

# Problems Authentic Assessment of Civic Education Subject Vocational High School

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**Keywords:** civic education, assessment, vocational high school.

**Abstract:** authentic assessment is one of the characteristics that mark the Pancasila and civic education curriculum of schools. Authentic assessment as a real judgment, an assessment that seeks to describe student achievement in accordance with its abilities. The assessment of Pancasila and civic education has characteristics that include the assessment of civic knowledge, civic dispositions, and civic skills. The research aims to identify the problem of authentic assessment subjects Pancasila and civic education vocational secondary schools. The research method uses the approach of research development research development with the steps: potential and problems, gather information, study of literature, product design, design validation, improved design, product testing, product revision, utility testing, product revision, and manufacture of products of mass. Sampling by purposive. Source of data Informant, Events, documents, and relevant literature. Collecting data through in-depth interviews, focus group discussions, observations, questionnaires, and document research. Validity using source and method triangulation, analysis is done in three stages, namely: data reduction, data presentation, and conclusion. The results showed an authentic assessment problems occur in the cognitive, affective, and psychomotor problems were encountered in the teacher related to the curriculum, materials, lattice Technology assessment and control of information and communication.

## 1 INTRODUCTION

Professional teachers should master the formulation of objectives or competencies contained in the curriculum, mastering learning materials and strategies, and assessment techniques. But in reality, in the manufacture of assessment tools which measure student competencies found yet standardized assessment tools and consequential to the assessment of students ability inaccurate (Winarno, 2012). In accordance with the demands of teacher competence Pancasila and civic education schools, teachers must be able to make an assessment tool that measures the civic knowledge, attitudes / character of citizenship and citizenship skills as part of pedagogical competence of teachers (Winataputra, 2010). Given the essence of civic education is an important component of education that fosters citizens to participate in public life and democracy, to exercise their rights and to carry out their responsibilities with the necessary knowledge (Branson, 1998).

The problems that arise from the research findings (Winarno, 2012) is no assessment instruments that

can be used by teachers educational subjects Pancasila and citizenship to map the character of citizenship of students according to the characteristics of the subjects, there is no step standard in developing the instrument, and yet the formulation of appropriate indicators to show Character of student citizenship (Winarno, 2012). This has the consequence that the measuring instruments used evaluation techniques and have not developed according to the correct procedure. On the same side of the research findings (Haryati, 2015) showed that the results of the analysis of the implementation plan of learning shows that the existing learning plan has not been equipped with a grid, especially for affective assessment, while the cognitive assessment has not done weighting that reflects the level of difficulty in accordance Cognitive level to be achieved. Still in the study it was found that teachers had difficulties in composing a grid and utilizing information and communication technologies to measure civic knowledge, civic attitudes, and citizenship skills (Haryati, 2015).

Learning assessment Pancasila and civic education in order to measure the knowledge of citizenship, character / attitude civics and citizenship skills that students can be developed using information and communication technology as a tool, namely by using Google forms adapted to the characteristics of the subjects. This is in accordance with the principles of authentic assessments which is one of the characteristics of Pancasila and citizenship education curriculum of schooling corresponding national curriculum in 2013. Evaluation techniques are methods or procedures to be taken in order to obtain information in the form of evidence as the data used to hold a vote (Budimansyah, 2010).

Authentic assessment is characteristic of the national curriculum in 2013, namely as real-fact assessment, trying to describe the learning achievement of appropriate real ability, not partial and manipulative (Kosasih, 2016). On the same side of view (Mardapi, 2012) explain that authentic assessment aims to know competences and is multi-dimensional, and therefore all the dimensions must be measured (Mardapi, 2012). It requires teachers to be fair and objective in making judgments. On the other hand (Winataputra, 2010) explains that there are three things related to the assessment activities, namely assessment, measurement, and tests. Further, it is explained that in principle, the assessment in civic education learning differs, is on the affective aspect (Winataputra, 2010). The affective attitude referred to is the attitude of student citizenship, in contrast to the attitude in the 2013 curriculum which consists of spiritual attitudes and social attitudes (Imas, 2016). Authentic Rate according to Jonathan Mueller is a form of assessment by requiring learners to demonstrate the task of "real world" that demonstrate meaningful application of knowledge and essential skills (I. K. Sani, 2016), while authentic Assessment by R. J. Stiggins is the performance assessment asks students or examinees to demonstrate special skills and competencies, namely by applying the skills and competencies that have been mastered (R. A. Sani, 2016). Authentic assessment is a type of assessment that directs students to demonstrate the skills and competencies needed to master the problems and situations encountered in real world (I. K. Sani, 2016). Rate authentic as real as-fact assessment, the assessment attempted to describe the achievement

ISWA in accordance with what their capabilities. For this study important problems related to authentic assessment according to the characteristics of Pancasila education subjects and vocational high school civics Surakarta.

## 2 METHODS

This type of research refers to the system and Cerey Dick model approach, which was developed by Walter Dick and Lou Carey (Maribe, 2009; Mills and Corraine, 2016). The development model is similar to the Kemp model. The research approach of developing the research development is done by the steps of (1) the potential and the problem (2) digging the information (3) literature study (4) product design (5) design validation (6) design improvement (7) Product revision (9) trial use (10) product revision (11) mass-product manufacture. I researched the locations in Surakarta.

Data collection techniques in research, ie, interviews and Focus Group Discussion (FGD) teacher's vocational schools in Surakarta. Other sources of data are the events per learning evaluation Implementing Pancasila civic education subjects in Vocational High School Surakarta by observation. Study documents as written data sources in the form of regulatory and related policy data, learning and assessment tools. Other data collection techniques are Focus Group discussion is and questionnaires. A literature study was also conducted to explore relevant literature related studied problems.

The population in qualitative research is a social situation consisting of places, actors and activities that interact synergistically (Creswell, 2010). The populations in this study are experts, teachers, lecturers, students. The sampling technique is done by identifying the population and grouping (Creswell, 2010), the approach used is purposive selected with consideration and rtentu te purpose, and snowball sampling.

The validity of the data is done by triangulation which is a technique that utilizes data validity checking something out data for checking purposes or as stabs appeal against such data (Mills and Corraine, 2016). Triangulation reflects an attempt to gain a deeper understanding of the phenomena studied

because the real reality will never be revealed (ah, 2008). Triangulation used in this research is using source triangulation. According to Patton, triangulation means to compare and check to return the degree of confidence a ui information obtained Melal time and different tools (Mills and Corraine, 2016).

Data analysis is defined as the process of organizing and sorting data into patterns, categories, and basic description unit that has a theme, and can be formulated (Mills and Corraine, 2016). Based on the above, the data analysis process is done. The goal is to display scattered data into descriptive statements that are intact, coherent, interesting, and full of meaning. Three stages of analysis performed, namely: data reduction, data presentation, and with drawl of conclusions.

### 3 RESULT AND DISCUSSION

The results of the study produced findings about some problems related to authentic assessment educational subjects Pancasila and civic education vocational high school, faced by teachers in developing the assessment instrument spiritual attitudes and social, many elements or items that need to be evaluated / many instruments must be assessed so that the teacher had trouble as well as not every items can be assessed in basic competence (KD), and the preparation of the natural d matter is difficult to find words / language that is easy to understand students. Then associated with problems in cognitive assessment associated grating, level of difficulty and preparation of items about both subjectively and objectively found that elements on knowledge C1, C2, C3 sometimes still dominate in the manufacture of the instrument to measure the student's ability Karen an if the student is required to apply the C4 , C5, C6 will be difficult. The difficulty in choosing words operational work in making the matter because it is more towards analyzing. Grating difficulty level and preparation of items both subjectively and objectively about bel um according to student character that will be developed.

Associated with some aspects of assessment, namely cognitive, affective and psychomotor, that competence is attitude is an expression of values or way of life that is owned by someone and manifested in behavior. Competency assessment in the learning attitude is a series of activities designed to measure attitudes of learners as a result of a learning program

(I. K. Sani, 2016). The scope of attitude assessment, i.e. assessment spiritual attitudes such as respect and appreciate the religious teachings espoused and judging of social attitudes such as honesty, discipline, responsibility, teamwork, cooperation, tolerance, peace, courteous, responsive, and confidently (R. A. Sani, 2016).

While the assessment of skills divided into 3 practice assessment, appraisal and assessment of the portfolio, while the explanations are; a) Assessment is an assessment practices that require a student's response in the form of specific activities, for example in the form of research, presentation, singing, dancing, musical instruments and theatre; b) Assessment project is a series of learning tasks that include planning, implementation, and reporting sec fig written and verbal; c) Portfolio assessment is an assessment that had focused on a number of students' work (Kosasih, 2016).

Furthermore, associated with the difficulty encountered in the development of skills assessment related grating and instruments, the findings show that there are some tests that Difficult to develop due to hit the cost and time of learning. The development of related skills assessment grating is not in accordance with the instrument expected in. There are no appropriate instructions / still confusing. The actual value of attitude and skill is the impact of cognitive and affective accompaniment / psychomotor and the difficulty of distinguishing between so al skills and knowledge, as well as the difficulties in operationalizing lattice UASBN (National Standard School Final Examination) to be a matter items. The grille is expected to be issued early because the material in the grille too much. Can be exemplified as maples UN (National Examination) discharge so much preparation, whereas in subjects PPKn not issued at the beginning, so that it becomes less preparation. Gratings K-13 No-oriented material SBC (Curriculum Education Unit) so we need to learn more. For the year 2016/2017, grating UASBN be considered confusing. Students are not able to distinguish between levels of C4 to C6.

Another problem, which is related to the difficulties faced by teachers in developing the attitudes and skills assessment citizenship. Assessment attitude and skill has been no clear guidance (not and yes agreement teacher's civic

education), p Behaviors student / student attitudes inconsistent / more changes in attitudes depending pada condition of the student at the time, k arena student behavior inconsistent or still unstable because every day is different continue. As well as the constraints faced by teachers in the utilization of information and communication technology in learning, namely m There's still some teachers who cannot take advantage of ICT in teaching civics. Against the backdrop of the lower middle course for utilizing the technology is still not proficient. On the other hand the problems associated with the teacher's difficulty in the Classroom Action Research (CAR) based on problems learning associated with the assessment, their proper need training for teachers in the manufacture action research. The difficulty of choosing the material for much of the last pitch student's labile condition (about the value obtained). Difficulty ratings attitude, trouble motivating students, and material too much.

Based on the discussion of some of the findings, the role of teachers should be improved in terms of authentic assessment. The relationship of teachers and students should also be improved so that there is a good relationship between teachers and students. It is described in a study conducted by (Reinke, Keith and Lori, 2016), that the students who received more negative feedback than positive feedback from teachers assessed at the end of the year because of a significant increase in problems with the regulation of emotions, concentration, and behavior disturbing, while students who received more positive feedback indicated Improvement I prosaically significant peril. It shows that the need for good relations between teachers and students for the sake of waging all manner of the assessment process with maximum results (Reinke, Keith and Lori, 2016). Furthermore, the important role of motivation to read or search for information is also very important to the performance of teachers and student achievement results. Exploration factor analysis was used to test the factor structure of this size, and the association between the existing measures, the social aspect of literacy events, and performance of read certain content, teachers explored to test the validity and usefulness of this measure to the practice in the classroom (Neugebauer, 2017). With strong to seek information, teachers will understand more about what an

authentic assessment is, and students become more active and more leverage to get information and benefits from the teacher's learning and assessment process.

## 4 CONCLUSIONS

The Problem of authentic assessment subject Pancasila and civic education vocational high school occurs in cognitive, affective, and psychomotor problems were encountered in the teacher related to the curriculum, materials, lattice assessment and control of information and communication technology. In the cognitive domain, the problems faced by teachers are on a cognitive assessment associated with the lattice, level of difficulty and preparation of items about both subjectively and objectively explained by the teacher that elements on knowledge C1, C2, C3 sometimes still appear on the student karen as if the student applying C4, C5, C6 would be too difficult, and difficulty to choosing the operational work in making the matter because it is more towards analyzing. In affective, teacher experience in developing instruments social attitudes as too many elements or items that should be assessed. Furthermore, the problems associated with the psychomotor, teachers have difficulty in subsequent, related to difficulties in the development of related skills assessment grating and instruments, psychomotor in subjects civic education, there can be and there are difficult to develop, it is also due to the grating is not appropriate with instruments that are expected for b yet been no indication that correspond or are still confusing, and the difficulty of distinguishing between about skills and knowledge, as well as the difficulties in operationalizing lattice until it becomes an item about the psychomotor, because basically, the teacher cannot continuously monitor the students associated with psychomotor undertaken by students. The problem is also not less important faced by teachers is related to the lack of ability of teachers in the development of information and communication technology, whereas, all kinds of current educational developments, should be supported by the ability of teachers in terms of utilization of information and communication technology development. Teachers will be helped if they are able to master information and communication technology, both in terms of learning new curriculum, the process of preparing left-grid instruments, making problems, and in order to conduct classroom action research.

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