

Identification Of Skills Assessment Problems In Social Studies Subject

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Abstract. Skills assessment is a teacher's obligation in learning based on the 2013 Curriculum (K13); its function is to measure the achievement of student learning outcomes. However, in reality, there are still many teachers who have not done it according to the guidelines. The focus of this research is to discuss the results of the initial identification of problems in the assessment of the realm of skills in K13. Data collection techniques with observation and interviews with social science subject teachers in Malang. Data from the interviews were analyzed using an interactive data analysis model consisting of four stages, namely (1) data collection, (2) presentation, (3) reduction, and (4) verification. The results show that the teacher still has difficulty in determining the appropriate assessment techniques. Besides, teachers also still do not know the reporting standards for the evaluation of skills; teachers also still do not know the standards for reporting the evaluation of skills. The follow-up implications for this research are in-depth interviews with more diverse informants relating to the problematic assessment of skills.

Keywords. *Assessment, Skill, Social studies*

Abstrak. Penilaian ranah keterampilan merupakan kewajiban guru dalam pembelajaran berdasarkan Kurikulum 2013 (K13), fungsinya adalah untuk mengukur ketercapaian hasil belajar siswa. Namun pada kenyataannya masih banyak ditemukan guru yang belum melakukannya sesuai dengan pedoman. Maka dari itu, fokus riset ini adalah untuk mendiskusikan hasil identifikasi awal problematika pada penilaian ranah keterampilan pada K13. Pendekatan kualitatif dengan jenis eksploratif digunakan dalam penelitian ini untuk membahas fokus riset ini. Teknik pengumpulan data dengan observasi dan wawancara terhadap guru matapelajaran IPS SMP di Kota Malang. Data dari hasil wawancara dianalisis menggunakan model analisis data interaktif yang terdiri dari empat tahap, yaitu (1) pengumpulan data, (2) penyajian, (3) reduksi, dan (4) verifikasi. Hasil menunjukkan bahwa guru masih kesulitan dalam penentuan teknik penilaian yang sesuai. Selain itu, guru juga masih belum paham standar pelaporan penilaian ranah keterampilan. Implikasi tindak lanjut untuk riset ini berupa wawancara mendalam pada informan yang lebih beragam berkaitan dengan problematika penilaian ranah keterampilan.

Kata kunci. *Penilaian, Keterampilan, IPS*

1. INTRODUCTION

Assessment is an aspect that had many changes in the 2013 curriculum (K13). Considering the weaknesses of assessment in the previous curriculum, assessment in K13 covers all domains (cognitive, affective, and psychomotor) and is carried out with tests that are equipped with a portfolio (Mulyasa, 2014). More than that, the assessment in K13 is carried out at all levels, ranging from indicators and basic competencies to graduate competency standards. In addition, also pay attention to completeness in learning where students are not allowed to continue to the next competency before actually completing the competency being worked on (Sunarti & Rahmawati, 2014). This is different from the assessment in the previous curriculum which only emphasizes the cognitive domain that is dominated by test assessment techniques and has not used competency-based assessment (Mulyasa, 2014). Thus, researchers assume problems will arise in the assessment, especially in the realm of skills in K13.

Malang is a city that is consistent with the implementation of K13 at every level of formal education. This is supported by the statement of the Head of Kindergarten and Elementary Education at Malang City Education Office (Dispendik), that the principal's focus must remain on the application of K13 to students (Malangtimes, 2015). Therefore, the assessment of skills as one aspect of K13 learning will certainly not be ignored, as well as in social studies subjects. However, in several previous studies, it was found that teachers still had difficulty in carrying out assessments because they needed a combination of various techniques (Arofah, 2017). Besides, the large number of rubrics that must be filled out by teachers also causes problems for social studies teachers (Hidayat, 2016).

This research is more focused on the assessment of skills than previous research. This is because, previous research discusses the assessment of learning outcomes in general. It is also based on the condition of educators who are still not confident because they feel that they do not fully understand the assessment of the realm of skills (Tim Direktorat Pembinaan SMP, 2017). Not to mention if students are not active and cooperative when conducting skills assessment.

Skills assessment is a teacher's obligation in learning based on the 2013 Curriculum (K13); its function is to measure the achievement of student learning outcomes. However, in reality, there are still many teachers who have not done it according to the guidelines. The focus of this research is to discuss the results of the initial identification of problems in the assessment of the realm of skills in K13. Thus, the results can provide a preliminary picture to future researchers to develop in-depth research on similar topics with more diverse sources.

2. METHOD

This study uses a qualitative approach by focusing on describing field conditions. This is because qualitative research is very suitable for research aimed at expressing a detailed, complete understanding, and the background of the case under study (Creswell, 2015). Exploratory research is only used to discuss the focus of this research. This is because, with the existence of this research it is hoped that it can be used to compile the focus of further research (Rustanto, 2015). To that end, in collecting data using observation and interview techniques to social studies junior high school teachers in Malang. The observation was chosen because it can reveal the actual condition (Rustanto, 2015). Meanwhile, the interview was chosen because it was able to reveal the problems felt by respondents (Sugiyono, 2014). Thus, data can be obtained following the focus of the study.

Data from the interviews were analyzed using an interactive data analysis model consisting of four stages, namely (1) data collection, (2) presentation, (3) reduction, and (4) verification (Miles & Huberman, 1992). First, the data obtained from the field are collected in narrative form. Second, the data presentation is done right after the data collection to find out the stages to be taken between reduction or verification. Third, data reduction is done by simplifying, selecting, and focusing the data to the focus of the study. Fourth, conclusions are drawn by examining patterns, explanations, configurations, and causal relationships between various elements and various sources following the focus of the study.

3. RESULTS & DISCUSSION

3.1. Data Exposure

This research is a preliminary study of the topic. In this case, it was carried out to one of the Social Studies subject teachers in SMP Negeri 23 Malang. The school was chosen because it is administratively located in the working area of the Malang City Education Office. Therefore, this SMP should also focus on the application of K13, especially on skills assessment. However,

observations have shown that only a few classes provide a place for portfolio storage as one of the skills assessment techniques. This indicates that there are problems in its implementation.

More than that, the results of interviews with social science teachers in SMP Negeri 23 Malang showed that teachers were still confused about choosing appropriate assessment techniques. As for Ernaningtyasari (2019) revealed that "*saya kadang bingung antara proyek dengan praktik*". This was proven when the teacher's interview gave an example of a map-making activity using project assessment techniques. Though this activity should use product assessment techniques. In addition, teachers are still confused about the aspects being assessed. This is indicated by the statement of Ernaningtyasari (2019) when given a question about the aspects of the assessment but she answered by techniques that could be used.

The interview also showed that the teacher did not know about the reporting standards for the assessment of skills. Ernaningtyasari (2019) revealed that "*saya tidak tahu pelaporan penilaian yang bagus seperti apa, kayaknya enggak ada yang baku untuk pelaporan*". This is because there is already a format provided (Ernaningtyasari, 2019). In addition, problems also arise from the students if they are not active and careless in doing it that can cause the teacher is unable to describe the actual condition of students. Moreover, interviewee claimed that only have an understanding of skills assessment approximately 60% (Ernaningtyasari, 2019).

3.2. Problems in the Planning Stage

Assessment planning is an activity to design requirements for assessment activities. The activities are competency mapping, determination of indicators, objectives, and assessment techniques that are carried out in stages. It can even be added to the design and preparation of assessment instruments (Latip, 2014). The problem that occurs at this stage, the teacher is still having difficulty in determining assessment techniques.

Determining the valuation technique is based on the previous stages. Therefore, to facilitate the determination of assessment techniques, indicators and objectives must be made as clear as possible (Kusaeri, 2014). This is because, indicators and objectives are characteristics of learning material and a sign of achieving competence (Kunandar, 2015). Thus, it must be based on competency mapping as a result of identifying competencies, which will be assessed (Tim Direktorat Pembinaan SMP, 2017; Sunarti & Rahmawati, 2014). Then the cause of the problem should be at one of the stages of planning this assessment.

Problems at this stage are caused by teachers who are still confused about the aspects being assessed. This is known when questions about the aspects being assessed are given, interviewees answer about assessment techniques (Ernaningtyasari, 2019). The activity is basically at the stage of mapping competencies that must be assessed. Even though the aspects assessed in the skills assessment are already listed in the basic competencies (KD) in the Core Competencies (KI) 4 (Tim Direktorat Pembinaan SMP, 2017). This situation also shows that teachers are still less competent to carry out assessments. So that, causing problems in the implementation of the assessment (Kurebwa & Nyaruwata, 2013).

3.3. Problems in the Implementation Stage

This assessment phase is an activity to use procedures that have been planned and understood at the planning stage. More than that, the implementation of the assessment is an activity to compare the activities carried out with the performance criteria that have been set at the planning stage (Mulyasa, 2014). So, at this stage, the problem that occurs is the difficulty to describe the actual condition of students. This is because, in some conditions, students are not active and arbitrarily in the work of assessment (Ernaningtyasari, 2019).

Problems at this stage are indeed vulnerable to occur in every technique suggested in the Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2016 (Practices, Products, Projects, and Portfolios). This is supported by Kunandar's (2015) statement that the weaknesses of these techniques relating to student activities are ranging from students who are inactive, irresponsible, to students who are not honest at work. In addition, the techniques applied may not be in accordance with the characteristics of students. So, students feel incompetent and lazy to work on assessment. Therefore, the selection of techniques still pays attention to the time, character, and condition of students, as well as the competencies assessed. In addition, it must also pay attention to the principle of sustainability and use a variety of techniques such as the characteristics of assessment based on K13.

More attention to sustainability aims to make the assessment results more accurate. This is because assessments made too rarely will tend to be inaccurate and burden students with a large amount of learning material they have to prepare (Purwanto, 2014). Meanwhile, using a variety of techniques is intended so that students do not get bored with the same techniques and done repeatedly. In addition, the use of various techniques is also expected to make the assessment more objective and fair. This is because not all students are experts in all activities. This was also not done by the informants. Because when viewed from the results of interviews, it was found that the technique most often used is the assessment of practices and projects (Ernaningtyasari, 2019).

3.4. Problems in the Reporting Stage

Reporting the assessment is the act of utilizing the results of the assessment that provides information on learning outcomes and achievement of student competencies. Parties who receive the results of the assessment report are usually parents, schools, and the government as parties involved in the education of students. Because these parties do not directly assess students, the reporting must be as clear as possible. Thus, in K13 the assessment was made with a combination of three forms, namely letters, numbers, and descriptions (Endriyanto & Harumusti, 2014). The description must describe the achievements and conditions of students specifically, especially in social studies subjects. This is used to explain values written in letters and numbers. In addition, the description as a form of feedback must also be written as effectively as possible. Therefore, writing a description should be clearly, detailed, evaluative, constructive, positive, showing the strengths and weaknesses of students, and specifically linked to task/unit assessment criteria (Jones, 2005). However, some things need to be considered in reporting the results of the skills assessment.

Reporting the results of the assessment is carried out based on the principles as a whole, there will be several possibilities. First, if in one basic competency there are several assessments using the same technique, then the highest score is taken (Tim Direktorat Pembinaan SMP, 2017). Second, if it is done with a different technique, then the average value is reported (Tim Direktorat Pembinaan SMP, 2017). More than that, in the report in the form of report cards, the achievements are written in numbers with a scale of 0-100 (Peraturan Menteri Pendidikan dan Kebudayaan RI No.23 Tahun 2016). However, from the interview results, it was found that the teacher did not understand the reporting standards on the results of the skills assessment.

Understanding is important before carrying out an activity. This is because understanding is the cognitive stage below and underpins implementation activities (Anderson & Krathwohl, 2010). In addition, an understanding of policy and assessment standards will also play an important role in facing challenges related to assessment (Lumadi, 2013). Therefore, although the report format has been prepared (Ernaningtyasari, 2019), it will certainly be a problem in reporting from both the report's author and recipient. Not to mention the interviewees claimed that their understanding of the assessment especially in the assessment of skills was only around 60% (Ernaningtyasari, 2019).

4. CONCLUSION

The problem of skills assessment in social studies subjects in this preliminary study is at all stages of assessment. At the planning stage, the teacher is still having trouble choosing assessment techniques. This is because the teacher still does not understand the aspects of assessment as a basis for determining assessment techniques. While at the implementation stage, students who are not active and arbitrarily in the assessment work cause the results of the assessment do not reflect the actual conditions by students. Therefore, it needs to be more attention to sustainability and the techniques used by considering student characteristics, learning material, competencies, and implementation time. While at the reporting stage, teachers do not yet understand the assessment reporting standards. So, it indicates a problem.

Based on these results, the authors suggest conducting in-depth research on similar topics with more diverse sources. This is done to reveal the actual conditions about the problems faced by teachers in assessing the skills of students in social studies subjects based on the 2013 curriculum.

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