



### TEACHERS' ASSESSMENT STRATEGIES BASED ON CURRICULUM 2013 DURING LEARNING

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#### ABSTRACT

Curriculum 2013 is one of the interesting topic to be discussed between the teachers and other education parties. One of the important thing in the Curriculum 2013 is how the teacher assesses the students. To realize the Curriculum 2013, the teacher should pay attention to the assessment's aspects of the Curriculum 2013. This research was aimed at revealing the teachers' assessment strategies based on curriculum 2013 during online learning . This is a descriptive study in which the data from the field was analyzed descriptively. Five teachers participated in this research. To investigate the assessment's strategy based on Curriculum 2013 during online learning, interview was used. The interview provided a result that all teachers have implemented the three aspects assessment in the Curriculum 2013 such as attitude, knowledge, and skills assessments. Furthermore, there are some strategies that the teacher used in assessing the students through the Curriculum 2013 during online learning, there are by creating the planning assessment first, using effective Learning Management System (LMS) and using Google Form to measure the cognitive, psychomotor, and affective effectively.

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## 1. Introduction

According to Otang & Eddy (2017), education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students can actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, good character, and the necessary skills. which they need, society, nation and state. Based on the understanding above, education is a planned effort to create an atmosphere of learning and the learning process, the education system requires guidelines for educators called the curriculum. The reference and principles for the preparation of the Curriculum 2013 refers to article 36 of Law No. 20 of 2003, which states that curriculum preparation must pay attention to increasing faith and piety; increase in the good morals; increase the potential, intelligence, and interest of students; diversity of regional and environmental potentials; demands for regional and national development; demands of the world of work; development of science, technology, and arts; religion; dynamics of global development; and national unity and national values (Kurniasih, 2014). The curriculum is general instructions needed for an educator to carry out teaching and learning activities. Nasution (2006: 5) which states that the curriculum is seen as a plan designed to smooth the teaching and learning process under the guidance and responsibility of schools or educational institutions and their teaching staff. According to Law Number 20 of 2003 concerning the National Education System Article 1 point 19, the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals. Therefore, the curriculum serves as a guide in the implementation of educational activities in schools for related parties, such as teachers, school principals, supervisors, parents, the

community and the students themselves. For now, the education system is using the Curriculum 2013. The Curriculum 2013 is the current curriculum that is centered on character of students. The process of developing character values to students is by developing them in cognitive aspects (thoughts, knowledge, awareness), affective aspects (feelings), and psychomotor aspects (behavior) (Masnur Muslich, 2011: 67). Character education is in line with the goals of national education. UU no. 20 of 2003 concerning the National Education System (Sisdiknas) explains that national education functions to develop capabilities and shape the character and civilization of the nation with dignity in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty have good characters, healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens. In implementing the Curriculum 2013 is a quite similar with the previous curriculum in Indonesia, namely KTSP curriculum, especially in the assessment aspect. Meanwhile, the categories of learning outcomes that must be assessed in Curriculum 2013 by the teacher include aspects of attitude (social and spiritual), knowledge, and skills assessment.

## 2. Theoretical Review

Assessment is a systematic effort developed by an educational institution aimed at ensuring the achievement of the quality of the educational process and the quality of the abilities of students in accordance with predetermined goals. In the Curriculum 2013 there are four aspects of assessment, namely:

### 2.1. Attitude Assessment

Based on Daniel Boli Kotan (2020), attitude assessment is intended as an assessment of the behavior of students in the learning process both inside and outside the classroom such as extracurricular activities, which include spiritual and social attitudes. Attitude assessment has different characteristics from the assessment of knowledge and skills, so the assessment techniques used are also different.

#### a. Spiritual attitude

Assessment of spiritual attitudes (KI-1), including: (1) obedience to worship; (2) behaving gratefully; (3) pray before and after doing activities; and (4) tolerance in worship. This spiritual attitude can be added according to the characteristics of the educational unit.

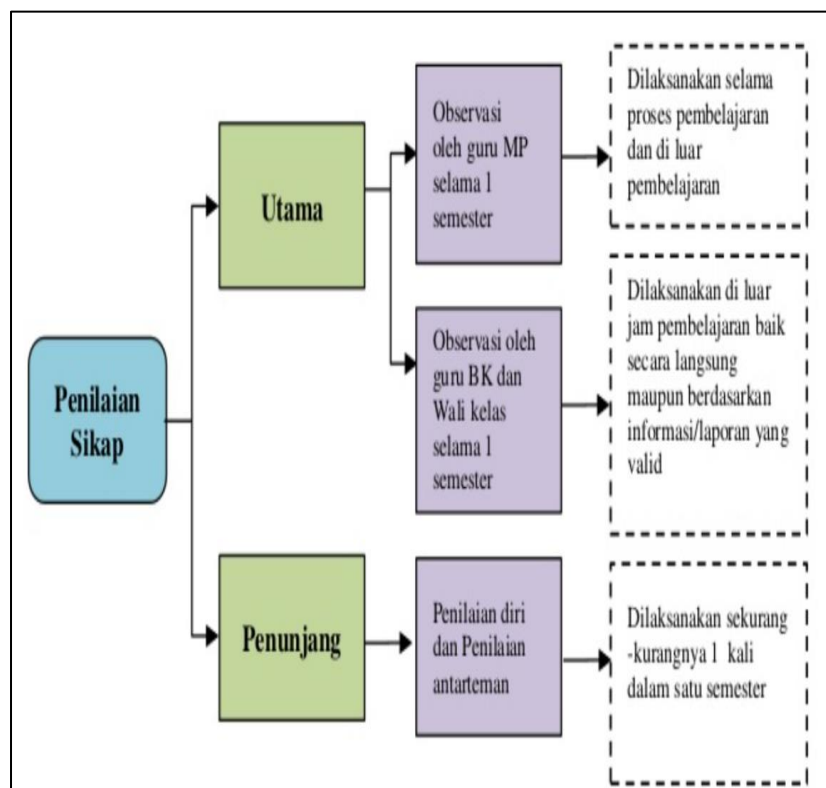
#### b. Social Attitude

Assessment of social attitudes (KI-2) includes: (1) honest, namely behavior based on efforts to make himself a person who can always be trusted in his words, actions and work; (2) discipline, namely actions that show orderly behavior and comply with various rules and regulations; (3) responsibility, namely the attitudes and behavior of students to carry out their duties and obligations, which should be carried out on themselves, society, the environment, the country, and God Almighty; (4) the casual is behavior of respect for others with good language; (5) care, namely attitudes and actions that always want to provide assistance to other people or communities in need; and (6) self-confidence, namely a belief in one's own ability to carry out activities or actions. This social attitude can be added by the education unit as needed.

□ In the assessment of spiritual and social attitudes there is a range of values starting from A-D where it is defined as very good, good, middle, and less. Attitude assessment can be obtained with instruments 1) Assessment of observations, 2) Self-assessment, 3) Assessment between students, 4) Journal of teacher notes. The results of the attitude assessment are descriptions that describe the behavior of students. The final result of the attitude assessment is processed into a description of the attitude written on the student's report. Not only the teachers who conduct the attitude assessments, but counseling

teachers, homeroom teachers, and school members also carry out this assessment. This is the scheme of attitude aspect based on the Guidance of Assesment E-Raport Zaenal Jaenudin's attitude (2018) :

**Scheme 1.**



## 2.2 Knowledge Assessment

Based on Daniel Boli Kotan (2020), knowledge assessment (KI-3) is carried out by measuring the mastery of students which includes factual, conceptual, and procedural knowledge at various levels of thought processes. Assessment in the learning process serves as a tool for learning difficulties (assessment as learning), production as a learning process (assessment for learning), and production as a tool for measuring assessment in the learning process (learning assessment). expected competencies. Measurement procedures starting from planning, measuring, measuring, and reporting.

### a. Written Test

The written test is a form of test where the teacher provides questions in writing. Written tests are usually in the form of multiple choice, completion, true or false, matching and essay.

### b. Oral Test

Oral test is a form of test where the teacher gives task to the students in speaking orally. Oral tests are usually in the form of questions, orders, quizzes given by orally and students respond to these questions orally. Oral test answers can be in the form of words, phrases, sentences or paragraphs.

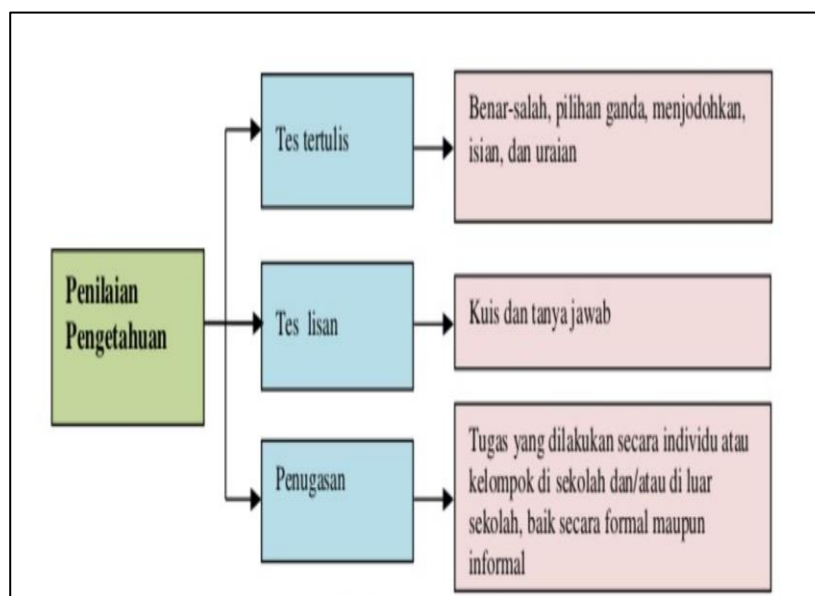
### c. Assignment

Assignment is the task for the students to measure the extent to which students have mastered the material that has been taught. Usually, assignments are carried out after the learning process (assessment of learning). Meanwhile, assignment as an assignment method aims to increase the knowledge given before and or during the learning process (assessment for learning). Various assessment techniques can be performed according to

the characteristics of each KD. The techniques commonly used are those which already mentioned above, namely written tests, oral tests and assignments.

Based on the Guidance of E-Raport Assessment Zaenal Jaenudin's (2018):

**Scheme 2.**



### 2.3 Skills Assessment

Based on Daniel Boli Kotan (2020) Skills assessment is carried out by identifying the basic competency characteristics of the skills aspect to determine the appropriate assessment technique. Not all basic competencies can be measured by performance appraisal, project appraisal or portfolio. The determination of the assessment technique is based on the characteristics of the skills competency to be measured. There are some techniques to measure the skill assesment, as follow:

a. Performance Assessment

Performance assessment is an assessment that asks students to perform a task in an actual situation by applying or demonstrating the knowledge and skills needed.

b. Project Assessment

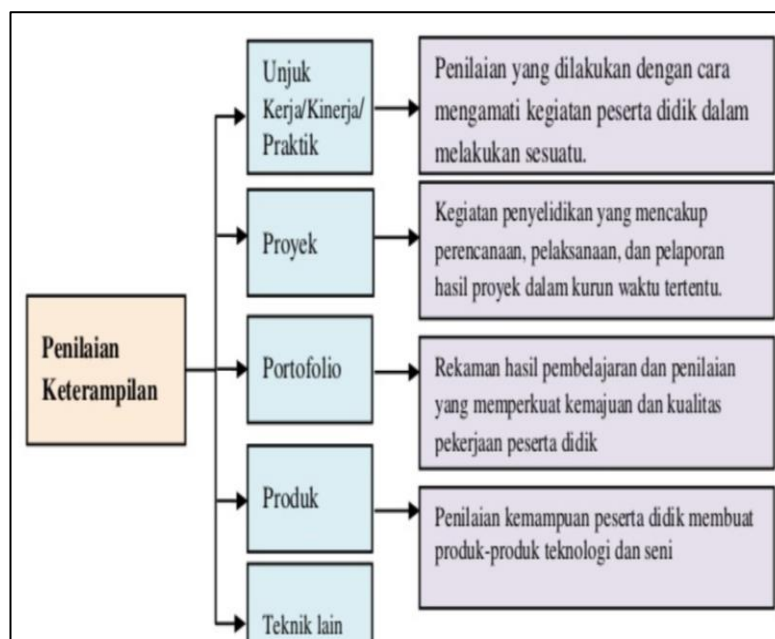
Project assessment is an activity on a task that must be completed within a certain period or time. The task is in the form of a series of activities starting from planning, data collection, organizing, processing, presenting data, and reporting. Project appraisal can be used to determine understanding, data collection skills, application skills, innovation and creativity skills as well as the ability to clearly inform learners about certain content.

c. Portfolio

A portfolio can be a collection of documents and assessment techniques. A portfolio as a document is a collection of documents containing the results of learning achievement assessments, appreciation, and the work of students in certain fields of a certain period of time. At the end of the period, the portfolio is submitted to the teacher in the next class and parents as authentic evidence of the student's development.

Here is the scheme which created by Zaenal Jaenudin (2018) in his book "Guidance of Assessment E-Raport":

Scheme 3.



### 3. Methodology

This research is intended to find out how the teachers' assessment' strategies on using Curriculum 2013 during online learning. Due to the purpose of this research, a descriptive study is chosen as the method. Due to this research is a descriptive study, it uses descriptive qualitative method. In this research, the writer used design of descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively. Descriptive method is a method about the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the present's research. Qualitative research is a research procedure which produces written or spoken descriptive data of research that is possible to observe. Five teachers at Purbalingga city school was chosen as the sample. The researcher used Interview as the instruments for collecting the data.

### 4. Result and Discussions

Teachers' assessment strategies based on Curriculum 2013 during online learning is essential to be investigated since it has big impact in educational process. Farida (2018) explains that understanding the significant of new curriculum is the first thing that the teacher should do. It enables the teacher to respond the change of new curriculum professionally. However, curriculum change is not easy (Fullan, 2001). There are four indicators of investigating assesment strategies of the teachers during the online learning based on Curriculum 2013, such as:

#### 4.1 Teachers Knowledge about Curriculum 2013

All the teachers in this research had similar understanding about Curriculum 2013. Their knowledge about Curriculum 2013 was quite close to the basic principles of Curriculum 2013. Five teacher thought that curriculum 2013 focuses on the activeness and character of the students while the teacher is only as the motivation or the stimulus in clarifying the materials. The complete description of the teachers' knowledge can be seen as follow:

- Teacher A** : “ In curriculum 2013 is the curriculum that requires students to think critically or solve problem by themselves, while the teachers only giving a side of stimulus to students.”
- Teacher B** : “ The Curriculum 2013 is which the center is the children, our students are pushed to think critically, the student must be able to find out the solution of problem by themselves, and the teacher is only as motivation.”
- Teacher C** : “I think Curriculum 2013 is the curriculum which focuses on the character education and character values.”
- Teacher D**: “In my opinion, Curriculum 2013 is a curriculum that prioritizes student activeness processes, so the teacher is only as a facilitator.”
- Teacher E** : “Regarding to my knowledge, Curriculum 2013 is the curriculum which the teaching and learning activities are centered on the students, our position here was only as facilitators, so the aim is that the students here are more active and the teacher's task is only to clarify, , so K13 is more complex in my opinion.”

Based on the statement above, the knowledge of the Curriculum 2013 in line with the Act of National Education System Number 20 Year 2003 Article 1 Verse 1, which states that Education is a systematic and conscious effort to deal with a learning condition, and learning process in order that learners are actively involved in developing their own potential to gain religious spiritual power, self-control, good personality, high intelligence, good behavior, and sufficient skills which are required to meet the demands of the individual, society, nation, and country. By having the active students in class so the teacher needs to be more creative and has improvement in creating the teaching learning process during the online learning.

#### **4.2 Teachers' knowledge about Assessment' aspects of curriculum 2013 during online learning.**

Based on the interview results, all of the teachers already had the knowledge about what aspects that should the teacher assess during the teaching learning process regarding to the Curriculum 2013. They said that they assessed the students through the three aspects such as attitude which consists of social and spiritual attitude knowledge, and skills aspects. Below is the interview result of five teachers :

- Teacher A** : “ First aspect is knowledge, I use google form to measure it, and for learning we use a team. Then the aspect of my attitude uses self-observation through the activeness of students when asking questions or the presence of students. The last for the skills aspect, because I teach “*Seni Budaya*” lessons so I usually ask the students to make a video that can be sent to me or in the form of photos.”
- Teacher B**: “ For the 2013 curriculum, there are three aspects of knowledge, social, spiritual, and knowledge. For the knowledge assessment, I use the Microsoft Team, then for the attitude assessment, I usually observe while doing the virtual meet spiritual is also like that, then for skills I also use the Microsoft Team, it can be in the form of videos or other works.”
- Teacher C** : “ I assess the three aspects even though online yes, namely the knowledge, skills and attitudes of students through online learning but of course it cannot be as detailed as direct meeting, especially in attitude assessment. And while online it is more to pay attention to the character values when learning from home, because it is not certain that students who collect assignments slower or get bad grades are lazy students, I believe, there are obstacles behind it that we need to look for the reason because it could be due to signals, or gadgets inadequate.”
- Teacher D** : “ There are 3 assessments based on the Curriculum 2013, the first is cognitive or knowledge, the second is skills or psychomotor, the third is affective or attitude.

Knowledge is taken from daily scores or assignments, for psychomotor it is taken from assignments and some student activity during online learning, for example practicum learning when making reports, then for attitude values seen from the learning process, usually from the responsibility of collecting assignments, honesty when collecting assignments, because many students who copy their answers from the internet and not to do it independently.”

**Teacher E** : “The way I do the assessment includes aspects of attitude, knowledge, skills. From the aspect of attitude First, I look at in their interaction with the teacher, for example when they communicate to the teachers are polite or not, then in terms of responsibility, discipline, not only includes when they collect or not but also how their efforts are made, their responses, whether they follow the lesson or not.”

Five teachers used Microsoft team and Google form to score knowledge aspect of the students. Furthermore, for the skill aspect, they often give the students project to make a video or make something creatively. The last is attitude aspects, all of the teacher stated that they will observe the students during the teaching learning process and how the students responsibility in joining and submitting the assignment. Below is the interview result of the five teachers.

#### **4.3 Teachers’ obstacles of assessing the students on using Curriculum 2013 during online learning.**

Besides strategy, each teachers also faced different obstacles of the assessment on using Curriculum 2013 during online learning. The teacher A stated that she felt difficult to give the score for lazy students who never join the teaching learning process and submit the task. Teacher 1 stated :

**Teacher A** :” Actually, there is no serious obstacles, because I have learned to use Teams, Google forms, meet, zoom, but maybe I can say that the obstacles come from the students, because sometimes they are lazy to join the teaching learning process because they may be bored, work late, so the problem is that I find it difficult to judge students like that.”

While the teacher B felt difficult when he considered the students’ score, which one of the honest students, which one is not because sometimes they submit the task unfairly or copy from the internet. Below is the interview result of teacher 2 :

**Teacher B** : “ The obstacles can be seen from the students, because we do not know whether students are fair or not when doing assignments without the help of others. Maybe that is the obstacle that I face.”

Furthermore, the teacher C has the perspective that sometimes she felt difficult in assessing the students’ knowledge and skill because she felt that not every teaching learning process she provided the well-planned to the students and it because it is through the virtual meet sometimes the material doesn’t deliver as she want because of the signal itself. The description of teacher C as follow :

**Teacher C** : “ The obstacle that I faced was when assessing attitudes because I didn't meet them face to face because of the online, sometimes there were difficult students to be contacted because of limited signals as well as in the aspects of knowledge and skills. I also realize that the delivery of material from teachers to students is not as effective as direct learning, so for achievement and delivery it is somewhat less than optimal so that the scores obtained are also not maximal.”

Different with the teacher C, teacher D thought that assessing the skill one is the most difficult, she said :

**Teacher D**: “ The problem is because this is online learning, when assessing skills, because if online is only based on reports or assignments, it is still difficult to assess the process, and the constraints when assessing attitudes are also because some

classes have not adjusted such as not submitting assignments so we will process the assessment even longer.”

The last perspective is from teacher E. The obstacle that she faced is on the attitude aspect, she agreed that attitude aspect is the most important aspect. Below is the interview result of teacher E :

**Teacher E** : “ For obstacles, in the PPKN lessons, they prioritize their morals or character, for example in class we can directly observe their attitudes easily but in the online learning we can't be maximal and other obstacles are related to a sense of discipline, responsibility and honesty, because there are still a lot of them doing their assignments but actually it is not their own result.”

In conclusion, the obstacles that faced by the teacher are on the all aspects such as cognitive, psikomotor, and affective aspects.

#### **4.4 Teachers' knowledge about assessment' strategies of Curriculum 2013 during online learning.**

Each teachers have different strategies in assessing the students used Curriculum 2013 during online learning. One of the teacher said that she often used Google form as the easiest strategy in assessing the knowledge assessment aspects, the interview result of the teacher A as follow :

**Teacher A** : “ The specific strategies that i do usually use is using Google form during online learning when assessing the knowledge aspects because as we know it is efficient,right? the score can be seen immediately and also it is easy to be analyzed.”

Furthermore, the teacher B explained that he already used the effective Learning Management System (LMS) so it is very helped him in assessing the students. Below is the interview result of Teacher B :

**Teacher B** : “ The assessment strategy that I do is I use the Microsoft Team as the Learning Management System (LMS) because Microsoft team has provided complete features in assessing the students especiall in the knowledge and skills aspects.”

While the teacher C and D stated the same opinion about their strategy. They said that they need to make a plan about the assessment. For example when they plan the knowledge assessment they need to break out the material first becoming the essential materials so it can make the teacher focuses on what material that should be learned by the students during online learning. The complete description of teacher C and D, as follow :

**Teacher C** : “ My strategy is related to the material. The materials that I will teach is compressed into essential materials first because not all of our basic competencies are taught one by one, we choose core KD which is the main subject, and because online we add more packaging strategies such as quizzes for students.”

**Teacher D** : “ My strategy is I will creat the assessment plan, so that we are clearer when assessing and how to evaluate it.”

The last teacher stated that the strategy that she implement is when she created the affective aspect. In her opinion, affective aspect is the most important than others. She said :

**Teacher E** : “ The specific strategy I used at the beginning I convey more about aspects of attitude, for example the teacher actually can assess easily whatever it is possible, as long as you are polite, have effort, are disciplined and you are responsible, so I do more emphasis on the attitude aspect first, because if the students has good attitude, the knowledge aspect will follow.”

Overall, each teachers have their own strategy and planning in each aspects of the assessment when they faced the obstacles in assessing the students.

## **5. Conclusion**

Teaching and learning process deals with how the teacher assesses the students by three aspects such as attitude which consist of social and spiritual attitude, knowledge, and skills aspects. Three of them have important role for the students. Evidently, there are some differences and similarities in assessing based on Curriculum 2013 during online learning and direct learning. The differences is when the teachers uses the Google form in the knowledge aspect and effective Learning Management System (LMS) in the psychomotor and knowledge aspects while in the direct learning are not. On the other hand, the similarities are in the how they assess the students in the online learning based on Curriculum 2013, they also give the written, orally task and also the task to improve the knowledge assessments of the students. Although it is online learning, in the skill assessment aspect they also ask the students to be creative by creating the visual project it can be video or picture. Furthermore, in the online learning they also used the observation sheet in measuring the students' attitude (affective aspects). However, based on the result, the teachers also faced some problems. First, when they will assess the attitude especially in the social aspects such as the responsibility, honesty, and discipline characters during online learning. Second, when they will assess the knowledge and skill assessment because there are some students who seldom to join their class and submit the task.

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