



Authentic Assessment Implementation of Thematic Instructional Materials 2013 Curriculum for Fifth Grade of Elementary School as Supporting Balanced Competence.

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ABSTRACT

This study aims to determine of authentic assessment implementation on teaching materials and lesson plans have been developed by the research team of Hibah PEKERTI UPGRIS and UNNES in the year 2015. This study have developed Instructional materials of theme 1 which is the topic are the objects surround environment of fifth grade elementary school, which provided with lesson plans and balanced competence. There are 16 studies that will be implemented in the instructional materials. The research subjects is fifth grade elementary school students in Semarang City, who implemented of the 2013 curriculum. The type of research is research and development. It is initiated by survey and evaluation. The technique of collecting data using questionnaires, interviews, demonstrations, test, documentation. Analysis of the data is an integrated engineering of quantitative and qualitative, and descriptive approach. Targets that will be generated in this study are: (1) created the model of theme 1 thematic instructional materials curriculum in 2013 for fifth grade elementary school students as Supporting Competence Balanced, (2) produced a reference in the development of thematic learning materials to supported the local potential and balanced competence.

Keywords: Authentic Assessment, Thematic Instructional Materials, Curriculum 2013, the Balanced Competence

INTRODUCTION

The main reference of developing the 2013 Curriculum is the Content Standards (SI) and Graduate Competency Standards (SKL), which is in the implementation, is expected to provide a balance between soft and hard skills on elementary students. It's consist of attitudes, skills and knowledge aspects.

Enforcement of the curriculum, has given signs the needed for an assessment of learning strategy to prepare instructional materials by implementing balanced competence (Authentic Assessment). However, the development of the thematic material on competency-based instructional materials balanced this should be adjusted to the necessary in the areas concerned.

Meanwhile, the teacher's ability to analyze and read a book teacher and student books, still lack. The teachers feels the instructional material which completed authentic assessment still lack. It's make them confused. Therefore, the research aimed is development of thematic instructional materials according to requirement of students and teachers.

METHODS

The design research is Research & development (R & D), consist of 10 steps: (1) *Research & Information*

Collecting, (2) *Planning*, (3) *Developing Preliminary Form of Product*, (4) *Preliminary Field Testing*, (5) *Main Product Revision*, (6) *Main Field Testing*, (7) *Operational Product Revision*, (8) *Operational Field Testing*, (9) *Final Product Revision*, and (10) *Dissemination*.

The Preliminary study & literature study was done (*Research & Information Collecting*) in observed, the researched doing problem identification and collect data to development of authentic assessment as supporting balanced competence for thematic instructional material theme 1 which is the topic are the objects surround environment for fifth grade elementary school.

Collected data in this researched, consist of: 1) experts validation of lesson plan and thematic instructional materials. It's done by triangulation methode (interview, observation, and documentation). Validation of lesson plan was done by *expert judgement* methode and *focus group discussion* (FGD) by validation sheets and discusion note as instrument. Validation of lesson plan, text instructional material was analysed by quantitative descriptive.

The target for the first year is created lesson plan and design of text book thematic instructional materials completed authentic assessment of balanced competence. The result was publised at Satya Wacana

salatiga University Conference, ICMSE 2015, LP2M UNNES Journal.

The second years, this research implemented the thematic instructional materials completed authentic assessment of balanced competence in elementary school of Semarang City, Jepara Sub-province, Purwodadi Sub-province, Salatiga Sub-province, Semarang Sub-province, Pekalongan Sub-province and Banjarnegara Sub-province. The result hopefully raised balanced competence of elementary school pupils.

stage is focused on problems taken from the early observation in the fifth grade of elementary school teacher at Lab School UNNES. This activities consist of mapping material according Based Competence (KD) and indicators by preparing material that displays the local culture in the area where they lives. At this stage, the researchers also discussed the material related to the theme which completed with lesson plan and balanced assessment. In addition, development of need assessment related the implementation of a balanced assessment in the instructional materials. Then literature review focused

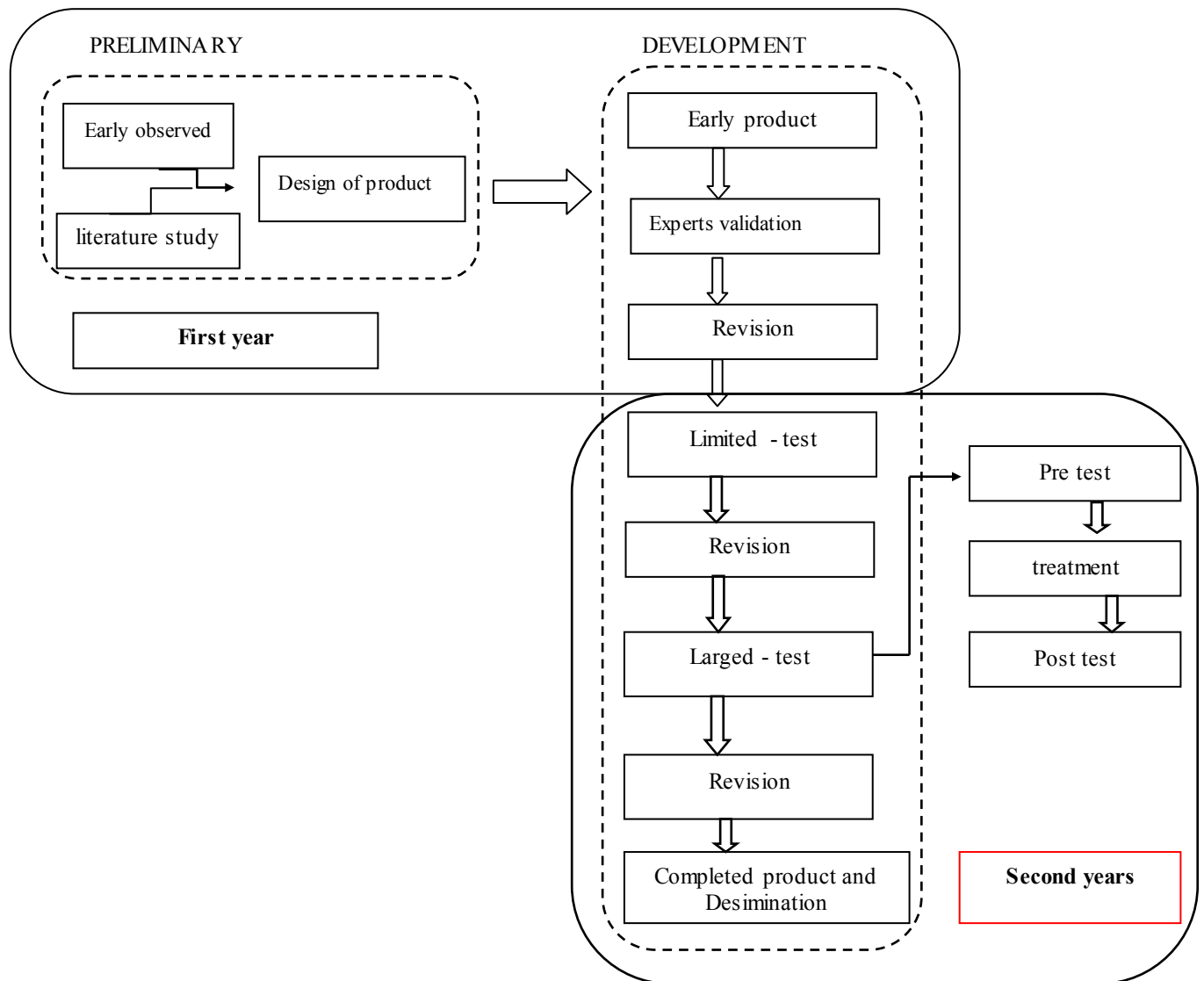


Figure 1. Steps of research

RESULT AND EXPLANATION

1. Preliminary Study Evaluation

Stages of preliminary studies conducted through a literature review and field studies. A literature review was performed by searching and reviewing various sources of literature about the purposes of teachers in 2013 curriculum implementation. Preliminary studies conducted to map out the stages of implementation. This

on the development of text instructional materials and CAI storyboard instructional materials.

2. Planning Stages Evaluation

The planning stage is done after analyzing the results of a preliminary study as a reference for the development of instructional materials and prototype printed instructional materials CAI. The results of observation are: the Teachers still confused implement

balanced assessment because there is no balanced assessment examples in the book teacher and student books. Learning not to combine and utilize IT media, the use of IT is only limited, ex use of power point via the LCD and laptops are operated by teachers. Thus, the curriculum in 2013 a greater emphasis on learning by students, the researchers tried to develop instructional materials that include lesson plans and balanced assessment of theme 1 in fifth grade elementary school.

The next stage is designing prototype instructional materials in print, in terms of display design is necessary to sketch the design and made in a story board in the form of a game that is easy to understand for students.

of this study was a printed instructional materials, and prototype CAI of print instructional materials. The results of data obtained analyze indicate that the printed prototype of instructional materials is considered quite good after a 3 x revision of the validator. Validity of experts aims to trial and analyze the quality of the material terms and in terms of the implementation of authentic assessment of theme 1 (which is the topic are the objects surround environment) thematic instructional materials in 2013 curriculum for fifth grade elementary students as supporting balanced competence. The fifth grade elementary school teachers participant as user validator.

The results of the comments and criticisms of

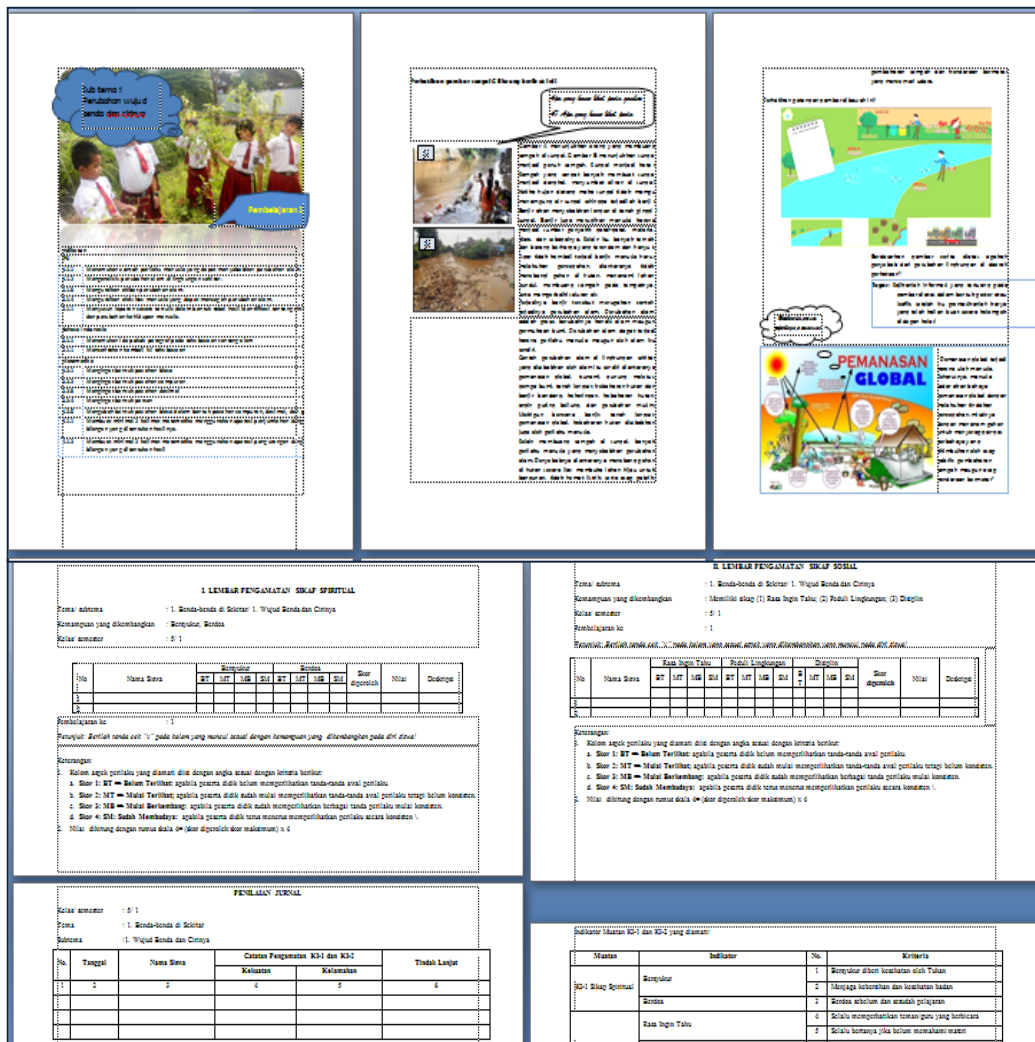


Figure 1. Prototype of thematic instructional materials at Theme 1 which is the topics is the objects surround environment with balanced competence.

3. Development stage Evaluation

The results of the development stage evaluation of thematic Instructional materials equipped with balanced competence is validated by the material experts, media specialists and curriculum experts. In the first year

the experts then serves as a guide for improvement of assessment models prior to trial. More results validator can be seen in Table 1.



Figure 3. The Storyboard Prototype of Thematic Instructional Materials 2013 Curriculum - Based Computer Assisted Instruction (CAI) for Elementary Students as Supporting Balanced Competence

Table 1. The results of the development stage evaluation of thematic Instructional materials equipped with balanced competence

No	Balanced Assessment Point Of Learning	Information	
		Score	Criteria
1.	The teachers understanding the based competence related of religius attitudes of lesson plan and instructional materials made.	4	Very Suitable
2.	The teachers understanding the based competence related of social attitudes of lesson plan and instructional materials made	4	Very Suitable
3.	The teachers understanding the based competence related of knowledge of lesson plan and instructional materials made	4	Very Suitable
4.	The teachers determine the suitable <i>performance task</i> of lesson plan and instructional materials made	3	Suitable
6.	The teachers be determine of assessment criteria of lesson plan and instructional materials made	2	Less Suitable
7.	The teachers created the instrument of lesson plan and instructional materials made	3	Suitable
8.	The teachers design of learning activities	4	Very Suitable
9.	The teacher determine the indicator for all evaluation phase.	2	Less Suitable
10	The teachers have an a record of learning	4	Very Suitable
11	Avail of students performance task	4	Very Suitable
12.	Avail of students attitudes assessment	4	Very Suitable
13	Avail of students skill assessment	3	Suitable
14	Avail of students knowledge assessment	4	Very Suitable
15	Assessment be done in daily life and real time.	3	Suitable
16	Avail of assessment result in portfolio stored.	4	Very Suitable
Total		52	
Average		3.25	Suitable

4. Trial Limited Evaluation Discussion

After repairs to the printed instructional materials, particularly on the implementation of authentic assessment, furthermore will be performed limited trial on the implementation of learning in fifth grade Isriyati Elementary School Semarang. It's a limited trial and the purpose is to test the expediency of theme 1 thematic instructional materials of 2013 curriculum for fifth grade of elementary students as supporting balanced competence. It has been designed and developed through a validation, revision and simulation process. The trial result will be followed by produce of Instructional Materials based of CAI. Furthermore, the large trial have done. The result will be implemented at the second year. It's can be used as instructional materials printed and instructional materials based computer that can be accessed online or offline learning in fifth grade of elementary school students.

The response of the material experts and 2013 curriculum experts of the authentic assessment implementation is obtained an average 3.25 score. It's belonging good criteria and must be repair at indicator determine. Then, it's can use in second years. The instructional materials which implements of balanced assessment should have a completed of: (1) An understanding of the basic competencies relating to religious attitudes, social attitudes and knowledge. (2) Determination of performance / performance task in accordance with based competence, determination of the criteria assessed, preparation rubric, design learning experiences and formulation of indicators. (3) Availability of records during the learning, demonstration of student performance assessment (4) Ratings attitudes of students, assessment skills and knowledge of students who performed in daily life and real situations. (5) The assessment results can be stored in the portfolio.

CONCLUSION

The research results is the feasibility validation of theme 1 thematic instructional materials 2013 curriculum print for fifth grade elementary school students as supporting balanced competence. The prototype of the first year is effective in limited trials, so it's expected to continue on a large trials in order to become an alternative development of instructional materials and learning media in balanced assessment 2013 curriculum implemented of elementary school.

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