

# Teacher Constraints in Implementing Authentic Assessment of Geography Learning in Bandar Lampung State High School

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Article Information	ABSTRAK
<i>Sejarah artikel</i> Diterima : 15 Jan 2021 Revisi : 28 Feb 2021 Dipublikasikan : 31 Mar 2021	Tujuan Penelitian ini adalah untuk (1) mengetahui bagaimana penerapan penilaian autentik pada pembelajaran geografi di SMA Negeri Bandar Lampung. (2) mengetahui kendala apa saja yang dihadapi guru dalam melaksanakan penilaian autentik pada mata pelajaran geografi di SMA Negeri Bandar Lampung. Metode penelitian ini adalah dengan menggunakan pendekatan kualitatif deskriptif. Pengumpulan data dengan menggunakan wawancara dan dokumentasi. Populasi penelitian ini adalah guru geografi SMA Negeri Bandar Lampung. Sample penelitian yaitu guru geografi dari SMA N 9, SMA 14, SMA 15 di Kota Bandar Lampung. Hasil penelitian yaitu guru telah membuat instrument dan melaksanakan penilaian autentik. Tetapi instrument yang dibuat tidak lengkap dan tidak semua indicator dinilai. Secara umum guru geografi mengalami kendala dalam melakukan penilaian autentik, kesulitan yang dihadapi yaitu pada penilaian aspek kognitif dan psikomotor.
<b>Kata kunci</b> Kendala Guru Penilaian Autentik Pembelajaran Geografi	<b>ABSTRACT</b> The purpose of this study was to (1) understand authentic reporting on geography learning at SMA Negeri Bandar Lampung. (2) examining what the teacher teaches in carrying out authentic geography subjects at SMA Negeri Bandar Lampung. This research method is to use a descriptive qualitative approach. Data collection using interviews and documentation. The population of this research is the geography teacher at SMA Negeri Bandar Lampung. The research sample was geography teachers from SMA N 9, SMA 14, SMA 15 in Bandar Lampung. The results of the teacher's research threw authentic instruments and outputs. However, the instruments made were not complete and not all indicators were assessed in every aspect. In general, geography teachers experience problems in carrying out authentic assessments, the difficulties faced are in assessing cognitive and psychomotor aspects.
<b>Keywords:</b> Teacher Constraints Authentic Assessment Geography Learning	

## Introduction

There have been many articles that have examined the constraints of authentic assessment in several areas, but there has been

no research that has examined the constraints of teachers in implementing authentic assessments in geography learning at SMA Negeri Bandar Lampung. Implementation of the 2013 curriculum in the city of Bandar

Lampung has been going on for approximately 5 years. In the 2013 curriculum that is currently underway, authentic assessment is something that must be done by teachers. The main tasks of teachers in learning include: compiling learning programs, implementing learning programs, carrying out learning outcomes assessments, analyzing learning outcomes, and carrying out follow-up programs (Kunandar, 2013). Authentic assessment is considered the most appropriate in measuring the ability of students because it touches all aspects of both cognitive, affective and psychomotor. Permendikbud Number 66 of 2013 states that authentic assessment is an assessment carried out comprehensively to assess, starting from the input, process, and output of learning, which includes the realms of attitudes, knowledge and skills. Authentic assessment measures the overall learning outcomes of students, the assessment of the learning outcomes of students, not only the final results of student learning.

Authentic assessment, namely assumptions that include cognitive, affective and psychomotor aspects. measured from the cost of production. Moisture assessments include written, oral and assignment assessments. Management assessments include performance, project, product and portfolio costs (Tutur et al., 2015).

The characteristics of authentic production include six types, namely; (1) must measure all aspects of learning, namely performance and results or products, (2) carried out during and after the learning process takes place, (3) use various methods and sources, (4) the test is only one tool that fulfills the order data, (5) The task given to students must reflect the real life parts of students every day, the need must emphasize the knowledge and expertise of students, not quantity (Kunandar 2013).

The objectives of the 2013 curriculum will not be understood if the understanding that the teacher has about the concepts and goals of authentic conclusions is still lacking, especially if the teacher has not been able to carry out and carry out authentic delivery properly according to the provisions of the 2013 curriculum. Authentic assessment for all subjects, no exception. geography subjects at the high school level. Thus, teachers of geography are required to understand and understand and carry out the standards determined by the government, namely the authentic system. To achieve a comprehensive and non-partial understanding, it is necessary to conduct socialization, training or the like organized by the government or stakeholders and followed by all subject teachers so that all teachers gain a deep understanding. Based on the results of the preliminary research conducted in February 2020, the following information was obtained;

**Table 1.** Geographical teachers of public high schools in Bandar Lampung who have attended training/socialization/seminars on authentic assessment

No	SMA	Total number of teachers	Attending training / socialization / seminar on Authentic assessment	
			Ever been	has never been
1	SMAN 9	2	2	
2.	SMAN 14	3	2	1
3.	SMAN 15	3	1	2
	Total		5	3

Based on the results of preliminary research, several geography teachers have attended training, socialization and seminars on authentic assessment, but still feel constrained in carrying out authentic assessments in the 2013 curriculum, especially those who have never participated. This is in accordance with

the results of previous studies that have been conducted by several previous researchers that there are several points of constraint for authentic assessment in its implementation. Some of these constraints can be used as an indicator of authentic assessment constraints.

**Table 2.** Constraints in authentic assessment

No	Name	Authentic assessment constraints
1	(Indiyana Rachma et al., 2018)	<ol style="list-style-type: none"> <li>1. Lack of time in class assessment</li> <li>2. students with different backgrounds and characters</li> <li>3. learning facilities</li> <li>4. Teacher's lack of understanding of authentic assessment</li> </ol>
2	(Munawati, 2017)	<ol style="list-style-type: none"> <li>1. Many research instruments</li> <li>2. The child's attitude is unstable</li> <li>3. Recap difficult scores</li> <li>4. The grading format is complicated</li> <li>5. Many aspects are assessed</li> <li>6. Assessment of project skills takes a long time and has many rubrics</li> <li>7. Need high accuracy</li> </ol>
3	(Rifka et al., 2017)	<ol style="list-style-type: none"> <li>1. Too many assessment indicators</li> <li>2. Difficulty in assessing</li> </ol>
4	(Nurhayati & Ahmad, 2018)	<ol style="list-style-type: none"> <li>1. the plurality of students</li> </ol>
5	(Absari et al., 2015)	<ol style="list-style-type: none"> <li>1. difficulty in managing time</li> <li>2. Lack of teacher mastery of the assessment system being implemented.</li> </ol>
6	(Ediawati et al., 2016)	<ol style="list-style-type: none"> <li>1. lack of understanding of the lesson plan (RPP)</li> <li>2. preparation of assessment instruments and guidelines</li> <li>3. adjusting the number of students with the number of assessments that must be done and the availability of time</li> </ol>

Based on the problems that have been described, the purpose of this study is to find

out how to apply authentic assessment to geography learning at SMA Negeri Bandar

Lampung and to find out what obstacles teachers face in carrying out authentic

assessments on geography subjects in SMA Negeri Bandar Lampung.

## Method

This research uses a descriptive qualitative approach. Data collection techniques using interviews and documentation. Using inductive theory where all factors, both oral and written, from data sources that have been taken and presented to answer problems in research (Sumadi 2008). The data were analyzed using

triangulation, namely the technique of checking the validity of the data unit by utilizing other data unit parameters. The sample in this study were all eight teachers at three public high schools in Bandarlampung, namely SMAN 9, SMAN 14, SMAN 15. Sampling was selected using the random sampling technique.

## Results and Discussion

### 1. Application of Authentic Assessment in Geography Learning at SMA Negeri Bandar Lampung

The results showed that the teacher had carried out the assessment planning and carried out authentic assessments which included cognitive, affective, and psychomotor assessments. Assessment planning is an important thing that teachers do before carrying out an assessment. The assessment plan carried out by the teacher includes planning assessment objectives, aspects of assessment, assessment techniques, assessment instruments, assessment references.

There are still teachers who are not suitable in determining indicators and learning outcomes with existing basic competencies. This is an important factor, because if it is not appropriate in determining operational verbs, the learning objectives will not be achieved. The teacher plans behavioral assessment techniques by observing, self-assessing, peer / peer assessments, and journal assessments. Meanwhile, in planning knowledge assessment techniques using written tests, oral tests, and assignments. In planning skills assessment techniques with practical tests, products, projects, portfolios. The teacher has planned an

assessment at each face to face in the lesson plan.

In addition to planning the assessment, the teacher has carried out an integrated authentic assessment both during class and outside the classroom. Assessment tends to focus on complex or contextual tasks for students, which allows them to demonstrate their competences or skills.

Many instruments are made that are not used in the assessment process. This instrument is only found in the Learning Implementation Plan (RPP). This is because the teacher is unable to manage the time so that the assessment can be carried out appropriately and thoroughly. In addition, the teacher also does not make a time plan in accordance with the material to be taught so that the teacher does not have enough time to carry out authentic assessments for each student.

In addition, some teachers do not make the instrument directly which is the result of their work, but prefer to get it from the internet and there are also some who just retype the assessment instrument in the teacher manual or the example in the 2013 curriculum manual. practical and does not require a lot of time, effort and thought. In addition, it is also caused by a lack of understanding of the authentic assessment itself.

In applying authentic assessment to the geography learning process, it can be said that

there are still many obstacles experienced by teachers in teaching geography subjects at Bandarlampung SMA. In general, teachers feel constrained by planning and implementing authentic assessments. The many demands in conducting assessments make teachers feel burdened by assessing affective and psychomotor aspects.

## 2. Teacher constraints in authentic assessment

The following is a description of the data from the results of research that has been conducted based on the results of interviews by teachers of geography subjects at public high schools in Bandarlampung.

**Table 3.** Teacher Constraints in Authentic Assessment

No	Authentic assessment constraints	Answer	Cognitive		Affective		Psychomotor	
			Freq	Percentage (%)	Freq	Percentage (%)	Freq	Percentage (%)
1	Find it difficult to make an assessment instrument	Yes	0	0	6	75	5	62,5
		No	8	100	2	25	3	27,5
2	it took a lot of time to make the instrument	Yes	1	12,5	8	100	7	87,5
		No	7	87,5	0	0	1	12,5
3	lack of time in conducting class assessments	Yes	2	25	8	100	8	100
		No	6	75	0	0	0	0
4	Difficulty in class management	Yes	1	12,5	1	12,5	1	12,5
		No	7	87,5	7	87,5	7	87,5
5	Students are many and diverse	Yes	0	0	8	100	6	75
		No	8	100	0	0	2	25
6	There are many assessment instruments that drain your mind, energy and thoroughness	Yes	0	0	8	100	8	100
		No	8	100	0	0	0	0
7	Difficulty in giving an assessment	Yes	0	0	5	62,5	2	25
		No	8	100	3	37,5	6	75
8	Recap the overall score is difficult	Yes	0	0	6	75	2	25
		No	8	100	2	25	6	75
9	many assessment indicators	Yes	0	0	8	100	8	100
		No	8	100	0	0	0	0
10	lack of facilities and infrastructure	Yes	0	0	0	0	0	0
		No	8	100	8	100	8	100

On the cognitive aspect, it can be seen that teachers do not experience significant difficulties during the implementation of authentic assessments. Cognitive assessment instruments, namely; test questions, discussion sheets, and assignments. Teachers did not find it difficult because cognitive assessments were often carried out long before the 2013 curriculum appeared.

In the affective aspect, it can be seen that almost all teachers experience so many difficulties in every item of the statement on the implementation of authentic assessment. At the first point of the statement, there are 6 teachers or 75% of the teachers who have difficulty making the affective instrument and 2 people answered that they do not find it difficult. Difficulty is due to the fact that the instrument is too complicated and has many aspects to be assessed, besides that it requires analysis and understanding in developing affective instruments. Affective assessment instruments are in the form of performance, portfolio, written, project and product assessments.

In the second statement, all teachers or 100% answered that it took a lot of time in making an assessment instrument for affective aspects. Thus, making affective instruments takes a long time because of the many types of instruments and indicators that must be achieved. This is an obstacle in making authentic assessments

All teachers or 100% answered that they lacked time in assessing the class for the affective aspect. This happens because the assessment indicators are very large plus the number of students is not small and varied. When carrying out an assessment in the classroom the teacher becomes more focused on making observations and assessments, while the delivery of subject matter is neglected.

In order for classroom learning to be effective and efficient, the teacher must be able to manage the class well. There is 1 teacher or%

who answered difficulties in managing the class. Students are still struggling and difficult to control. This will disrupt the learning nets so that it has an impact on the difficulty of making assessments. However, more than 50% of teachers or 78.5% did not experience difficulties in class management.

The number of SMA Negeri Bandar Lampung students in one local class contains an average of 20 students. With this number, geography teachers feel that it is not an obstacle in assessing the cognitive aspects, but this will be difficult when conducting affective assessments. The assessment is carried out with many assessment instruments and indicators. For example, such as assessing aspects of spiritual and social attitudes which include: honesty, discipline, responsibility, mutual cooperation, cooperation, tolerance, peace, courtesy, responsiveness, confidence.

All teachers answered agree that there are many affective aspect assessment instruments so that it drains the mind, energy and accuracy. Based on the results of the teacher's research, it is incomplete in making affective assessment instruments.

The value is usually given by the teacher in the form of a score or number, but in contrast to the affective assessment, the teacher provides an assessment in the form of quality letters and descriptions which must then be converted into numbers. There were 5 teachers or 62.5% answered that they were constrained in giving affective assessments and 2 people or 27.5% answered that they were not constrained. Giving assessment on the affective aspect must also refer to the indicators of learning in the affective aspect and this is an obstacle for geography teachers. This will relate to how the teacher recapitulates the overall value. Assessment in the form of quality letters and descriptive sentences must then be changed into numerical form which will then be converted into attitude values in accordance

with Permendikbud No. 81 A of 2013 becomes a number. This is one of the difficulties experienced by geography teachers.

All teachers or 100% answered that many affective assessment indicators were an obstacle in carrying out authentic assessments. This is because it will be difficult to manage time and requires deep thought to avoid mistakes. All teachers gave answers that were not constrained by the facilities and infrastructure. Based on the research results, facilities and infrastructure are not an obstacle, because they are already fully available in schools.

Assessment On the psychomotor aspect related to how teachers assess student skills. Skills can be assessed during the process and after learning activities are completed. Student work results that can be assessed are in the form of performance, portfolios, projects, and products. The instruments used can be in the form of questions, observation sheets (checklists and rating scales).

In the first statement point, there were 5 teachers or 62.5% who had difficulty making the instrument for the psychomotor aspect and 3 people or 27.5% answered that they did not find it difficult. Thus it can be concluded that geography teachers have difficulty in making instruments for the psychomotor aspect.

Then in the second statement 7 teachers or 87.5% answered that it took a lot of time to make an assessment instrument for the psychomotor aspects and only one person or 12.5 answered no. So it can be said that making psychomotor instruments takes a long time and this is one of the obstacles in carrying out authentic assessments because of the many instruments, and also requires detailed and in-depth observation.

All teachers or 100% answered that they lacked time in conducting classroom assessments for the psychomotor aspect. This is because the assessment indicators are very large plus the number of students is not small and varied. In addition, teachers must

simultaneously conduct affective assessments. At the time of carrying out the assessment the teacher became more focused on making observations and assessments rather than providing subject matter.

The number of SMA Negeri Bandar Lampung students in one local class contains an average of 20 students. With this number, the teacher feels constrained in assessing the psychomotor aspects in the classroom, but when it is done outside the classroom it is not a significant obstacle. As many as 6 teachers or 75% answered that many and multiple students were an obstacle in authentic assessment on the psychomotor aspect and 2 people or 25% answered no.

All teachers or 100% answered agree that there are many psychomotor aspects of the assessment instrument so that it drains the mind, energy and accuracy. Based on the research, the teacher's assessment instrument was incomplete. Most of them searched the internet. There were 2 teachers or 27.5% answered that they were constrained in giving psychomotor assessments and 6 people or 67.5% answered that they were not constrained. Giving an assessment on the psychomotor aspect must also refer to the indicators of learning in the psychomotor aspect and this is an obstacle for geography teachers.

This will also relate to how the teacher recapitulates the overall value. as many as 2 teachers or 27.5% answered that recapitulating the overall psychomotor score was an obstacle and as many as 6 teachers or 67.5% answered that it was not constrained. All teachers or 100% answered that the many psychomotor assessment indicators were an obstacle in carrying out authentic assessments. This is because it will be difficult to manage time and requires deep thought to avoid mistakes. All teachers or 100% gave answers that were not constrained by the facilities and infrastructure. Based on the research results, facilities and

infrastructure are not an obstacle, because they are already fully available in schools.

Broadly speaking, teachers feel constrained in the implementation of authentic assessments, especially in the affective and psychomotor aspects which have too many indicators to be assessed. So it takes time, energy and a lot of thought and depth.

## Conclusion

The application of Authentic Assessment in Geography Learning at SMA Negeri Bandar Lampung has generally been implemented, but there are still shortcomings, namely; Some teachers still do not really understand the implementation of authentic assessment so that the assessment is not carried out thoroughly, authentic assessment instruments are made but are often not used, the instruments are not the work of the teacher but are copied from the internet. Authentic assessment constraints faced by teachers Most of them are in the affective and psychomotor aspects, namely; Find it difficult to make an assessment instrument, it takes a lot of time in making instruments, lack of time in conducting class assessments, students are many and diverse, many assessment instruments are draining the mind, energy and accuracy, many assessment indicators. Only in the affective aspect, the teacher finds it difficult to give an assessment and complete the overall value.

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