the third indicator, namely teacher assessment or assessment of authentic assessment, the number of teachers in the high (good) category has decreased to only 22.5% (9 teachers). Thus, although teachers have good absorption and understanding of authentic assessment, the majority (77.5%) of teachers rated authentic assessments as moderate (included in the moderate category). From the table data above, it can be seen that the levels of absorption, understanding, and assessment are at different percentage levels. Middle school English teachers in Banda Aceh already have good absorption of authentic assessment information. Not only that, but these teachers also have a good level of understanding (as much as 8.33% of the population has an understanding that falls into the Medium category). Although they have sufficiently good absorption and understanding, 83.33% of teachers rated the authentic assessment as moderate (not too good and not too bad). Only 8.33% of the population rated it good. After analyzing the teachers who have a good perception towards the authentic assessment, it turns out that the teachers are from schools located in urban areas and schools considered as favorite schools. this is in line with the research conducted by Sarasati (2013) that stated that teachers who give good perceptions on authentic assessment normally teachers from favorite schools.

Referring to Nurgiyantoro and Suyata (2011), it is known that in 2015 only a few English teachers in Yogyakarta recognized authentic assessment in learning. Meanwhile, a survey conducted in 2020 on perceptions of English teachers on authentic assessment at public Junior high schools in Banda Aceh shows that all teachers are familiar with authentic assessment. The results of this study indicate an increase in knowledge and understanding of authentic assessment in the seven years since 2013. Knowledge and understanding in Nurgiantoro's research is only 68.5%, while now it is 93%. English teachers today are also familiar with authentic assessment, understand how authentic assessment works, and have even provided an authentic assessment. This positive increase is an indication of the openness of English

teachers in Banda Aceh to various learning developments, especially in terms of learning assessment.

The perceptions that emerge are influenced by several things, including motivation, expectations, emotions, and culture as stated in the previous section. In this study, cultural factors are factors that can be traced by looking at the origin of the school and the length of service of the English teachers at public Junior high schools in Banda Aceh.

School plays a role in shaping teacher culture. In schools that develop learning with a student center approach, learning assessment is generally not only in the form of traditional tests, but also performance assessments such as portfolios, projects, and so on. Teachers in these schools will indirectly and gradually have a good perception of authentic assessment. In this study, teachers with the highest category came from SMPN 10 Banda Aceh, SMPN 18 Banda Aceh, SMPN 8 Banda Aceh, SMPN 7 Banda Aceh, and SMPN 3.

In relation to the factors forming these perceptions, changing teachers' perceptions of authentic assessment in learning can be done in several ways. One of them is by changing the culture of learning English, including changing the conventional assessment culture by combining it with authentic assessment. Learning culture (including the assessment model conducted by the teacher) can influence student's motivation. One of them is that authentic assessment that is conducted transparently can make it easier to identify students' abilities so that students understand which aspects are less mastered and need to be improved.

A good perception of authentic assessment does not mean that all English teachers apply authentic assessment every time they make an assessment. Good perception also does not mean that English teachers are proficient in carrying out authentic assessments. However, this good perception can be used as initial steps for the implementation of authentic assessment in learning. With good responses regarding authentic assessment, it is hoped that the teacher will apply authentic assessment in learning. This implementation will indirectly contribute to improving students' abilities in learning English.

From the documentation, many teachers do not have an attitude assessment sheet that should be attached to the lesson plan. Some teachers only take notes in conducting attitude assessments. These results are also supported by the results of interviews which state that the teacher cannot observe in detail the various types of attitudes to

assess each student, so that the teacher only makes notes on the overall attitudes such as best, discipline, lazy, and so on.

Teachers' constraints on authentic assessment

In terms of attitude competence, teachers at SMP Kota Banda Aceh have difficulty conducting self-assessments, teachers experience difficulties when students give wrong answers to responsibilities, and when students are dishonest in giving answers in their own assessments. According to Kunandar (2013), self-assessment is an order by asking students to reveal their strengths and weaknesses to achieve attitude competence, both spiritual and social attitudes.

The techniques used to measure knowledge competency are written tests, oral tests, and assignments. The problem faced by teachers in the written test is that some children cannot follow the lessons well so they have to pay extra attention to these children. Furthermore, the need for skills, the teacher has difficulty in providing work materials because the production process is carried out with all the tools and materials provided by the teacher because the teacher does not want to burden the students' parents.

Other obstacles encountered by junior high school teachers in Banda Aceh were the preparation of a lot of questions and too complicated format, making it difficult for the teacher to give it to every student. Assessment must be conducted during the learning process so that the teaching and learning process becomes less ineffective. Student motivation is still lacking in innovative learning which makes authentic assessment is difficult. Teachers must assess in detail the behavior and attitudes of students simultaneously, while the number of students is very large. Lots of missing student work documentation, making it difficult for the teacher to describe the assessment.

From the constraints of the English teacher in carrying out the authentic assessment above, the obstacles that have not appeared in the research conducted by Purnawanti, Mustiningsih and Burhanuddin (2016) are limited time, more costs, students' less motivation to take part in innovative learning, and limited facilities.

Based on the results of observations and interviews conducted by researcher, there are some teachers who do not fully understand the nature of authentic assessment which make the implementation of authentic assessment has not run optimally. However, according to

Alawiyah (2015), many teachers have been given training but do not understand how to implement a 2013 curriculum authentic assessment.

Inadequate facilities of the language laboratory have resulted in some practices that have not been carried out in learning due to inadequate materials and tools. Not only the language laboratory facilities and infrastructure but also the ability of the facilitator to operate the tools in the language laboratory affect the learning process. Mulyasa (2013) states that adequate facilities and learning resources are the keys to the successful implementation of the 2013 curriculum authentic assessment so that the curriculum that has been designed can be implemented optimally. Learning facilities and resources that need to be developed to support the successful implementation of 2013 curriculum authentic assessments include language laboratories, libraries, and learning resource centers, as well as staff and management capacity building.

In addition, respondents also said that authentic assessment requires a lot of paper instruments, but it is not provided by the school. Audina, Susetyo and Arifin (2018) states that the facilities and infrastructure are very supportive for the achievement of the implementation of learning, especially assessment. Unfortunately, the availability of these facilities is less supportive because of their limited use. The facilities at the school are only for writing letters for school administration purposes. Because there are no supporting facilities, the implementation of authentic assessments, especially attitude assessments, is less than optimal.

Teachers' solutions to solve constraints on authentic assessment

Teachers at SMP Negeri Banda Aceh made efforts to overcome problems in the application of authentic assessment. For teachers who have difficulty with students who are not honest in providing self-assessment answers, the effort made is to do a crosscheck or evaluation to match students' answers. Evaluation of the results of students' answers is carried out to find out the shortcomings so that further assessment activities can be optimal. Moreover, sanctions or reprimands can also be given as stated in Enggarwati (2015) who provides severe sanctions and reprimands to overcome the character of students who are less responsible and independent in doing assignments. For less active students in learning activities, the teacher can assign a task for student in each group.

Some teachers experience difficulties in providing tools and materials required for performance assessment, efforts are made by using tools and materials that are easily found. This is also conveyed by Kadiyono (2012) in his research which shows that teachers have not been able to prepare teaching materials due to limited tools and materials, but teachers can use everyday tools and materials. The problem faced by the teacher in assessing skills is that the teachers are lacking in recording the results of student work. The teachers may save student works in folders and paste the results of student works in class. In addition, the teacher should provide a place to store student works so that they can be used repeatedly. Teachers hope that the scope of the assessment is expected to be reduced and the teachers hope that the government will provide more in-depth training for teachers.

The head of school is expected to give demands, motivation, and appreciation to teachers who apply authentic assessment during the learning process.

Based on the efforts made by the teacher in overcoming obstacles in implementing authentic assessment in the 2013 curriculum, this is also in line with the efforts made in related research conducted by Ruslan and Alawiyah (2016) which states that the scope of aspect assessment is minimized. Teachers hope that the government will provide training for teachers who lack knowledge about the 2013 curriculum, especially in the assessment aspect. In line with the research above, research conducted by Merta, Suarjana and Mahadewi (2015) stated that teachers should understand more about the 2013 curriculum and principals should recommend teachers as speakers in assessment training in the 2013 curriculum.

Based on the description above, it can be concluded that the effort that can be made to overcome the obstacles in implementing authentic assessment in the 2013 curriculum is to provide training for teachers on assessment in the 2013 curriculum.

CONCLUSION AND SUGGESTIONS

There were 18.33% of English teachers with a high (positive) perception of authentic assessment in English learning in public junior high schools in Banda Aceh. Other 76.67% have moderate (neutral) perceptions of authentic assessment in English learning. It is also known that no teacher has negative perceptions of authentic assessment in English learning.

Perceptions of English teachers on authentic assessment in public junior high schools in Banda Aceh in English learning can be seen from at least three indicators. These indicators include indicators of absorption of information related to authentic assessment, understanding of authentic assessment, and teacher assessment of authentic assessment. After being analyzed and categorized, the results showed that 8.33% of teachers had high (good) absorption of information regarding authentic assessment, 83.33% of teachers had a high (good) understanding of authentic assessment, while 8.33% of teachers had good assessment towards authentic judgment.

From the results of this analysis, it is known that English teachers at public junior high schools in Banda Aceh are open to innovations in education, especially in terms of assessment. Positive perceptions of authentic assessments that are fairer and more demanding for student performance are expected to contribute to improving the quality of English learning.

Obstacles encountered by English teachers in implementing authentic assessment is the lack of experience in making authentic assessment reports that require a detailed description of each student's development and decline. In the attitude competency, teachers also experienced problems in self-assessment, teachers experienced difficulties if students give incorrect answers to responsibility and if students were not honest enough to give answers.

The problem is also found in the written test section. If some students cannot follow the lesson well, the teacher must pay extra attention to these students. Furthermore, in the skills assessment, teachers experience difficulties because they always have to provide tools for work. Teachers feel that they are still lacking in archiving student works. Determining indicators and making rubrics are still difficult because they are less familiar and require time to create. In carrying out authentic assessments, it is difficult to change the habit from traditional assessment to authentic assessment.

Some teachers experience problems in providing tools and materials required for performance appraisal. Teachers solve this problem by using tools and materials that are commonly found. The problem faced by the teacher in assessing skills is that the teacher feels lacking in recording the results of student work. Teachers can save student work in folders and paste the results of student work in class.

The government is expected not to revise the curriculum too often because it has a bad impact on both teachers and students. The

government is expected to reduce the aspect of instrument assessment because there are many assessment instruments and assessment processes that are carried out simultaneously with the learning process, making it difficult for teachers to conduct assessments. The assessment looks at three aspects, namely: Affective, Cognitive, and Psychomotor which can be seen from the interaction process that occurs between teachers and students every day without having to use many instruments. The principal is expected to give demands, motivation, and appreciation to teachers who apply authentic assessment during the learning process completely.

Suggestions

There are several suggestions for further research, as follows:

1. Students should motivate themselves so that they can create more innovative learning and participate actively during the learning process to make an increase in self-competence and character development.
2. For teachers, authentic assessment in learning needs to be further improved, especially in the analysis and reporting aspects as well as the technical aspects also the knowledge and skills assessment instruments which are still quite good. Teachers should deepen their understanding about authentic assessment by attending training to further develop their skills.
3. For schools, it is necessary to do further research related to the application of authentic assessment in schools.
4. The education department and LPMP should re-evaluate authentic assessment methods that are easier to understand and to implement them in learning that is compatible with the abilities of teachers and existing facilities in schools.

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